EFFECTS OF NON-COGNITIVE TRAINING PROGRAMMES ON EMPLOYEE
JOB SATISFACTION: A CASE STUDY OF UNHCR, NAIROBI KENYA

BY
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UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

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A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirements for the Master of Science in Management and Organizational Development

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA

SUMMER 2019
STUDENT’S DECLARATION

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

Signed: ____________________________ Date: ____________________________

Annette Mumbi (ID 626640)

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

Signed: ____________________________ Date: ____________________________

Prof. Damary Sikalieh PhD

Signed: ____________________________ Date: ____________________________

Dean, Chandaria School of Business
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ABSTRACT

The main purpose of this study was to determine the effects of non-cognitive training programs on employees’ job satisfaction at United Nations High Commissioner for Refugees (UNHCR), Nairobi Kenya. The specific objectives were to identify the effects of self-perception on job satisfaction; to determine the effects of metacognitive strategies on job satisfaction; to identify the influence of motivation on job satisfaction; to examine the influence of emotional intelligence on job satisfaction at the UNHCR, Nairobi, Kenya. A descriptive research design was adopted in this study. The study targeted a total of 500 employees comprising of senior-level management, middle-level management, and the subordinate staff who formed the strata.

Stratified and simple random sampling techniques were used to select a representative sample for the study. Simple random technique was applied in every stratum to get the required sample size. This was done by assigning each item in each stratum a unique number. Then a starting point was randomly selected and the table of random number was used to select the items to include in the sample until the required sample size was arrived at. The sample size was 83 respondents; 7 being senior managers, 16 middle-level managers and 60 general staff. Primary data was collected using structured questionnaires. A drop and pick method was, then, used to distribute the questionnaire.

The collected data was analyzed using Statistical Packages of Social Sciences (SPSS). Descriptive statistics such as frequencies distribution, weighted mean, and percentages, were used to analyze the data. Besides, inferential statistics such as correlation analysis and regression analysis were also used to test for the relationship between the variables. Pie charts, frequency tables, and bar graphs were used to present the findings. Moreover, the correlation between dependent and independent variables was done using correlation and multiple regression analysis.

The findings revealed that there is a positive and significant correlation between self-perception and job satisfaction at (Pearson Correlation 0.598; \(P = 0.000\)); a positive and significant correlation between metacognition strategy and job satisfaction at (Pearson Correlation 0.546; \(P=0.000\)); a positive and significant correlation between motivation and job satisfaction (Pearson Correlation 0.659; \(P=0.000\)); and a positive and significant
correlation between emotional intelligence and job satisfaction AT (Pearson Correlation 0.405; P=0.001).

The study found that metacognitive strategies positively influence job satisfaction, hence, concludes that metacognitive strategies are crucial ingredients for successful management of employees. The study further found that emotional intelligence is crucial in enhancing productivity in any organization. It was, therefore, recommended that the United Nations High Commissioner for Refugees should organize staff training regularly, and ensure that emotional intelligence is part of all non-cognitive training programs organized by the organization. The study also recommended that a similar study is carried out in other NGOs operating in other counties and compare the results, and finally, further study to be conducted to determine other factors that influence job satisfaction should be done.
ACKNOWLEDGMENTS

There are no doubts that undertaking academic research is not an easy journey. I wish to first Acknowledge God Almighty for his grace and faithfulness during my academic endeavours. I would not have come this far without the professional and keen guidance by my supervisor, Prof. Damary Sikalieh, Ph.D. Her continued guidance throughout the project, her precious time and insights are appreciated.
DEDICATION
This research report is dedicated to my husband Brian and my mother, for their care, love, encouragement, and support during my academic endeavours.
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<tr>
<td>CSE</td>
<td>Core self-evaluation</td>
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<tr>
<td>EI</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>SPSS</td>
<td>Statistical Packages of Social Sciences</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
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<td>US</td>
<td>United States</td>
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<tr>
<td>UAC</td>
<td>United Africa Company</td>
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<tr>
<td>UNHCR</td>
<td>United Nations High Commissioner for Refugees</td>
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of Study

In the current work environment, managers are constantly seeking ways to increase job satisfaction to gain a competitive edge. Job satisfaction is closely related to an individual's behaviour in the workplace (Aziri, 2011). There is constant pressure for sustainability which is backed up by efficiency in organizations. If organizations don’t respond to this pressure, they might be on the verge of losing their market share to their competitors. Noncognitive training equips employees with practical cognitive skills and knowledge that increases their efficiency and effectiveness to cope with the pressure of the constantly changing environment. It is worth noting that the discussion of non-cognitive skills and its relation to job satisfaction is not only contested, but complicated. It is not universally accepted whether ‘non-cognitive skills’ is the right way to describe the set of issues under discussion. The terms like ‘competencies’, ‘character skills’, ‘personality traits’, ‘life skills’; and soft skills’ are also widely used. The term ‘non-cognitive’, furthermore, highlights an erroneous distinction between non-cognitive and cognitive factors (Gutman & Schoon, 2013).

Job satisfaction is a topic that has been widely appreciated in academics as well as in the industry (Hassan and Saeid, 2011). It is the extent to which an individual likes a job (Spector, Fox, Van Katwyk, 2000) or it may be considered as the emotional attachment one has with a job (Tett & Meyer, 2003). According to Armstrong (2006) job satisfaction is the feelings and attitudes people have about their work. When an employee exhibits a positive and favorable attitude towards the job, there is job satisfaction. On the other hand, a negative and unfavorable attitude shows dissatisfaction. Job satisfaction expresses the amount of agreement between the rewards that the job provides and one's emerging expectations. It typically refers to the attitude of a single employee. According to Hoppock (1935) job satisfaction is a combination of physiological, psychological, and environmental circumstances that cause an individual to truthfully say is satisfied with a job. According to this approach, Job satisfaction remains something internal and related to how an employee feels despite the fact that it is influenced by many external factors. Job satisfaction presents a set of factors that cause a
feeling of satisfaction. Vroom (1964) defined job satisfaction as “affective orientations on the part of individuals toward work roles which they are presently occupying” (Vroom, 1964).

The leaders in any organization are responsible for enhancing job satisfaction among the employees. The main aim of leadership is to improve the performance of man and machines and make employees proud of their workmanship. An employee gets a sense of pride in what they do as a result of a motivating environment (Vaishali & Jyotsna, 2015). Therefore, to enhance job satisfaction among the employees, the employer should provide a positive working environment; rewards and recognition; improve employee engagement; and provide an opportunity for employees’ development (Edwards Deming, 2018). Therefore, training is a crucial exercise in creating a high work performance culture as a result of job satisfaction. Moreover, Hunt & Baruch (2003) noted that satisfied employees are more focused, productive, and align their tasks to produce output that positively impacts the company’s bottom line. Therefore, Job satisfaction in this study was measured using employees’ productivity and their willingness to stay in the company.

According to Heckman, Stixrud, & Urzua, (2006) ‘non-cognitive skills’ are a set of attitudes, behaviors, and strategies perceived to underpin success at work and in school, and include perseverance, motivation, and self-control. In areas such as numeracy and literacy, non-cognitive skills are compared to ‘hard skills’ of cognitive ability, which are measured using academic tests. Non-cognitive skills are of late being considered important than, cognitive skills or IQ in explaining academic and employment outcomes (Lleras, 2008). Indeed, policy makers as more focused on how such ‘soft’ skills or ‘character’ can be imparted in firm’s workforce (Heckman, Stixrud, & Urzua, 2006; Farkas, 2013). The appropriate training program can be used to enhance non-cognitive skills among employees. However, sourcing for good non-cognitive training programs is challenging for employers or the officers in charge. They must understand fully the importance of non-cognitive employee skills, challenges faced at the workplace due to lack of these skills, and what success means to them once the behavioral change journey is completed through the non-cognitive training solutions (Hunt & Baruch, 2003). Understanding the training process is vital while selecting a program as it helps to judge the quality of effectiveness and the possible return on investment. Some of the non-cognitive skills include self-perceptions; motivation; perseverance; self-control;
emotional intelligence; metacognitive strategies; social competencies; creativity; resilience and coping.

However, this study focused on self-perception; metacognitive strategies; motivation; and emotional intelligence. The four variables were chosen due to their inter-relationship. For instance, self-perception is closely related to motivation. On the other hand, emotional intelligence is closely related to metacognitive strategies in that for one to be able to effectively use metacognitive strategies, he or she needs to have the emotional intelligence to some extent. Indeed, someone without emotional intelligence will find it difficult to plan and solve problems since he or she needs to work with others. Motivation is also related to metacognitive strategies in that workers must be motivated to utilize metacognitive strategies.

Self-perception refers to one’s beliefs about the ability to accomplish a task. Self-perceptions come before motivation. Positive self-perceptions lead to greater motivation which, in turn, encourages an employee to work hard, leading to improved performance (O’Mara et al., 2006). A study conducted among male engineers by Arthur & Larry (2010) found that there exist a positive correlation between self-perceptions and job-life satisfaction.

Zimmerman (2001) defined metacognitive strategies as goal-oriented efforts to impact a person’s earning processes and behaviors by focusing awareness on selecting, thinking, monitoring, and planning strategies that are most conducive to learning. Metacognitive strategies, for instance, include “setting goals, planning and problem-solving, monitoring one’s progress and understanding, being aware of one’s strengths and weakness, as well knowing when and why to use which strategy” (Pintrich, 2002). A study carried out in Italy among teachers by Giuseppe, Magnano, Zira & Tiziana (2014) found a positive correlation between metacognitive strategies and high level of satisfaction among teachers.

Guay et al., (2010) defined motivation as the reasons that underlie behaviour. It is the attribute that moves a person to do or not to do something. Although many studies in the area of motivation and job satisfaction have been conducted over the years, it still remains unexplored to some extent since there is no general understanding regarding studies conducted at different times; different working environments; and nature of the organizations. Previous studies by Judge and Ilies (2004); Boswell, Boudreau, and Tichy (2005); Singh & Vivek (2011) found
that there is a strong and positive correlation between the motivation and job satisfaction of the employees.

According to Christian & Dirk (2001), emotional intelligence is an individual’s ability to express and control his or her motions properly as well as the ability to handle an interpersonal relationship. It is a set of competencies including, self-regulation, self-awareness, empathy, social skills, and motivation which enable an individual to function effectively across a variety of settings. There is a general perception that employees with higher emotional intelligence are more satisfied with their jobs as they are able to establish strategies to overcome the possible consequences of stress (Christian & Dirk, 2001). Previous studies such as Ealias & Jijo, (2012); Trivellas, Gerogiannis & Svarna (2013) and Anari (2012); and Theophilus and Emmanuel (2017) found that there is a significant and positive correlation between emotional intelligence and job satisfaction.

The UNHCR is a program by the United Nations that is mandated to protect refugees, stateless individuals; forcibly displaced communities (Betts,2009). UNHCR assists such people for voluntary local integration, repatriation, or resettlement to a third country. Its establishment dates to 14th December 1950. It has a full mandate to coordinate and lead international interventions to protect refugees and resolve their problems globally. The primary purpose of its existence is to safeguard the refugee’s wellbeing and rights (UNHCR, 2010). UNHCR Kenya has its main office in Westlands, Nairobi but has sub-offices in Kakuma and Dadaab. Besides, protecting the refugees, UNHCR values its employees and enhance their growth and development. The organization trains its employees on non-cognitive skills as part of employees’ growth and development; hence, was appropriate for the purpose of this study, which was to determine the effect of non-cognitive training programs on employee job satisfaction.

1.2 Statement of the problem
Many Human Resource Managers do not fully appreciate the importance of growing the employees’ non-cognitive skills but instead, they mostly focus on technical skills which are not enough, considering the changing business environment (Chiva & Alegre, 2008). Many key decision-makers also view soft skills training as a cost rather than as an investment to the company (Chiva & Alegre, 2008). Several decision makers minimize training budgets in a bid
to save on costs while they demand high performance, excellent soft skills and criticize failure without really giving adequate training for the employees’ specific training needs. Employees also overlook the importance of developing their soft skills as they perceive technical skills to be more important. Studies carried out by scholars and human resource practitioners have shown that there is a significant link between adequate soft skills training and job satisfaction. Indeed non-cognitive training programs have been found to contribute significantly towards increased job satisfaction (Arthur & Larry (2010); Giuseppe, Magnano, Zira & Tiziana (2014); Singh & Vivek (2011); and Theophilus and Emmanuel (2017).

Recently, the workforce has dramatically changed. There is an emergency of a multicultural workforce, where workers have multiple jobs. Therefore, as Barker (2004) noted, it is advisable that employees be equipped with transferable skills. Further, Sabo, (2000) argued that training in these skills must be done in a way that diversity presented by cultural differences in the workplace is considered. Businesses recruit, select, train, and promote from a global labour pool. Therefore, this diversity requires intercultural teamwork, negotiation, communication, and conflict resolution (Herr, 1990). The fact that there is increased enrollment by the minority in the workplace requires attention to diverse learning styles and experiences. While the employees need to develop a global perspective, they also need to possess specific general skills. Therefore, employees need to broaden perspectives and must be prepared to work and learn from people and different views. Consequently, employees should be able to understand the ramifications of a global village and appreciation that there are different approaches to accomplishing a job (Barker, 2004).

A few studies have focused on the correlation between self-perception, metacognitive strategies, motivation, emotional intelligence, and job satisfaction. Arthur & Larry (2010) found that there is a positive relationship between self-perceptions and job-life satisfaction. This study was conducted among male engineers only where their difference in self-perception was analyzed in relation to job-life satisfaction. The respondents were working in a for-profit organization, but the current study will focus on the relationship between self-perception and job satisfaction among both male and female employees of a non-profit making organization.
In a study on metacognitive strategies and work motivation in teachers, Giuseppe, Magnano, Zira & Tiziana (2014) found a positive correlation between metacognitive strategies and teachers satisfaction. This study was carried out in Italy among teachers where the teachers with metacognitive attitudes were found to enjoy high levels of job satisfaction in their work and was able to manage their emotions with regard to students. The current study will be different in the sense that it will focus on the relationship between metacognitive strategies among employees working for a not-for-profit organization in Kenya.

Although many studies in the area of motivation and job satisfaction have been conducted over the years, it remains unexplored to some extent since there is no general understanding regarding studies conducted at different times; different working environment; and nature of the organization. Singh & Vivek (2011) found that there is a strong and positive correlation between employees’ motivation and job satisfaction. This study was conducted in the public sectors in India; hence, the current study will be different as it focused on employees of a not for profit organization in Kenya. Other previous studies by Judge and Ilies (2004) and Boswell, Boudreau, and Tichy (2005) also found a positive relationship between motivation and job satisfaction. However, none of these studies focused on employees of NGOs and none was conducted in Kenya. Other studies such as Trivellas, Gerogiannis & Svarna (2013) and Anari (2012) found a positive correlation between emotional intelligence and job satisfaction. Theophilus and Emmanuel (2017) found that there is a significant and positive correlation between emotional intelligence and job satisfaction among nurses. These studies used teachers and nurses as the respondents; hence, the fact that the current study focuses on employees working for NGOs makes it different. This study, thus, sought to fill the gap by examining the relationship between self-perception, metacognitive strategies, motivation, emotional intelligence and job satisfaction among employees in the United Nations High Commissioner for Refugees in Nairobi, Kenya.

1.4 General Objectives of the study

The main objective of this study was to determine the effect of non-cognitive training programs on employees’ job satisfaction in the United Nations High Commissioner for Refugees in Nairobi, Kenya.
1.4.1 Specific Objective

1. To identify the effects of self-perception on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya
2. To determine the effects of metacognitive strategies on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya
3. To identify the influence of motivation on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya
4. To examine the influence of emotional intelligence on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya

1.5 Significance of the Study

This study generates knowledge and policy recommendations that will be useful to the following constituents;

1.5.1 Practicing Organizations

The findings of this study will be important to various organizations in Kenya and also in other developing countries. The primary beneficiaries of this study include Employers, learning and development personnel, present and future managers. The study would enlighten them on the importance of non-cognitive training programs on employees’ job satisfaction. The findings of this study are important to employees as it informs them about how they can derive job satisfaction by equipping themselves with the proper non-cognitive skills through training.

1.5.2 Scholars and Academicians

The study findings will be important to other academicians and researchers who would like to understand the relationship between non-cognitive training programs and employee’s job satisfaction, and their relevance in the ever-changing job market. Specifically, Scholars in the field of human resource management would also benefit from this study should they decide to carry out their research on the influence of non-cognitive training programs on job satisfaction as it would be a point of reference and insights for further studies.

1.5.3 Policy Makers

Organization policymakers would also benefit from outcome of this research as it provide them with the necessary information about non-cognitive training programs and their impact
on employee behavior. Employers will find the findings of this research significant when drafting training policies. This is because they will get information on how non-cognitive skills influence job satisfaction hence focus on developing such skills in their training programs.

1.6 Scope of the study
The study examines the effect of non-cognitive skills, specifically, self-perception, metacognitive strategies, motivation and emotional intelligence on NGOs employees Job satisfaction. The study was carried out among the employees working for the United Nations High Commissioner for Refugees, Nairobi, Kenya. UNHCR trains its employees on non-cognitive skills as part of employee development. The respondents included subordinate staff, middle management, and senior management. Therefore, individual employees will be the unit of analysis in this study. The study was conducted between June 2019 and August 2019.

1.7 Definitions of Terms
1.7.1 Job Satisfaction
Job satisfaction refers to an employee’s affective reaction to his job in terms of how much it satisfies his desired outcome (Hassan and Saeid, 2011).

1.7.2 Non-cognitive skills
Non-cognitive skills refer to “a set of behaviors, attitudes, and strategies that are thought to underpin success in school and at work, such as motivation, perseverance, and self-control” (Heckman, Stixrud, & Urzua, 2006).

1.7.3 Metacognitive strategies
Metacognitive strategies are goal-oriented efforts to influence individual’s learning processes and behaviours by focusing “awareness on thinking and selecting, monitoring, and planning strategies that are most conducive to learning” (Zimmerman, 2001).

1.7.4 Motivation
Motivation refers to the “reasons that underlie behavior. It is the attribute that moves a person to do or not to do something” (Guay et al., 2010).
1.7.5 Emotional intelligence (EI)

Emotional intelligence refers to an individual’s ability to express and control motions properly and handling interpersonal relationship (Christian & Dirk, 2001).

1.7.6 Self-perception

Self-perceptions refer to ones’ beliefs that he can or cannot accomplish a task (O’Mara et al., 2006).

1.8 Chapter Summary

The chapter presents the variables under non-cognitive training elements which are; self-perception, metacognitive strategies, motivation, and emotional intelligence. It presents the background and statement of the problem with an objective of developing the purpose of the study, which was to determine the effect of non-cognitive training programs on employees’ job satisfaction at the United Nations High Commissioner for Refugees in Nairobi. Job satisfaction is described as the extent to which an individual likes a job or as the emotional attachment to a job. Self-perception is described as ones’ beliefs about ability or inability to accomplish a task.

Metacognitive strategies are described as goal-oriented efforts to influence individuals learning processes and behaviors by focusing awareness on thinking and selecting, monitoring, and planning strategies that are most conducive to learning. Motivation is described as the reasons that underlie behavior or the attribute that moves a person to do or not to do something. On the other hand, emotional intelligence is described as a person’s ability to control and express his or her emotions properly as well as the ability to handle an interpersonal relationship. The purpose of the study was broken into objectives which are to establish the effects of self-perception, metacognitive strategies, motivation, and emotional intelligence on job satisfaction among employees working for the United Nations High Commissioner for Refugees. The next chapter reviews the relevant literature. Chapter three details the research methods used in the study. Chapter four presents the findings while chapter five presents the discussion of the findings, conclusions, and recommendations of the study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Chapter two review the related literature on the subject under study presented by various researchers, scholars, analyst, and authors. The aim of this study was to establish the effects of non-cognitive training programs on employees’ job satisfaction. Generally, this section covers the theoretical, conceptual and empirical review, presented in the order of the objectives that guided this study.

2.2 Job satisfaction

Job satisfaction has been widely appreciated in academics as well as in the industry. However, there lacks a universally accepted definition of job satisfaction; hence, different authors have different approaches to defining job satisfaction. Hassan and Saeid (2011) defined job satisfaction as “an employee’s affective reaction to his job in terms of how much it satisfies his desired outcome” (Hassan and Saeid, 2011). According to Spector et al (2000), it refers to the extent to which an individual likes his/her job. Statt (2004) defined job satisfaction as the extent to which an employee is contented with the rewards he or she gets out of his or her job, specifically in terms of intrinsic motivation. Armstrong, (2006) considered job satisfaction as the feelings and attitude people have concerning their work. When such feelings are positive and favorable towards the job, it implies job satisfaction. On the other hand, when the feelings and attitudes are negative and unfavorable, towards the job, it is an indication of job dissatisfaction.

According to George and Jones (2008) job satisfaction refers to the collection of beliefs and feelings that people have about their current job. Employee level of satisfaction with respect to their job can range to extreme satisfaction to extreme dissatisfaction. It is worth noting that besides having attitudes and feeling about jobs, people also have attitudes about various aspects of their jobs such as their co-workers, the kind of work they do, their supervisors as well as their remuneration. Therefore, job satisfaction is a multifaceted and a complex concept which may imply different things to different people. It is normally linked to motivation, but it is not the same thing as motivation. Job satisfaction, unlike motivation, is more of an attitude
or feeling; and internal state (Spector, Fox, Van Katwyk, 2000). It is associated with personal feelings of achievement either qualitatively or quantitatively (Mullins, 2005). Aziri, (2008) noted that job satisfaction represents a feeling that appears as a result of the perception that the job enables the psychological and material needs. Job satisfaction is one of the main factors that contribute to the effectiveness and efficiency of business organizations. This is perhaps the reasons why there is a new managerial paradigm which insists that employees must be treated and considered as human beings who have needs, wants, and personal desires. This shows the importance of job satisfaction in modern companies (Aziri, 2011).

Various studies have been conducted by different researchers on job satisfaction. Some have identified the relationship between some major human resource concepts with employees’ job satisfaction. In their study in Britain, Jones, Jones, Latreille & Sloane, (2008) found that training is positively correlated with job satisfaction. Kostas (2009) researched the relationship between promotion and job satisfaction and concluded that promotion is a tool to raise job satisfaction. In a study in Pakistan, Kamal and Hanif (2009) noted that job satisfaction is an attitude of an employee over a period of time; hence the factors of satisfaction and dissatisfaction change over time.

This section describes job satisfaction as the feelings and attitudes people have concerning their work. Employees are satisfied with the job whenever they have a positive attitude towards their job. However, when the attitude is negative, employees have dissatisfaction with their jobs. Previous studies on job satisfaction have focused on the relationship between various concepts of human resource management such as training. However, this study focused on the relationship between job satisfaction and non-cognitive skills; specifically, self-perception, metacognitive strategies, motivation, and emotional intelligence. Job satisfaction is all about the employee's attitude towards their jobs. Therefore, it was important to explore the concept of employee job attitude.

2.2.1 Employee Job attitude

Employees’ attitudes towards their jobs are important and play a crucial role in manipulating their performance in organizations. Thus, modern organizations need to recognize, measure, and boost employee attitudes. Just like individuals, organizations too, have dispositions. Thus, an organization can be classified as welcome, rigid, traditional, inventive or otherwise. These
qualities may serve as aspects to envisage employees’ behaviors and attitudes (George & Jayan, 2013).

Different authors have defined job attitude differently. Allport (1935) defined job attitude as “a psychological or neural state for willingness, formulated through practice as well as applying instructions or vigorous influence on a person’s actions to every object and condition which is related to that particular situation”. According to Liao, Lu, Huang & Chiang (2012) job attitude is “a set of behavior and judgments to work, and such thoughts and behaviors are redirected in the form of organizational commitment and work involvement”. From this perspective, job attitude may be viewed as inactions and actions of the employee towards their work. Finally, Susanty, Miradipta & Jie (2013) defined job attitude as “a conviction or predisposition to behave in a certain way at the workplace as a result of individual experience as well as personality”. The ways employees behave in their workplace rarely depends on their feelings about their job. Therefore, to understand employees’ work attitude, one must be aware of their behaviors in the workplace.

The most commonly studied job attitudes are organizational commitment, job satisfaction, and job involvement. These three substantially overlap among themselves both conceptually and empirically. For example, job satisfaction and affective commitment may be thought of as two reflective of a single concept that differs only in their conceptual targets, that is, the work role versus the entire organization. On the other hand, job involvement, or personal identification with work has a similar connotation of liking or being focused on ones work role (Meyer & Allen, 1997). Having the right attitude towards one’s job is important for the performance of employees at their workplace. Previous studies (Newman & Roth (2006), Semykina (2008), Chih, Yang and Lu (2008); Liao et al, (2012), and Sulaiman & Almsafir (2013) have concluded that an employee who has a positive attitude towards their jobs tends to perform better.

From the preceding, employees’ job, attitudes are more of employee behaviors and judgment towards their jobs as far as work involvement and organizational commitment is concerned. Apparently, job satisfaction, organizational commitment, and job involvement are the most studied job attitudes. Previous studies have found that employee job attitudes influence performance. However, this study focused on how self-perception, metacognitive strategies,
motivation, and emotional intelligence influence job satisfaction among NGOs employees. The next section explores the relationship between self-perception and job satisfaction.

2.3 Self-perception and job satisfaction

O’Mara et al. (2006) defined self-perceptions as a person’s beliefs that they can or cannot accomplish a task. Self-perceptions lead to motivation. Employees with positive self-perceptions are more motivated which, in turn, encourages them to work hard, thus improving their performance. Self-perception can influence all workers, whether in leadership or in the lower cadres of the organization. Positive self-perceptions also help prepare individuals for leadership which in turn influences their self-perception (Gutman & Schoon, 2013).

There are several empirical studies on the relationship between self-perception and employee’s job satisfaction. A recent study in the USA by Gibbs & Claire (2017) examined the perceptions of effectiveness and job satisfaction among the pre-law advisors in the USA. The study used 313 US professional advisors and conducted the study online via email. The findings revealed that advisors with a law degree, have the ability to secure more resources, and with a commitment to spending significant hours in advising tend to be more satisfied with their job. The implication is that advisors with law degrees in the US tend to be satisfied when they serve more hours to their clients; hence, the more they serve their clients, the more satisfied they feel with their jobs. This study targeted law advisors in the US, but the current study will target UNHCR employees in Kenya. it would be, therefore, interesting to conduct such a study in a developing country like Kenya with different professionals apart from lawyers.

Belkıs & Mithat (2014) studied the link job satisfaction and between self-efficacy perceptions among teachers in Turkey. The study sampled 83 teachers from various schools in Turkey. The findings revealed that there is a significant correlation between teacher’s self-efficacy perceptions and the level of job satisfaction. This study targeted teachers in Turkey while the current study will target employees working in UNHCR in Kenya. It is worth noting that the environment in which employees in Kenya work is very different from the environment in which such teachers work in Turkey. As such, self-perceptions about jobs may be quite different for the employees in Kenya and those in Turkey. Besides, the working conditions
for teachers and those working for the UNHCR may differ significantly depending on the position held.

Reese, Bengel & Mittag (2014) conducted a study in Germany about the current job situation of psychologists from rehabilitation centers. They carried a national wide survey of psychologists in all rehabilitation centers in Germany. Out of all 1,461 rehabilitation centers, 623 psychologists reponded in the study. The findings showed a positive correlation between professional self-perception and job satisfaction. The findings further revealed that self-perception has rarely changed over a period of ten years, but overall job satisfaction was high. The fact that self-perception never changed over 10 years suggest that self-perception is not affected by job experience, but rather the working environment. While this study was based on psychologist in rehabilitation centers in Germany, the current study targeted senior managers, middle-level managers and subordinate staff working for the UNHCR.

Sarfraz and Laila (2017) conducted a study on nurses’ perception of their job satisfaction in public and private hospitals in Pakistan. The study adopted a cross-sectional quantitative design and convenient sampling techniques. The respondents were 281 nurses from four public and private hospitals. Data was collected using questionnaires which contained six components to measure job satisfaction. These included pay, professional status, interaction, task requirements, autonomy, and organizational policies. The findings revealed that nurses were neither satisfied nor dissatisfied with their job components, except for ‘professional status’ and ‘interaction’ components. This implies that the nurses felt satisfied with their jobs as it gave them a good social status in the society and they are able to meet fiend during their jobs. It is, therefore, important for leaders to ensure employees co-exist cordially. The current study will differ from this study in two ways. First, this study used convenient sampling techniques to get a sample, which may be biased, but the current study will use random sampling techniques. Second, while this study targeted nurses in public and private hospitals in Pakistan, the current study will target employees working for NGOs in Kenya. There is quite a difference in working conditions between nurses in Pakistan and UNHCR employees working in Kenya. Since the working environment is a contributing factor to job satisfaction, employees in these two environments are likely to have varying perception towards their job.
Wanyama (2013) researched on the factors that affect employees perceptions of job satisfaction among the employees working for USIU. In particular, the study assessed the employee’s perception of personal factors, social and organizational factors on job satisfaction. The study sampled 79 full-time employees including administrative and academic staff from USIU. The purposive sampling technique was used to get the required sample. The findings indicated that the majority of the respondents’ (68.6%) job satisfaction was affected by their perception of affective disposition; the job satisfaction of 91% of the employees was affected by their perception of core self-evaluation; and the job satisfaction of 86.5% of the respondents was affected by their perception of supervisor and co-worker relationship. In addition, the study found that the perception on the role variables; perception on the organizational justice; perception on money as an organizational reward; and perception on promotion as reward positively affect job satisfaction of majority of the respondents. This study focused on the factors that affect employee’s perceptions of job satisfaction, while the current study focused on the relationship between self-perception and job satisfaction, with a bias to self-efficacy perceptions and core self-evaluations.

This section addresses how employees’ belief on whether they can accomplish a task or not would influence job satisfaction. Previous studies reviewed concluded that there exists a positive correlation between job satisfaction and self-perception. However, majority of these studies were conducted abroad and the focus was on teachers perceptions. The only study carried out in Kenya focused on factors that affect employee’s perceptions of job satisfaction. Therefore, there is no known study that has focused on self-perception and job satisfaction among UNHCR employees. The study focused on self-efficacy perceptions and core self-evaluation

2.3.1 Self-efficacy perceptions

Self-efficacy perceptions refer to individuals’ beliefs concerning their capabilities to perform a specific course of action successfully (Bandura, 1997). Bandura (1997) argued that self-efficacy perception is a fundamental factor that creates a behavior for achievement. In the words of Aydoğan (2008) self-efficacy is an effective process that triggers a person to plan and achieve set objectives. According to Zimmerman (2002), self-efficacy is an “individual perception that directs activities to develop implementation in education”.

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According to Bandura (1997), self-efficacy is a crucial influence on human achievement in a variety of settings such as health, education, sports, and business. For instance, in education, self-efficacy perceptions of students have been demonstrated to play a crucial role in influencing behavior and achievement. Indeed, various researchers have found that teachers’ self-efficacy influences their teaching behaviors as well as the student’s achievement and motivation (Tschannen-Moran & Woolfolk Hoy, 2001; Skaalvik & Skaalvik, 2007). According to Betoret (2006) and Klassen et al. (2009) teachers with low self-efficacy suffer great difficulties in teaching including a high level of stress that are job-related.

The self-efficacy perception is related to personal talent and personal perception of the environment. Therefore, employees also need professional efficacy besides personal talents to perform effectively (Çelikten, Şanal & Yeni, 2005). The employees are, thus, expected to utilize their full potential to participate in work activities. Research in the education sector by Gülebağlan (2003) found that teachers who had a high level of self-efficacy tend to perform better in terms of planning and using new methods to satisfy the needs of students to learn (Gülebağlan, 2003). However, there is no study that was found on self-efficacy perception of employees in NGOs.

Various studies have been conducted on the influence of self-efficacy on job satisfaction. Raudenbush (1992) studied self-efficacy perceptions of teachers based on organizational climate, individual variables, and classroom levels. The findings revealed a positive and significant correlation between self-efficacy perception and organizational culture, teachers’ academic achievement, and individual variables. Celep (2002) investigated the relationship between “self-efficacy attitudes and management based on some individual variables”. The findings revealed that there exists a significant relationship between self-efficacy attitudes and age, such that self-efficacy increased as age increases but teaching ability decreases. This implies that self-efficacy perception is crucial in ensuring that employees are satisfied with their jobs. The fact that employees are confident that they have the capability to perform specific tasks makes them feel satisfied, especially once they execute the task as per expectations. The reviewed studies, however, were conducted among teachers and other employees from business organizations. None was found about the influence of self-efficacy perception among employees of NGOs; hence, the need to conduct this study. The next section
will discuss core self-evaluation, which is closely related to self-efficacy perception in that it entails people’s capability to handle tasks. However, core self-evaluation, unlike self-efficacy perception, considers the challenges faced and the extent to which a person is in control.

### 2.3.2 Core self-evaluation

Core self-evaluation (CSE) refers to fundamental global evaluation that people make about their worth including whether they are capable to handle the tasks, the challenges they face in life, and the extent to which they feel in control of their lives. When an individual is faced with a challenge or problem, those with high core self-evaluation believe and would declare “I can handle this challenge” (Bono & Judge, 2003). According to Judge, Erez, Bono & Thoresen (2002), core self-evaluation is a broad personality trait including locus of control, self-esteem, and neuroticism. Recent research indicates that locus of control, neuroticism, self-esteem, and generalized self-efficacy are highly related. Therefore, people who score high on one of the traits tend to score high on all of them. As such, it is believed that personality traits may be related to a common source, which is the core self-evaluations. Employees with high core self-evaluation tend to be more job-satisfied since they feel in control of their job.

According to Baron (2007), core self-evaluation is important in job satisfaction. There are some types of personality variables that seem to be related to the tendency to be dissatisfied or satisfied with a job. Judge and Bono (2010) opined that the four personality variables that are related to an individual’s predisposition to be satisfied with life and jobs including self-efficacy, self-esteem, and emotional stability. People who generally have high self-esteem and feel competent are likely to be satisfied with their lives and jobs.

Kreitner & Kinicki (2009) also confirmed that people who are high esteemed feel unique, empowered, secure, competent, and connected to those around them. However, whenever an employee’s self-esteem is low and he or she lacks confidence in his or her thinking ability, the end result is fear to make decisions, inability to negotiate, and poor interpersonal skills. From the above discussion, core self-evaluation crucial for every employee as it enables them to feel in control of their situation, thus, having a sense of satisfaction in what they do. Core-self-evaluation has been considered important especially among students as it enhances their learning.
There are several studies that show the relationship between core self-evaluation and job satisfaction. Zhang, Wu, MiaO, Yan & Peng (2014) studied the impact of core self-evaluations on job satisfaction among three hundred and twelve male soldiers in China. The findings showed a significant correlation between core self-evaluation and job satisfaction. Hui-Hsien Hsieh & Jie-Tsuen (2017) researched on core self-evaluations and job and life satisfaction, but with a focus on the mediating and moderating role of job insecurity. The study was conducted in Taiwan among 346 employees. The findings revealed that there is a positive correlation between core-self-evaluation and job satisfaction. However, the relationship between CSE and job satisfaction was partially mediated by job insecurity. In addition, the relationship was moderated by job insecurity. The relationship is stronger when there is low job insecurity.

The reviewed literature confirms the importance of core-self-evaluation is essential for employees’ job satisfaction. It is an ingredient for motivation. Besides, having a positive core self-perception prepares employees for a leadership role. Previous literature indicated there is a positive correlation between self-perception and employees’ job satisfaction. Most of the studies were conducted abroad among teachers, nurses, and professional advisors. This study seeks to divert from previous studies and conduct the study among NGOs employees in Kenya. The next section addresses the issues of learning behavior and process through metacognitive strategies and their influence on job satisfaction.

2.4 Metacognitive strategies and job satisfaction

Metacognitive strategies are efforts that are goal-oriented to influence a person’s learning processes and behaviors by focusing awareness on thinking and selecting, monitoring, and planning strategies that are most conducive to learning (Zimmerman, 2001). They includes being aware of one’s strengths and weakness, setting goals, planning and problem-solving, being aware when and why to use what strategies, as well as monitoring progress and understanding (Pintrich, 2002). In the first place, employees need to have a motivation to use metacognitive strategies. As Schunk and Ertmer (2000) argued, “teaching a strategy does not guarantee that workers will continue to use it, especially if they believe that the strategy is not as important for success as other factors”. Therefore, the management has a responsibility to
ensure that the staffs are motivated and are capable of effectively using metacognitive strategies.

There are a few empirical studies on the relationship between metacognitive strategies and employee job satisfaction globally. Giuseppe, Paola, Zira & Tiziana (2014) studied the relationship between metacognitive strategies and work motivation among teachers in Italy. The study aimed to verify the correlation between metacognitive strategies in teaching and work motivation. Italian teachers working for both primary and secondary schools were included in the sample. The findings verified that there is a positive correlation between metacognitive attitude work motivation and job satisfaction. The study also emphasized that teachers believe in their capacity to efficaciously manage class situations, didactical tasks, and interpersonal relationships with the other school members. This strongly influences their level of satisfaction with job conditions and likely, the morale of the whole school as resulting from aggregated teachers’ job satisfaction.

Takallou (2010) studied the effect of metacognitive strategy instruction on EFL learners’ reading comprehension performance and metacognitive awareness in Iran. The metacognition strategies studied included planning & self-monitoring. The results indicated that the groups that received instructions on self-monitoring and planning performance better than the control group on reading comprehension. Besides, the findings revealed that the awareness of metacognitive strategies by experimental groups’ significantly increased after instruction. This study was based on the effect of metacognitive strategies on learning performance, while the current study will focus on the effect of metacognitive strategies on employee’s job satisfaction. Cho (2011) studied how metacognition influences expatriates’ adjustments and their performance under a global form of employment. The aim of the study was to investigate the impacts of metacognitive ability on expatriates’ adjustment and performance using “structural equation modeling analysis”. The study found a positive relationship between metacognitive strategies and expatriates’ performance. The current study focused on the influence of metacognitive strategies on job satisfaction as opposed to adjustment and performance.

This section reviewed the empirical literature on the influence of metacognitive strategies on job satisfaction. The previous studies found a positive correlation between metacognitive
strategies and job satisfaction. None of these studies was conducted in Kenya. Besides, most focused on the education sector and none among the NGOs employees. Therefore, there is a literature gap which this study sought to fill by studying the relationship between metacognitive strategies and job satisfaction. The study focused on goal setting and problem-solving strategies as aspects of metacognitive strategies. These are discussed in the next sections.

2.4.1 Goal setting
Goal Setting is a powerful practice for anyone who wants to succeed, be it students or employees. However, there is a need for support and structures to enable individuals to create specific, measurable, attainable, relevant and timely goals. Goal setting is a key metacognitive strategy (Weinstein, Husman, & Dierking, 2000; Pintrich, 2004). According to Darnon, Domnpiere, Gillieron, & Butera, (2010) goals are broadly categorized into mastery goals and performance goals. While mastery goals are normally associated with learning, process, and development competence, performance goals are associated with product orientations and demonstrating competence or social comparisons to one’s peer group.

Silverman & Casazza (2000) linked mastery goals to strategy learning and metacognition in general but argued that performance goals are geared achievement. Pintrich (2004) noted that goal setting is a key aspect of self-regulated learning and an important area of metacognition. The achievement of SMART goals helps the employee get motivated and consequently, the achievement of the goals makes employees be satisfied with their jobs.

In employment, Smart goal setting is crucial for the success of the employees. This is because it enhances self-regulation where an employee sets goals, strives to achieve them within the specified time (Tucker, 2018). In his Goal setting theory of motivation, Edwin Locke (1960’s) stated that goal setting is essentially linked to task performance. He argued that challenging and specific goals along with appropriate feedback lead to higher and better performance. Goals setting not only help to enhance competence but also motivation among employees. From the foregoing, goal setting is essential for not only performance but also job satisfaction. Employees can use goal-setting to solve the day to day problems since goals help to indicate and give direction to the employees concerning what they need to do as well as the effort they
need to put in to succeed. Such feedback is crucial as it helps to improve the employees’ performance, which ultimately improves job satisfaction.

Several studies have been carried out on the relationship between goal setting and job satisfaction. Hye & Mary (2003) studied the relationship between goal-setting quality and job satisfaction. The study was conducted among the employee in a large metropolitan public library at Columbus. The focus of the study was an examination of the dimension of perceived quality of goal setting; namely, feedback, specificity, difficulty and participation and their relationship with job satisfaction. The findings revealed that there is a positive correlation between the qualities of goal setting and job satisfaction. However, the correlation varied between the dimensions of goal setting varied for support staff and professional staff. This study was conducted among the employees of a public institution, a public library, while the current study focused on employees of NGOs.

Ivancevich (1976) studied the “effects of goal setting on performance and job satisfaction”. The study was conducted among various sales personnel before and after training on participative and assigned goal setting. One group was trained on assigned goal setting and the others were trained on participative goal setting before conducting the field experiment. The findings revealed that both participative and assigned goal setting were more effective in improving job satisfaction. The current study focused on senior and middle-level managers and general staff. The other metacognitive strategy that was studied is problem-solving. The next section discusses problem-solving as a metacognitive strategy in relation to job satisfaction.

2.4.2 Problem solving

Problem-solving refers to the process of coming up with solutions to problems encountered in life (Brandell, 1997). Schunk (2000) defined problem-solving as the effort required in achieving a goal or finding a solution when no automatic solution is available. Karmiloff-Smith (1992) found that metacognition is an important dimension of problem-solving because it includes problem-relevant awareness of one’s thinking, monitoring of cognitive processes, regulation of cognitive processes, and application of heuristics (Hennessey, 2003). Researchers on problem-solving (Newell & Simon, 1972 and Mayer, 1991) argued that a problem occurs only when someone is confronted with difficulty, but an immediate answer is
not readily available. Employees need training on problem-solving since their job entails solving problems. Satisfaction comes when employees solve problems effectively which determine their performance.

Hong, Jonassen, & McGee (2003) found that metacognition is required when solving ill-structured problems. However, studies on the role of Metacognition in solving problems are scarce. Majority of the researcher on understanding metacognition focuses on classroom settings (Everson & Tobias, 1998; Sperling, Howard, Miller, & Murphy, 2002) and little is known about the influence and impact of metacognition on problem-solving ability in everyday settings. Chi, Bassok, Lewis, Reimann & Glaser (1989) showed that successful problem solvers more often reflect on their own problem-solving.

Jody & John (2007) studied problem-solving training and its influence in increasing positive affect, job satisfaction, and life satisfaction. The study focused on determining the effectiveness of training in problem-solving among people with low control over their work. The population of the study was flight attendance and a sample of 118 was involved in the study. The findings revealed that participants who were trained on problem-solving had improved job satisfaction and experienced higher life satisfaction. Besides, the findings indicated that training in problem-solving increase adjustment in people working in the low control environment.

Dawal & Taha (2007) studied the “effect of job organizational factors on job satisfaction in two automotive industries in Malaysia.” The study sampled 170 males between the age of 18 and 40 years. The organizational factors that were tested include problem-solving, job rotation, training, work methods, and goal setting. The findings revealed that there was a strong correlation between goal setting, training, work method, and job rotation. However, the findings indicated that there was an intermediate correlation between problem-solving and job satisfaction.

Metacognitive strategies are crucial in enhancing job satisfaction. Empirical studies reviewed revealed that there exists a positive relationship between metacognitive strategies and job satisfaction. Previous studies were conducted among employees in the education sectors including primary and secondary schools. Besides, none of the studies was conducted in
Kenya. The current study was different in that the focus were employees of a Non-Governmental Organization in Kenya. However, reviewed studies indicated that problem-solving skills are crucial in our day to day operations. From the foregoing, problems do occur in our daily lives and even when trying to achieve set goals in our organizations. Employees need to identify the problems and go through the thinking process to be able to solve the problems. Once a problem is solved, employees are perceived to have performed in their role. Such success acts as a motivator for employees to execute their duties. Therefore, it is also important to have a look at motivation and its impact on job satisfaction. This is discussed in the next section.

2.5 Motivation and Job satisfaction
Motivation refers to the reasons that underlie behavior. It is the attribute that moves a person to do or not to do something (Guay et al., 2010). Singh & Vivek (2011) studied the relationship between motivation and job satisfaction among white-collar employees in India. The researchers used the employees of one of the public sector giants in India known as BSNL, Saharanpur. They collected data from 45 employees whose positions were the supervisor and above using two different standard structured questionnaires based on the five-pointer Likert scale. The results indicated that there exists a positive correlation between motivation and employees job satisfaction; implying that an increase in motivation leads to an increase in job satisfaction. The findings also revealed that motivation was not affected by age or the length of the service of employees perhaps because the factors that are responsible for motivation and satisfaction are present in the working environment of the organization. This study investigated the relationship between motivation and Job satisfaction; However, unlike this study, the focus was on employees working for UNHCR in Kenya.

Rajan (2015) studied the effect of motivation on employee job satisfaction among the pharmacists in private hospitals in India. The study sampled 60 respondents in private multi-specialty hospitals using judgemental techniques. Organizational structure, policy-related factors, and pharmacists’ specific factors were used to analyze the employee’s job satisfaction. The findings revealed that most of the respondents were highly dissatisfied with almost all factors. This study differed with the current study because the former used judgmental techniques in sampling which could lead to biases, while, the latter study adopted a random
sampling technique. Furthermore, the study engaged only pharmacists in India while this study targeted employees of UNHCR in Kenya.

Victor (2014) investigated employee motivation and job satisfaction among the junior staff of the cross-river university of technology in Nigeria. A stratified sampling technique was used to collect data from 161 junior staffs from the three campuses that make the university. The result revealed that employees motivation through staff welfare and participatory decision making significantly correlate to employees job satisfaction. In support to findings by victor (2014), Wanda & Eeden (2015) also found a linear relationship between motivation and job satisfaction conducted a study to investigate the relationship between motivation and employee job satisfaction and corporate culture in South Africa. The sample comprised of 118 permanent staff from a marketing research company in South Africa. The difference between this study and the current study is the fact that the current one focused on non-governmental organizations in Kenya.

Oparanma (2011) researched the relationship between motivation and employees job satisfaction among the managers in retail business in Nigeria. Structured questionnaires were used to collect data from the respondents drawn from UAC Nigeria, a manufacturing company. A sample of 36 managers was used in the study. The findings of the study revealed that there is a strong relationship between motivation and employee’s job satisfaction among the retail business managers as it helps to improve the quality of output. This study targeted managers only, but the current study targeted the general staff besides the managers.

Nzuve and Nduta (2014) studied the relationship between motivation and employees job satisfaction among the call center agents at Safaricom limited Kenya. The study adopted a descriptive research design and randomly sampled 150 call center agents. The study findings revealed that there exists a positive correlation between motivation and employees Job satisfaction. Besides, the findings indicated that numerous factors influence motivation hence job satisfaction. These factors included the relationship with co-workers, communication within the organization, and equitability of benefits package, recognition through promotion, salary increment, supervision, human resource policies, and brand pride. The study focused
on employees at the same level within Safaricom limited, that is, call center agents. Therefore the current study will be different in that employees at various levels will be included for the study. It is worth noting different levels of employees may be motivated differently based on the working conditions and incentives. Therefore, measuring job satisfaction using one level may give misleading information on the effects of motivation on job satisfaction. Consequently, the current study used senior-level management, middle-level management, and general staff to study the effects of motivation on job satisfaction.

Waithaka (2013) investigated the influence of employee motivation on job satisfaction in the county government of Isiolo in Kenya. The study used the employees of the four government departments including The Kenya Forest Service, Education Department, the Health Department, and livestock Department. Data were collected from 200 employees comprising of the senior managers, middle-level managers and subordinate employees of the county government. The findings indicated that there is a positive correlation between employees motivation and job satisfaction. The motivating factors that were found to lead to job satisfaction included financial incentives; employee promotions; leadership styles of senior management; and employee capacity building. There is quite a difference in employee behavior for employees working in public sectors and private sectors and NGOs. Therefore, their motivation for job satisfaction is expected to differ in one way or the other. Thus, the current study is different from this study in that it studied employees working in an NGO as opposed to the public sector.

Different studies have been conducted in Kenya on the effect of motivation on job satisfaction. However, their focus has been on the private sector and government institutions. None has been conducted in an NGO in Kenya. It was, therefore, of interest to carry out this study and compare findings with existing studies. This will shed light on whether employees working for NGOs are motivated differently towards their job satisfaction. Besides, the study focused on various aspects of motivation among the employees working for an NGO. These aspects influence rewards and recognition, which are considered as the best tools for motivating and inspiring employees.
2.5.1 Rewards
Rewards refer to a kind of reinforcer or stimuli that enhance the probability to reach desired responses. The reinforcer can be either positive or negative but are both used to get the desired outcome. The positive reinforcers are added to a situation and are what is desired to give the required responses. On the other hand, negative reinforcers are used by removing them from a situation, which is perceived as the removal of a punishment. However, rewards are positive reinforcers, and the more they are used, the better the performance (Lepper & Greene 2016). Giving rewards to employees helps to retain them, increase their motivation (Abzal Basha 2016).

According to Haider, Aamir, Abdul Hamid, & Hashim (2015), non-financial rewards like additional holidays and team events can enhance motivation among employees, increase their commitment and loyalty to the company. However, a study by Ruvimbo Terera & Ngirande’s study (2014) found that rewards lead to employee retention but not actually to job satisfaction. They argued that job satisfaction and rewarding are two extremely important dimensions in job retention, but do not impact each other.

Serena, Uddin & Muhammad (2013) studied “the impact of rewards on job satisfaction and employees’ performance in Bangladesh.” The study was conducted among 84 employees of pharmaceutical companies and 70 employees of insurance companies in Bangladesh. The findings revealed that there is a positive correlation between rewards and employees’ job satisfaction and performance in both the insurance and pharmaceutical industries.

Rehman, Khan, Ziauddin & Lashari (2008) studied the “effect of job rewards on job satisfaction in Pakistan.” The study investigated the relationship that exists between work rewards and job satisfaction with the age difference as the moderating effect. The study was carried out among 84 employees of Faisalabad Electric Supply Company in Pakistan. The findings revealed that job rewards are strong determinants of employees’ job satisfaction. However, job satisfaction was found to be more related to extrinsic rewards than intrinsic rewards for employees.

Rafiq, Javed, & Khan (2012) studied the effect of rewards on job satisfaction among the employee of a call center in Pakistan. The researchers examined how extrinsic and intrinsic
rewards influenced job satisfaction among 2010 employees of a call center. The employees were drawn from various telecommunication companies. Data was collected using standardized questionnaires and the findings revealed that there is a positive correlation between rewards and job satisfaction. However, extrinsic rewards are more important compared to intrinsic rewards in enhancing job satisfaction.

The reviewed studies revealed that job rewards are crucial motivation tools which positively influence employees’ job satisfaction. However, the studies were conducted abroad among employees of business entities. Therefore, this study was different as it focused on employees working in Non-governmental Organizations in Kenya. Another tool of motivation that goes hand in hand with rewards is recognition, which is discussed in the next section.

2.5.2 Recognition
Employee recognition refers to a “constructive act of appreciation for a person’s contribution, in terms of both work practices and personal investment” (Brun & Cooper 2009). On the other hand, recognition means “appreciating the employees’ performance or commitment in some way, that the employee knows his or her value. In order to maximize the results of recognition, it should be given systematically both officially and casually” (Brun & Cooper, 2009).

Recognition is a kind of non-financial reward that is used as a tool for increasing employees’ performance by encouraging; thus, motivating them. Studies have shown that salaries do not satisfy employees in the same way as recognition and praises (Haider et al., 2015). A Study by Whitaker (2009) found that financial rewards motivate in the short-term while non-financial rewards motivate in the long term. Studies have identified recognition as a cost-effective tool for motivating employees hence improving their performance. A study by Bradler et al. (2016) found that recognition leads to a significant increase in job performance. It was also found that praising all members of a team increased performance and satisfaction.

Danish & Usman (2010) studied “the impact of reward and recognition on job satisfaction and motivation in Pakistan.” The study aimed to establish the major factors the influence employees’ motivation and examine the relationship between recognition, rewards, and motivation. The study was conducted on a sample of 220 respondents from various sectors. The findings revealed that the various dimensions of work motivation and job satisfaction are
significantly correlated. However, recognition and rewards were found to have more impact on employee motivation, hence, more satisfaction.

Vera & Boateng (2015) studied the “impact of reward and recognition on job satisfaction and motivation.” The study was conducted among 157 academic staff from seven private tertiary institutions in Ghana. The findings revealed that there is a positive correlation between reward and work motivation, but it was found that there was no significant correlation between rewards and job satisfaction. While the study was carried out in Ghana among the employees of an academic institution, the current one will be carried out in Kenya among the employees of an NGO. This would help in comparing how the tools of motivation influence job satisfaction in business entities as well as in non-governmental organizations.

The reviewed literature confirmed the importance of motivation on employees’ job satisfaction. Both rewards and recognition were found to be crucial tools for enhancing motivation and satisfaction. Most studies established a positive correlation between rewards and recognition on one hand and job satisfaction on the other hand. The next section discusses emotional intelligence and its influence on employees’ job satisfaction.

2.6 Emotional intelligence and Job satisfaction

According to Christian & Dirk (2001), emotional intelligence is individual’s ability to express and control his or her emotions properly as well as the ability to handle an interpersonal relationship. Emotional intelligence and job satisfaction are two concepts that are gaining high interest in the modern work environment. The two concepts serve as a competitive edge in organizations as well as at a personal level (Ealias & Jijo, 2012). Various studies have been conducted on the relationship between emotional intelligence and job satisfaction both in developed countries and developing countries.

Trivellas, Gerogiannis & Svarna (2013) conducted a study to “examine the impact of emotional intelligence at the workplace on employees job satisfaction in hospitals in Greece”. The study was conducted in five private healthcare organizations operating in the city of Larisa, Greece. The findings revealed that there is a positive significant correlation between emotional intelligence and job satisfaction. Anari (2012) studied “the relationship between emotional intelligence, job satisfaction and organizational commitment among high school...
English teachers in Iran”. The respondents were selected using a proportional stratified sampling method as well as simple random method. The findings indicated that there exists a positive and significant relationship between emotional intelligence and job satisfaction. The study was carried out among the English teachers, while the current study will be carried out among UNHCR employees. Besides, the fact that the current study will be carried out in Kenya among employees in various positions makes it different from the existing study. In support of the study by Trivellas, *et al* (2013) and Anari (2012), Similarly, Emdady and Bagheri (2013) carried out research in Sama organization in Iran and found a high positive correlation between emotional intelligence and job satisfaction. However, no statistically significant gender difference in job satisfaction was reported among the respondents.

Tabatabaei and Farazmehr (2015) examined the “relationship between emotional intelligence and job satisfaction among EFL teachers in language institution in Iran”. The study was based on 100 respondents drawn from five provinces who voluntarily participated in the study. The findings revealed that EFL teachers’ emotional intelligence was positively and significantly correlated with their job satisfaction. The results also indicated that male teachers were more satisfied with their job as compared to their female counterparts. The current study differed from this study based on the fact that it was conducted among teachers in Iran, while this one was carried out among UNHCR employees in Kenya.

Ealias & Jijo (2012) conducted a “correlational study on emotional intelligence and job satisfaction among the employees of an international electronic firm operating in India”. The study also analyzed how experience, designation and marital status of an employee influence emotional intelligence and job satisfaction. The study used data from 208 employees. The findings revealed that there exists a very high positive relationship between emotional intelligence and job satisfaction. The results also indicated that the employee’s designation does not affect job satisfaction and emotional intelligence, but marital status and experience affect both job satisfaction and motivation. The current study focused on Employee’s working for UNHCR in Kenya and since this area has not been researched in Kenya, it would be prudent to conduct the study and compare the findings.

Theophilus and Emmanuel (2017) conducted a “correlational study to examine the relationship between emotional intelligence and job satisfaction among nurses in Accra,
Ghana”. The study focused on nurses working in public hospitals in Accra and used a sample of 120 registered nurses both male and female. The sample size was selected using the convenient method and inventory was used to assess emotional intelligence while job satisfaction survey was used to assess job satisfaction. The findings revealed that there exists a significant positive correlation between emotional intelligence and job satisfaction among the nurses. This study focused on employees of public hospitals specifically, nurses in Accra, but the current study focused on different levels of employees such as senior management, middle management and general staff from the United Nations High Commissioner for Refugees in Nairobi, Kenya.

In Kenya, there are a few studies about the relationship between emotional intelligence and employee job satisfaction. Omondi (2016) studied the “relationship between emotional intelligence and job satisfaction among the managers at the Kenya Post Office Savings Bank”. The study used the census to collect data among the managers working in Nairobi Region. The findings of the study revealed that there exists a significant and strong relationship between Emotional intelligence and employees job satisfaction. This study focused on employees in the managerial position; however, the current study focused on even the subordinate staff.

There are no doubts that emotional intelligence is crucial for employee success. Previous studies across the world have found that there is a positive correlation between emotional intelligence and job satisfaction. However, most of the studies have focused on the business organization with non-focusing on the employees of Non-governmental organization, yet employees of the NGOs need emotional intelligence to perform in their roles. According to Goleman, they are five key elements of emotional intelligence; namely, Self-awareness; Self-regulation; Motivation; Empathy; and Social skills. However, the study focused on Self-awareness; Self-regulation; Empathy; and Social skills.

2.6.1 Self-awareness
Self-awareness is the first element of emotional intelligence which entails having a clear understanding of one’s weaknesses, emotional, strength, drives, and needs (Abraham, 2007. People with a high degree of self-awareness are able to recognize their feelings and the way they affect them, other people, as well as how they perform at work. Therefore, self-awareness
is the ability to understand one’s feelings and how it affects other people and their performance at work (Abraham, 2007). Self-awareness is, thus an essential skill not only for employees but also for leaders in any organization.

According to Caruso & Salovey (2004) “emotions contain information which helps to signal one about an important event happening in life, whether it is in the social world, internal world, or in the natural environment”. Therefore, emotions affect thinking; hence, need to be incorporated into one’s reasoning in an intelligent way so as to solve problems. It is prudent for one to be open to emotion, be it suitable or otherwise and strategies on the ways to apply wisdom despite the nature of the moods (Caruso & Salovey, 2004).

Kiani, Iftikhar & Ahmed (2016) studied the “relationship between self-awareness and job satisfaction among government teachers.” The study was conducted on a sample of 350 male and female teachers working in public schools in Rawalpindi, Islamabad, and WahCantt in India. The findings revealed that there is a positive and significant correlation between self-awareness and employees’ job satisfaction among male and female teachers. Pourkiani, Seyedi & Sarasia (2016) studied the “effect of self-regulation and self-awareness on organizational commitment with job satisfaction as a mediating variable”. The study was conducted among 190 employees of the Islamic Azad University of Mashhad. The findings revealed that there is a positive relationship between self-awareness and self-regulation and job satisfaction.

The findings of the reviewed studies confirmed the importance of self-awareness among employees from different sectors. However, most of the studies were conducted among teachers from various institutions of learning. The current study was conducted among the employees working for a non-governmental organization in Kenya. The next element of emotional intelligence is self-regulation which is discussed in the next section.

### 2.6.2 Self-regulation

Self-regulation is the ability to manage one’s emotional response in the presence of others and in various situations. According to Goleman (1998), “self-regulation is the dimension of emotional intelligence that liberates one from being imprisoned by his or her feelings”. DeWall, Baumeister, Mead & Vohs (2011) explained that self-regulation includes overriding
response to make another possible. It is needed in order to manage feelings and emotions, time and impulses.

Self-regulation is a necessary skill when motivational conflict occurs as well as when resolving such conflicts in the long term, enlightened rationality and social responsibility as a replacement for short-term self-centeredness or indulging in tempting pleasures. An employee who is self-regulated is normally highly respected and trusted. This is because other employees can easily get along with fellow employee who has mastered the art of managing emotions. Besides, self-regulated employees are flexible and respond to changes with ease and plan easily. When self-regulation and self-awareness are combined help employees relate to fairness in their actions and reactions. It will also keep employee highly motivated (Goleman, 1998).

Lee, Moon & Choi (2013) studied the “impact of self-regulation on job satisfaction among medical workers in Korea”. The study was conducted among 300 medical workers working in large and general hospitals. The findings revealed that there is a positive correlation between self-regulation and job satisfaction. Aslichati (2015) studied the “effect of self-regulation and job satisfaction on work engagement among lecturers in Indonesia”. The study was carried out among 36 lecturers who had structural positions and 15 lecturers who didn’t have structural positions. The findings indicated that there is a significant influence between job satisfaction and self-regulation. Both influence work engagement among the employees.

The studies reviewed show that self-regulation is an essential element of emotional intelligence that employees need. It helps the employees to be respected and trusted in their organizations, which is crucial for a conducive work environment. This study was conducted in Kenya among the employees of UNHCR and was different from reviewed studies since no known study has examined the relationship between self-regulation and job satisfaction among the employee of NGOs. The next section discusses empathy and its influence on job satisfaction.

2.6.3 Empathy

Empathy plays a crucial role in relationship management. It is the quality of an employee which can win the trust and support of fellow employees. Empathy skills enable employees
to comprehend better other people’s views and perceptions, hence, make work environment pleasurable and industrious. Empathy helps to ensure that all employees feel like part of the organizations (Cockerell, 2009). According to Marques (2010) employees must enhance their empathy skills in order to attain leadership effectiveness. This is because empathy equips employees with the consciousness to collaborate, heed, and have a better comprehension of inter-relationship among employees. Atwater & Waldman (2008) argued that empathy has become more significant to success at work as it makes employees more have a suitable amount of openness about diversity and cultural variances. The ability of employees to interrelate among themselves creates a conducive work environment which enhances job satisfaction.

Martinovski, Traum & Marsella (2007) found that empathy increase trust among employee. It helps them understand new social environments and enable them to quickly adjust and learn new settings. Besides, empathy enables employees to become optimistic about adjusting to new environments, which leads to a good environment for co-existing and working as a team. Skinner & Spurgeon (2005) argued that empathy gives employees the skills to read and be conscious of other’s emotions, hence, enabling them to complete dire leadership activities. In addition, empathy enables employees to make the right choices since it’s a skill that enables them to read between the lines.

Farrelly (2012) examined if there is a correlation between empathy levels, job satisfaction, job-related affective wellbeing among 84 employees in a health service. The researcher also examined the differences in empath levels across occupation, gender, and length of service. The findings indicated that there is a positive relationship between empath levels and jobs satisfaction. The study found that their female employees had significantly higher levels of empathy than their male counterparts. However, there was no significant difference that was found in relation to the length of service.

Moradi, Honari, Naghshbandi Jabari & Azarpira (2012) studied the “Emotional Intelligence and Job Satisfaction among Coaches in Premier under 20 Football League.” The study used a sample of 48 coaches from 14 teams that participated in the football league. Among the variables studied were self-awareness, social skills, and empathy. The findings revealed that
there is a positive correlation between self-awareness, social skills, and empathy and job satisfaction.

The findings of the reviewed studies indicated empathy is important in enhancing job satisfaction as it determines how employees related among themselves. Empirical studies indicated that there is a positive correlation between empathy and job satisfaction. The reviewed studies were carried out among the employees of business organizations and none that was conducted in Kenya. Therefore, there was a need to carry out the study among employees of an NGO in Kenya. The next section discusses the last element of emotional intelligence, social skills as well as how it relates to job satisfaction.

2.6.4 Social skills
According to Goleman (1998), social skills refer to sociability with a purpose. Riggio & Richard (2008) opined that “social skills characterize a wider range of competencies that is most strictly connected to the concept of social intelligence”. Social skills that are essential in emotional intelligence include; ability to understand diverse social circumstances; the capacity to express oneself in social collaborations, understanding of social roles, customs, and scripts, interpersonal problem-solving skills, and abilities to play social roles (Riggio & Reichard, 2008).

Saporito (2009) expounds that “social skill is the capacity to capitalize on associations toward the ideals and philosophies an employee wants to encourage, through dependence, likeability, and respect. But just as the line hazes among self-regulation, motivation, empathy, self-awareness, and social skill also demonstrates shades of the other four. Remove social skill, the other four dimensions of emotional intelligence may drop flat.” According to Goleman (1998), “a person with social skills can have a collaborative network when the time for action arises”.

Emdady & Nasrin (2013) studied the “relation between emotional intelligence and job satisfaction.” The study was carried out in Iran among 56 participants. The study focused on examining the relationship between the emotional intelligence elements; namely, self-control, self-awareness, and social skills. The findings revealed that there is a positive relationship
between social skills and job satisfaction. Besides, the findings indicated that there is no significant difference between female and male emotional intelligence.

Soleiman & Fatemeh (2012) studied the “relationship between social intelligence and job satisfaction among MA and MA teacher.” The purpose of the study was to examine the relationship between social intelligence and job satisfaction among teachers in senior secondary schools’ level. The study was carried out among 177 teachers. The findings revealed that there is a significant relationship between social intelligence and job satisfaction. This study focused on the relationship between social intelligence and job satisfaction. However, the current study will focus on social skills and job satisfaction.

There are a few studies on the relationship between social skills and job satisfaction and the available studies were done abroad. Besides, none was carried out among the employees working in an NGO. There was, therefore, a gap that this study sought to feel. All the five components of emotional intelligence; namely, self-regulation, motivation, empathy, self-awareness, and social skill are inter-related. Therefore, an employee with emotional intelligence exhibits the five characteristics, but when one lacks one, the other four may also fail.

2.7 Chapter Summary

This chapter presented the literature on job satisfaction as the feelings and attitudes people have concerning their work. The study focused on the relationship between job satisfaction and non-cognitive skills. Reviewed studies found a positive correlation between self-perception and job satisfaction. The findings revealed that both self-efficacy perception and core self-perception significantly correlated to job satisfaction. However, most of these studies were conducted abroad and the focus was on teachers perceptions. The only study carried out in Kenya focused on factors that affect employee’s perceptions of job satisfaction. Therefore, none has focused on self-perception and job satisfaction among NGO employees. The study focused on self-efficacy perceptions and core self-evaluation.

It was also found that a positive correlation between metacognitive strategies and job satisfaction existed. Studies on the effects of motivation on job satisfaction found a positive correlation. Both goal setting and problem-solving were found to significantly correlated with
job satisfaction. However, most of the studies focused on the education sector and none has focused on employees of an NGO. Therefore, there was a gap in the literature which this study sought to fill. This study focused on goal setting and problem-solving strategies.

The literature on the relationship between emotional intelligence and job satisfaction shows a positive correlation. However, most of the studies have focused on the business organizations with none focusing on the employees of Non-governmental organization, yet employees of the NGOs such as the UNHCR need emotional intelligence to perform in their roles. Besides, studies on self-awareness and self-regulation found a positive correlation to job satisfaction.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

Research methodology entails procedures a researchers use to describe, explain and predict a phenomena. It is also defined as the study of methods by which knowledge is gained. According to Rajasekar, Philominathan, & Chinnathambi (2006) the aim of a research methodology is to give the work plan of research. This chapter outlines the research methodology for this study. It covers the research design, study population, sample and sampling techniques, data collection instruments and method, analysis and presentation of data methods and the research procedures.

3.2 Research Design

A research design refers to the process through which we get an array of data structure, the collection methodologies and analysis of the field reports (Chandran, 2006). The study adopted a descriptive research design. A descriptive research design is used to justify current practices and make a judgment as well as develop theories (Burns & Grove, 2003). It helps to describe, explain, and interpret conditions of the present. Besides, a descriptive research design is concerned with practices, conditions, structures, differences or relationships between variables, opinions held or trends (Burns & Grove, 2003). Therefore, this research design was appropriate for this study since it focused on establishing a relationship between variables. This was achieved through regression analysis of self-perception; metacognitive strategies; motivation; emotional analysis and job satisfaction.

3.3 Population and Sampling Design

This section defines the population and details the exact number of the targeted population for the study. In addition, the sampling design for the study is discussed including the sampling frame; technique; and sample size that was used for the study.

3.3.1 Population

Kombo & Tromp (2009) described a population as “a group of individuals, objects or items from which samples are taken for measurement or it is an entire group of persons or elements that have at least one thing in common.” The target population for this study was a total of
500 employees working for UNHCR Kenya. The population comprised of 40 senior managers, 100 middle managers, and 360 general staff from the UNHCR Kenya as shown in Table 3.1.

Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Employees</th>
<th>Target population</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior level management</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>Middle level management</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>General staff</td>
<td>360</td>
<td>72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

3.3.2 Sampling Design

The sampling design entails the sampling frame used to select the sample; the sampling techniques that were adopted in this study, and the sample size of the study.

3.3.2.1 Sampling Frame

The sampling frame is the list from which the sample is selected, so the quality of the sampling frame affects the quality of the sample. In addition, adequate information on the frame must be available to conduct sampling, data collection, weighting, and nonresponse bias analyses (Mohadjer, Krenzke, & Van de Kerckhove, 2013). The sampling frame for this study contained 500 employees from UNHCR. The sampling frame was obtained from the payroll of the organization. The payroll was obtained from the human resource manager.

3.3.2.2 Sampling Technique

Sampling techniques refer to “the process of selecting the study participants” (Kothari, 2010). It entails selection of a sub-group from a population to participate in the research. According to Ogula (2015), it is the process of selecting a number of individuals for a study who represent the entire population under study. This aims at drawing non-biased deductions regarding the entire population (Kothari, 2004). The study adopted a simple random sampling technique and stratified sampling to select a representative sample for the study. First, stratified sampling was applied to classify the population into various levels; namely senior-level managers, middle-level managers, and general staff. Second, simple random was applied in every
stratum to get the required sample size. To achieve this, the sampling frame was categorized into three categories of participants; namely, senior-level management, middle-level management, and the general staff. Each individual name was assigned a unique number. Then for every category, a random number was selected as the starting point to randomize the list, in this case, number 5. The next number in the list to include in the sample was arrived at using a random table. The process continued for all categories until the required sample size for every category was established.

### 3.3.2.3 Sampling Size

Marczyk, DeMatteo & Festinger 2005 described a sample as a subset of the population to be studied. It is a true representative of the entire population to be studied. The main advantages of using sampling are cost, speed, accuracy, and quality of the data (Ader, Mellenbergh, & Hand, 2008). A good sample should be a true representative of the population, result in a small sampling error, viable, economical, and systematic, whose results can be applied to a universe with a reasonable level of confidence (Kothari, 2010). Cooper and Schindler (2006) argued that a sample size of between 10% -30% of the target population is adequate for generalization of the research findings provided the sample is determined scientifically.

The sample size of the study was 83 respondents calculated using Slovin's formula. 

\[
\frac{N}{1+N(e)^2} \quad \text{Where } N = 500, \ e = 10\% \ \text{confidence level; } n = \text{Sample}
\]

\[
n = \frac{500}{1+500(0.1)^2} = 83.33
\]

\[=\text{Approximately 83 respondents}
\]

### Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>Employees</th>
<th>Target population</th>
<th>Sample rate 16.6%</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior level management</td>
<td>40</td>
<td>0.166</td>
<td>7</td>
</tr>
<tr>
<td>Middle level management</td>
<td>100</td>
<td>0.166</td>
<td>16</td>
</tr>
<tr>
<td>General staff</td>
<td>360</td>
<td>0.166</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td></td>
<td><strong>83</strong></td>
</tr>
</tbody>
</table>
Therefore, the sample size was 16.6% of the target population; that is, 83 employees, 7 being the senior management, 16 middle-level management and 60 the General staff.

3.4 Data Collection Methods

Data collection refers to the process of gathering raw and unprocessed information that can be processed into meaningful information, following the scientific process of data analysis (Gall, Gall & Borg, 2007). This study required primary data, which was collected or obtained from the original sources. Survey questionnaires were used to collect the primary data in this study. The questionnaires were structured according to the research objectives. Therefore, the questionnaire was divided into six parts. Part one explored the population demographics and general information. Part two was on the dependent variable, job satisfaction. Part three was on the relationship between self-perception and job satisfaction. Part four the relationship between motivation and job satisfaction, part five the relationship between metacognitive strategies and job satisfaction, and part six the relationship between emotional intelligence and job satisfaction. Both open-ended and close-ended questions were used in the questionnaire. This ensured both qualitative and quantitative data was collected using the questionnaire.

3.5 Research Procedures

To ensure the relevance and strength of the questionnaire, it was first tested in a pilot study before the final distribution. A pilot study refers to a ‘small study to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques in preparation for a larger study (Zailinawati, 2006). A pilot study is one of the important stages in a research project and is conducted to identify potential problem areas and deficiencies in the research instruments and protocol prior to implementation during the full study (Zailinawati, 2006). The pilot test was conducted on 10 employees from the organization. The 10 employees will, however, be excluded from the main study. The purpose of the pilot test was to enable the researcher to check if the questions were phrased correctly and whether they were easy to understand.
Before the research was carried out, the researcher applied for a research permit from NACOSTI. A pilot test was conducted after which the questionnaire was amended appropriately where necessary, and a final copy made for dispatch to the respondents. The pilot study ensured that the questionnaires were reliable and valid. Along with the questionnaire, NACOSTI permit, and a cover letter detailing the purpose of the study were attached. It included a promise to the respondents that the information from the study was confidential and can only be shared with them. Drop and Pick was used as the data collection strategy to ensure high response rates. Therefore, the questionnaire was then self-administered in hard copy format, delivered to the respondents’ workplace and collected after 2 days to avail them a good time for completion and get a higher response rate.

3.6 Data Analysis Methods

According to Sounders et al (2009), data Analysis entails all the processes and procedures that are employed to make logical deductions from the data sets. For data collected to be meaningful; it needs to be analyzed in a way that it is easy to understand by any rational person. For consistency and comprehensive deductions from data; the questionnaires should be first be edited before the participants’ responses are completely processed. The researcher will use quantitative techniques in analyzing the data. Descriptive analysis was employed; which include; weighted mean, frequencies and percentages.

The weighted mean was calculated by using the aggregated statistical mean of the responses for each variable. Inferential statistics such as correlation analysis and regression analysis were also used to test for the relationship between the variables. The organized data was interpreted on account of concurrence to objectives using the assistance of computer packages, the Statistical Package for Social Sciences (SPSS) to communicate the research findings. The analyzed data was presented in frequency and percentage tables; this enhanced easier interpretation and understanding of the research findings.

A multiple linear regression model was used to test the significance of the effect of the independent variables on the dependent variable. The multiple linear regression model is as shown below.
\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \]

Whereby;

\( Y \) = Job Satisfaction

\( \beta_0 \) = Constant

\( \beta_1, \beta_2, \beta_3, \beta_4 \) = Coefficients of determination

\( X_1 \) = Self perception

\( X_2 \) = Metacognitive strategies

\( X_3 \) = Motivation

\( X_4 \) = Emotional intelligence

\( \varepsilon \) = Error term

### 3.7 Chapter Summary

This chapter covered a description of the procedures followed in conducting the study. It outlines the research design that was used to conduct the research. The study adopted a descriptive research design as it focused on establishing the relationship between variables. The sample frame for this study contained 500 UNHCR employees. A simple random sampling technique and stratified sampling were adopted to select a representative sample. Calculated using Slovin’s formula, a sample size of 83 respondents was used in this study. Survey questionnaires were used to collect the primary data in this study. However, before, the questionnaires were used to collect data; they were pilot tested to ensure their validity and reliability. Descriptive statistics and inferential statistics were used to analyze the collected data.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction
This chapter presents the research findings of the study carried to determine the effect of non-cognitive training programs on employees’ job satisfaction in the United Nations High Commissioner for Refugees in Nairobi, Kenya. The investigation focused on examining the effect of self-perception; metacognitive strategies; motivation; and emotional intelligence on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya.

The researcher distributed 83 questionnaires, but only 60 of them were appropriately filled and returned for analysis. This represented a response rate of 72.3% as shown in Table 4.1. According to Kothari (2010), a response rate of 50% is adequate for a study. In support of this, Babbie (2004) also noted that return rates of 50% are acceptable to analyze and publish, 60% is good and 70% is very good. Therefore, a response rate of 72.3% was excellent for this study.

Table 4.1: Response rate

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returned</td>
<td>60</td>
<td>72.3%</td>
</tr>
<tr>
<td>Unreturned</td>
<td>23</td>
<td>27.7%</td>
</tr>
<tr>
<td>Total</td>
<td>83</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Survey data, 2019

4.3 General information
The study sought to examine the characteristics of the respondents who participated in the study. The general information of the respondents in terms of sex, age, position, department, and level of education were examined. The results are presented using graphs, pie charts, and bar graphs.

4.3.1 Sex of the respondents
The study sought to examine the sex of the respondents who returned the questionnaires. It was important to categorize the participants based on sex since some of the study variables
are related with emotional reaction which is different in male and females. The results are presented in Figure 4.1.

![Pie chart showing sex distribution of respondents]

**Figure 4.1: Respondents’ Sex**

*Source: Survey data, 2019*

The results presented in Figure 4.1 shows that majority of the respondents were men representing 58.3%. On the other hand, women were 41.7%. This implies that the United Nations High Commissioner for Refugees has no discrimination by sex when recruiting. This was important as it helped to examine how non-cognitive training programs affect both male and female employees’ job satisfaction.

### 4.3.2 Position Held

The study sought to examine the position of each respondent at the United Nations High Commissioner for Refugees. The position held by a participant is important in the study as it helped to ensure that specific information is gathered from the right person and also to ensure inclusivity of all cadres. The results are presented in Figure 4.2

As shown in figure 4.2, most of the respondents were the subordinate or general staff at 76.67%. The middle-level management was represented by 16.67% of the respondents and top-level management was represented by 6.667% of the respondents.
This is because basically, the subordinate staff is majority in any organization followed by middle-level management. The top managers are not only a few but were difficult to access during the study. This means that the general staff are the most important employees in an organization since they play a significant role in the performance of any institution. Besides, they are in direct contact with the institution’s clients. Therefore, their satisfaction with the job is a key determinant of the performance of the institution.

4.3.3 Respondents Department
The study sought to examine the departments from which the respondents worked. This is because the researcher wanted to establish the occupation of each respondent in the study for inclusivity of the research sample. The results are presented in Figure 4.3.

The results presented in Figure 4.3 show that various departments at the United Nations High Commissioner for Refugees were represented in the study.
However, majority of the respondents (23.33%) came from customer service followed by human resources at 18.33%; grants and investments at 15%; finance and administration at 13.33%; communication and IT at 11.67%; marketing and communication at 10%; and business development at 8.33%. This implies that various departments have more employees than others depending on their workload. However, every department was involved in the study since all employees need non-cognitive skills regardless of their departments.

4.3.4 Age of the respondents

The study sought to examine the age of every respondent. This is because the age of the respondent is one of the most important characteristics that help to understand their views concerning a particular problem. Besides, age indicates the level of maturity thus; it becomes important while examining the responses. The results are presented in Figure 4.4.

The results presented in Figure 4.4 show that most of the respondents (40%) were aged between 25 and 34 years. The respondents were aged below 25 years were 21.67%, those aged between 55 years and above were 18.33%, those aged between 35 years and 44 years were 13.33%, and those aged between 45 and 54 years were 6.667%.
These results are a clear indication that the United Nations High Commissioner for Refugees has a good distribution of employees in terms of age and this allows for an in-depth understanding of the effects of non-cognitive training on employee job satisfaction based on different age groups.

4.3.5 Highest Level of Education
The study further sought to examine the highest level of education for every respondent. The level of education is a crucial characteristic that might affect an individual’s attitudes and that way of looking and understanding any particular social phenomena. Therefore, the response of an individual is likely to be influenced by his or her education level. The results are presented in Figure 4.5.
Figure 4.5: Respondent’s level of education

*Source: Survey data, 2019*

The results presented in Figure 4.5 indicated that majority of the respondents (53.3%) had a diploma level of education. This is followed by those who had a bachelor’s degree as their highest level of education at 26.7%, and a master’s degree at 16.7%, and finally Ph.D. at 3.3%. This was expected because most of the respondents were subordinate staff and their position requires a diploma or a degree level of education. On the other hand, the top management requires a higher qualification to run the NGO operations. The results indicated that the respondents had the requisite level of education to participate in the study. The education qualification was important in this study in that education level influence a person’s attitude and understanding of non-cognitive training which may affect their job satisfaction.

4.3.6 Frequency of staff training by UNHCR

The study also sought to know how often the employees attend training funded by UNHCR. This was important as it would help the researcher gauge whether the training has been effective in enhancing job satisfaction. The results are presented in Table 4.2.

The results presented in Table 4.2 indicated that staff training at the United Nations High Commissioner for Refugees is not done regularly. Many of the respondents 33.3% indicated that the training is done occasionally and 33.3% indicated that the training is often offered.
Table 4.2: Frequency of staff training

<table>
<thead>
<tr>
<th>How often do you attend staff training funded by your employer?</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>rarely</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Once in a while</td>
<td>20</td>
<td>33.3</td>
</tr>
<tr>
<td>Often</td>
<td>20</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Source: Survey data, 2019*

On the other hand, 25% of the respondents noted that the training is rarely done but 8.3% indicated that they don’t attend staff training that is funded by the UNHCR at all. This clearly shows that not all employees received training at the UNHCR. This implies that some employees may not give accurate information concerning the effect of non-cognitive training on employee job satisfaction. Therefore, it was important to conduct the study from employees from various departments.

The study was conducted among 60 respondents from various departments at UNHCR. The participants were both male at 58.3% and female at 41.7% from different age groups; those aged between 25 and 34 years were 40%; below 25 years were 21.67%; between 55 years and above were 18.33%; between 35 years and 44 years were 13.33%, and between 45 and 54 years were 6.667%. The respondent’s education levels ranged from Ph.D. at 3.3%, master’s degree at 16.7%, bachelor’s degree at 26.7%, and diploma at 53.3% which was requisite qualification to participate in the study. All the departments were represented as follow; business development at 8.3%; communication and IT at 11.7%; customer services at 23.3%; marketing and communication at 10%; grants and investments at 15%, Human resources at 18.3%; and finance and administration at 13.30%. The respondents who were general staff were 76.67%; the middle-level management 16.67% and top-level management 6.667%. The next section addresses descriptive statistics on job satisfaction of the respondents.

**4.4 Job Satisfaction**

Job satisfaction is a key determinant of employee performance. It refers to an employee’s affective reaction to his job in terms of how much it satisfies his desired outcome (Hassan and Saeid, 2011). The researcher investigated various aspects that influence employees’ satisfaction as well as job attitude. The respondents were expected to indicate their level of
agreement or disagreement with statements about job satisfaction on a Likert scale. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. This presented a clear picture of responses to various statements about job satisfaction and job attitude. The results are presented in Table 4.3 below.

**Table 4.3: Descriptive statistics for Job satisfaction**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My employer provides all the tools that I need to do my job successfully, which makes me satisfied.</td>
<td>0</td>
<td>8.3</td>
<td>0</td>
<td>33.3</td>
<td>58.3</td>
<td>4.42</td>
<td>0.58</td>
</tr>
<tr>
<td>I feel encouraged to come up with new and better ways of doing things</td>
<td>0</td>
<td>25</td>
<td>8.3</td>
<td>41.7</td>
<td>25</td>
<td>3.67</td>
<td>1.12</td>
</tr>
<tr>
<td>My job makes good use of my skills and abilities.</td>
<td>0</td>
<td>8.3</td>
<td>0</td>
<td>33.3</td>
<td>58.3</td>
<td>4.42</td>
<td>0.58</td>
</tr>
<tr>
<td>I get the right salary and benefits for the work I do</td>
<td>8.3</td>
<td>8.3</td>
<td>16.7</td>
<td>16.7</td>
<td>50</td>
<td>3.92</td>
<td>1.33</td>
</tr>
<tr>
<td>UNHCR cares about me as an employee</td>
<td>8.3</td>
<td>16.7</td>
<td>16.7</td>
<td>25</td>
<td>33.3</td>
<td>3.58</td>
<td>1.30</td>
</tr>
<tr>
<td>I am satisfied working at UNHCR</td>
<td>8.3</td>
<td>0</td>
<td>16.7</td>
<td>16.7</td>
<td>58.3</td>
<td>3.17</td>
<td>1.22</td>
</tr>
<tr>
<td><strong>Aggregate score</strong></td>
<td><strong>3.86</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>1.02</strong></td>
<td></td>
</tr>
</tbody>
</table>

Source: Survey data, 2019

The results indicated an aggregate mean of 3.86 and a high standard deviation of 1.02. This implies that there was a high variation in responses as shown in responses in individual statements. Many of the respondents agreed that their employer provides them with the tools they need to do their job successfully which makes them satisfied with their job as shown by 58.3% of the respondents who strongly agreed and 33.3% who agreed. There were only 8.3% of the respondents who disagreed.

Most of the respondents agreed that they feel encouraged to come up with new and better ways of doing things as demonstrated by 41.7% who agreed and 25% who strongly agreed. However, 25% of the respondents disagreed and 8.3 neither agreed nor disagreed that they feel encouraged to come up with new and better ways of doing things. Additionally, majority
of the respondents were in agreement that their job makes good use of their skills and abilities as demonstrated by 58.3% who strongly agreed and 33.3% who agreed. However, 8.3% of the respondents disagreed.

Many of the respondents were in agreement that they get the right salary and benefits for the work they do for the organization as demonstrated by 50% who strongly agreed and 16.7% who agreed. On the other hand, 8.3% of the respondents strongly disagreed, 8.3% disagreed and 16.7% were neutral. The results further revealed that UNHCR cares about her employees as demonstrated by majority, 33.3% who strongly agreed and 25% who agreed. However, 8.3% strongly disagreed, 16.7% disagreed, while 16.7% neither agreed nor disagreed that UNHCR cares for her employees. Consequently, most of the respondents indicated that they are satisfied working for the institution, where 58.3% strongly agreed, and 16.7% agreed. However, 16.7 were neutral while 8.3% strongly disagreed.

The findings of general job satisfaction items indicated that the responses were varied but they were more skewed towards agreed. Therefore, many of the respondents agreed that their employer provides all tools they required in their job, they are encouraged to create and innovate; their skills and abilities are well utilized, they were satisfied with their current remuneration, and that the institution cares about them, hence they are satisfied working for the institution. However, there are some few respondents who remained neutral on issues of being allowed to create and innovate, on issues of getting the right remuneration, issues of the institution being caring and that they were satisfied working for the institution. The next section addresses Job attitude as an aspect of job satisfaction.

4.4.1 Job Attitude

Job attitude is an aspect of job satisfaction. Employee’s Job attitude is important and plays a crucial role in determining an employee’s performance. This is because it affects employees’ behaviour towards their job. It was, therefore, important to investigate various aspects of job attitude due to its importance in job satisfaction. The study investigated various aspects including the participants’ attitudes towards training offered by the employers, how the employer appreciates them, involvement in major decision making. The responses were meant to be presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of
responses, mean and standard deviation was worked out. The results are presented in Table 4.4.

**Table 4.4: Descriptive statistics for job attitude**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Attitude</strong></td>
<td>0</td>
<td>8.3</td>
<td>33.3</td>
<td>25</td>
<td>33.3</td>
<td>3.83</td>
<td>0.99</td>
</tr>
<tr>
<td>I have asked for and been provided with training that would help me do my job better</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>16.7</td>
<td>66.7</td>
<td>4.50</td>
<td>0.77</td>
</tr>
<tr>
<td>I have no doubt that my employer appreciates my work.</td>
<td>33.3</td>
<td>16.7</td>
<td>50</td>
<td>0</td>
<td>0</td>
<td>2.17</td>
<td>0.91</td>
</tr>
</tbody>
</table>

**Source: Survey data, 2019**

The results show an aggregate mean of 3.73 and a high standard deviation of 0.86. This implies that there was high variation in responses, but skewed more towards agree on the Likert scale. Majority of the respondents were in agreement that they have asked for and been provided with training that helped them to do their job better. This was attested to by 33.3% who strongly agreed and 25% who agreed. On the other hand, 33.3% remained neutral while 8.3% disagreed. These findings also showed that most of the respondents have no doubt that the employer appreciates their work as demonstrated by 66.7% who strongly agreed and 16.7% who agreed. There were, however, 16.7% of the respondents who neither agreed nor disagreed that they have no doubt that the employer appreciates their work. The results also show that UNHCR does not involve most of the employees in major decision making as demonstrated by 33.3% who strongly disagreed and 16.7% who disagreed as well as 50% who neither agreed nor disagreed that they are involved in major decision-making process.

The findings portray high variations in responses with regards to job satisfaction. The majority, that is, 91.6% of the respondents were in agreement that their employer gave them all the required tools to successfully perform their jobs and are satisfied. Most of the
respondents at 66.7% are encouraged to be creative and innovative. Most, that is, 91.9% feel that their jobs utilize their skills and abilities. The majority agreed that they get salary and benefits for the work and that the institution cares for them but some feel otherwise; however, 65% of the respondents are satisfied working for UNHCR. Besides, most of the participants agreed that they have been trained which enables them perform better and that the employer appreciates their work. However, they are not engaged in major decision making. The next section presents findings on self-perception and job satisfaction.

4.5 Self-perception and Job satisfaction

Self-perception is personal beliefs concerning whether one can accomplish a specific task. For one to be motivated, he or she first acquires positive self-perception. Self-perception gives a person motivation which in turn helps one to work hard thus improving performance and productivity. Therefore, the fact that self-perception is a precursor to motivation which determines performance and satisfaction, makes it important to investigate self-perception in relation to job satisfaction.

4.5.1 Self-perception and Job Satisfaction

The researcher sought data on self-perception and job satisfaction. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The results are presented in Table 4.5.

The findings for the responses on self-perception revealed that the aggregate mean scores and standard deviations were 3.85 and 0.80 respectively. The high aggregate standard deviation is an indication that there were great variations in responses. All respondents were in agreement that they can handle any task effectively as demonstrated by 66.7% who strongly agreed and 33.3% who agreed that they believed that they could handle their tasks effectively. There were no respondents who disagreed, none who strongly disagreed, and none who were neutral. On the other hand, most of the respondents were in agreement that the organization ensures there is organizational justice for all demonstrated by 58.3% who agreed and 8.3% who strongly agreed that the organization ensures there is organizational justice for all.
Table 4.5: Descriptive statistics for Self-perception

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that I can handle my tasks effectively</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>33.3</td>
<td>66.7</td>
<td>4.56</td>
<td>0.44</td>
</tr>
<tr>
<td>Self-Perception affects my job satisfaction</td>
<td>8.3</td>
<td>0</td>
<td>41.7</td>
<td>25</td>
<td>25</td>
<td>3.58</td>
<td>1.12</td>
</tr>
<tr>
<td>The organization ensures there is organizational justice for all in all a matter.</td>
<td>0</td>
<td>8.3</td>
<td>25</td>
<td>58.3</td>
<td>8.3</td>
<td>3.67</td>
<td>0.75</td>
</tr>
<tr>
<td>Organizational justice helps me feel as part and parcel of the organization</td>
<td>0</td>
<td>8.3</td>
<td>41.7</td>
<td>33.3</td>
<td>16.7</td>
<td>3.58</td>
<td>0.87</td>
</tr>
<tr>
<td><strong>Aggregate Scores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.85</strong></td>
<td><strong>0.80</strong></td>
</tr>
</tbody>
</table>

*Source: Survey data, 2019*

On the contrary 8.3% disagreed and 25% neither agreed nor disagreed that the organization ensures there is organizational justice for all. The results also showed that organizational justice helps them feel part and parcel of the organization as demonstrated by 33.3% who agreed and 16.7% who strongly agreed. However, 8.3% disagreed and 41.7% neither agreed nor disagreed that UNHCR helps them to feel part and parcel of the organization.

4.5.2 Self-efficacy perception and Job satisfaction

Self-efficacy perception is important determinants of job satisfaction since it affects employees’ behaviour or achievement. The perception of self-efficacy is one's beliefs that they are capable of successfully performing a specific course of access. It was, therefore, important to investigate self-efficacy as an element of self-perception since it is key factors that influence employees’ performance. The researcher sought data on the perception of employees concerning the effect of training on self-efficacy on job satisfaction; employee’s perception of their co-workers and supervisors and the way they affect their satisfaction. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The findings are presented in Table 4.6.
### Table 4.6: Descriptive statistics for self-efficacy perceptions and job satisfaction

**Self-efficacy perception**

<table>
<thead>
<tr>
<th>Perception</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff training on Self-efficacy Perception helps to improve employees’ job satisfaction</td>
<td>0</td>
<td>0</td>
<td>41.7</td>
<td>50</td>
<td>8.3</td>
<td>3.67</td>
<td>0.63</td>
</tr>
<tr>
<td>My perception of my co-workers and how we relate gives me job satisfaction</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>50</td>
<td>33.3</td>
<td>4.17</td>
<td>0.69</td>
</tr>
<tr>
<td>My perception of my supervisors and how we relate gives me job satisfaction</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>41.7</td>
<td>33.3</td>
<td>4.08</td>
<td>0.77</td>
</tr>
<tr>
<td>My perception of money as an organizational reward influences my attitude towards my work</td>
<td>0</td>
<td>8.3</td>
<td>58.3</td>
<td>16.7</td>
<td>16.7</td>
<td>3.42</td>
<td>0.87</td>
</tr>
<tr>
<td>My perception of money as an organizational reward gives me a sense of satisfaction in what I do on a daily basis.</td>
<td>8.3</td>
<td>0</td>
<td>41.7</td>
<td>16.7</td>
<td>33.3</td>
<td>3.67</td>
<td>1.19</td>
</tr>
<tr>
<td>I am now more satisfied with my job</td>
<td>0</td>
<td>0</td>
<td>41.7</td>
<td>25</td>
<td>33.3</td>
<td>3.92</td>
<td>0.87</td>
</tr>
</tbody>
</table>

**Aggregate Scores**

3.82 0.84

Source: Survey data, 2019

The findings for the responses on self-efficacy perception revealed that the aggregate mean scores and standard deviations were 3.82 and 0.84 respectively. This implies that there was high variation in responses, but skewed towards agree on the Likert scale.

Most of the respondents were in agreement that staff training on self-efficacy perception helps to improve employees’ job satisfaction as demonstrated by 50% who agreed and 8.3% who strongly agreed. However, 41.7% of the respondents neither agreed nor agreed that Staff training on self-efficacy perception helps to improve employees’ job satisfaction. Most of the respondents were in agreement that their perception of the co-workers and how they relate gives them job satisfaction as demonstrated by 50% who agreed and 33.3% who strongly agreed. On the other hand, 16.7% were neutral.
Majority of the respondents at 75% were in agreement that their perception of the supervisors and how they relate gives them job satisfaction, where 41.7% agreed and 33.3% strongly agreed that their perception of their co-workers and how they relate gives them job satisfaction. However, 25% of the respondents neither agreed nor disagreed that their perception of their co-workers and how they relate gives them job satisfaction.

Additionally, many of the respondents neither agreed nor disagreed that their perception of money as an organizational reward influences their attitude towards their work as shown by 58% of the respondents. However, 16.7% strongly agreed and 16.7% agreed while 8.3% disagreed that their perception of money as an organizational reward influences their attitude towards their work.

Similarly, most of the respondents neither agreed nor disagreed that their perception of money as an organizational reward gives them a sense of satisfaction in what they do daily as shown by 41.7% of the respondents. On the other hand, 33.3% strongly agreed, 16.7% agreed, while 8.3% strongly disagreed that their perception of money as an organizational reward gives them a sense of satisfaction in what they do daily. Majority of the respondents neither agreed nor disagreed that they are now more satisfied with their job. On the other hand, 33.3% strongly agreed, 25% agreed they are now more satisfied with their job. None of the respondents disagreed nor strongly disagreed.

The findings show that the respondents had varied views. The results revealed that most respondents believed that staff training on self-efficacy perception helps to improve employees’ job satisfaction. However, quite a big proportion of respondents neither agreed nor disagreed that staff training on self-efficacy perception helps to improve employees’ job satisfaction. It was also established that employee’s perception of co-workers and supervisors and how they relate gives them job satisfaction. The next section presents findings on another element of self-perception, which is core-self-evaluation.

4.5.3 Core-self-evaluation and Job satisfaction
Core self-evaluation is a personal evaluation by the individual concerning their worth including whether they are capable of handling a challenge as well as the feeling of being in control of their lives. This is an element of core-self-evaluation that makes an employee
believe that he or she can handle challenges they encounter in their day to day life. It was, therefore, important to investigate core self-evaluation in relation to job satisfaction since it’s a determinant of employee performance which is a motivation for job satisfaction.

The researcher sought data about the training of core self-evaluation perceptions and its influence on job satisfaction; employee’s beliefs about challenges; as well as ability of employees to control their actions and success in their position at work. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The findings are presented in Table 4.7.

The findings for the responses on core-self-evaluation perceptions show high aggregate mean scores and standard deviations of 4.19 and 0.95 respectively. This implies that there is high variation in responses, but most were skewed towards strongly agreed as shown in Table 4.7.

Most of the respondents were in agreement that staff training on core-self-evaluation perception helps to improve employees’ job satisfaction as shown by 50% who strongly agreed and 16.7% who agreed, but 33.3% were neutral. This is because the employees always believe that they can handle every challenge in their position and this makes them like their job. This is demonstrated by 50% who strongly agreed and 41.7% who agreed that they believe they can handle every challenge in their position.

In addition, many of the respondents were in agreement that they are in control of the actions and success in their position as shown by 41.7% who strongly agreed and 25% of the respondents agreed. However, 8.3% disagreed and 25% were neutral. Finally, majority of the respondents were in agreement that they have gained enough training and experience in the organization demonstrated by 58.3% who strongly agreed and 16.7%. On the other hand, 8.3% disagreed and 16.7% neither agreed nor disagreed that they have gained enough training and experience in the organization.

The findings show that most employees considered training on core-self-evaluation perception an important determinant of their job satisfaction. They also emphasized the importance of training and experience they have gathered in ensuring their satisfaction.
Table 4. 7: Descriptive Statistics Core self-evaluation and job satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Mean</th>
<th>Standard Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core self-evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff training on core-self-evaluation perception helps to improve employees’ job satisfaction</td>
<td>0</td>
<td>0</td>
<td>33.3</td>
<td>16.7</td>
<td>50</td>
<td>4.17</td>
<td>0.91</td>
</tr>
<tr>
<td>I always believe that I can handle every challenge in my position and this makes me like my job</td>
<td>0</td>
<td>8.3</td>
<td>0</td>
<td>41.7</td>
<td>50</td>
<td>4.33</td>
<td>0.86</td>
</tr>
<tr>
<td>I am in control of my actions and success in my position</td>
<td>0</td>
<td>8.3</td>
<td>25</td>
<td>25</td>
<td>41.7</td>
<td>4.00</td>
<td>1.00</td>
</tr>
<tr>
<td>I have gained enough training and experience in my organization</td>
<td>0</td>
<td>8.3</td>
<td>16.7</td>
<td>16.7</td>
<td>58.3</td>
<td>4.25</td>
<td>1.02</td>
</tr>
<tr>
<td>Aggregate score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4.19</td>
<td>0.95</td>
</tr>
</tbody>
</table>

Source: Survey data, 2019

Majority of the participants believed they can handle every challenge in their position. Besides, most employees indicated that they were in control of the actions and success in my position. The next section presents the results of descriptive statistics on metacognitive strategies and job satisfaction.

4.5.3.1 Correlation analysis between self-perception and job satisfaction

The data collected about job satisfaction, self-perception, self-efficacy perception, and core self-evaluation were computed into a single variable per factor. Then Pearson’s correlations analysis was conducted at a 95% confidence interval and a 5% confidence level 2-tailed. The results of the correlation analysis are presented in Table 4.8.

The findings presented in Table 4.8 shows that there is a positive and significant correlation between self-perception and job satisfaction at 0.598. The results also reveal that there is a positive and significant correlation between self-efficacy perceptions and job satisfaction at 0.459. Further, the results show that there is a positive and significant correlation between core self-evaluation and job satisfaction at 0.698.
Table 4.8: Correlation Matrix for self-perceptions

<table>
<thead>
<tr>
<th></th>
<th>JoSa</th>
<th>SePn</th>
<th>SeEf</th>
<th>CsEv</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Satisfaction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.598**</td>
<td>.459**</td>
<td>.698**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Self-Perception</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.598**</td>
<td>1</td>
<td>.463**</td>
<td>.458**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Self-Efficacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.459**</td>
<td>.463**</td>
<td>1</td>
<td>.342**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.008</td>
<td>.008</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Core self-Evaluation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.698**</td>
<td>.458**</td>
<td>.342**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.008</td>
<td>.008</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Survey data, 2019

The three factors studied, that is, Self-Perception, Self-Efficacy, and Core self-Evaluation showed a significant P value (p<0.05) an indication that the three factors were significant. The significant P-values for Self-Perception, Self-Efficacy, and Core self-Evaluation were all 0.000. Since this is less than P< 0.05, the factors are significant.

The results of the correlation analysis between job satisfaction and self-perception; self-efficacy and core self-evaluation revealed that there exists a positive and significant correlation between self-perception and job satisfaction; a positive and significant correlation between self-efficacy and job satisfaction; and a positive and significant correlation between core self-evaluation and job satisfaction. The next section presents results for metacognitive strategies and job satisfaction.

4.6 Metacognitive strategies and Job satisfaction

Metacognitive strategies are goal-oriented efforts to influence one’s own learning behaviors and processes by focusing awareness on thinking and selecting, monitoring, and planning strategies that are most conducive to learning (Zimmerman, 2001). They are strategies that allow employees to be aware of their strengths and weakness, monitoring their progress and understanding, and knowing when and why to use certain strategies (Pintrich, 2002). Metacognitive strategies were important elements to investigate in this study since they are a goal-oriented effort that when an employee successfully accomplish them is likely to be
satisfied with their achievement. Therefore, metacognitive strategies are crucial element of job satisfaction. The metacognitive strategies investigated in this study were goal-setting and problem-solving. The next section presents findings on metacognitive strategies in relation to job satisfaction.

4.6.1 Metacognitive Strategies
The researcher sought data about whether respondents agreed or disagreed that metacognitive strategies influence their job satisfaction; that they could manage takes assigned to them; and that they related well with other employees and supervisors. Therefore, researcher analyzed data collected about metacognitive strategies and how they influence job satisfaction at UNHCR. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The findings are presented in Table 4.9.

The findings for the responses on metacognitive strategies show a high aggregate mean scores and standard deviations of 4.02 and 0.97 respectively. This implies that the responses highly varied and were more skewed towards agree on the Likert scale as shown by the aggregate mean of 4.02.

Table 4.9: Descriptive data on metacognitive strategies

<table>
<thead>
<tr>
<th>Metacognitive strategies</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognitive strategies affect my job satisfaction</td>
<td>0</td>
<td>16.7</td>
<td>33.3</td>
<td>41.7</td>
<td>8.3</td>
<td>3.42</td>
<td>0.87</td>
</tr>
<tr>
<td>I am capable of managing all the tasks assigned to me effectively.</td>
<td>0</td>
<td>8.3</td>
<td>8.3</td>
<td>25</td>
<td>58.3</td>
<td>4.33</td>
<td>0.95</td>
</tr>
<tr>
<td>I am capable of relating with fellow employees interpersonally</td>
<td>0</td>
<td>16.7</td>
<td>0</td>
<td>25</td>
<td>58.3</td>
<td>4.25</td>
<td>1.10</td>
</tr>
<tr>
<td>I am capable of relating with my supervisor interpersonally</td>
<td>0</td>
<td>8.3</td>
<td>16.7</td>
<td>33.3</td>
<td>41.7</td>
<td>4.08</td>
<td>0.96</td>
</tr>
<tr>
<td><strong>Aggregate Scores</strong></td>
<td><strong>4.02</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>0.97</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Survey data, 2019*
Majority of the respondents were in agreement that metacognitive strategies affect their job satisfaction. This was demonstrated by 41.7% of the respondents who agreed and 8.3% who strongly agreed. However, 33.3% of the respondents neither agreed nor disagreed while 16.7% of the respondents disagreed that Metacognitive strategies affect their job satisfaction. Most of the respondents are capable of managing all the tasks assigned to them effectively as shown by 58.3% strongly agreed and 25% who agreed. However, 8.3% of the respondents disagreed and 8.3% neither agreed nor disagreed that they are capable of managing all the tasks assigned to them effectively.

On the other hand, majority of the respondents were in agreement that they are capable of relating with fellow employees interpersonally as demonstrated by 58.3% who strongly agreed and 25% who agreed. However, 16.7% of the respondents disagreed that they are capable of relating to fellow employees interpersonally. Besides, majority of the respondents were in agreement that they are capable of relating with their supervisor interpersonally as demonstrated by 41.7% of the respondent who strongly agreed and 33.3% who agreed. On the other hand, 8.3% of the respondents disagreed while 16.7% neither agreed nor disagreed that they are capable of relating with their supervisor interpersonally.

The findings show that the responses were varied, ranging from agreed, disagreed and neutral. However, majority indicated that metacognitive strategies affect their job satisfaction. It was also established that most of the employees were capable of relating well with their supervisors and fellow employees. Additionally, most of the respondents were in a position to handle all tasks assigned to them. The next section presents findings of the analysis of goal setting strategy.

4.6.2 Goal Setting

Goal Setting is a powerful practice for anyone who wants to succeed, be it students or employees. Organizations are, therefore, expected to provide support and structures to enable individual employees to create specific, measurable, attainable, relevant and timely (SMART) goals. It was important to investigate Goal setting since it is a key metacognitive strategy. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements.
Table 4.10: Descriptive statistics on goal setting

<table>
<thead>
<tr>
<th>Goal setting</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal setting is an important metacognitive strategy that enhances employee productivity</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>25</td>
<td>58.3</td>
<td>4.42</td>
<td>0.77</td>
</tr>
<tr>
<td>The feedback on the implementation of SMART goals enables me to improve on my work</td>
<td>8.3</td>
<td>0</td>
<td>33.3</td>
<td>33.3</td>
<td>25</td>
<td>3.67</td>
<td>1.12</td>
</tr>
<tr>
<td>The specificity of goals helps me to effectively perform my daily work accurately</td>
<td>8.3</td>
<td>0</td>
<td>8.3</td>
<td>41.7</td>
<td>41.7</td>
<td>4.08</td>
<td>1.12</td>
</tr>
<tr>
<td>Participation in goal setting motivates me to perform better.</td>
<td>8.3</td>
<td>0</td>
<td>16.7</td>
<td>41.7</td>
<td>33.3</td>
<td>3.92</td>
<td>1.12</td>
</tr>
<tr>
<td>The experience I have acquired helps me to set achievable goals</td>
<td>0</td>
<td>0</td>
<td>8.3</td>
<td>41.7</td>
<td>50</td>
<td>4.40</td>
<td>0.60</td>
</tr>
<tr>
<td>Staff training on goal setting helps to improve employees’ job satisfaction</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>50</td>
<td>25</td>
<td>4.00</td>
<td>0.71</td>
</tr>
<tr>
<td>My employer allows me to plan my daily tasks</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>50</td>
<td>33.3</td>
<td>4.00</td>
<td>0.58</td>
</tr>
</tbody>
</table>

| Aggregate Scores | 4.07 | 0.86 |

Source: Survey data, 2019

Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The findings are presented in Table 4.10.

The findings for the responses on goal setting show a high aggregate mean score and standard deviation of 4.07 and 0.86 respectively. This implies that there was high variation in responses, but most of the responses were skewed towards agreed on the Likert scale as shown in Table 4.8. Majority of the respondents were in agreement that goal setting is an important metacognitive strategy that enhances employee productivity as shown by 58.3% of the respondents who strongly agreed and 25% who agreed. However, 16.7% neither agreed nor disagreed that that goal setting is an important metacognitive strategy that enhances employee productivity.

Most of the respondents agreed that the feedback on the implementation of SMART goals enables them to improve on their work as shown by 33.3% who agreed and 25% who strongly agreed. However, 33.3% of the respondents neither agreed nor disagreed while 8.3% strongly
disagreed that the feedback on the implementation of SMART goals enables them to improve on their work.

Further, the results revealed that majority of the respondents were in agreement that the specificity of goals helps them to effectively perform their daily work accurately. This is demonstrated by 41.7% who strongly agreed and 41.7% who agreed. On the other hand, 8.3% strongly disagreed and 8.3% neither agreed nor disagreed that the specificity of goals helps them to effectively perform their daily work accurately.

On the same note, majority of the respondents, 41.7% agreed and 33.3% strongly agreed that participation in goal setting motivates them to perform better. However, 8.3% strongly disagreed and 16.7% neither agreed nor disagreed that participation in goal setting motivates them to perform better.

Majority of the respondents were in agreement that the experiences they have acquired help them to set achievable goals as demonstrated by 50% who strongly agreed and 41.7% who agreed. However, 8.3% of the respondents neither agreed nor disagreed that the experiences they have acquired help them to set achievable goals.

Majority of the respondents were also in agreement that staff training on goal setting helps to improve employees’ job satisfaction as shown by 50% who agreed, and 25% who strongly agreed. On the other hand, 25% of the respondents neither agreed nor disagreed that staff training on goal setting help to improve employees’ job satisfaction.

Concerning planning daily tasks, the respondents were in agreement that the employer allows them to plan their daily tasks as indicated by majority 50% who agreed and 33.3% who strongly agreed. However, 16.7% neither agreed nor disagreed that the employer allows them to plan their daily tasks.

Most of the respondents indicated that the goal-setting strategy enhances employee productivity. It was also found that the feedback on the implementation of SMART goals enables them to improve their work. Further, the study established that specificity of goals helps them to effectively perform their daily work accurately. Additionally, most respondents
noted that the employer allows them to plan their daily tasks. The next section presents the findings on problem solving strategy.

4.6.3 Problem-solving

Problem-solving is important in any successful employment. It is the process of coming up with solutions to problems encountered in life (Brandell, 1997). This is a skill that enables employees to achieve their goal of finding a solution when no automatic solution is available. It was important to investigate problem-solving, which is one of the metacognitive strategies. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements.

Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The findings are presented in Table 4.11. The findings for the responses on Problem-solving show a slightly high aggregate mean score and standard deviation of 3.73 and 0.93 respectively. This implies that the responses highly varied, but were more skewed to neutral on the Likert scale as shown in Table 4.11 Majority of the respondents neither agreed nor disagreed that the organization has sponsored their training on problem-solving skills as shown by 58.3% of the respondents. On the other hand, 25% of the respondents agreed and 8.3% strongly agreed that the organization has sponsored their training on problem-solving skills.

Table 4. 11: Descriptive statistics on Problem-solving

<table>
<thead>
<tr>
<th>Problem-solving</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization has sponsored my training on problem-solving skills</td>
<td>0</td>
<td>8.3</td>
<td>58.3</td>
<td>25</td>
<td>8.3</td>
<td>3.58</td>
<td>0.77</td>
</tr>
<tr>
<td>Problem-solving skills help to enhance employees’ job satisfaction</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>66.7</td>
<td>16.7</td>
<td>4.00</td>
<td>0.58</td>
</tr>
<tr>
<td>I can solve any problem that may arise in the course of my work without supervision</td>
<td>0</td>
<td>33.3</td>
<td>16.7</td>
<td>16.7</td>
<td>33.3</td>
<td>3.50</td>
<td>1.27</td>
</tr>
<tr>
<td>I am now more satisfied with my job as I believe in my problem-solving skills.</td>
<td></td>
<td></td>
<td>8.3</td>
<td>0</td>
<td>16.7</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td><strong>Aggregate Scores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.73</strong></td>
<td><strong>0.93</strong></td>
</tr>
</tbody>
</table>

*Source: Survey data, 2019*
Additionally, most respondents were in agreement that problem-solving skills help to enhance employees’ job satisfaction as demonstrated by 66.7% who agreed and 16.7% strongly agreed. However, 16.7% of the respondents neither agreed nor disagreed that problem-solving skills help to enhance employees’ job satisfaction.

About the ability to solve problems, 33.3% strongly agreed and 16.7% agreed that they can solve any problem that may arise in the course of their work without supervision. On the other hand, 33.3% disagreed and 16.7% neither agreed nor disagreed that they can solve any problem that may arise in the course of their work without supervision.

Finally, most of the respondents indicated that they are now more satisfied with their job since they believe in their problem-solving skills as demonstrated by 50% who agreed, 25% strongly agreed. On the other hand, 8.3% disagreed, while 16.7% neither agreed nor disagreed that are now more satisfied with their job since they believe in their problem-solving skills.

The findings show there is high variation in responses. Majority of the respondents at 58.3% neither agreed nor disagreed that the organization had sponsored their training on problem-solving skills. These skills help them to enhance employees’ job satisfaction as shown by 83.4%. Majority of respondents at 75% noted that they believe in their problem-solving skills which make them satisfied with their jobs. The next section presents findings on motivation and its relationship with job satisfaction.

**4.6.3.1 Correlation analysis between metacognitive strategies and job satisfaction**

The data collected about metacognitive strategies, goal setting, problem-solving and job satisfaction was computed into a single variable per factor. Then Pearson’s correlations analysis was conducted at a 95% confidence interval and a 5% confidence level 2-tailed. The results of the correlation analysis are presented in Table 4.12.

The findings presented in Table 4.12 shows that there is a positive and significant correlation between Metacognitive Strategies and job satisfaction at 0.546. The results also show a positive and significant correlation between Goal Setting and job satisfaction at 0.545. In addition, the results show that there is a positive and significant correlation between Problem Solving and job satisfaction at 0.438.
The factors studied, that is, Metacognitive Strategies, goal setting, and problem-solving showed a significant $P$ value ($p<0.05$) an indication that the three factors were significant. The significant $P$-values for metacognitive strategies, goal setting, and problem-solving were all 0.000. Since this is less than $P<0.05$, the factors are significant.

The results of correlation analysis between job satisfaction and metacognitive strategies, goal setting and problem-solving revealed that there exists a positive and significant correlation between Metacognitive Strategies and job satisfaction; a positive and significant correlation between Goal Setting and job satisfaction; and a positive correlation between Problem Solving and job satisfaction. The next section presents the results of the relationship between motivation and job satisfaction.

### 4.7 Motivation and Job Satisfaction

Motivation is an attribute that moves an individual to do or nor to do something. Therefore, motivation determines how employees behave while at work. It related to job satisfaction since it determines employees productivity. Therefore, a motivated employee will most likely be satisfied with what he or she does at work. Therefore, it was important to investigate motivation in the context of job satisfaction. Goal setting and recognition were investigated as forms of motivation. However, the next section presents findings on motivation in general and job satisfaction.
4.7.1 Motivation and Job satisfaction

The researcher sought to investigate the relationship between motivation and job satisfaction. The information sought in this section was whether the respondents were motivated by good leadership and cooperation in their organization. The researcher also sought to establish whether training on motivation influence employee job motivation. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The findings are presented in Table 4.13.

The findings show a high aggregate mean score and standard deviation at 3.86 and 1.04 respectively. This aggregate mean score shows that the responses were skewed towards agreeing on the Likert scale while the standard deviation shows higher variations.

Table 4.13: Descriptive statistics on motivation and job satisfaction

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff training on motivation helps to improve employees’ job satisfaction</td>
<td>8.3</td>
<td>0</td>
<td>8.3</td>
<td>58.3</td>
<td>25</td>
<td>3.92</td>
<td>1.05</td>
</tr>
<tr>
<td>Good leadership in my organization gives me a reason to wake up and report to work.</td>
<td>8.3</td>
<td>0</td>
<td>25</td>
<td>33.3</td>
<td>33.3</td>
<td>3.83</td>
<td>1.15</td>
</tr>
<tr>
<td>Cooperation in my organization gives me a reason to wake up and report to work.</td>
<td>0</td>
<td>8.3</td>
<td>25</td>
<td>41.7</td>
<td>25</td>
<td>3.83</td>
<td>0.91</td>
</tr>
<tr>
<td><strong>Aggregate Scores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>3.86</strong></td>
<td><strong>1.04</strong></td>
</tr>
</tbody>
</table>

*Source: Survey data, 2019*

Majority of the respondents were in agreement that staff training on motivation helps to improve employees’ job satisfaction as indicated by 58.3% of the respondents who agreed and 25% who strongly agreed. On the other hand, 8.3% strongly disagreed and while 8.3% of the respondents neither agreed nor disagreed.

Most of the respondents were in agreement that good leadership in their organization gives them a reason to wake up and report to work as demonstrated by 33.3% who strongly agreed and 33.3% who agreed. However, 8.3% of the respondents strongly disagreed and 25% neither
agreed nor disagreed that good leadership in their organization gives them a reason to wake up and report to work.

Similarly, most of the respondents were in agreement that cooperation in the organization gives them a reason to wake up and report to work as demonstrated by 41.7% of the respondents who agreed and 25% who strongly agreed that cooperation in the organization gives them a reason to wake up and report to work.

The findings show that staff training on motivation helps to improve employees’ job satisfaction. It was agreed by the respondents that good leadership and cooperation in the organization motivated some of the respondents while others were not motivated. The next section presents findings on rewards.

4.7.2 Rewards
Rewards are type of stimuli or reinforcer that enhances the probability to reach desired responses. It can be either positive negative but both are used to achieve the desired goals. The more the rewards are used the better the performance. Rewards help to retain employees and increase their motivation. It was important to investigate rewards in relation to job satisfaction since it is one aspect of motivation that is mostly used to enhance employee performance. It would, therefore, be interesting to establish the relationship between rewards and job satisfaction. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The findings are presented in Table 4.14.

The findings show a high aggregate mean score and standard deviation of 3.48 and 0.93 respectively. This implies high variation in responses, which were more skewed towards neutral on the Likert scale as shown in Table 4.14. Half of the respondent neither agreed nor disagreed that trips have made them like the organization as shown by 50%. This is perhaps because different people are motivated by various rewards differently. However, 41.7% agreed and 8.3% disagreed that trips have made them like the organization.
Table 4.14: Descriptive statistics on Rewards

<table>
<thead>
<tr>
<th>Rewards</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trips have made me like my organization</td>
<td>0</td>
<td>8.3</td>
<td>50</td>
<td>41.7</td>
<td>0</td>
<td>3.33</td>
<td>0.63</td>
</tr>
<tr>
<td>Team building has made me like my organization</td>
<td>0</td>
<td>8.3</td>
<td>25</td>
<td>50</td>
<td>16.7</td>
<td>3.75</td>
<td>0.84</td>
</tr>
<tr>
<td>I am satisfied with the salary increment levels in my organization</td>
<td>0</td>
<td>8.3</td>
<td>25</td>
<td>50</td>
<td>16.7</td>
<td>3.62</td>
<td>0.96</td>
</tr>
<tr>
<td>I am satisfied with my current salary and allowances in my organization</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>8.3</td>
<td>41.7</td>
<td>3.58</td>
<td>0.96</td>
</tr>
<tr>
<td>The equitability of benefits packages motivates me to work hard for the</td>
<td>0</td>
<td>8.3</td>
<td>50</td>
<td>16.7</td>
<td>25</td>
<td>3.75</td>
<td>0.93</td>
</tr>
<tr>
<td>organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My organization advocates for equitability of benefits packages</td>
<td>0</td>
<td>8.3</td>
<td>33.3</td>
<td>33.3</td>
<td>25</td>
<td>3.42</td>
<td>1.12</td>
</tr>
<tr>
<td>My institution provides both cash and non-cash rewards as a way of</td>
<td></td>
<td>8.3</td>
<td>33.3</td>
<td>33.3</td>
<td>16.7</td>
<td>2.92</td>
<td>1.05</td>
</tr>
<tr>
<td>motivating employees this will form a separate table</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Aggregate Scores**

|               | 3.48 | 0.93 |

*Source: Survey data, 2019*

Majority of the respondents, 50% agreed and 16.7% strongly agreed that team building has made them like their organization. On the other hand, 8.3% disagreed and 25% neither agreed nor disagreed that team building has made them like their organization.

Majority of the respondents were in agreement that they are satisfied with the salary increment levels in the organization as shown by 50% of the respondents who agreed and 16.7% who strongly agreed. However, 8.3% disagreed and 25% neither agreed nor disagreed they are satisfied with the salary increment levels in the organization.

On the other hand, half of the respondents neither agreed nor disagreed that they were satisfied with the current salary and allowances in the organization. 41.7% of the respondents strongly agreed and 8.3% agreed that they were satisfied with the current salary and allowances in the organization.

Half of the respondents neither agreed nor disagreed that the equitability of benefit packages motivates them to work hard for the organization. However, 25% of the respondents strongly
agreed, 16.7% agreed, while 8.3% disagreed that the equitability of benefits packages motivates them to work hard for the organization.

Most of the respondents were in agreement that their organization advocates for equitability of benefit packages as demonstrated by 33.3% of the respondents who agreed and 25% who strongly agreed. However, 8.3% of the respondents strongly disagreed, 8.3% disagreed while 33.3% of the respondents neither agreed nor disagreed that their organization advocates for equitability of benefit packages.

On the same note, most of the respondents were in agreement that the institution provided both cash and non-cash rewards as a way of motivating employees as shown by 33.3% of the respondents who agreed and 6.7% who strongly agreed. However, 8.3% of the respondents strongly disagreed, 8.3% disagreed and 33.3% neither agreed nor disagreed that the institution provided both cash and non-cash rewards as a way of motivating employees.

The findings revealed that there were high variations in responses. Most of the respondents were not motivated by trips while some were motivated. Majority of the respondents liked their organization because of team building. While most of the respondents were satisfied with their current salary, some were not satisfied. Similarly, some respondents felt that there was equitability of benefit packages which motivated them to work for the organization. This implies that what motivates one person does not necessarily motivate another person. The next section presents the findings on another form of reward which is non-financial, that is, recognition.

4.7.3 Recognition

Recognition is the act of appreciating a person for his or her contribution. It is the act of employers appreciating the performance or commitment by the employees. Recognition is given systematically both casually and officially. Although it is a non-cash reward, recognition is a good way of motivating employees. Therefore, it was important to investigate recognition in relation to job satisfaction. The researcher sought to establish whether recognition through promotions motivate or make them satisfied employees; and whether good work is recognized.
The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out.

Table 4.15: Descriptive statistics on recognition

<table>
<thead>
<tr>
<th>Recognition</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition through promotion makes me feel a part of the organizational growth</td>
<td>8.3</td>
<td>25</td>
<td>41.7</td>
<td>16.7</td>
<td>8.3</td>
<td>3.00</td>
<td>1.16</td>
</tr>
<tr>
<td>Recognition through promotion makes me satisfied with my job.</td>
<td>8.3</td>
<td>33.3</td>
<td>16.7</td>
<td>33.3</td>
<td>8.3</td>
<td>3.17</td>
<td>1.22</td>
</tr>
<tr>
<td>At UNHCR good work is recognized by the management this makes another table.</td>
<td>8.3</td>
<td>25</td>
<td>25</td>
<td>16.7</td>
<td>4.00</td>
<td>3.39</td>
<td>1.13</td>
</tr>
</tbody>
</table>

*Source: Survey data, 2019*

The findings are presented in Table 4.15. The findings show a high aggregate mean score and standard deviation of 3.39 and 1.13 respectively. This implies there was high variation in responses, but most responses were skewed towards neutral as shown in Table 4.15. The findings show that 41.7% of the respondents neither agreed nor disagreed that recognition through promotion makes them feel part of the organizations growth. However, 16.7% of the respondents agreed, 8.3% strongly agreed, 25% disagreed and 8.3% strongly disagreed that recognition through promotion makes them feel part of the organizations growth.

Similarly, 33.3% of the respondents agreed, 8.3% strongly agreed, while 33.3% disagreed and 8.3% strongly disagreed that recognition through promotion makes them satisfied with their job. However, 16.7% neither agreed nor disagreed.

Finally, 25% agreed, 16.7% strongly agreed, 25% disagreed and 8.3% strongly disagreed that at UNHCR, good work is recognized by the management. On the other hand, 25% of the respondents neither agreed nor disagreed that at UNHCR, good work is recognized by the management.

Concerning motivation and job satisfaction, it was found that training on motivation helps to enhance job satisfaction among employees. Additionally, the study established that good
leadership and cooperation in the organization motivated some of the respondents while others were not motivated. It was also evidence that different rewards motivate people differently. Some of the respondents were motivated by trips, others by team building, other by equitability of benefit packages while some were not motivated by such rewards. On the other hand, some respondents were found to be motivated by recognition through promotion and others were not. It was also found that good work is recognized at UNHCR. The next section presents findings on emotional intelligence and how it affects job satisfaction.

4.7.3.1 Correlation analysis between motivation and job satisfaction

The data collected on job satisfaction, motivation, rewards, and recognition were computed into a single variable per factor. Then Pearson’s correlations analysis was conducted at a 95% confidence interval and a 5% confidence level 2-tailed. The results of correlation analysis are presented in Table 4.16.

The findings presented in Table 4.16 shows that there is a positive and significant correlation between motivation and job satisfaction at 0.659. The results also show a positive and significant correlation between rewards and job satisfaction at 0.588. Additionally, the results show that there is a positive correlation between recognition and job satisfaction at 0.621.

The factors studied, that is, motivation, rewards, and recognition show a significant P value (p<0.05) an indication that the three factors were significant. The significant P-values for motivation, rewards, and recognition were all 0.000 and since this is less than P< 0.05, the factors are significant.

The results of correlation analysis between job satisfaction and motivation, rewards, and recognition showed that there is a positive and significant correlation between motivation and job satisfaction; a positive and significant correlation between rewards and job satisfaction; and a positive correlation between recognition and job satisfaction. The next section presents the findings for the relationship between emotional intelligence and job satisfaction.
Table 4.16: Correlation Matrix for motivation

<table>
<thead>
<tr>
<th></th>
<th>JoSa</th>
<th>Motv</th>
<th>Rwds</th>
<th>Rcntn</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>1</td>
<td>.659**</td>
<td>.588**</td>
<td>.621**</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td>.000</td>
<td>.018</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>.659**</td>
<td>1</td>
<td>.305*</td>
<td>.491**</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td>.000</td>
<td>.018</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>.588**</td>
<td>.305*</td>
<td>1</td>
<td>.752**</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td>.000</td>
<td>.018</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td><strong>Pearson Correlation</strong></td>
<td>.621**</td>
<td>.491**</td>
<td>.752**</td>
<td>1</td>
</tr>
<tr>
<td><strong>Sig. (2-tailed)</strong></td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Survey data, 2019

4.8 Emotional Intelligence and Job Satisfaction

Emotional intelligence is the ability of a person to express and control emotions properly as well as the ability to handle interpersonal relationships. Both emotional intelligence and job satisfaction are concepts that have gained interest in the contemporary workplace. It was, therefore, important to investigate emotional intelligence in relation to job satisfaction. The researcher sought data on self-awareness, self-regulation, empathy, and social skills and how they influence job satisfaction. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The next section presents findings on self-awareness in relation to job satisfaction.

4.8.1 Self Awareness

Self-awareness is an important element of emotional intelligence. It entails having a clear understanding of one’s weaknesses, emotional, strength, drives, and needs (Abraham, 2007). Self-awareness is the ability to understand one’s feelings and how it affects other people and their performance at work. Self-awareness is an essential skill for employees and leaders. Therefore, it was important to investigate self-awareness in relation to job satisfaction. The researcher sought data on whether respondents understand their personality, weakness, and
strengths, desires, needs and the way they related to others. Additionally, the researcher sought data on how training on self-awareness influences job satisfaction. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out.

The findings are presented in Table 4.17. The findings for descriptive statistics for the responses on Self-awareness revealed that the aggregate mean scores and standard deviations were at 4.45 and 0.63 respectively. The higher means score and slightly lower standard deviation of 0.63 imply that there were slight variations in responses and the responses were skewed towards agreed as shown in Table 4.17.

Table 4.17: Self-awareness and Job satisfaction

<table>
<thead>
<tr>
<th>Self-awareness</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understand my personality which has helped me work better with others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>4.50</td>
<td>0.50</td>
</tr>
<tr>
<td>I understand the personality of fellow employees which has helped me work</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>4.50</td>
<td>0.50</td>
</tr>
<tr>
<td>better with them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a clear understanding of my weaknesses and strengths as an employee</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>41.7</td>
<td>58.3</td>
<td>4.58</td>
<td>0.49</td>
</tr>
<tr>
<td>I have a clear understanding of my emotions</td>
<td>0</td>
<td>0</td>
<td>8.3</td>
<td>41.7</td>
<td>50</td>
<td>4.42</td>
<td>0.65</td>
</tr>
<tr>
<td>I have a clear understanding of my drives and needs as an employee</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>25</td>
<td>58.3</td>
<td>4.42</td>
<td>0.77</td>
</tr>
<tr>
<td>Staff training on self-awareness helps to improve employees’ job satisfaction</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>25</td>
<td>50</td>
<td>4.25</td>
<td>0.84</td>
</tr>
<tr>
<td><strong>Aggregate Scores</strong></td>
<td><strong>4.45</strong></td>
<td><strong>0.63</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Survey data, 2019*

Majority of the respondents, 50% agreed and 50% strongly agreed that they understand their personality which has helped them to work better with others. Neither of the respondents disagreed nor were there any who were neutral.
On the same note, 50% of the respondents agreed and 50% strongly agreed that they understand the personality of fellow employees which has helped them to work better with them. There was no respondent who disagreed or was neutral in this case.

Majority of the respondents were in agreement that they have a clear understanding of their weaknesses and strengths as an employee as demonstrated by 58.3% who strongly agreed and 41.7% who agreed. In this case, none of the respondents disagreed.

Majority of the respondents were in agreement that they have a clear understanding of their emotions as demonstrated by 50% who strongly agreed and 41.7% who agreed. However, 8.3% neither agreed nor disagreed that they have a clear understanding of their emotions.

In addition, majority of the respondents were in agreement as demonstrated by 50% who strongly agreed and 25% who agreed. However, 16.7% of the respondents neither agreed nor disagreed that staff training on self-awareness helps to improve employees’ job satisfaction. There was no one who disagreed or strongly disagreed that staff training on self-awareness helps to improve employees’ job satisfaction.

The findings showed that there was a slight variation in responses. The respondents indicated that they understand their personality as well as personality of fellow employees which has helped them to work better with others. It was also found that respondents understood their weaknesses and strengths as well as their emotion. Additionally, it was found that training on self-awareness helps to improve employees’ job satisfaction. The next section presents findings on another element of emotional intelligence, that is, self-regulation.

### 4.8.2 Self-Regulation

Self-regulation is a dimension of emotional intelligence that liberates one from being imprisoned by his or her feelings (Goleman, 1998). It is the ability to manage one’s emotional response in the presence of others and in various situations. Employee’s encounter various situations that require self-regulation to enable them to perform at work. It is a key element of emotional intelligence; hence, important to investigate self-regulation in relation to job satisfaction.
The researcher sought data about whether respondents have been trained to handle conflict and emotions; as well as the influence training of self-regulation have on job satisfaction. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out. The findings are presented in Table 4.18.

The findings for descriptive statistics for the responses on Self-regulation revealed that the aggregate mean score and standard deviation were 4.36 and 0.60 respectively. The higher means score and slightly low standard deviation of 0.63 implies that there was low variation in responses and the responses were skewered towards agreed as shown in Table 4.18.

<table>
<thead>
<tr>
<th>Self-regulation</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I underwent training on handling conflict at work.</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>50</td>
<td>25</td>
<td>4.00</td>
<td>0.71</td>
</tr>
<tr>
<td>I now know how to better handle conflict at work</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>41.7</td>
<td>41.7</td>
<td>4.25</td>
<td>0.73</td>
</tr>
<tr>
<td>I am capable of managing my emotional response in the presence of fellow employees in various situations.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>4.50</td>
<td>0.50</td>
</tr>
<tr>
<td>I am more satisfied with my job as a result of learning how to take charge of my emotions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>4.50</td>
<td>0.50</td>
</tr>
<tr>
<td>Staff training on self-regulation helps to improve employees’ job satisfaction</td>
<td>0</td>
<td>0</td>
<td>8.3</td>
<td>41.7</td>
<td>50</td>
<td>4.42</td>
<td>0.65</td>
</tr>
<tr>
<td>I am aware of my emotions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>4.50</td>
<td>0.50</td>
</tr>
<tr>
<td><strong>Aggregate Scores</strong></td>
<td><strong>4.36</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>0.60</strong></td>
</tr>
</tbody>
</table>

*Source: Survey data, 2019*

Majority of the respondents were in agreement that they underwent training on handling conflict at work as shown by 50% who agreed and 25% who strongly agreed. On the other
hand, 25% neither agreed nor disagreed that they underwent training on handling conflict at work.

Most of the respondents were in agreement that they now know how to better handle conflict at work as demonstrated by 41.7% who strongly agreed and 41.7% who agreed. However, 16.7% neither agreed nor disagreed they now know how to better handle conflict at work.

Besides, half of the respondents strongly agreed that they are capable of managing their emotional response in the presence of fellow employees in various situations while the other half disagreed that they are capable of managing their emotional response in the presence of fellow employees in various situations. Similarly, 50% strongly agreed and 50% disagreed that they are more satisfied with their job as a result of learning how to take charge of their emotions.

Most of the respondents were in agreement that staff training on self-regulation helps to improve employees’ job satisfaction as shown by 50% who strongly agreed and 41.7% who agreed. However, 8.3% of the respondents neither agreed nor disagreed that staff training on self-regulation helps to improve employees’ job satisfaction. Additionally, all respondents were in agreement that they are aware of their emotions as demonstrated by 50% who strongly agreed and 50% who agreed.

The findings show that there was a low variation in response. The results revealed that the institution has trained its employees on handling conflicts. Additionally, the respondents are able to handle their emotions. It was also established that staff training on self-regulation helps to improve employees’ job satisfaction. The next section presents findings on another element of emotional intelligence, that is, empathy.

4.8.3 Empathy

Empathy is a crucial quality of an employee which helps in winning the trust and support of fellow employees. It is a skill that enables employees to comprehend better other people’s views and perceptions, hence, make work environment pleasurable and industrious. Being an element of emotional intelligence that helps employees gain trust from others, it was important to investigate it in relation to job satisfaction.
The researcher sought information employees’ ability to control their emotions, their ability to coexist, and the ability to make the right choice. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked out.

The findings are presented in Table 4.19. The findings for descriptive statistics for the responses on empathy revealed that the aggregate mean score and standard deviation were 4.18 and 0.62 respectively. The results show there was high variation in responses, which was more skewed towards agreed on the Likert scale as shown in Table 4.19.

**Table 4.19: Descriptive statistics on Empathy and job satisfaction**

<table>
<thead>
<tr>
<th>Empathy</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am capable of controlling my emotions to avoid hurting others</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>41.7</td>
<td>58.3</td>
<td>4.58</td>
<td>0.49</td>
</tr>
<tr>
<td>I have the ability to discern other people’s views and perceptions when discussing issues</td>
<td>0</td>
<td>0</td>
<td>8.3</td>
<td>83.3</td>
<td>8.3</td>
<td>4.00</td>
<td>0.41</td>
</tr>
<tr>
<td>Am always optimistic about the working environment which helps me co-exist with fellow employees</td>
<td>0</td>
<td>0</td>
<td>33.3</td>
<td>41.7</td>
<td>25</td>
<td>3.92</td>
<td>0.77</td>
</tr>
<tr>
<td>I am able to make the right choice in all situations</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>50</td>
<td>33.3</td>
<td>4.17</td>
<td>0.69</td>
</tr>
<tr>
<td>Staff training on empathy helps to improve employees’ job satisfaction</td>
<td>0</td>
<td>0</td>
<td>16.7</td>
<td>41.7</td>
<td>41.7</td>
<td>4.25</td>
<td>0.73</td>
</tr>
<tr>
<td><strong>Aggregate Scores</strong></td>
<td><strong>4.18</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>0.62</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Source: Survey data, 2019*

Majority of the respondents were in agreement that they are capable of controlling their emotions to avoid hurting others as shown by 58.3% who strongly agreed and 41.7% who agreed. There was no one who disagreed or was neutral in this case.

Majority of the respondents were in agreement that they have the ability to discern other people’s views and perceptions when discussing issues as represented by 83.3% who agreed and 8.3% who strongly agreed. However, 8.3% neither agreed nor disagreed.
In addition, most of the respondents were in agreement that they are always optimistic about the working environment which helps them co-exist with fellow employees as demonstrated by 41.7% who agreed and 25% who strongly agreed, but 33.3% neither agreed nor disagreed that they are always optimistic about the working environment which helps them co-exist with fellow employees.

Majority of the respondents were able to make the right choice in all situations as shown by 50% who agreed and who 33.3% strongly agreed. On the other hand, 16.7% of the respondents neither agreed nor disagreed that they were able to make the right choice in all situations.

Besides, majority of the respondents were in agreement that staff training on empathy helps to improve employees’ job satisfaction as shown by 41.7% who strongly agreed and 41.7% who agreed. However, 16.7% neither agreed nor disagreed that staff training on empathy helps improve employees’ job satisfaction.

The results show that there was low variation in responses. It was found most of the respondents were capable of controlling their emotions to avoid hurting others. The respondents indicated that they have the ability to discern other people’s views and perceptions. Additionally, it was established that staff training on empathy helps to improve employee job satisfaction. The next section presents the last element of emotional intelligence, that is, social skills.

4.8.4 Social Skills

Social skills refer to sociability with a purpose. It comprises of wider range of competencies that are most strictly connected to the concept of social intelligence. Social skills that are essential in social intelligence include; ability to understand diverse social circumstances; the capacity to express oneself in social collaborations, understanding of social roles, customs, and scripts, interpersonal problem-solving skills, and abilities to play social roles (Riggio & Reichard, 2008).

It was important to investigate this important element of emotional intelligence which helps a person to be able to relate with others. The responses were presented on a Likert scale showing the level of agreement or disagreement with the statements. Data was analyzed using the SPSS where the percentage of the frequency of responses, mean and standard deviation was worked
out. The findings are presented in Table 4.20. The results of descriptive statistics on social skills show a high aggregate mean score and a low standard deviation of 4.52 and 0.57. This implies that the variations were less and skewed more to strongly agree.

Table 4. 20: Social skills and job satisfaction

<table>
<thead>
<tr>
<th>Social skills</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am capable of interacting with people from various culture, race, and religion without hurting them.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>33.3</td>
<td>66.7</td>
<td>4.67</td>
<td>0.69</td>
</tr>
<tr>
<td>I am in a position to express myself in any social collaboration</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>4.50</td>
<td>0.50</td>
</tr>
<tr>
<td>I am capable of using my problem-solving skills to ensure there is unity among my team members</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>4.50</td>
<td>0.50</td>
</tr>
<tr>
<td>I am able to help new employees adjust and learn about the organization</td>
<td>0</td>
<td>0</td>
<td>8.3</td>
<td>41.7</td>
<td>50</td>
<td>4.42</td>
<td>0.65</td>
</tr>
<tr>
<td>Staff training on social skills helps to improve employees’ job satisfaction</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>4.5</td>
<td>0.50</td>
</tr>
</tbody>
</table>

**Aggregate Scores**  
4.52 0.57

*Source: Survey data, 2019*

All respondents were in agreement that they are capable of interacting with people from various culture, race, and religion without hurting them as shown by 66.7% strongly agreed and 33.3% agreed that they are capable of interacting with people from various culture, race, and religion without hurting them.

All the respondents were in agreement that they are in a position to express themselves in any social collaboration as shown by 50% who agreed and 50% who strongly agreed. Similarly, the majority 50% agreed and 50% strongly agreed that they are capable of using their problem-solving skills to ensure there is unity among their team members.

On the other hand, majority of respondents were in agreement that they are able to help new employees adjust and learn about the organization as demonstrated by 50% who strongly agreed and 41.7% who agreed. On the other hand, 8.3% neither agreed nor disagreed that they are able to help new employees adjust and learn about the organization.
Finally, majority were in agreement that staff training on social skills helps to improve employees’ job satisfaction as shown by 50% who strongly agreed and 50% who agreed.

Emotional intelligence has four elements that are covered in this study. These included self-awareness; self-regulation; empathy, and social skills. The study established that most respondents understand their personality as well as the personality of fellow employees which has helped them to work better with others; it was also found that training on self-awareness helps to improve employees’ job satisfaction UNHCR was found to have trained employees on handling conflicts. Besides, staff training on self-regulation helps to improve employees’ job satisfaction. It was also found that staff training on social skills helps to improve employees’ job satisfaction. The next section presents correlation and regression analysis.

**4.8.4.1 Correlation analysis between Emotional Intelligence and job satisfaction**

The data collected about job satisfaction, emotional intelligence, self-awareness, self-regulation, empathy, and social skills were computed into a single variable per factor. Then Pearson’s correlations analysis was conducted at a 95% confidence interval and a 5% confidence level 2-tailed. The results of the correlation analysis are presented in Table 4.21.

The findings show that there is a positive and significant correlation between emotional intelligence and job satisfaction at 0.405; a positive and significant correlation between self-awareness and job satisfaction at 0.495; a positive and significant correlation between self-regulation and job satisfaction at 0.342; a positive but insignificant correlation between empathy and job satisfaction at 0.118; and a positive and significant correlation between social skills and job satisfaction at 0.369. The factors studied, that is, emotional intelligence, self-awareness, self-regulation, empathy, and social skills have significant P values 0.001, 0.000, 0.007, 0.371 and 0.004.

The significant P-values for emotional intelligence, self-awareness, self-regulation, empathy, and social skills show that emotional intelligence, self-awareness, self-regulation, and social skills are significant since the P-Values are less the 0.05, while empathy is not significant since its P-value is more than 0.05.

The results of correlation analysis showed that there exists a positive and significant correlation between emotional intelligence and job satisfaction; a positive and significant
correlation between self-awareness and job satisfaction; a positive and significant correlation between self-regulation and job satisfaction; a positive but insignificant correlation between empathy and job satisfaction; and a positive and significant correlation between social skills and job satisfaction.

Table 4.21: Correlation Matrix for Emotional intelligence

<table>
<thead>
<tr>
<th>Job Satisfaction</th>
<th>JoSa</th>
<th>EI</th>
<th>SAw</th>
<th>SIRe</th>
<th>Emp</th>
<th>SoSk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.405**</td>
<td>.495**</td>
<td>.342**</td>
<td>.118</td>
<td>.369**</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td></td>
<td>.405**</td>
<td>1</td>
<td>.862**</td>
<td>.960**</td>
<td>.747**</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td></td>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.007</td>
<td>.371</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td></td>
<td>.495**</td>
<td>.862**</td>
<td>1</td>
<td>.767**</td>
<td>.624**</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td>.342**</td>
<td>.960**</td>
<td>.767**</td>
<td>1</td>
<td>.579**</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Social Skills</td>
<td></td>
<td></td>
<td></td>
<td>.118</td>
<td>.747**</td>
<td>.624**</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: Survey data, 2019

4.9 Multiple Regression analysis

To assess the correlation between variables, Pearson’s product-moment correlation analysis was calculated. On the other hand, multiple regressions were done to determine the predictive power between job satisfaction and self-perception; metacognition strategy, motivation, and emotional intelligence. The model summary; analysis of variance and coefficient of determination are presented in Table 4.22; 4.23; and 4.24 respectively.
4.9.1 Model Summary

Table 4.22: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.754&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.568</td>
<td>.537</td>
<td>3.65153</td>
</tr>
</tbody>
</table>

<sup>a</sup> Predictors: (Constant), Emotional Intelligence, Motivation, Metacognition, Self-perception

Source: Survey data, 2019

The result of the models summary presented in Table 4.22 indicated that the independent variables in this study, self-perception; metacognition strategy, motivation, and emotional intelligence 56.8% of job satisfaction as represented by the R squared. This means there are other factors (43.2%) not studied in this study that contributes to job satisfaction.

4.9.2 Analysis of Variance

Table 4.23: Analysis of variance (ANOVA)

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>964.981</td>
<td>4</td>
<td>241.245</td>
<td>18.093</td>
<td>.000&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>1</td>
<td>Residual</td>
<td>55</td>
<td>13.334</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1698.333</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup> Dependent Variable: Job Satisfaction

<sup>b</sup> Predictors: (Constant), Emotional Intelligence, Motivation, Metacognition, Self-perception

Source: Survey data, 2019

The significance value is (P=0.000), which is less than (P=0.05) implying that the model was statistically significant in predicting how self-perception; metacognition strategy, motivation and emotional intelligence affect job satisfaction at UNHCR. The F critical at 5% level of significance and 95% confidence is 2.31. On the other hand, F calculated (value = 18.093). The F calculated is greater than the F critical an indication that the overall model was significant.
A multiple regression analysis was also conducted to examine the relations between the dependent variable (job satisfaction) and dependent variables (self-perception; metacognition strategy, motivation, and emotional intelligence). Based on the SPSS generable table 4.24, the regression equation;

\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \]  

\[ Y = -13.41 + 0.133X_1 + 0.056X_2 + 1.069X_3 + 0.227X_4 \]

As shown in the regression equation, when all factors (self-perception; metacognition strategy, motivation, and emotional intelligence) are held constant at zero, Job satisfaction would be -13.41. This implies that without self-perception, metacognitive strategies, motivation, and emotional intelligence, there would be dissatisfaction. The findings also revealed that when all other independent variables at zero, a unit increase in self-perception would lead to a 0.133 increase in Job Satisfaction; a unit increase in metacognition strategy would result in 0.056 increase in job satisfaction; a unit increase in motivation would lead to a 1.069 increase in Job satisfaction; and a unit increase in emotional intelligence would lead to 0.227 increase in job satisfaction. This means that motivation contributes most to job satisfaction; followed by emotional intelligence; self-perception and finally metacognition strategy. From the findings, it is clear that all four variables are crucial for job satisfaction.
CHAPTER FIVE

5.0 DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction
This chapter summarizes the findings as discussed in chapter four. The chapter also outlines the conclusions of the study and recommendation based on the findings. Moreover, the areas for further study can be conducted are proposed.

5.2 Summary
The purpose of this study was to determine the effect of non-cognitive training programs on employee job satisfaction in the United Nations High Commissioner for Refugees in Nairobi, Kenya. The specific objectives of the study were to examine the effect of self-perception; metacognitive strategies; motivation; and emotional intelligence on job satisfaction. The study adopted a descriptive research design. The study target 500 employees working for UNHCR Kenya. The population comprised of 40 senior managers, 100 middle managers, and 360 general staff. However, the study was conducted on a sample of 83 respondents calculated using Slovin's formula. Therefore, the response rate for the study was 72.3%. The study included both male and female, but male were the majority at 58.3% while 41.7% were female.

The respondents were drawn from the top-level management, middle-level management, and general/ subordinate staff. The general staff, who were the majority in the study, are the most important employees in an organization since they play a significant role in the performance of any institution. Besides, they are in direct contact with the institution’s clients; hence, their satisfaction with the job is a key determinant of performance of the institution. The respondents were drawn from various departments including customer service; human resources; grants and investments; finance and administration; communication and IT; marketing and communication and business development. It was found that departments have more employees than others depending on their workload.

The study found that the United Nations High Commissioner for Refugees has a good distribution of employees in terms of age. The respondents were aged from below 25 years to over 55 years; however, 40% of the respondents were aged between 25 and 34 years. The respondents had attained different levels of education including diploma level, bachelor’s
degree, master’s degree, and Ph.D. The findings show that staff training was not done regularly.

The results presented in Table 4.2 indicated that staff training at the United Nations High Commissioner for Refugees is not done regularly. Many of the respondents 33.3% indicated that the training is done occasionally and 33.3% indicated that the training is often offered. On the other hand, 25% of the respondents noted that the training is rarely done but 8.3% indicated that they don’t attend staffs training that are funded by the UNHCR at all. This clearly shows that not all employees received training at the UNHCR. This implies that some employees may not give accurate information concerning the effects of non-cognitive training on employee job satisfaction. Therefore, it was important to conduct the study from employees from various departments.

The first objective of the study was to identify the effects of self-perception on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. The study dealt with self-perception in general, as well as elements of perception such as self-efficacy perception and core self-evaluation. Descriptive statistics on self-perception show high variations in responses. However, 66.7% strongly agreed and 33.3% agreed that they believed that they could handle their tasks effectively. The study shows that 58.3% agreed 8.3% strongly agreed, 8.3% disagreed and 25% neither agreed nor disagreed that the organization ensures there is organizational justice for all.

The results revealed that most respondents believed that staff training on self-efficacy perception helps to improve employees’ job satisfaction at 58.3%. However, quite a big proportion of respondents 41.7% neither agreed nor disagreed that staff training on self-efficacy perception helps to improve employees’ job satisfaction. It was also established that employee’s perception of co-workers and supervisors and how they relate gives them job satisfaction. The findings also revealed that most employees considered training on core-self-evaluation perception an important determinant of their job satisfaction at 66.7%. They also emphasized the importance of training and experience they have gathered in ensuring their satisfaction. Majority of the participants believe they can handle every challenge in their position at 91.7%. Besides, 66.7% indicated that they were in control of the actions and
success in their respective positions. The correlation analysis revealed that there is a positive and significant correlation between self-perception and job satisfaction.

The second objective of the study was to determine the effects of metacognitive strategies on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. The researcher investigated two metacognitive strategies; namely goal-setting and problem-solving and how they influence job satisfaction. Majority of the respondents at 50% indicated that metacognitive strategies affect their job satisfaction. It was also established that most of the employees at 83.3% were capable of relating well with their supervisors and 75% were capable of relating well fellow employees. Additionally, 83.3% of the respondents were in a position to handle all tasks assigned to them.

Most of the respondents at 83.3% indicated that goal setting strategy enhances employee productivity. Majority at 53.3% indicated that the feedback on the implementation of SMART goals enables them to improve on their work. Further, the study established that specificity of goals helps the majority at 83.4% to effectively perform their daily work accurately. Additionally, 83.3% of the respondents noted that the employer allows them to plan their daily tasks. Majority of the respondents at 58.3% neither agreed nor disagreed that the organization had sponsored their training on problem-solving skills. These skills help them to enhance employees’ job satisfaction as shown by 83.4%. Majority of respondents at 75% noted that they believe in their problem-solving skills which make them satisfied with their jobs. The results of the correlation analysis showed that there is a positive and significant correlation between metacognitive strategies and job satisfaction.

The third objective of the study was to identify the influence of motivation on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. The research focuses on motivation in general as well as on rewards and recognition and their influence on job satisfaction. Majority of the respondents at 78.3% agreed that staff training on motivation helps to improve employees’ job satisfaction. It was agreed by 66.7% of the respondents that good leadership and cooperation in the organization motivated some of the respondents while others were not motivated.
Most of the respondents were not motivated by trips while some were motivated. Majority of the respondents at 67.7% liked their organization because of team building. While the respondents were satisfied with their current salary, some were not satisfied. Similarly, some respondents felt that there was equitability of benefit packages which motivated them to work for the organization. This implies that what motivates one person does not necessary motivate another person. On the other hand, some respondents were found to be motivated by recognition through promotion and others were not. It was also found that good work is recognized at UNHCR. The result of correlation analysis revealed that there is a positive and significant correlation between motivation and job satisfaction.

The fourth objective of the study was to examine the influence of emotional intelligence on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. Here, the researcher focused on self-awareness, self-regulation, empathy and social skills and how they influence job satisfaction. The respondents agreed that they understand their personality as well as the personality of fellow employees which has helped them to work better with others. It was also found that all respondents understood their weaknesses and strengths as well as their emotions. Additionally, it agreed by 75% of the respondents that training on self-awareness helps to improve employees’ job satisfaction.

The results revealed that the institution has trained its employees on handling conflict as noted by 75%. Additionally, all respondents are able to handle their emotions. It was also agreed by 91.7% that staff training on self-regulation helps to improve employees’ job satisfaction. It was found all respondents were capable of controlling their emotions to avoid hurting others. The respondents, 91.6%, indicated that they have the ability to discern other people’s views and perceptions. Additionally, it was agreed by 83.7% of the respondents that staff training on empathy helps to improve employees’ job satisfaction. It was also found that staff training on social skills helps to improve employees’ job satisfaction. The results of the correlation analysis showed that there is a positive and significant correlation between emotional intelligence and job satisfaction.

The results of the model summary revealed that self-perception; metacognition strategy, motivation, and emotional intelligence 56.8 % of job satisfaction. The results of the analysis of variance indicated that the significance value is (P=0.000), which is less than (P=0.05)
implying that the model was statistically significant in predicting how self-perception; metacognition strategy, motivation and emotional intelligence affect job satisfaction at UNHCR. The results of regression analysis revealed that without self-perception, metacognitive strategies, motivation, and emotional intelligence, there would be dissatisfaction as shown by that constant value of -13.41 in the regression equation. It was also found that that motivation contributes most to the job satisfaction; followed by emotional intelligence; self-perception and finally metacognition strategy. The next section presents a discussion of findings in relation to existing literature.

5.3 Discussions

5.3.1 Job Satisfaction
Job satisfaction is the dependent variable of the study. It is an employee’s affective reaction to his job in terms of how much it satisfies his desired outcome. The results of descriptive statistics on job satisfaction high varied from respondents to the other. However, 91.6% of the respondents agreed that the employee provides them with all tools they require to successfully do their work which make them satisfied with their job, but 8.4% of the respondents disagreed. Provision of the required resources to facilitate an employee complete their work effectively is one way of motivating them. This is because it determined the feelings and attitude people have concerning their work (Armstrong, 2006). Furthermore, the provision of resources by employers makes the employees have a perception that the job enables the psychological and material needs he or she needs to succeed (Aziri, 2008).

This is perhaps the reason why the majority of the respondents at 66.7% were in agreement that they feel encouraged to come up with new and better ways of doing things, hence, their skills and abilities are well utilized at UNHCR as shown by 91.6% of the respondents. Majority of the respondents at 67.7% were in agreement that they get the right salary and benefits for the work they do. Majority of the respondents were in agreement that they were satisfied working for UNHCR. These findings confirm that rewards and recognition through remuneration, benefits, and promotion motivate employees to work for the organization. This is in line with Kosteas (2009) findings that promotion is a tool to raise job satisfaction. However, the results clearly show that people are diverse in nature and what satisfies one person may not necessarily satisfy another person. While some were satisfied working for the
institutions as well as their salary some were not satisfied. It is, therefore, prudent to first understand the motivating factors so that better strategies to motivate the employees can be planned from the point of view of the employees.

5.3.2 Self-perception and Job satisfaction
The first objective of the study was to identify the effects of self-perception on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. Regression results found that self-perception was significant at $\beta=0.133; t = 0.355; p = 0.044$. The results of the correlation analysis revealed that there exists a positive and significant correlation between self-perception and job satisfaction. This implies that an improvement in one’s self-perception would lead to improved job satisfaction. This is because as O’Mara et al., (2006) noted, positive self-perceptions predict greater motivation which, in turn, encourage workers to apply greater effort, leading to improved performance and job satisfaction. Therefore, positive self-perceptions are important as it helps to prepare individuals for leadership which in turn influences their self-perception (Gutman & Schoon, 2013).

The findings of this study support previous studies that have found a positive correlation between self-perception and job satisfaction. For instance, a study in Turkey by Belkı & Mithat (2014) revealed that there is a significant correlation between self-efficacy perceptions and the level of job satisfaction. The findings also support previous results by Reese, Bengel & Mittag (2014) who found a positive relationship between professional self-perception and job satisfaction. The results also revealed that there is a positive and significant correlation between self-efficacy and job satisfaction. This implies that an increase in self-efficacy would lead to a significant increase in job satisfaction. Previous studies by Raudenbush (1992) and Celep (2002) found that a significant positive relationship between self-efficacy perception and organizational culture, teachers’ academic achievement, which is an indication of job satisfaction.

Additionally, the study found that there exists a positive and significant correlation between job satisfaction and core self-evaluation. This support previous studies by Zhang, Wu, MiaO, Yan & Peng (2014); Hui-Hsien Hsieh & Jie-Tsuen (2017) who found that there is a significant correlation between core self-evaluation and job satisfaction. This means that an increase in core-self-evaluation perception would lead to a significant increase in job satisfaction.
5.3.3 Metacognitive strategies and Job satisfaction
The second objective of the study was to determine the effects of metacognitive strategies on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. The correlation analysis results showed that there exist a positive and significant correlation between motivation and job satisfaction. Regression results revealed that was significant at $\beta=0.056; t = 0.425; p= 0.673$. The results of the correlation analysis revealed that there exists a positive and significant correlation between metacognitive strategies and job satisfaction. The findings imply that an increase in the use of metacognitive strategies would lead to increased job satisfaction. These results are in support of the previous study by Giuseppe, Paola, Zira & Tiziana (2014) who found that there is a positive correlation between metacognitive attitude work motivation and job satisfaction. The study focused on metacognitive strategies, goal setting and problem-solving. Therefore, the results show that there is a positive and significant correlation between goal-setting and job satisfaction and a positive correlation between problem-solving positively influence job satisfaction. This implies that an improvement in goal setting and problem-solving skills would lead to improved job satisfaction.

Therefore, the current study supports the findings of a study by Hye & Mary (2003) who found that there is a positive correlation between the qualities of goal setting and job satisfaction. The results also support findings by Jody & John (2007 who found that that participants who were trained on problem-solving had improved job satisfaction and experienced higher life satisfaction. This implies that once employees are well trained on problem-solving skills, there are higher chances that they will be able to co-exist with other employees, get motivated and ultimately be satisfied with their jobs.

5.3.4 Motivation and Job Satisfaction
The third objective of the study was to identify the influence of motivation on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. The correlation analysis results revealed that there is a positive and significant correlation between motivation and job satisfaction. Regression analysis results shows that motivation is significant at $\beta=1.069; t = 2.809; p = 0.007$. The results of this study support previous findings by Victor
(2014); Wanda & Eeden (2015); Nzuve and Nduta (2014); and Oparanma (2011) who also found that there is a strong relationship between motivation and employee’s job satisfaction. The study further found that there is a positive and significant correlation between rewards and job satisfaction. This supports previous studies by Serena, Uddin & Muhammad (2013); Rafiq, Javed, & Khan (2012); and Rafiq, Javed, & Khan (2012) who found a positive correlation between rewards and job satisfaction. However, this finding contradicts a study conducted in Ghana that found there was no significant correlation between rewards and job satisfaction. It was also established that there is a positive and significant correlation between recognition and job satisfaction. The implication of this study is that when employees are motivated either through rewards or recognition or through any other factors, they will not only improve productivity but also job satisfaction which is essential for sustainable performance.

5.3.5 Emotional Intelligence and Job Satisfaction
The fourth objective of the study was to examine the influence of emotional intelligence on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. The results of correlation analysis show that there is a positive and significant correlation between emotional intelligence and job satisfaction. Regression analysis show that emotional intelligence is significant at $\beta=0.227$; $t = 3.264$; $p = 0.002$. The results of the study support previous findings by Trivellas, Gerogiannis & Svarna (2013); Anari (2012); and Ealias & Jijo (2012) who found that there is a positive significant correlation between emotional intelligence and job satisfaction. The study focused on emotional intelligence elements such as self-awareness, self-regulation, empathy, and social skills. These were correlated individually. The findings revealed that there is a positive and significant correlation between self-awareness and job satisfaction, which supports previous findings by Kiani, Iftikhar & Ahmed (2016) and Pourkiani, Seyedi & Sarasia (2016) who found a positive and significant correlation between self-awareness and employees’ job satisfaction. The study also found a positive and significant correlation between self-regulation and job satisfaction. The findings support previous results by Lee, Moon & Choi (2013) and Aslichati (2015) who also found a positive correlation between self-regulation and job satisfaction. The findings further revealed that there exists a positive but insignificant correlation between empathy and job satisfaction. This contradicts previous findings by Moradi, Honari, Naghshbandi Jabari & Azarpira (2012)
who found a positive and significant correlation between empathy and job satisfaction. Therefore, the results imply that individually and collectively, self-awareness, self-regulation, empathy, and social skills have a positive influence on employees’ job satisfaction. They are crucial skills which when are enhanced, also improves job satisfaction.

Multiple regressions was conducted to determine the predictive power between job satisfaction and self-perception; metacognition strategy, motivation, and emotional intelligence. The results showed that the four variables explain 56.8% of job satisfaction. This implies that the four variables are not the only variables that influence job satisfaction. In fact, there are other factors that collectively explain 43.2% of job satisfaction. This is supported by George and Jones (2008) who noted that job satisfaction is a multifaceted and a complex concept which may imply different things to different people. Thus, jobs satisfaction is influenced by different factors.

The results of the regression analysis revealed that self-perception; metacognition strategy, motivation, and emotional intelligence are crucial skills for employees to acquire. This is because when all the four are held constant at zero, there will be dissatisfaction among the employees as indicated by -13.41 in the regression equation. This is further supported by the fact that a unit increase of any of the four variables, that is, self-perception; metacognition strategy, motivation, and emotional intelligence, leads to an improvement of job satisfaction. Therefore, these are non-cognitive skills that positively influence job satisfaction among the employees. This supports previous findings by Zhang, Wu, MiaO, Yan & Peng (2014); Paola, Zira & Tiziana (2014); Oparanma (2011) and Trivellas, Gerogiannis & Svarna (2013) who found that self-perception; metacognitive strategies; motivation; and emotional intelligence positively influence job satisfaction respectively. The next section presents the conclusion based on the discussed findings.

5.4 Conclusions

The first objective of the study was to identify the effects of self-perception on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. In this regard, the study found that there is a positive and significant correlation between self-perception and job satisfaction. Therefore, self-perception positively affects job satisfaction.
The second objective of the study was to determine the effects of metacognitive strategies on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. The findings revealed that metacognitive strategies, in particular, goal-setting and problem-solving positively influence on job satisfaction. Thus, the study concludes that goal setting and problem-solving are crucial metacognitive strategies that positively influence job satisfaction.

The third objective of the study was to identify the influence of motivation on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. The findings revealed motivation, specifically rewards and recognition positively and significantly influence job satisfaction. This study concludes that rewards and recognition is a crucial ingredient for successful management of employees.

Finally, the fourth objective of the study was to examine the influence of emotional intelligence on job satisfaction at the United Nations High Commissioner for Refugees, Nairobi, Kenya. The results indicated that emotional intelligence, that is, self-awareness, self-regulation, and social skills, positively and significantly influence job satisfaction. However, empathy was found to have a positive but insignificant correlation with job satisfaction. Thus, although it does not have a significant influence on job satisfaction, it is important since there is a positive correlation. This study concludes that staff training programs on emotional intelligence; that is, self-awareness, self-regulation, empathy, and social skills are crucial in enhancing productivity in any organization. This is because a satisfied worker is a productive worker.

5.5 Recommendations
The results of the study revealed that there is a significant positive correlation between self-perception; metacognition strategy, motivation, emotional intelligence, and job satisfaction. This implies that the four are important skills that should be imparted to employees to enhance job satisfaction. In light of this, the study recommends that the United Nations High Commissioner for Refugees should organize staff training regularly. The management should, therefore, ensure that self-perception; metacognition strategy, motivation, emotional intelligence is part of any non-cognitive training program organized by the organization. This is because the findings revealed that the four influence 56.8 % of job satisfaction. It therefore
means that any program without these four areas is a weak program which may not significantly influence job satisfaction.

The study concluded that self-perception positively affects job satisfaction. Therefore, it is recommended that staff training programs should include self-perception of employees so as to enhance job satisfaction. The study also concluded that goal setting and problem-solving are crucial metacognitive strategies that positively influence job satisfaction. Therefore, it is recommended that goal settings and problem solving should be part of any non-cognitive training program for employees.

The study further concluded that that rewards and recognitions are crucial ingredients for successful management of employees. Thus, it is recommended that employers should effectively use rewards and recognition strategies to motivate their employees since motivated-employees will not only be productive but will also be satisfied with what they do. Additionally, the study concluded that that staff training programs on emotional intelligence; that is, self-awareness, self-regulation, empathy, and social skills are crucial in enhancing productivity in any organization. Therefore, it is recommended that any non-cognitive training should incorporate self-awareness, self-regulation, empathy, and social skills.

5.5.1 Recommendation for future studies
This study was carried out at the United Nations High Commissioner for Refugees (UNHCR) Nairobi. This implies that some of the issues found in the study are specific to the UNHCR Nairobi. As such, it is recommended that a similar study is carried out in other NGOs operating in other counties and compare the results. Besides, it was found that the dependent variables (self-perception; metacognition strategy, motivation, emotional intelligence) influenced 56.8% of the dependent variable (job satisfaction). Thus, it is recommended that further study is conducted to determine other factors that influence job satisfaction.
REFERENCES


APPENDICES

Appendix A: NACOSTI Permit

This is to Certify that Ms. Annette Mwinyi of United States International University Africa, has been licensed to conduct research in Nairobi on the topic: Effects of Non-cognitive training programmes on Employee Job Satisfaction: A case study of UNHCR, Nairobi Kenya for the period ending : 29/July/2020.

License No: NACOSTI/P/19/263

Ref No: 153914

Date of Issue: 29/July/2019

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

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Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke
Appendix B: Cover Letter

Chandaria School of Business,
United States International University,
P.O. Box 14634-00800,
NAIROBI.

DATE:....................

Dear Respondent,
It is my pleasure to inform you that am a graduate student at the United States International University-Africa pursuing a Master of Science Degree in Organizational Development. In partial fulfillment of the requirements of the course, I am conducting research on, “the effect of non-cognitive training on employee job satisfaction.” I, therefore, request your assistance in carrying out this research as a respondent to my questionnaire. This will take approximately 45 minutes of your time.

This will be important research because the results will provide the management with information regarding staff training on non-cognitive skills and their impact on employee job satisfaction and overall organizational success. Kindly note that this is purely academic research and your confidentiality is guaranteed.

Yours Faithfully,

Annette Mumbi
Appendix C: Questionnaire for employees working for UNHCR Kenya

This questionnaire is designed to collecting data for a study on “to determine the effect of non-cognitive training programs on employees’ job satisfaction in the United Nations High Commissioner for Refugees in Nairobi, Kenya. Therefore, the information will be used for academic purposes without disclosing the identity of the respondent. You are kindly requested to respond to the statements in this questionnaire objectively. Your participation voluntary

PART I: General Information
This section aims to elicit personal information. This information is important for the comparison of responses from varied personal characteristics. The information you provide will remain confidential.

Instructions
Kindly answer all the questions either by ticking (✓) in the appropriate box that represents you.

1. What is your sex?
   Male [ ] Female [ ]

2. What cadre of management position are you?
   Top-level management [ ] Middle level management [ ] Subordinate [ ]

3. In which department do you work?
   Finance and Administration [ ] Human Resources [ ]
   Grants and Investments [ ] Marketing and Communication [ ]
   Customer Service [ ] Communication and IT [ ] Business Development [ ]

4. What is your age?
   Below 25 years [ ] 25-34 years [ ] 35-44 years [ ] 45-54 years [ ]
   55 years and above [ ]

5. What is your highest level of educational achievement?
   Primary level [ ] Secondary level [ ] Diploma level [ ]
   Bachelor’s Degree [ ] Master’s degree [ ] Ph.D [ ]

6. How often do you attend staff training funded by your employer?
   Not at all [ ] rarely [ ] Once in a while [ ] Often [ ] Quite often [ ]

PART II: JOB SATISFACTION
This section seeks to collect information about Job satisfaction as a job attitude. The purpose is to get your views on what gives you satisfaction as an employee.

**Instructions**

*Kindly indicate your level of agreement by ticking (✓) the appropriate box for each of the following statements concerning your Job satisfaction Job attitude in your organization. Use a scale of 1-5 where 1 strongly disagrees, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. My employer provides all the tools that I need to do my job successfully, which makes me satisfied.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. I feel encouraged to come up with new and better ways of doing things</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. My job makes good use of my skills and abilities.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. I get the right salary and benefits for the work I do</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. UNHCR cares about me as an employee</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. I am satisfied working at UNHCR</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Job Attitude</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I have asked for and been provided with training that would help me do my job better</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>14. I have no doubt that my employer appreciates my work.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>15. UNHCR involves me in the major decisions made in the institution</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>16. UNHCR is committed to ensuring that I work in a conducive environment</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
PART III: Self-perception and Job satisfaction

This section seeks to collect information about self-perception; that is, one's belief about whether or not he or she can accomplish a task and how it influence Job satisfaction. The purpose is to get your views on your self-perception and how it affects job satisfaction. Self-perception is important as it determines one's motivation towards his or her job.

Instructions

*Kindly indicate your level of agreement by ticking (√) the appropriate box for each of the following statements concerning your Job satisfaction Job attitude in your organization. Use a scale of 1-5 where 1 strongly disagrees, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.*

<table>
<thead>
<tr>
<th>Self-Perception &amp; Job Satisfaction</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Perception</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I believe that I can handle my tasks effectively</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Self-Perception affects my job satisfaction</td>
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<tr>
<td>19. The organization ensures there is organizational justice for all in all a matter.</td>
<td></td>
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</tr>
<tr>
<td>20. Organizational justice helps me feel as part and parcel of the organization</td>
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</tr>
<tr>
<td><strong>Self-efficacy perception</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>21. Staff training on Self-efficacy Perception helps to improve employees’ job satisfaction</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>22. My perception of my co-workers and how we relate gives me job satisfaction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>23. My perception of my supervisors and how we relate gives me job satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. My perception of money as an organizational reward influences my attitude towards my work</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>25. My perception of money as an organizational reward gives me a sense of satisfaction in what I do on a daily basis.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>26. I am now more satisfied with my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core self-evaluation</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>27. Staff training on core-self-evaluation perception helps to improve employees’ job satisfaction</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>28. I always believe that I can handle every challenge in my position and this makes me like my job</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
29. I am in control of my actions and success in my position

☐ ☐ ☐ ☐ ☐

30. I have gained enough training and experience in my organization

☐ ☐ ☐ ☐ ☐

31. In your own opinion, how does Self-Perception affect your job satisfaction?

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

PART IV: Metacognitive strategies and Job satisfaction

This section is about Metacognitive strategies and job satisfaction. Metacognitive strategies are goal-oriented efforts to influence one’s learning behaviors and processes by focusing awareness on thinking and selecting, monitoring, and planning. The purpose of this section is to get you views on metacognitive strategies including goal setting and problem-solving.

Instructions

Kindly indicate your level of agreement by ticking (√) the appropriate box for each of the following statements concerning your Job satisfaction Job attitude in your organization. Use a scale of 1-5 where 1 strongly disagrees, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

<table>
<thead>
<tr>
<th>Metacognitive strategies &amp; Job satisfaction</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Metacognitive strategies affect my job satisfaction</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. I am capable of managing all the tasks assigned to me effectively.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. I am capable of relating with fellow employees interpersonally</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. I am capable of relating with my supervisor interpersonally</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal setting</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>36. Goal setting is an important metacognitive strategy that enhances employee productivity</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>37. The feedback on the implementation of SMART goals enables me to improve on my work</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. The specificity of goals helps me to effectively perform my daily work accurately</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>39. Participation in goal setting motivates me to perform better.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
40. The experience I have acquired helps me to set achievable goals.

41. Staff training on goal setting helps to improve employees’ job satisfaction?

42. The training I have acquired helps me to set achievable goals.

43. I always set and fulfill goals to my satisfaction.

44. My employer allows me to plan my daily tasks.

**Problem-solving**

45. The organization has sponsored my training on problem-solving skills.

46. Problem-solving skills help to enhance employees’ job satisfaction?

47. I can solve any problem that may arise in the course of my work without supervision.

48. I am now more satisfied with my job as I believe in my problem-solving skills.

49. In your own opinion, how do Metacognitive strategies affect your job satisfaction?

PART V: Motivation and Job Satisfaction

This section is about motivation and job satisfaction. Motivation is an attribute that moves a person to do or not to do something. The purpose is to get your views about this attribute and how it affects job satisfaction.

**Instructions**

*Kindly indicate your level of agreement by ticking (√) the appropriate box for each of the following statements concerning your Job satisfaction/Job attitude in your organization. Use a scale of 1-5 where 1 strongly disagrees, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.*

<table>
<thead>
<tr>
<th>Motivation and Job Satisfaction</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
</table>

113
### Motivation

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>50. Staff training on motivation helps to improve employees’ job satisfaction?</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>51. Good leadership in my organization gives me a reason to wake up and report to work.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>52. Cooperation in my organization gives me a reason to wake up and report to work.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

### Rewards

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>53. Trips have made me like my organization</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>54. Team building has made me like my organization</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>55. I am satisfied with the salary increment levels in my organization</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>56. I am satisfied with my current salary and allowances in my organization.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>57. The equitability of benefits packages motivates me to work hard for the organization.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>58. My organization advocates for equitability of benefits packages</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>59. My institution provides both cash and non-cash rewards as a way of motivating employees</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

### Recognition

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>60. Recognition through promotion makes me feel a part of the organizational growth</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>61. Recognition through promotion makes me satisfied with my job.</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>62. At UNHCR good work is recognized by the management</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

How many training sessions on Motivation were conducted in your department during the period 2013- 2019?

- a) None [ ]
- b) 1-10 [ ]
- c) 10-20 [ ]
PART VI: Emotional Intelligence and Job Satisfaction

This section is about emotional intelligence and job satisfaction. Emotional intelligence is a person’s ability to control and express his or her emotions properly as well as the ability to handle interpersonal relationship. The purpose is to get your views about emotional intelligence and how it affect job satisfaction.

Instructions

Kindly indicate your level of agreement by ticking (√) the appropriate box for each of the following statements concerning your job satisfaction in your organization. Use a scale of 1-5 where 1 strongly disagrees, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

<table>
<thead>
<tr>
<th>Emotional Intelligence and Job Satisfaction</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Neutral (3)</th>
<th>Agree (4)</th>
<th>Strongly Agree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-awareness</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>64. I understand my personality which has helped me work better with others</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>65. I understand the personality of fellow employees which has helped me work better with them</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>66. I have a clear understanding of my weaknesses and strengths as an employee</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>67. I have a clear understanding of my emotions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>68. I have a clear understanding of my drives and needs as an employee</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>69. Staff training on self- awareness helps to improve employees’ job satisfaction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Self-regulation</strong></td>
<td></td>
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</tr>
<tr>
<td>70. I underwent training on handling conflict at work.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>71. I now know how to better handle conflict at work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>72. I am capable of managing my emotional response in the presence of fellow employees in various situations.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Q No.</td>
<td>Statement</td>
<td>Options</td>
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<td>-------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>73.</td>
<td>I am more satisfied with my job as a result of learning how to take charge of my emotions</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>74.</td>
<td>Staff training on self-regulation helps to improve employees’ job satisfaction</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
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</tr>
<tr>
<td>75.</td>
<td>I am aware of my emotions</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>Empathy</strong></td>
<td></td>
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</tr>
<tr>
<td>76.</td>
<td>I am capable of controlling my emotions to avoid hurting others</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>77.</td>
<td>I have the ability to discern other people’s views and perceptions when discussing issues</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>78.</td>
<td>Am always optimistic about the working environment which helps me co-exist with fellow employees</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>79.</td>
<td>I am able to make the right choice in all situations</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80.</td>
<td>Staff training on empathy helps to improve employees’ job satisfaction?</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td></td>
<td><strong>Social skills</strong></td>
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<tr>
<td>81.</td>
<td>I am capable of interacting with people from various culture, race, and religion without hurting them.</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
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</tr>
<tr>
<td>82.</td>
<td>I am in a position to express myself in any social collaboration</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
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</tr>
<tr>
<td>83.</td>
<td>I am capable of using my problem-solving skills to ensure there is unity among my team members</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>84.</td>
<td>I am able to help new employees adjust and learn about the organization</td>
<td>☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>85.</td>
<td>Staff training on social skills helps to improve employees’ job satisfaction</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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</tbody>
</table>

86. In your own opinion, how does Emotional Intelligence affect your job satisfaction?.................................................................................................................................
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**THANK YOU FOR YOUR TIME**