EMPLOYEE PERFORMANCE IN NON–PROFIT ORGANIZATION IN KENYA: THE CASE OF NATIONAL DEMOCRATIC INSTITUTE

BY

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DEDICATION

This work is dedicated to my family, particularly to my loving father Dr. Peter Masinde and my mother Anne Mukhebi.
DECLARATION

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

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

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The purpose of the study was to analyze the effect of motivation on employee performance. Previous research implies that motivation has great impact on employee performance. Demoralized employees tend to have the least job satisfaction leading to poor performance while motivated employees are very satisfied with their jobs leading to better performance. Hence this study sought to answer the following research questions: what motivates employees to perform better; what creates an organizational culture of performance; and the challenges that are related to management of employee performance.

The study adopted an explanatory research design hence provided deep insights on what really motivates employees to perform better and if the motivators deferred based on demographic variables such as gender and age which if not understood by management could lead to motivational challenges. The target population for the study was 40 employees of the National Democratic Institute in Kenya. Data was collected in form of a structured questionnaire that was distributed to the employees. Data analysis was conducted using Statistical Package for Social Science (SPSS).

The study found out a variety of factors that motivates employees to perform better. From the study, it was found that some motivating factors especially the intrinsic factors were critical in improving employee performance than the extrinsic factors. It is noted that employees performed better when they worked in a team; management shared plans, goals and objectives of the organization hence ownership; had necessary tools and resources to perform their job. Employees also performed better when supervisors provided them with opportunities to account for their progress in the achievement of their goals and were appreciated for their work efforts. On contrary, employees felt that fringe benefits provided were not usually based on their performance; that the organization did not make good use of their skills and abilities and the career development opportunities provided by the organization were not satisfactory which can cause poor performance. According to the study, high performance culture is caused by a number of factors. Employees felt that high performance culture was enhanced when organization equipped them with necessary skills through training and management provided them with opportunities to come up with their own ideas. The study found that organizational structure that provides for both upward and downward communication enhances the speed at which feedback on the works done is given hence employee performance. On the other hand the study found that employees were not frequently mentored by their supervisors and that the jobs they performed were not best
suited for the skills they possessed. Further, management was not aware of the benefits of having motivated employees which doesn’t support a culture of high performance.

The challenge of motivating employees only occurs when organizations are not aware of motivational factors that motivate different employees; however some motivational factors such as challenging tasks, team work, and interesting work equally motivated all employees. The study found that younger employees were motivated by autonomy and career advancement opportunities while both younger and older employees were motivated by interesting work/challenging work. Female employees were highly motivated by job security and organization’s concern for employee welfare, while male employees were motivated by money and power.

The study concludes that employee motivating factors especially the intrinsic factors which are inherent on the job itself are critical in the enhancement of employee performance. It is important for the organization to provide a favorable working environment that enables effective team work. For the enhancement of high performance culture it is important for the organization to have an organizational structure that facilitates immediate feedback, and upward and downward communication. It is important for management to understand what motivates different employees to enable them to deal with the challenge of associated with employee performance.

The study recommends organizations to adopt the most critical employee motivating factors in this case both intrinsic and extrinsic factors in enhancing performance on the job. The study further recommends organizations to enhance performance culture by frequently conducting trainings that will equip employees with the necessary skills and knowledge. Lastly, the study recommends managements to understand and familiarize themselves with the different motivators that motivate different group of people such as women, men, younger and older employee.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

According to Lowry (2002), management of employee performance is usually seen as a necessary function of the managerial cadre. Beardwell, Holden and Claydon (2004), suggest that performance management involves a formal and systematic review of the progress toward achievement of organizational and individual goals. Beardwell et al. (2004) suggest a human resource cycle that consists of 5 elements which provide a framework within which an organization can audit the deliverance of the organizational strategic objectives with a view of developing continuous improvement. Beardwell et al. (2004) refers to these elements as links between organizational and individual performance which underlies the development of a committed, motivated and a loyal workforce. They include: objective setting, measurement of outcomes, possible issues with performance appraisal, Current trend, and Performance based management as a control mechanism.

According to Armstrong and Stephens (2005), one of the principles of performance management is to achieve better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. When it comes to motivating individuals to perform better, performance management plays a fundamental role of providing a foundation upon which many financial and non-financial incentives are built on (Armstrong and Stephens, 2005).

Schraeder and Jordan (2011) emphasize on the need of employee performance management since they consider it an essential function of management. Schraeder and Jordan (2011) infer that the sustained competitiveness of organizations might well hinge on the overall effectiveness of this management function. This is not particularly surprising given the widespread observations that employees represent a significant investment for organizations. It is therefore paramount that management regards employees as an investment to the organization rather than an expense. Due to the vital role that employees play in the achievement of overall organizational objectives, managers are now envisaging on how and what they can do to motivate their workforce (Schraeder and Jordan, 2011).
Harell and Daim (2010) note that many organizations are concerned with the provision of incentives, leadership, rewards, and very importantly the work itself and the work environment which motivates employees to perform better. The purpose of providing the aforementioned incentives as noted by Harell and Daim (2010) is to ensure that organizations provide a working environment and develop a motivational system that will enable employees to achieve the organizational goals.

Beardwell, Holden and Claydon (2004) point out the importance of incorporating motivation in the development of reward strategies due to its ability to humanize work for employees so that they experience job satisfaction. Beardwell et al. (2004) assume that it’s the responsibility of the organizations to ensure that work is satisfying as well as enjoyable as a result organizations experience high productivity. Management need to understand motivation since it enables them to control the behavior of subordinates effectively and therefore enabling them to ‘pull the right strings’ in order to secure the ability to set organizational goals and secure their achievements (Beardwell et al., 2004).

According to Hafiza, Shah and Jamsheed (2011), employees usually work to their maximum potential when they trust management to reward their efforts. Factors such as working conditions, worker and employer relationship, training and development opportunities, job security, and company’s policies and procedures for rewarding employees affect employee performance. Among all those factors which affect employee performance, motivation that comes with rewards is of utmost importance (Hafiza et al., 2011).

Desired performance can only be achieved efficiently and effectively if employees are able to obtain a sense of mutual gain for both organization and themselves, with the attainment of that defined target or goal. Hafiza, Shah and Jamsheed (2011) advise management to carefully design a reward system that evaluate the employees’ performance at all levels and then rewarding them either with tangible rewards e.g. pay or intangible rewards e.g. recognition. The concept of performance management provides a reward system which contains needs and goals alignment between organization and employees, and rewarding employees both extrinsically and intrinsically. The system also suggests where training and development is needed by the employee in order to complete the defined goals. This training or development which requires an assessment of employee gives them an intrinsic motivation.

Amabile and Kramer (2007) encourage organizations to employ high qualified employees and provide them with worthy information if their objective is to have knowledge work
from its people. Amabile and Kramer (2007) further advices organizations to appreciate the
importance of rewards as well as use of reward systems that will enable the organization to
compensate their employees effectively. It is paramount that organizations don’t overlook a
very critical impetus of employee work performance which Amabile and Kramer (2007)
refer to as person’s inner work life.

People experience a constant stream of emotions, perceptions, and motivations as they
react to and make sense of the events of the workday; this is because as people arrive
at their workplaces they don’t leave their hearts and minds at the door which is
unfortunate since inner work life is seldom openly expressed in modern organizations
which makes it hard for managers to pretend that private thoughts and feelings don’t
matter (Amabile and Kramer 2007, p.78).

Amabile and Kramer (2011) refute the commonplace claim that high pressure and fear spur
achievement, instead through the research they conducted they found out that at least in the
realm of knowledge work, people are more creative and productive when their inner work
lives are positive, when they feel happy, are intrinsically motivated by the work itself, and
have positive perceptions of their colleagues and the organization. Moreover, in those
positive states, people are more committed to the work and more collegial toward those
around them. Inner work life as noted by Amabile and Kramer (2011) can fluctuate from
one day to the next sometimes wildly and performance along with it. Reward management
emphasizes on the positively valued work outcomes that are given to an individual or a
group by another person or source in the work setting; and positively valued work outcomes
that the individual receives directly as a result of task performance; they do not require the
participation of another person or source (Schermerhorn, Hunt and Osborn 2003). Reward
management is concerned with development, execution and conservation of reward
practices and processes that enable the performance of organizations, teams and individuals
to improve (Armstrong and Murlis, 2004). Development and implementation of reward
practices, processes and policies that are required for the achievement of organizational
objectives is one of the strategic aims of reward management. The specific aim of reward
management however, is to provide assistance in motivating people as well as gaining their
commitment and engagement. Armstrong and Murlis (2004) stress the holistic approach of
reward management that considers all facets of reward by integrating with other human
resources initiatives that are designed to achieve motivation.
Price (2007) defines reward or compensation management as an aspect of human resource management that focuses on pay and other benefits related to objective achievement, including changes in pay policy and management; and decentralization of uniform appraisal schemes, flexible working practices, performance related pay and responsibility for setting pay levels.

Extrinsic rewards are tangible rewards and these rewards are external to the job or task performed by the employee while intrinsic rewards are intangible rewards such as appreciation, dealing with new challenges, positive and caring attitude from employer, and job rotation after attaining the goal (Hafiza, Shah & Jamsheed, 2011, p.327).

According to Frey (1997) when extrinsic rewards such as pay surpasses a level that is manageable, intrinsic rewards become better motivators since employees are mostly satisfied by intrinsic rewards. However, Armstrong (2006) notes that motivation processes are usually mistaken to be too simple. However such processes are much more complex than it is believed. This is because each individual has different needs and wants, sets different goals, takes different actions to achieve such goals, hence motivated differently. It is therefore wrong to make an assumption that one approach to motivation is suitable or applicable to every person. Such assumptions have led to a belief that performance-related pay as a means of providing motivational incentives are simple. Armstrong (2006) advices management to base their motivational practices on an appropriate understanding of what the motivation process entails.

1.2 Statement of the Problem

Comprehensive studies have been conducted on employee performance; however emphasis has been on employees working in profit making organizations in developed countries such as the United States of America and United Kingdom. In Kenya a few studies have been conducted on employee performance. Further these studies have been conducted in profit making organizations such as banks and insurance companies. Waithera (2010) investigated the extent to which insurance companies in Kenya have adopted performance management practices such as rigorous training and development, compensation, performance management processes, performance appraisal and career development. On the other hand Munjuri (2012) investigated the effects of workforce diversity management on employee performance in the Banking industry.
Very few studies have been conducted to establish the link between work motivation and job performance in Non-profit organizations such as Non-Governmental Organizations (NGOs) especially in developing countries such as Kenya. According to Frontera (2007), the NGO sector in developing countries has continued to expand hence there's a great need for organizations to provide incentives or rewards to employees to perform better. Frontera (2007) notes that high staff turnover and poor employee performance are the major challenges that international and local Non-Governmental Organisations (NGOs) in developing countries face due to ineffective staff and volunteer motivation; contrary to Benz 2005; Brown and Yoshioka, 2003) views that employees working for non-profit organizations are generally highly motivated, value-driven and work on volunteer basis, hence more likely to accept lower pay due to their attachment to the organizational mission.

Putting in consideration that very few studies regarding employee performance provide robust practical guidelines and information especially about non-profit organizations in developing countries, and while most studies seem fairly academic in terms of linking work motivation to employee performance thus leading to inconclusive and biased findings, this study aspires to bridge the gap. This study investigated the relationship between work motivation and employee performance in non-profit organization in Kenya. Specifically, this study sought to establish the factors that motivate employees in non-profit organizations to perform better. Further, this study identified roles that both the organizations and the employees play to ensure there is a positive motivational and performance culture. Lastly, this study explored the challenges that organizations face when trying to motivate employees to perform better.

1.3 Purpose of the Study
The purpose of the study was to analyze the factors that affect employee performance, as well as to explore the link between motivation and employee performance in a non-profit organization in Kenya.

1.4 Research Questions
The following research questions guided the study:
1.4.1 What motivates employees to perform better?

1.4.2 What creates an organizational culture of performance?

1.4.3 What are the challenges related to management of employee performance?

1.5 Significance of the Study

The significance of this study was to show the factors that affect employee performance which will be useful to the following:

1.5.1 Managers

To show that circumstances that are appropriate in the development of positive motivational environment among employees may provide strategic managers with the practical information and guidelines that will empower them to make better decisions that will advance the organizational goal of improving both employee and organizational performance.

1.5.2 Employees

To show that motivational factors identified by this study can encourage employees not only to expect managers to motivate them to perform better but to understand that performance is also about employees motivating themselves to perform better.

1.5.3 Researchers and Scholars

To show that the research findings of this study can make a great contribution to the world of academia as researchers or students who may be pursuing similar topics may use the research findings as a point of reference in their studies.

1.6 Scope of the Study

All data used in the analysis was collected from one organization, implying that the research design kept constant a number of external factors that could have influenced intra-organizational knowledge sharing (Siggelkow, 2007). Given that the aim of the study was to examine employee performance, this design offered a major advantage over surveys designed to target a large number of firms but only one or a few respondents per organization.

The data was collected at National Democratic Institute (NDI), a Non-Profit organization that works to promote democracy and good governance founded in Kenya in 1992. NDI is
represented worldwide and employs more than 3000 employees. This research however targeted only 40 employees who work at the Nairobi office. The office in Nairobi is made up of three Programmes namely: Regional programme, Somalia programme and the Kenya programme. All the employees from all the three programmes are subjected to the same Human resource policies as well as performance management structures. The method of data collection was a structured survey that was carried out in a form of a questionnaire.

1.7 Definition of Terms

1.7.1 Reward Management

Armstrong (2006) defines reward management as the development and execution of policies and strategies with the purpose of rewarding people fairly, equitably and consistently in accordance with contribution in the work place and thus helps the organization to achieve its strategic goals. Armstrong (2006) further defines reward management as a well-articulated philosophy based on a set of beliefs and guiding principles that are consistent with organizational values.

1.7.2 Reward System


1.7.3 Reward

Price (2007) defines reward as an aspect of human resource management that focuses on pay and other benefits on the achievements of objectives.

1.7.4 Intrinsic and Extrinsic Rewards

Nicholson (2003) defines intrinsic rewards as benefits that are inherent in the job which include responsibility, achievement, recognition, the work itself and career growth. Extrinsic rewards on the other hand are benefits that are not inherent in the job which include: pay, status, security, company policy and administration, supervision and interpersonal relationships (Nicholson, 2003).
1.7.5 Motivation
Arnold (1991) defines motivation as a reason for doing something which is related to factors that influence people to behave in certain ways. Motivation is also defined as the process that arouses, energizes, directs, and sustains behaviour and performance (Luthans, 1998).

1.7.6 Performance Management
Performance management is the systematic process of planning work and setting expectations continually, monitoring performance developing the capacity to perform and periodically rating performance in a summary fashion rewarding good performance (Armstrong, 2006).

1.7.7 Organizational Culture
Schein (1992) defines organizational culture as a pattern of basic assumptions that are invented, discovered or developed by a given group as the organization learns to cope with the problems of external adaptation and/or internal integration.

1.8 Chapter Summary
This chapter provides the background information on the selected research topic, the statement of the problem, the purpose of the study, the research questions that the study sought to answer, the significance of the study as well as the scope. Chapter two discusses the literature review in regards to factors that affect employee performance, organizational performance culture and challenges related to management of performance. Chapter three presents the research methodology that the study employed while chapter four discusses the results and findings. Lastly, chapter five presents the summary, discussions, conclusion and recommendations.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter examined the literature on employee performance. The chapter was structured according to the three specific research questions of the study. The first research question determined the factors that motivate employee to perform better on the job. The second research question looked at what creates an organizational culture of performance and the third research question looked at the challenges related to management of employee performance. The subsequent chapter looked at the research methodology of the study.

2.2 Factors Affecting Employee Performance

2.2.1 Pay

Pay as noted by Price (2007) is one of the essential aspects of human resource management. One of the solid reasons why people work is because they expect to be paid at the completion of their assignments (Price, 2007). The reward that people receive due to their contribution to the organization includes monetary and non-monetary components. According to Price (2007), the basic types of pay schemes are fixed level of pay and reward linked to performance. Fixed levels of pay are wages or salaries that remain constant over a period of time unless there is pay increments which are usually done on an annual basis. Age, seniority and responsibility are among the factors that determine the fixed level of pay scheme scales, Price (2007). As for the reward linked performance, Price (2007) notes that the link may be daily, weekly, monthly or annual. Payment for any one period is different from the other period depending on the quantity and quality of work done Price (2007). Both methods work smoothly provided salary scales are easily understandable and measuring methods are explicit, fair and accurate. However, there are has been considerable dissatisfaction with management of pay by both the employees and management which has led to attempts to come up with new systems and greater reliance on performance related pay (Price, 2007).

2.2.1.1 Performance Related Pay

According to McKenna and Beech (2008) performance related pay considers not only results or output but also actual behavior in the job. The individual’s performance is
measured against previously set objectives, or compared with the various tasks listed in the job description, using performance appraisals techniques such as written reports, critical incidents, multi-person comparison, etc. Following this assessment, normally conducted by the manager/supervisor, there is an allocation of rewards. Rewards linked to performance could consist of a lump sum, bonuses, and accelerated movement up a pay scale. Excellent performance as noted by McKenna and Beech (2008) usually justifies an upward movement in the salary scale while poor performance could result in an employee staying at his current level. Some incremental pay scales have a bar at a particular point, beyond which there is entitlement to discretionary points. To go beyond the bar and benefit from the discretionary points it would be necessary for the individual to receive a favorable performance evaluation.

2.2.2 Job Safety

According to Senol (2011), the physical working conditions, working atmosphere and a safe working environment are very important hence the need for them to be provided. Paiihe (2002, p.96) lists “work speed, working hours, employee empowerment, communication networks, job definitions, and information sharing and technological facilities as important determinants of working conditions of a workplace”. Senol (2011) notes that having a secure job, income and being physically safe are among the safety needs that tend to motivate employees to perform better.

According to Senol (2011), most employees consider job security which forms part of job safety and important safety expectation, hence it is important for organizations to assure employees that their jobs are secure over a long period of time since such assurance provides employees with confidence regarding their future in a particular organization (Telman and Unsal, 2004. Employees are fearful of being dismissed from the organization and consider it an element of oppression; such fear causes behavioral change that is most felt in countries such as developing countries where employment opportunities are limited (Senol, 2011).

2.2.2.1 Job Security

Job security is an essential factor for any employee in terms of searching for new employment opportunities or keeping his or her current job and is of great importance to employers since it enables them to retain their current employees and recruit others (Senol, 2011. Under any circumstances it will be in the interest of any organization to ensure that
their employees are motivated to perform better (Celtek, 2004). Senol (2011) notes that employees are social beings who have feeling and not machines that run on physical power hence the need for management to understand employees on a personal level so that they feel valued, inspired and motivated to work harder.

Senol (2011) regards job security as one of the most influential means of motivating employees particularly in times of economic downturn that plays a principal role in both working and social life. According to Senol (2011), job security provides employees with secured futures that they don’t need to worry about, maintains labor peace, increases organizations productivity and protects social balance and values; hence the need for management to ensure that employees are not dismissed from the organizations without reasonable grounds.

Senol (2011, p.35) notes “employees’ believe that they will not lose their jobs or they will be employed in the same organization as long as they want is a significant reason for motivation” .Therefore, job security is one of the most significant variables of employee satisfaction which expresses the general attitude of the employee towards his/her job (Bakan and Buyukbeşe, 2004, p. 35).

2.2.3 Interpersonal Relations
According to Rampur (2010) work in today’s corporate world needs to be done as quickly as possible hence the need for employees to have and maintain good relations between each other. Rampur (2010) notes that effective workplace communication and teamwork is the ingredients of healthy working relationships. As inferred by Rampur (2010), communication among team members and team work leads to the development of interpersonal relationships at the workplace; however such relations are weakened by employees’ turnover and lack or poor communication among team members.

2.2.3.1 Team work
Rampur (2010) notes that effective achievement of organizational goals depends on good relationships between employees and management; relationships at work especially interpersonal relationships are very important, since they enable employees to establish and have a mutual understand among themselves. Teamwork is beneficial especially for an organization that wants to achieve a goal or reach a target (Rampur, 2010).
Rampur (2010) notes that employees tend to work collectively towards the achievement of the prescribed goal if the interpersonal relationships that exist among the team members are strong. According to Rampur (2010), a healthy working environment can be attributed to teamwork since employees feel more appreciated if the working environment is favorable. This environment leads to a mutual understanding among employees hence limits workplace conflicts and increases employee motivation as well as work performance (Rampur, 2010).

2.2.3.2 Communication
According to Rampur (2010), one of the most vital interpersonal skills that should be practiced at the workplace is communication. Lack of effective interpersonal communication at the workplace results to unclear flow of ideas hence confusion. To effectively support and maintain healthy interpersonal relationships at the workplace, management should praise the efforts of performing employees before their fellow employees. Adding humor to a stressful environment is very important since it releases the stress and tension that is involved (Rampur, 2010).

2.2.4 Supervision
According to Preece (2013) an effective system of management is one that focuses on the effective establishment of employment relationship, establishes employees needs required for effective and efficient work performance; considers managers/ supervisors' responsibilities towards their employees/subordinates as well as the limits of those responsibilities and the responsibilities employees have toward their managers.

To establish effective supervision within an organization, Preece (2013) suggests that managers should provide employees with the necessary tools they require to perform their jobs; provide employees with work related training; help employees to set goals that enable them perform as well as improve their performance; become resourceful and always hold staff accountable.

2.2.4.1 Work-Related Tools and Resources
According to Preece (2013) it is management responsibility to provide employees with the necessary tools and resources that will enable them perform their work effectively. Such tools and resources may include computers, chairs, desks, phones, pens, writing pads etc. Such tools as noted by Preece (2013) makes work easier for employees, saves employee energy and time.
2.2.4.2 Work-Related Training
Preece (2013) notes that people don’t realize the difficulty that is associated with the learning process, this is because people learn differently; while some people are able to grasp the content of a training very quickly, others take more time to absorb the content of the same training. For complex tasks, Preece (2013) advises management to conduct the training more than once focusing on areas that need more understanding until every employee is able to perform the task effectively. Preece (2013) cautions management from taking a training approach that is too unstructured; this is because some employees may not learn from such approach.

2.2.4.3 Goal Setting
According to Preece (2013), it is the responsibility of management to assist their employees in setting goals that will help employees improve their performance. It is therefore important to establish employees’ priorities as well the performance level that management expect from the employees (Preece, 2013). It is management’s responsibility to provide each employee with some direction on work and performance related issues; and the best way to conduct this as suggested by Preece (2013) is to provide assistance to employees when setting their work improvement goals. Although it is always advised to provide opportunity for the employee to set their own goals, the process will be more effective if managers were involved (Preece, 2013).

2.2.4.4 Management Resourcefulness
As Preece (2013) notes provision of training, work related tools and resources is not the only responsibility of management; managers must take a step further and provide employees with assistance when required. Such assistance means that managers must be resourceful by providing experience and knowledge they have gained to employees. Preece (2013) advises managers to be approachable, available, and listen with an open mind; However, Preece (2013) cautions managers from performing their employees’ duties.

2.2.4.5 Staff Accountability
It is important for management to provide opportunities for employees to account and track the progress that they have made regarding the achievement of their task and career goals. According Preece (2013) tracking such progress will require management to come up with timelines on when to report as well as come up with ways of how employees report, for example, one can use a checklist. As noted by Preece (2013) such tracking provides an
excellent achievement record when it comes to employees’ performance review as well as good documentation during employee terminating.

2.2.5 Recognition

According to Denny (2002), people strive harder for recognition than most of the motivators. Denny (2002) notes that recognition may take different forms such as structured and unstructured recognition programs which managers can use to appreciate employee efforts. Management may employ formal recognition programs such as luncheons, year books or magazines that feature employee accomplishments, company recognition boards, department recognition boards, best employee events, and employee of the month (Grimaldi, 2005). Management can also appreciate employee efforts through spontaneous or unstructured recognition programs such as flexible working hours, prolonged lunch breaks and working at home. Further, management can recognize well accomplished tasks by empowering and supporting employees by publicly appreciating employees that have performed well, providing more assignments where best employees can choose from, and providing employees with more work autonomy. Employees can also be appreciated through symbolic recognition such as cups or coffee mugs, and pens with performance recognition inscriptions. Such expressions of thank you, according to Grimaldi (2005) are more effective and are positively received by employees especially those in small businesses where there are limited financial resources.

According to Denny (2002), small-minded people are unable to recognize the achievements of other people. Organizations provide recognition when they thank employees for good performance, achievement, loyalty as individual or as a team (Denny, 2002).

According to Grimaldi (2005), recognition has a timing element hence the needs for it occur immediately after performance. When employees continue performing well, it becomes important for management to recognize their efforts more frequently, however as advised by Grimaldi (2005) such recognition should not become so obvious. Furthermore, Grimaldi (2005) compares recognition to rewards in that the method of recognition just as rewards should match the achievements of the employee. This according to Grimaldi (2005) ensures that management gives attention to the corporate goals that effectively support the actions that are geared towards the achievement of employee performance. Grimaldi (2005) advises management to be flexible when recognizing employees since not all employees are motivated by the same forms of recognition. For recognition to be effective Grimaldi (2005)
advises management to ensure that employees clearly understand the behaviour or action being recognized; hence the need for management to provide employees with clear actions that if completed effectively deserve recognition as well as publicly communicating on how the employees who deserved the recognition accomplished the actions.

2.2.6 Responsibility/Participation

According to Denny (2002), employees spend a significant portion of their adult lives engaged in the workplace and work-related activities; for many employees, their jobs represent an important aspect of their lives. It is therefore not surprising that most employees want to have a voice in factors directly related to their work-lives. Avenues for employee participation vary, including involvement in setting goals and making decisions in the organization (Denny, 2002). The practice of allowing employees to provide input communicates to employees that they are valuable to the organization and that their values, opinions, needs, and ideas are also worthwhile (Denny, 2002).

According to Denny (2002), most successful companies have awarded their employees with a greater share of ownership hence demonstrating that participation does motivate employees to perform better. People are often motivated by how they involved in the job rather than how they are treated, and show higher level of motivation if they feel they are part of a project or an experiment. Denny (2002) believes that by getting people involved in the job, an organization will create more motivated employees hence high productivity. Denny (2002) however concludes that many managers do not share their plans, goals and objectives hence denying the employees the opportunity to experience a pioneering spirit.

2.2.7 Career Growth

Vroom (1990) notes that employees expect promotions to boost their career development opportunities, opportunities to experience the job’s intrinsic satisfaction and more pay. Vroom (1990) emphasizes on the need of having career paths that are in synch with task requirement and employee’s expectations. Vroom (1990, p 44) notes, ‘while career paths should offer meaningful promotional opportunities for the individual, they must also provide for organizational stability; that is career path should not therefore not interfere with the unit’s ability to perform its task’.

Denny (2002, p 22) notes, ‘when we see ourselves progressing, moving forward and achieving, we will always be more motivated. When we see ourselves going backwards, we will be de-motivated’.
According to Dev (2006), career development programmes can assist management in the identification of the challenges that employees face in the accomplishment of their goals as well as the solutions in terms of employee re-skilling since such programmes provides an in-depth analysis of the aims and aspirations of employees. This in-depth analysis as noted by Dev (2006) motivates employees to perform better by achieving their targets and develops employees professionally and personally. Career development and growth are regarded as the basic human needs based on motivational theories and employees tend to motivated to perform better if they are able to develop career wise (Dev, 2006).

An organization that focuses on developing the career path of its employees motivates them to perform better hence high productivity; these organizations infuse a lot of confidence among its employees (Dev, 2006). Career development programs provides employees with relevant skills and knowledge as well as facilitates the objective of the organization of depicting a well thought out, growth focused yet supple career path to its employees. A strong sense of organization direction coupled with job responsibility, increases motivational levels and hence high employee performance (Dev, 2006).

For effective career development and growth, employees must understand the career goals that they want to pursue and achieve in life, thus it is important for employee to have a degree of self-introspection and self-knowledge. Such clarity as noted by Dev (2006) leads to high engagement and productivity of employees and less employee turnover. Just as it’s important for employees to have clear goals as well as career paths, it is of utmost importance for organizations to have clear visions and goals which are communicated to all employees. Such communication provides employees with a sense of belonging and confidence regarding the intentions of the organizations as well as career development opportunities (Dev, 2006). Career development thus according to Dev (2006) becomes the organization’s plan to promote and retain employees who are committed to the achievement of the organizational goals.

2.2.8 Challenging Tasks
Preenen (2010) notes that performing challenging tasks has many beneficial consequences for both employees and organizations. DeRue and Wellman (2009) echoes Preenen point of view that performing challenging tasks is beneficial for managerial development, career advancement and future job performance. Therefore, employees could benefit from performing challenging assignments and it is their supervisors’ responsibility to ensure that employees have challenging tasks (Preenen, 2010).
According to Dweck and Leggett (1988), goal orientation is concerned with the type of goals that people adopt and pursue in achievement situations; therefore people create different perceptual-cognitive frameworks on how to approach, interpret, and respond to achievement situations. For example, individuals with a mastery-approach goal orientation aim to further develop their competence through task mastery and the learning of new skills (Elliot and McGregor, 2001). These employees may involve themselves in challenging activities because these activities provide them the opportunity to learn. In contrast, employees with a performance-avoidance orientation are particularly motivated to avoid demonstrating inferior competence toward others (Elliot and McGregor, 2001). These employees may want to avoid challenging tasks they do not master yet, because they have a high risk of visible failure on these tasks.

In a similar disposition, supervisors/managers’ goal orientations may affect the extent to which they motivate their subordinates to perform challenging tasks. For example, supervisors who have a mastery-approach orientation may not only wish to develop their own skills but also those of their subordinates. These supervisors may provide their subordinates with challenging assignments. It is, however, also conceivable that supervisors are mainly motivated to demonstrate their own excellence and superiority over others (i.e., having a performance approach-orientation). These supervisors may be reluctant to allocate challenging activities to their subordinates (Elliot and McGregor, 2001).

Berlew and Hall (1966) conceptualized job challenge as having to meet performance expectations that are reasonably high, on the other hand, Walsh, Taber and Beehr (1980) conceptualized it as the extent to which a job gives the individual a chance to use his skills or abilities.

More specifically, a job can be qualified as challenging to the extent that the job: (a) is new and asks for non-routine skills and behaviors, (b) tests one’s abilities or resources, (c) gives an individual the freedom to determine how to accomplish the task, and (d) involves a higher level of responsibility and visibility (De Pater, Van Vianen and Preenen, 2008). The performance of challenging tasks has been associated with several positive outcomes such as learning, organizational commitment, job satisfaction, career development and higher intrinsic work motivation (Preenen, 2010).
De Pater, Van Vianen, Bechtoldt and Klehe (2009) suggest that there may be individual characteristics that predispose employees to seek challenging assignments. Moreover, research has shown that people differ in their preferences for and choice of performing challenging tasks. It was found that people's preferences for challenging tasks were related to their achievement motives, that is, whether these were approach-oriented or avoidance-oriented (De Pater et al., 2009).

Approach-oriented individuals tend to pursue beneficial outcomes, whereas avoidance-oriented employees tend to avert detrimental outcomes (Nicholls, 1984). Approach-oriented individuals are responsive to achievement cues and are more likely to perform achievement tasks. Avoidance-oriented individuals are less willing to perform achievement tasks and easily change to non-achievement tasks (Atkinson and Birch, 1974). People who were motivated to approach success were more likely to engage themselves in challenging tasks than people who were motivated to avoid failure (De Pater, Van Vianen, Bechtoldt and Klehe, 2009).

2.2.9 Job Satisfaction / Progress
According Amibile and Kramer (2011) employees find meaningful work to be the most rewarding and motivating factor that motivates them to perform better at work since the sense of progress they get from performing meaningful tasks motivates them to be creative and productive in the long run. Amibile and Kramer (2011) note that even the simplest or the hardest tasks such as coming up with ways of producing high quality products or services, solving major scientific mystery or performing the unusual tasks influences employee's task performance. Generally, the power of progress is considered to be essential aspects of human nature, but as Amibile and Kramer (2011) note, not many managers understand how the power of progress influences people hence have not come up with ways to level out the progress to enhance motivation hence performance. In fact, as Amibile and Kramer (2011) note, work motivation has been a contentious topic of performance management and motivation for a long time.

2.3 Performance Culture of the Organization
Lamberton and Minor (2010) refer to organizational culture as one of the largest motivating factor. They point out that organizational culture affects the way employees feel and act, comparing organizational culture to an emotional weather within an organization which affects the morale of the employees. Lamberton and Minor (2010) define morale as the
overall mood of a group of people which is based on employees’ attitude and feelings of satisfaction.

At a macro level, the vast majority of performance issues and performance management initiatives occur within the context of organizations. Each organization has a culture reflecting unique values and norms guiding or influencing employee behavior (Risher, 2007). An organization’s culture serves as a valuable framework for employees, defining the organization’s personality while also establishing ground rules for behaviors that are considered appropriate/desirable (Risher, 2007). These organizational identities and ground rules, in turn, embody numerous sub-elements of critical importance to the organization, including, but not limited to, organizational values, language, and interpersonal factors. Importantly, these cultural norms also influence the nature of communication that occurs within organizations. Communication is becoming an increasingly important function of managers, Gentry, Harris, Baker, and Leslie (2008), and, therefore, must be included within this context. Its importance is reinforced further by its role related to managing employees, performance through outlets such as performance appraisals, informal feedback, coaching, training, setting goals, and facilitating employee involvement/participation in key change initiatives (Baiser and Stern, 1999). On a related note, individual employees and managers may not share a common understanding regarding performance expectations. This observation further highlights the importance of communication as a foundational element associated with effective performance management approaches. Positive Organization Behaviour (POB) is defined by Luthans (2002, p. 59) as “the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today’s workplace”. Responding positively to employees can have constructive implications for employee morale and their subsequent motivation (Lewis, 2011).

Most importantly, communicating and behaving in a more positive manner actually may improve performance. Research over the past five to ten years increasingly indicates that there is a relationship between POB and performance (Ramlall, 2008).

2.3.1 Institutional Structure
Math (2012) affirms the need of having organization structures that are in line with the organization culture since they can make or break a business. He advises senior management to provide an upward reporting which provides a strong base for employees so
that they are sufficiently motivated. Math (2012) warns that organizations tend to lose their best employees if they have organizational structures that are weak and lack strategic thinking since such weaknesses may prevent them from motivating their employees effectively.

Math (2012) suggestion to organizations is to have strong, consistent organizational structures that will enable employees feel secure with their jobs. According to Math (2012) if an organization usually recruit employees internally, promote employees based on their performance, and provide career development programs, the current employees usually feel inspired and motivated since they feel assured of their jobs and trust management hence will dedicate their efforts towards accomplishment of their tasks commendably.

According to Math (2012) effective corporate organizations have clear reporting lines which ensure that employees know who to talk to when they have ideas, challenge, issue or problems. The flip side of this as Math (2012) puts it, is great opportunity lost. Organizations with structures that have strong and open communication channels create a high performance culture where both employees and managers are accountable for their success (Math, 2012).

Holbeche (1998) notes that having motivated and competent employees are the key to understanding performance. When people are really happy and satisfied with their jobs, there is usually a complex set of factors at work which enable them to be motivated. Some of the factors suggested by Holbeche (1998) include: job satisfaction, employee loyalty, appreciation, career development etc. Lean organization structures can have very strong effects on employees’ morale because they hit directly at what many people find most motivating. Indeed, it is arguable that rather than being motivated by others, most people can motivate themselves given the right conditions. Holbeche (1998) define lean organization as those that trim their internal costs to produce the highest possible margins on whatever good or services they provide.

According to Holbeche (1998), there is at least one school of thought that suggests that it is better to concentrate less on finding ways to motivate people and more on finding ways to eliminate what is known to de-motivate people. Holbeche (1998) advises that trying to motivate people can be a fool’s errand if based on mistaken assumptions hence such assumptions can be avoided by listening to what the employees want. Many of the intrinsic motivators are badly affected in lean organizations, since many of the internal processes are at odds with what the organizations trying to achieve and what employees need (Holbeche,
1998). Judging by much of the research evidence, Holbeche (1998) notes that if extrinsic and intrinsic motivators are to flourish in flatter structures, a wide range of organizational factors need to be brought into line with what the organization is trying to achieve. Even then, individual needs and aspirations need to be taken into account in a way that centralized, inflexible systems do not always allow for (Holbeche, 1998).

2.3.2 The Role of Management

Musslewhite (2011, p. 46) notes “with no end in sight, the jobless recovery of 2011 means that managers everywhere are facing ambitious productivity demands with the leanest teams in decades”. “Motivating people is a perennial management challenge, but in times like these it’s up to learning professionals to ensure that motivation is given more than just lip service” (Musslewhite, 2011, p. 46).

To ensure that motivation is more than just a lip service, Musslewhite (2011) encourages organizations to provide its managers with the necessary skills and knowledge that will assist them to motivate employee effectively especially the middle level managers who find it hard to motivate and keep their direct reports motivated.

As Musslewhite (2011) notes, the first role of human resource is to educate managers on the importance of having motivated staff since such information inspires managers to motivate employees effectively. Managers who motivate their employees effectively contribute to fostering a work climate where employees are willing and able to handle challenging assignment, satisfied by their jobs, work more autonomously, and are able to contribute effectively to the achievement of both departmental and organizational goals as well as contribute to the success of their managers (Musslewhite, 2011).

According to Musslewhite (2011) managers who assume more responsibility of motivating their staff, begin to understand the importance of providing employees with the necessary tools and skills that will enable them to perform their jobs effectively in the near future than concentrating on having the job done immediately without the requisite tools and skills. The advantages of this as Musslewhite (2011) surmised include happy employees, full talent pipeline, agile staff, and an organization that is ready to meet the constantly shifting market demands.

The following are the strategies that Musslewhite (2011) suggested to managers in order to achieve a motivated staff:
2.3.2.1 Re-acquaintance with Staff

According to Musslewhite (2011) managers should assign employees with jobs that suit their professional aspirations and skills; this means that managers should take time to understand their employees both at a professional and personal level. Musslewhite (2011) admits that many managers find this task to very challenging considering they usually concentrate on the task being accomplished rather than the employee. Equally, employees tend to display trust with the organization hence perform better when they feel their managers are concerned both with work and them as individuals (Musslewhite, 2011).

In addition, Musslewhite (2011, p.48) notes “when managers take the time to create this sense of trust among employees, they gain invaluable insight into what motivates each employee”. Musslewhite (2011) advises managers to take time to understand their employees since not all employees are motivated by the same motivational factors. When managers have such in-depth of employee motivation they are able to motivate their employees effectively (Musslewhite, 2011).

2.3.2.2 Clear Expectations

One of the advice as stipulated by Musslewhite (2011, p. 49) to organizations is to “ensure that managers understand the importance of starting each project clearly, stating the desired end result and parameters for achievement”. It’s important that managers provide employees with opportunities to determine how they are going to achieve their expectations once they are clearly established (Musslewhite, 2011). Once clear expectations are established, it is critical that managers provide the latitude to let people determine how they are going to achieve them. Musslewhite (2011) notes that naturally, people are problem solvers who love to figure out how things are done especially if they are the ones in charge.

Musslewhite (2011, p. 49) notes “when managers give people the opportunity to provide input into the work process, they create buy-in and a sense of ownership. People who feel ownership of their work are likely to find work more meaningful than people who have no say in how goals are accomplished”. Musslewhite (2011) agrees with other scholars that meaningful work is much more motivating. The most vital step in motivating employees as noted by Musslewhite (2011) is recognizing the natural human drive that each individual possesses.
2.3.2.3 Feedback
It is important for managers to realize that some of their principle roles are coaching and mentoring their direct employees, and providing them with appropriate and timely feedback (Musslewhite, 2011).

Kahle-Piasecki (2011, p.46) notes “relationships at the workplace naturally develop between co-workers, clients, supervisors, and subordinates and can be both productive and unproductive, filled with animosity or admiration, and can foster friendships that go beyond the workplace lasting long into other careers and employers”. One type of relationship that can be helpfully in the advancement of one’s career is the mentorship relationship. According to Kahle-Piasecki (2011, p.46), such “mentoring relationship between a mentor - a more experienced employee - and mentee can provide both parties with support and knowledge in performing a job, increased admiration in the office, and navigating the politics of an organization”. For an effective mentorship relationship to increase employee performance, it is important for the organization to put in place formal training and matching programs that will develop the mentoring relationship (Kahle-Piasecki, 2011). According to Kahle-Piasecki (2011) a successful mentorship program is the one that matches a mentor and mentee in a way that there is greater job satisfaction, higher performance, retention and knowledge transfer.

2.3.2.4 Reward Openly and Often
According to Armstrong (2006) many organizations use reward approaches such as compensation to motivate employees which are effective motivators only over a short period of time but ineffective in the long run. In addition as Musslewhite (2011) notes, compensation that is provided in an erratic manner demotivates employees since it leads to dissatisfaction if not provided.

However, this should not stop organizations from providing employees with suitable compensation. As Herzberg (1957) found out, motivational factors such as suitable salary and good working environment may not necessarily increase or lead to job satisfaction but may cause job dissatisfaction if they are not provided. According to Herzberg (1957) many employees are motivated by the work itself and not monetary rewards such as pay. According to Herzberg (1957), employees are effectively motivated to perform better by career advancement and growth, meaningful work, achievement, responsibility and recognition.
According to Musslewhite (2011), recognition is very important hence the need for organizations to develop consistent programs of recognitions that can be used by their managers. According to Musslewhite (2011, p.49) “recognition extends the motivating effects of achievement into responsibility and accountability, which are motivating for the employee, valuable for the manager, and cost-effective for the organization”.

By providing managers with the training and skills they need to be better motivators, learning professionals can work with managers to create a culture of motivation in which individuals feel valued, managers have more capable workers, and the entire organization becomes more agile and change-ready (Musslewhite, 2011, p.49).

2.4 Challenges Associated with Managing Employee Performance

2.4.1 Age Related Motivation

According to Hertel and Wittchen (2009) due to the decreasing birth rates and growing life expectancy, many countries in the world face an ageing workforce leading to an increasing need to reintegrate older employees in work progress. Apart from changes in physical and cognitive capabilities over time, Hertel and Wittchen (2009) infer that good understandings of motivational changes are a function of age, particularly because minor age-related decreases in capability might be compensated by high motivation.

Content related changes of motivation as a function of age as defined by Hertel and Wittchen (2009) refer to different priorities of work related values, interests, and needs. Warr (1996) gives an example suggesting that it is likely that the value of a challenging workplace and multiple feedback decreases with age, whereas safety and security of the workplace together with a positive working climate might become more important over the years. In contract, Warr notes that salary might be particularly important when employees start a family and raise children, but less important in the beginning and the end of people’s career. Warr however admits that such initial assumptions are based on plausibility and theoretical considerations and have yet to be tested empirically. What has been shown repeatedly is that job satisfaction increases with age (Clarke, Oswald, and Warr, 1996). This pattern seems to be mainly due to expectations of older generations, or earlier retirements of unsatisfied employees (Schulte, 2005).

The overall results of Stead’s research (2009) indicated that motivational needs of the employees in Australia vary with age, and that males and females were driven by different motivational sources. With respect to the effect of age on motivation, his analysis showed
that a number of significant relationships, although small: motivational needs of younger and older employees differed on the following motivators: Autonomy, Personal Growth and Progression, Power, Commercial Outlook, Personal Principles, Immersion in one’s work, Competition and Fear of Failure (Stead, 2009, p.130). As noted by Stead (2009), there was a stronger dependency on age for Autonomy, Personal Growth and Progression: older workers have a greater need for freedom and scope to organize their own work than younger workers. At the same time older employees have less need for training opportunities and tasks that promote the acquisition of new skills than younger workers, and are less concerned with their career advancement. According to Stead (2009) this was the case because the careers of the older workers were already developed and advanced and they had all the knowledge and experience. The younger workers on the other hand were at the beginning stage of the career and have plenty of new knowledge, experience and wisdom to gain, and were likely to see the Autonomy on a low level, since they needed more experienced co-workers to rely on and to be trained by them. Stead (2009) also concluded that Ease and Security (i.e., pleasant working conditions and job certainty) were not in relation with the age.

Process related changes can be derived by integrating ageing as a moderator in existing models (Hertel and Wittchen, 2009). For instance, in the terms of expectancy theory, Warr (2001) suggested five sources for age related changes: Adaption to incentives, development of habits over time, social comparison with younger colleagues, effects of age – related stereotypes, and changes in job – related self-efficacy. In similar way, Kanfer and Ackerman (2004) derive a number of hypotheses about ageing effects regarding valence, instrumentality, and expectancy components. However, most of the described hypotheses have yet to be tested empirically because research on age related changes of motivation is just evolving.

Nevertheless, Hertel and Wittchen (2009) agree with some popular stereotype that the potential of older employees to be motivated and high performing members of organizations is much higher. Hence recommends the need of organization making use of its employees’ potential by providing appropriate training and working environment.

2.4.2 Gender Related Motivation

According to Skopje (2011), gender influences the behavior of a person in everyday life as well as at work. As Helgesen (2010) cited in Turmel (2010) notes, one of the major differences in employee behavior at work is that female employees are usually considered
to be highly skilled multi-taskers compared to their male counterparts who are not able to multi-task. Another major difference between the genders that managers should be aware of as noted by Turmel (2010) is that, women tend to speak their mind especially if they are not happy about their immediate working conditions and circumstances than men who tend to suffer in silence. According to Karaskakovska (2011) and other previous research differences between the two genders exist, regarding their motivation at workplace.

For instance, according to the motivation research of Vaskova (2006), in Czech Republic men place higher value on basic salary and bonuses (money) as motivational factors, while women place more importance on inter-personal relationships at workplace, respectful treatment by employer and the possibility of reconciling work and family life (good work environment and the location of the work place). Similarly, Wagner and Hollenbeck (2010) inferred that men tend to place higher value on pay and would change jobs only if higher compensation was offered, while women are more likely to change employers for other reasons.

Another example of gender differences in motivation related to the pay importance, was presented by Jurgensen (1978), cited in Rynes, Gerhart and Minette (2004), who evaluated the importance of ten job characteristics including pay and found out that men considered pay as the fifth most important factor, while women found pay to be the least motivator. Stead (2009) in his “age and gender” study in Australia, also recorded gender differences where his results showed that males and females may be driven by different motivational sources. For instance, male employees valued Competition, Fear of Failure, Power, Immersion, Commercial Outlook and Flexibility higher than females, while females valued significantly higher Recognition, Security and Personal Growth, as motivators at work. Still, regarding the rest of the motivational factors that Stead (2009) evaluated (Autonomy, Progression, Personal Principles, Activity, Affiliation, Status, Material Reward, Achievement and Interest) both genders gave the same rates to imply that other motivational factors are shared between the two genders.

In a similar research conducted by Ross (2005) in South Africa that sought to find out what motivated employees, it was established from the study that Fear of Failure, was rated as to be of more importance to males than females. The other motivational factors such as autonomy, career progression, status etc. were equally important to both genders. Worthley, MacNab, Brislin, Ito, and Rose (2009) in their research revealed that in Japan there is significant difference between the genders, only with respect to extrinsic motivation i.e. the
Hygiene factors as per Herzberg’s theory. Women rate, on average, more highly than men the extrinsic motivating factors such as interpersonal relationship, quality of supervision and leadership, company policy and administration, employee empowerment, job security, salary, working conditions and fair evaluation. Four of the eight extrinsic motivation items are characterized by significant differences in the distributions, with women tending to provide higher assessments for interpersonal relationships, company policy and administration, and fair evaluation, and fewer low assessments than men for company policy and administration. In addition to these findings, the intrinsic motivators were not found to be significantly differently valued, still one of them—company’s growth prospects are somewhat less of a motivation to women relative to the men (Worthley et al., 2009).

It can be concluded that many authors (Ross, 2005; Rynes, et al., 2004; Stead, 2009; Vaskova, 2006; Wagner and Hollenbeck, 2010) found differences in motivation between the employees of the two genders. Still, some authors found that regarding many motivators, there are not differences between male and female employees (Ross, 2005 and Stead, 2009).

2.5 Chapter Summary
This chapter provides comprehensive information on the factors that affect the performance of employees by looking at intrinsic rewards which are inherent in the job such as responsibility, achievement and recognition, and career growth. Extrinsic rewards that are not inherent to the job such as pay, supervision and interpersonal relationships are also discussed. Information on what needs to be done by the organization and various strategies that can be employed by managers to ensure that employees perform better have also been discussed. Lastly the chapter looks at the challenges associated with management of employee performance based on the age and gender of employees. The subsequent chapter of this study describes the research methodology.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter specified the research design, population and sampling design, data collection methods, research procedures and data analysis methods that this study employed. This study focused on the employees of the National Democratic institute in Kenya. The data for this study was collected through questionnaires that were distributed to the population. To establish a relationship between employee motivation and performance, the study employed an explanatory research design.

The chapter was organized in such a way that research design was discussed initially, and then followed by the population and sampling design to establish the target population and sample size, how the data was collected was also discussed and finally there was the description of the field work.

3.2 Research Design

According to Kothari (2004, p.31), “research design is the conceptual structure within which research is conducted”. The function of research design as Kothari (2004, p.14) further notes “is to provide for the collection of relevant information with minimal expenditure of effort, time and money”. The study employed an explanatory research design which according to Kothari (2004, p.36) “attempts to clarify why and how there is a relationship between two or more aspects of a situation or phenomenon”. Explanatory Studies usually involve precise procedures and data source specifications, such studies begins with hypothesis or research question. Taking into account the previous theoretical discussion the following research question were formulated for analysis of this explanatory study: what motivates employees to perform better, what creates an organization’s motivation culture of performance and what are the challenges related to management of employee performance. The study analyzed motivation as an independent variable while employee performance as a dependent variable. Explanatory research design was therefore appropriate for this study since it clarified why and how there was a relationship between motivation and employee performance by looking at the factors that motivated employees to
perform better employee motivation factors and motivational culture that led to performance.

3.3 Population and Sampling Design

3.3.1 Population
The target population was the employees of the National Democratic Institute at the Nairobi Office in Kenya which constitute 40 employees. In Kenya, NDI has only one branch which is located in Nairobi, however the office has three programmes/departments namely: Regional, Kenya and Somalia programme. The employees were categorized as either senior, junior and other (subordinates) employees. The senior staff include: programme directors, senior programme managers, program managers, senior programme officers and office managers. The junior staff on the other hand include: programme assistants, programme officers, Information Technology officers, Account Assistants, Logistic officers, Human Resource Officers and programme interns. Lastly the other group include: drivers and office cleaners.

3.3.2 Sampling Design

3.3.2.1 Sampling Frame
Turner (2003, p.3) defines a sampling frame as “a set of source materials from which the sample is selected whose purpose is to provide a means for choosing the particular members of the target population that are to be interviewed in the survey”.

For this study a list of the names of all National Democratic Institute employees was acquired from the human resource department. This study therefore used the respondents whose names were on the official list from the human resource department. No respondent was considered if their names were not on the official list.

3.3.2.2 Sampling Technique
Kothari (2004, p.55) defines sampling technique “as a definite plan determined before any data is actually collected for obtaining a sample from a given population”. The population of this study, which represented both a high-performing and low – performing workforce was selected on the basis of stratification and convenience. According to Daniels (2011, p.131) Stratified sampling is “sampling procedure in which the target population is first separated into mutually exclusive, homogeneous segments and then a simple random sample is selected from each segment”. This type of sampling is advantageous since it
creates a more representative sample since it ensures that elements from each segment are represented in the sample (Daniels, 2011).

Kothari (2004, p.59) refers to convenience sampling as “when population elements are selected for inclusion in the sample based on the ease of access”. This was convenience since the respondents and the location of the institute was known to the researcher; hence the population was easily accessed and the respondents were easily available during the study.

3.3.2.3 Sample Size
A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Merriam, 2003). A confidence level of 95% will be employed which according to Saunders, Lewis and Thornhill, (2005) is the level of certainty of the characteristics collected that represents the characteristics of the total population. The margin of error, (the accuracy that was required for the estimates made from my sample) was 8, representing a total of 39 workers who were selected for interviews. This is purely a homogeneous population, and a margin of error of 8 is scientifically acceptable for such a population (Saunders et al., 2005).

Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Employees Category</th>
<th>Total Number</th>
<th>% of Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Staff</td>
<td>18</td>
<td>37</td>
<td>12</td>
</tr>
<tr>
<td>Junior staff</td>
<td>24</td>
<td>49</td>
<td>22</td>
</tr>
<tr>
<td>Others</td>
<td>7</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100</td>
<td>39</td>
</tr>
</tbody>
</table>

3.4 Data Collection Methods
The study used primary data. Data for this study was collected using a structured questionnaire that was developed from the information presented in the literature review. Since all the employees of the Institute write and speak English the questionnaire was developed in English.
Using the main motivational elements identified from the literature, a three part survey was developed to collect data for this study. The questionnaire was structured into 2 parts, namely: personal information and specific information. With the open ended questions, the respondents provided answers to the questions. In case of the closed ended questions, a five-point Likert-type scale, ranking from 1 (Strongly agree) to 5 (Strongly disagree) was used for the entire construct. The questionnaire did not request for any personal information such as respondent name or contact details.

3.5 Research Procedures
A pre-test was conducted which involved 3 respondents to evaluate the completeness, precision, accuracy and clarity of the questionnaires. As a result of the pre-test some questions were included while others were omitted. Further, some questions were changed to ensure clarity as well as ensure that they were answered correctly.

After the pre-test the questionnaires that were re-designed and distributed to 40 employees on the basis of face to face delivery. Each employee was given the questionnaire and was given one week to complete the questionnaire and return it to the researcher.

Participation in the survey was on voluntary basis. Each respondent was assigned a survey package that contained an introductory letter and a questionnaire that was sealed in an envelope. To reduce the inconvenience and enhance the response rate, the survey packages were distributed by the researcher herself. Upon completion, all envelopes were sealed and collected by the researcher to ensure that the responses provided by the respondents remained anonymous, with only aggregated data used for the analyses.

3.6 Data Analysis Methods
To ensure easy analysis, the questionnaires were coded according to each variable of the study. This study used descriptive statistics. According to Mugenda, M and Mugenda, G (2009), descriptive analysis involves a process of transforming a mass of raw data into tables, charts, with frequency distribution and percentages, which are a vital part of making sense of the data. In this study, the descriptive statistics were used to measure central tendency, in particular mean and measures of dispersion measuring standard deviation and correlation analysis.
Two separate analyses were conducted on the data gathered from the survey. First, the entire group was analysed, and then the male and female sub groups was analysed as well age to assess any potential motivational differences between the sexes and age. The data collected was coded using Statistical Package for the Social Sciences (SPSS).

3.7 Chapter Summary
This chapter specified the research design, population and sampling design, data collection methods, research procedures and data analysis methods that this study employed. The study utilized an explanatory research design while the population was the employees of the National Democratic Institute in Kenya. Data was collected using structured questionnaires that were distributed to the targeted population. The subsequent chapter of this study analyzed the results and finding of the study.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the analyzed results and findings of the study on the research questions concerning the data collected from the respondents. The purpose of this study was to analyze the factors that affect employee performance, by exploring the link between motivation and employee performance in a non-profit organization in Kenya. The first section of this chapter covers the general information, which presents demographic profiles of the respondents. The second section provides analysis on the factors that motivate employees to perform better, the third section provides analysis on the factors that create organizational culture of performance and the final section provides challenges of managing employee performance.

4.2 General Information

This section provides a summary analysis of general information concerning the respondent’s response rate, gender, age, marital status, department in which they work under their organization, position in the organization and the length of service in the organization. These aspects were put into consideration because of the meaningful contribution they offered to the study especially on the challenges of managing employee performance.

4.2.1 Response Rates

Out of the 39 targeted respondents, 33 responded to the questionnaires. This represented an effective response rate of 85% that was considered sufficient enough to answer the research questions. The response rate is presented in Table 4.1.
### Table 4.1: Response Rates

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target Respondents</th>
<th>Response</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Staff</td>
<td>12</td>
<td>8</td>
<td>67</td>
</tr>
<tr>
<td>Junior Staff</td>
<td>22</td>
<td>20</td>
<td>91</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>5</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>33</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

### 4.2.2 Gender

This study sought to find out the gender representation of the respondents that participated in the study. Out of the total 33 respondents, 52% of them were male, while 48% were female. Ideally these results imply that there were more male respondents than the female respondents.

### Table 4.2: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>17</td>
<td>52</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>33</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

### 4.2.3 Age and Marital Status

Table 4.3 presents a summary of the age and marital status profiles of the respondents. The table reveals that 55% of the respondents were married, 45% were single. Just as married respondents, most single respondents were of the ages between 28-35 years; the difference was that there were no single respondents who were over 44 years.

### Table 4.3: Age and Marital Status

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Age</th>
<th>Count</th>
<th>%</th>
<th>Age</th>
<th>Count</th>
<th>%</th>
<th>Age</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20-27</td>
<td>28-35</td>
<td>36-43</td>
<td>Above 44</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>33.3</td>
<td>53.3</td>
<td>13.3</td>
<td>0.0</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>1</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>5.6</td>
<td>66.7</td>
<td>11.1</td>
<td>16.7</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>6</td>
<td>20</td>
<td>4</td>
<td>3</td>
<td>33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>18.2</td>
<td>60.6</td>
<td>12.1</td>
<td>9.1</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2.4 Program/Department

This study sought to categorically classify respondents based on the department they worked in. Figure 4.1 presents the findings, which show that the majority of the respondents were from regional program which was represented by 39% while 36% were from Kenya program and 24% were from Somali program.

![Program/Department](image)

**Figure 4.1: Program/Department**

4.2.5 Position and Length of Service

The study further analyzed the respondents responses based on the positions and length of service each had in the organization. Table 4.4 presents the summarized analysis. The results reveal that majority of the respondents who participated in the study held junior level positions, accounting for 67%, 21% were in the senior positions and 12% were in the subordinate staff category. In terms of length of service, most of respondents in the senior level had between 6-8 years of service; those in the junior level had between 2-5 years same as those in the subordinate category. These results imply that experience plays a critical role in determining the position one holds.
Table: 4.4: Position and Length of Service

<table>
<thead>
<tr>
<th>Position</th>
<th>Count</th>
<th>Less than 2 yrs</th>
<th>2-5 yrs</th>
<th>6-8 yrs</th>
<th>9 yrs and over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>28.6</td>
<td>28.6</td>
<td>42.9</td>
<td>0.0</td>
<td>21</td>
</tr>
<tr>
<td>Junior Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>40.9</td>
<td>45.5</td>
<td>4.5</td>
<td>9.1</td>
<td>67</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>12</td>
<td>16</td>
<td>3</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>36.4</td>
<td>48.5</td>
<td>9.1</td>
<td>6.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3 Employee Performance

The first research question that this study sought to answer was the factors that motivated employees to perform better on their jobs. Various analysis were conducted to provide the basis of this argument. Descriptive statistics were conducted on the twenty factors. Coefficient of variation was the statistical tool that was emphasized in the ranking of the factors. Ranking of the factors starting from top to bottom indicate the variation of importance put on the factors by the respondents.

Results in table 4.5 reveals that the first five factor in order of importances are; working together in team to achieve organizational goals as opposed to working alone, availability of tools and resources to perform the job, familiarity of the plans, goals and objectives of the organization, appreciation of efforts by immediate supervisors; having clear defined career goals on what one needs to achieve at a personal level and provision of opportunities for accountability for personal progress in the achievement of organizational goals. All others factors were equally important as they were all ranked. It important to note that employees were not satisfied with the career advancement opportunities and the fringe benefits that were being provided by the organization.
### Table 4.5: Factors that Motivate Employees to Perform Better

#### 4.3.1 Correlation on the Factors that Motivate Employees to Perform Better

There are many factors that influence employee motivation on the job. These factors have a far reaching effect on how successful an organization grows. Table 4.6 provides a correlation analysis between the various motivation factors based and the demographic variables.

Results in the table 4.6 reveal a statistically significant relationship between the factors. Provision of fringe benefits correlates with age at \(r = -0.414, n = 30, p < 0.05\), job reliability and security correlates with age, department, and strongly with length worked in the organization at \(r = 0.351, n = 33, p < 0.05\), \(r = -0.351, n = 32, p < 0.05\) and \(r = 0.466, n = 33, p < 0.01\) respectively. Working in a team correlates with programme/department one works in at \(r = 0.436, n = 32, p < 0.05\). Having the necessary tools and resources in performing tasks correlates with positions held at \(r = 0.358, n = 33, p < 0.05\). Assistance offered by supervisor in performing organizational goals correlates with department at \(r = 0.438, n = 32, p < 0.05\) and finally provision of in the accounting of individual progress correlates with age at \(r = -0.438, n = 30, p < 0.05\). These results imply that there are high chances that the
above highlighted factors motivate employees specifically based on age, the department they work in, positions held and length served in the organization.

**Table 4.6: Correlation on the Factors that Motivate Employees to Perform Better**

<table>
<thead>
<tr>
<th>The fringe benefits provided are usually based on my performance</th>
<th>Age</th>
<th>Programme/Department</th>
<th>Position Held</th>
<th>Length in Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>-.414*</td>
<td>Sig. (2-tailed)</td>
<td>.023</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am satisfied because my job is reliable and secure</th>
<th>Pearson Correlation</th>
<th>.351*</th>
<th>-.395*</th>
<th>.466**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.045</td>
<td>.025</td>
<td>.006</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>33</td>
<td>32</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I work well with other team members</th>
<th>Pearson Correlation</th>
<th>.436*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.013</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I have the necessary tools and resources to perform my job</th>
<th>Pearson Correlation</th>
<th>.358*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.041</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My supervisor assists me in setting my performance goals</th>
<th>Pearson Correlation</th>
<th>.438*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.012</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My supervisor provides opportunities to account for my progress in the achievement of my goals</th>
<th>Pearson Correlation</th>
<th>-.392*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>.027</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

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

**4.3.2 Job Reliability and Security**

Job security has always been a critical factor in determining employee motivation hence performance. This study sought to find out from the respondents whether this was the case. Based on their length of service, table 4.7 reveals that all the respondents with 6 and more years of service agreed to above statement regarding job security and performance. Majority of respondents who had worked for the organization between 2-5 years were not sure whether job security was a critical factor that motivates them to perform better as well as those respondents who had worked for the organization for less than 2 years.
Table 4.7: Job Reliability and Security

<table>
<thead>
<tr>
<th>Length in Organization</th>
<th>Satisfied because Job is Reliable and Secure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Less than 2 yrs</td>
<td>Count</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>8.3</td>
</tr>
<tr>
<td>2-5 yrs</td>
<td>Count</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>12.5</td>
</tr>
<tr>
<td>6-8 yrs</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>9 yrs and over</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>9.1</td>
</tr>
</tbody>
</table>

4.3.3 Working Tools and Resources for the Job

The study sought to find out from the respondents whether they had the necessary tools and resources to perform their job. Based on the position they held in the organization, table 4.8 provides a summary of the findings. Results show that all respondents regardless of their position agreed to having the required tools for their job. Over 57% of the respondents in the senior level, 81.8% from the junior level and all in the subordinate category agreed to this. These results imply that the organization was more resources for senior level staff as opposed to staff from other levels.

Table 4.8: Working tools and resources for the Job

<table>
<thead>
<tr>
<th>Position Level</th>
<th>I have the necessary tools and resources to perform my job</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disagree</td>
<td>Neutral</td>
</tr>
<tr>
<td>Senior Level</td>
<td>Count</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>14.3</td>
</tr>
<tr>
<td>Junior Level</td>
<td>Count</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>9.1</td>
</tr>
<tr>
<td>Other</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>9.1</td>
</tr>
</tbody>
</table>
4.3.4 Assistance from Supervisor

Figure 4.2 presents a summary of the level of assistance respondents get from their supervisors based on the program that they work in. Results reveal that 75% of respondents in the Kenya program agreed to having assistance from their supervisor in setting up their performance goals. For the Somalia program, 85.7% of respondents agreed, while for the Regional program 30.5% agreed. These results imply that there is very little support from their supervisors at the regional program as compared to both Kenya and Somalia program.

![Figure 4.2: Assistance from Supervisor](image)

4.3.5 Job Motivation Factors on Employee Performance

Table 4.9 presents a model summary that was used in predicting the dependent variable: Employee Performance (EP) using four independent variables which are: Work Conditions (WC), Job Status and Recognition (JSR), Work Training (WT) and Career Development Opportunities (CDO). R square value is 0.889 that implies that 88.9% chance that WC, JSR, WT and CDO will always determine Employee Performance (EP).

Table 4.9: Job Motivation Factors on Employee Performance Model Summary

<table>
<thead>
<tr>
<th>Model Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>a. Predictors: (Constant), Working Conditions, Job Status And Recognition, Work related Training, Career Development Opportunities.</td>
</tr>
</tbody>
</table>
4.3.5.1 ANOVA

ANOVA table 4.10 indicated that the regression model predicted the outcome variable significantly well. As indicated in Sig. column, $P$ is 0.000 which is less than 0.05 and which implies that, overall, the model applied is significantly good enough in predicting the outcome variable, ($r=0.692$, $p=0.000$).

Table 4.10: 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>10.109</td>
<td>5</td>
<td>2.022</td>
<td>38.385</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>1.264</td>
<td>24</td>
<td>.053</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11.374</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Working Conditions at my place of work, Job Status And Recognition, Work related Training, Career Development Opportunities provided by the organization.

4.3.5.2 Coefficient of Regression Analysis

The values in the table 4.11 helped in developing the regression equation, which indicated the coefficients part of the outputs. The dependent variable is Employee Performance (EP), and independent variables are Work Conditions (WC), Job Status and Recognition (JSR), Work Training (WT) and Career Development Opportunities (CDO). For every increase in one unit of (WC), (JSR), (WT) and (CDO), Employee Performance (EP) changes by 0.238, 0.254, 0.196 and 0.284 units respectively as shown below.

The equation of regression line is:

$$EP = 1.079 + 0.238\ WC + 0.254\ JSR + 0.196\ WT + 0.284\ CDO$$
### Table 4.11: Coefficient of Regression Analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>1.079</td>
<td>.179</td>
<td>6.038</td>
<td>.000</td>
</tr>
<tr>
<td>I am satisfied with the working conditions at my place of work.</td>
<td>.238</td>
<td>.079</td>
<td>.360</td>
<td>3.016</td>
</tr>
<tr>
<td>My current job status and recognition motivates and satisfies me.</td>
<td>.254</td>
<td>.055</td>
<td>.445</td>
<td>4.617</td>
</tr>
<tr>
<td>I am provided with sufficient work related training</td>
<td>.196</td>
<td>.069</td>
<td>.260</td>
<td>2.847</td>
</tr>
<tr>
<td>I am satisfied with Career development opportunities provided by the organization</td>
<td>.284</td>
<td>.057</td>
<td>.473</td>
<td>4.966</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Performance

### 4.3.6 Other Factors that Motivate Employees on the Job

Respondents were provided with an opportunity to list what they thought were other factors that motivated them to perform better. Some of the employees noted that they felt more motivated when they knew and felt that their contribution to the job made a positive change and that it was appreciated. Some felt that their motivation came from learning new ideas when performing their tasks. Others respondents were of the opinion that they got motivated whenever they did work and activities which they were sure contributed to their career development. Expressed was the need to have sufficient time away from work to rest and reenergize. There is also need by the organization to incorporate majority of the employees in decision making process especially when issues affecting employees were being discussed.

Employees feel motivated when they get clear direction in handling job related tasks. They prefer quick feedback from their managers/partners and a common working environment that is free of threats and personal egos. Other respondents noted that their motivation comes from the fact that they have supervisors who listened, understood challenges they (employees) faced at work and willingness for the managers to help solve them. To discourage boredom some respondents feel that the organizations should be creative enough to introduce more development programs that will effectively involve them.
4.4 Performance Culture of the Organization

The second research question that this study sought to answer was the factors that contributed to high performance culture. Ten factors were analyzed and ranked using descriptive statistics. Table 4.12 presents the findings.

First on the list was the provision of opportunity for new ideas, second was development of new skills through training, third was organization concern for staff well being, fourth was an organization structure that provides both upward and downward communication. Immediate feedback from supervisors ranked fifth. Majority of respondents however noted that the job they were currently performing was not suited for the skills they possess and that management was not aware of the benefits of having motivated employees.

Table 4.12: Factors Contributing to High Performance Culture

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Dev</th>
<th>C.V</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>My manager/supervisor gives me an opportunity to come up with my own ideas</td>
<td>3.64</td>
<td>1.113</td>
<td>0.31</td>
<td>1</td>
</tr>
<tr>
<td>The organization equips me with the necessary skills through training</td>
<td>3.06</td>
<td>.982</td>
<td>0.32</td>
<td>2</td>
</tr>
<tr>
<td>Management is concerned with the work I do as well as my well-being</td>
<td>3.15</td>
<td>1.093</td>
<td>0.35</td>
<td>3</td>
</tr>
<tr>
<td>The organizational structure present provides for both upward and downward communication</td>
<td>3.03</td>
<td>1.092</td>
<td>0.36</td>
<td>4</td>
</tr>
<tr>
<td>Feedback on the work I have done is provided immediately by my supervisor/manager</td>
<td>3.30</td>
<td>1.212</td>
<td>0.37</td>
<td>5</td>
</tr>
<tr>
<td>There is a strong and consistent organizational structure in the organization</td>
<td>3.03</td>
<td>1.121</td>
<td>0.37</td>
<td>5</td>
</tr>
<tr>
<td>Senior management allows for upward reporting and communication which provides a strong support base for employees.</td>
<td>3.06</td>
<td>1.144</td>
<td>0.37</td>
<td>5</td>
</tr>
<tr>
<td>I am frequently mentored by my supervisor</td>
<td>3.03</td>
<td>1.185</td>
<td>0.39</td>
<td>8</td>
</tr>
<tr>
<td>The job I perform now is best suited for the skills I possess.</td>
<td>3.13</td>
<td>1.289</td>
<td>0.41</td>
<td>9</td>
</tr>
<tr>
<td>Management is aware of the benefits of having motivated employees</td>
<td>4.47</td>
<td>9.284</td>
<td>2.08</td>
<td>10</td>
</tr>
</tbody>
</table>

4.4.1 Management Aware of the Benefits of Motivation

This study sought to find out from the respondents whether their management was aware of the benefits of having motivated employees. Table 4.13 provides the results. From this table, over 70% of respondents from the Somalia Program agreed to having their management aware of the benefits of a motivated staff. For the regional program 46.2% agreed with this while only 8.3% in Kenya Program were in agreement. These results imply
that more has to considered when it comes to motivating staff in both the Kenya and Regional programs.

**Table 4.13: Management Aware of the Benefits of Motivation**

<table>
<thead>
<tr>
<th>Management is aware of the benefits of having motivated employees</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Program</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td>Regional Program</td>
<td>1</td>
<td>7.7</td>
<td>3</td>
<td>23.1</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>Regional Program</td>
<td>6</td>
<td>46.2</td>
<td>0</td>
<td>0.0</td>
<td>13</td>
<td>100.0</td>
</tr>
<tr>
<td>Kenya Program</td>
<td>4</td>
<td>33.3</td>
<td>3</td>
<td>25.0</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Kenya Program</td>
<td>12</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somali Program</td>
<td>0</td>
<td>33.3</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Somali Program</td>
<td>6</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>16.1</td>
<td>6</td>
<td>19.4</td>
<td>8</td>
<td>25.8</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4.4.2 Upward and Downward Communication

Respondents were requested to state whether their organization had a clear structure present that provided them with both upward and downward communication. Figure 4.3 summarizes the findings.

Results as indicated by figure 4.3 show that 32% agree with this fact, 39% were not sure, while 27% disagree to have such structure in operation. Such results clearly indicate that indeed communication is a challenge in this organization. Management should be a little creative in incorporating this concept in the organization.

![Figure 4.3: Upward and Downward Communication](image-url)
4.4.3 Reporting and Communication

To find out whether senior management allows for upward reporting and communication, the study did an analysis of respondents' perceptions based on this. Table 4.14 provides the findings. Here senior level respondents and subordinate had a relatively higher level of agreement, 57.2% and 100% respectively. Only 31.8% of the junior respondents were in agreement with this fact. Implication of these results is that, the junior level employees never feel the effect of upward reporting and communication; there is a gap between the three levels of employees working in this organization.

Table 4.14: Reporting and Communication

<table>
<thead>
<tr>
<th>Position in Organization</th>
<th>Senior management allows for upward reporting and communication which provides a strong support base for employees.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Senior Level</td>
<td>Count</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>Junior Level</td>
<td>Count</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>13.6</td>
</tr>
<tr>
<td>Other</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>12.1</td>
</tr>
</tbody>
</table>

4.4.4 Training

Training of employees is very important in equipping them with the necessary skills and knowledge to enable them perform their assigned tasks effectively. Based on this view the study sought to find out from the respondents whether the organization does equip them with the necessary skills through training. Results in 4.4 show that 42% of the respondents agreed to this, 24% were not sure while 33% disagreed. The combined figure of both the neutral and those who disagreed is large. It clearly implies that training that is conducted is not adequate or if conducted frequently its not related to equipping employees with the necessary skills and knowledge.
4.4.5 Innovative Initiatives

This study sought to find out from the respondents whether they were given platforms to come up with new ideas or innovations/suggestions. Results were based on the length that one had served in the organization. Table 4.15 provides a summary of the results which shows that over 51% of respondents with less than 2 years, those with between 6-8 years and over 9 years of experience agreed to have been given such an opportunity.

Table 4.15: Innovative Initiatives

<table>
<thead>
<tr>
<th>Length of Service</th>
<th>My manager/supervisor gives me an opportunity to come up with my own ideas</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Less than 2 yrs</td>
<td>Count</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>8.3</td>
</tr>
<tr>
<td>2-5 yrs</td>
<td>Count</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.3</td>
</tr>
<tr>
<td>6-8 yrs</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>9 yrs and over</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.1</td>
</tr>
</tbody>
</table>
4.4.6 Skill Suitability for the Job

Employees perform exemplary well when they have the capacity and capability to perform tasks allocated to them. Based on this view, this study sought to find out from the respondents whether the job they performed was suited for the skills they possessed. Figure 4.5 show that 42% were in agreement with this, 21% were neutral while, 33% disagreed completely. These variations are too large, indicating that majority of the staff in this organization perform tasks that don’t relate to the skills they have.

![Skill Suitability for the Job](image)

**Figure 4.5: Skill Suitability for the Job**

4.4.7 Mentorship Program

Table 4.16 provides a summary of respondents responses on whether they are frequently mentored by their supervisors. The results reveal that 39.4% agreed to being mentored, 33.3% disagree while 27.3% were neutral. An implication of this is that mentorship program has not been fully instituted in the organization. For employees to learn and emulate best practices of high performance then this ought to be a priority for management.

### Table 4.16: Mentorship Program

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>21.2</td>
</tr>
<tr>
<td>Neutral</td>
<td>9</td>
<td>27.3</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>30.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.4.8 Other Factors Contributing to High Performance Culture

This study provided respondents with an opportunity to explain what they thought were the other factors that contributed to high performance culture in their organization. Some respondents expressed the need to be given opportunities to be in charge of short term projects. Others felt that promotions should be based on merit aligned with increased benefits for tasks accomplished.

Some respondents expressed the need for the organization to allow individuals to organize their day to day work on their own, in a manner that will allow them to come up with better ways of accomplishing the tasks effectively. In addition to this, most respondents detest being assigned demeaning tasks. More concern was on the need for more networking between employees with experience and those who didn’t this was to provide an opportunity for those who didn’t have experience to learn and gain such experience. Further there is need for recognition and respect of professional peers as well as team work and good working relationship among all staff irrespective of job position and length of service.

4.5 Challenges Associated with Management of Employee Performance

The final objective that this study tackled was the challenges of managing employee performance. Ten variables were analysed and ranked based on the effect they had on employee performance.

Results presented in table 4.17 reveal that employees appreciate challenging tasks which was ranked first. Second was the need for employees to feel that they are progressing in their careers. Management should foster team work and encourage staff to achieve goals in group. Fourth was the need for work autonomy where employees can have a chance to determine how well they can achieve the tasks assigned to them. More so employees need to perform interesting tasks. Majority of the employees are not motivated by power and money since they were ranked nineth and tenth respectively.
Table 4.17: Challenges Associated with Management of Employee Performance

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>C.V</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am motivated by challenging tasks</td>
<td>4.40</td>
<td>.675</td>
<td>0.15</td>
<td>1</td>
</tr>
<tr>
<td>I feel motivated if I am progressing career wise</td>
<td>4.59</td>
<td>.712</td>
<td>0.16</td>
<td>2</td>
</tr>
<tr>
<td>I feel motivated if I work in a team/group</td>
<td>4.38</td>
<td>.833</td>
<td>0.19</td>
<td>3</td>
</tr>
<tr>
<td>I am motivated by work autonomy</td>
<td>4.07</td>
<td>.799</td>
<td>0.20</td>
<td>4</td>
</tr>
<tr>
<td>I feel motivated if I perform interesting work</td>
<td>4.25</td>
<td>.984</td>
<td>0.23</td>
<td>5</td>
</tr>
<tr>
<td>I am motivated by job security</td>
<td>3.97</td>
<td>1.031</td>
<td>0.26</td>
<td>6</td>
</tr>
<tr>
<td>Am motivated when the organization is sympathetic to my personal problems</td>
<td>3.48</td>
<td>1.180</td>
<td>0.34</td>
<td>7</td>
</tr>
<tr>
<td>I am motivated by the job status</td>
<td>3.03</td>
<td>1.150</td>
<td>0.38</td>
<td>8</td>
</tr>
<tr>
<td>I am motivated by job power</td>
<td>2.84</td>
<td>1.322</td>
<td>0.47</td>
<td>9</td>
</tr>
<tr>
<td>I am motivated by money</td>
<td>2.88</td>
<td>1.362</td>
<td>0.47</td>
<td>10</td>
</tr>
</tbody>
</table>

4.5.1 Correlations on Challenges in Management of Employee Performance

Organizations always endeavour to motivate its employees so as to improve on their performance. However, there are many factors that hinder this. This study sought to find out how the various challenges correlate with the demographic variables. Results from Table 4.18 show various correlations analysis. There exist a statistical significant relationships between job status with length of service at \( r = .366, n = 32, p < 0.05 \), work autonomy with age and department one works at \( r = -.532, n = 29, p < 0.01 \) and \( r = .393, n = 28, p < 0.05 \) respectively. Challenging tasks correlate with age at \( r = -.390, n = 29, p < 0.05 \). Having a sympathetic organization correlates with age, department and length of service at \( r = -.389, n = 31, p < 0.05 \), at \( r = .503, n = 30, p < 0.01 \) and at \( r = -.436, n = 31, p < 0.05 \) respectively. Finally, performing interesting work correlates with age, marital status and department at \( r = -.431, n = 32, p < 0.05 \), at \( r = -.404, n = 32, p < 0.05 \) and at \( r = -.361, n = 31, p < 0.05 \) respectively.
Table 4.18: Correlations on Challenges in Management of Employee Performance

<table>
<thead>
<tr>
<th></th>
<th>Age</th>
<th>Marital Status</th>
<th>Programme/Department</th>
<th>Length of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am motivated by the job status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td></td>
<td></td>
<td></td>
<td>-.366*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td>.039</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>I am motivated by work autonomy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-.532**</td>
<td>.393*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.003</td>
<td>.038</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>29</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am motivated by challenging tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-.390*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.036</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel motivated if the organization is sympathetic to my personal problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-.389*</td>
<td>.503**</td>
<td>-.436'</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.030</td>
<td>.005</td>
<td>.014</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>31</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>I feel motivated if I perform interesting work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-.431*</td>
<td>-.404'</td>
<td>.361*</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.014</td>
<td>.022</td>
<td>.046</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>32</td>
<td>32</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

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

4.5.2 Career Progression

It is important for organizations to ensure that employees are progressing careerwise. Its therefore the responsibility of the management to ensure that this need is achieved by each individual member working in the organization. Based on the age of the respondents, the study sought to find out from the respondents if they were motivated by career progression. Results summarized in figure 4.19 indicate that a large percentage of the respondents who were below the age of 36 years felt motivated by career progression as opposed to respondents above 36 years.
Table 4.19: Career Progression

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-27</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>28-35</td>
<td>5</td>
<td>2</td>
<td>12</td>
<td>5</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>36-43</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Above 44</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>3</td>
<td>16</td>
<td>8</td>
<td>2</td>
<td>29</td>
</tr>
</tbody>
</table>

4.5.3 Job Status

Table 4.20 presents findings on whether the respondents were motivated by job status. Results have wide variations based on the length of service that one had served in the organization. Over 50% of those with less than 2 years of experience agreed that their job status motivate them. On the other hand, over 60% of those with between 6-8 years of experience disagree with this. These results imply that job status as a factor of motivation varies differently with the staff's length of service and personal preference.

Table 4.20: Job Status

<table>
<thead>
<tr>
<th>Length of Service</th>
<th>I am motivated by the job status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Less than 2 yrs</td>
<td>Count</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>9.1</td>
</tr>
<tr>
<td>2-5 yrs</td>
<td>Count</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>6.3</td>
</tr>
<tr>
<td>6-8 yrs</td>
<td>Count</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>33.3</td>
</tr>
<tr>
<td>9 yrs and over</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>9.4</td>
</tr>
</tbody>
</table>
4.5.4 Job Security

Respondents were asked whether job security was a factor that highly influenced their motivation. Table 4.21 presents the findings where 87.5% of the female respondents agreed while 76.5% of the male respondent disagreed. These results imply that job security is a high motivational factor for female employees than their counterparts.

Table 4.21: Job Security

<table>
<thead>
<tr>
<th>Gender</th>
<th>I am motivated by Job Security</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disagree</td>
<td>Neutral</td>
</tr>
<tr>
<td>Female</td>
<td>Count: 0</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>Count: 13</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>Count: 13</td>
<td>3</td>
</tr>
</tbody>
</table>

4.5.5 Organization Concern for Employee Problems

The study sought to find from the respondents whether they felt motivated when the organization they were working for had employee welfare concerns. This was to find whether the organization was keen in listening to employee grievances. Results presented in table 4.22 are categorized in based on the respondent gender. The results show that 87.5% of female respondents agreed that they were motivated when the organization was sympathetic to their personal problems while 47.05% of male employees disagreed.

Table 4.22: Organization Concern for Employee Problems

<table>
<thead>
<tr>
<th>Gender</th>
<th>I am motivated when the organization is concerned with my welfare</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disagree</td>
<td>Neutral</td>
</tr>
<tr>
<td>Female</td>
<td>Count: 0</td>
<td>2</td>
</tr>
<tr>
<td>Male</td>
<td>Count: 8</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>Count: 8</td>
<td>8</td>
</tr>
</tbody>
</table>
4.5.6 Money Factor

Table 4: 23 presents a summary analysis of whether respondents based on their gender found money as factor that motivates them to perform better. Results show that 56.3% of the female respondents were not motivated by money as opposed to 70.6% of male respondents who were motivated by money.

Table 4: 23: Money Factor

<table>
<thead>
<tr>
<th>Gender</th>
<th>I am motivated by money</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disagree</td>
<td>Neutral</td>
</tr>
<tr>
<td>Female</td>
<td>Count</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>56.3</td>
</tr>
<tr>
<td>Male</td>
<td>Count</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>17.6</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>36.4</td>
</tr>
</tbody>
</table>

4.5.7 Perform Interesting Work

Table 4.24 presents results on the findings of respondents based on whether their motivation is aroused when they perform interesting work. 96.5% of the employees were motivated by interesting work. Findings show that both younger and older employees are motivated by interesting work, something challenging, new and worth of their time. This has the capacity of keeping them attentive and always anticipating for new ideas and avenues of growth.

Table 4.24: Interesting work

<table>
<thead>
<tr>
<th>Age</th>
<th>I am motivated by interesting work</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disagree</td>
<td>Neutral</td>
</tr>
<tr>
<td>20-27</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>28-35</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>36-43</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
<tr>
<td>Above 44</td>
<td>Count</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td>0.0</td>
</tr>
</tbody>
</table>
4.5.8 Job Power

Job power is the influence that one would have by virtue of office held. This study sought to find from the respondents whether they would feel motivated when they assume such positions or roles. Results in figure 4.9 presents a summary. 56% disagreed with this as compared to 28% who agreed from the senior level respondents, 45% from the junior level disagreed while 38% were in agreement that job power would motivate them. In the final category, the subordinate staff over 70% were in agreement with this idea, only 25% disagreed.

Figure 4.6: Job Power

4.5.9 Work Autonomy

Table 4.25 presents findings on the analysis of respondents' views on whether they are motivated by work autonomy. Results varied based on the age of the respondents. Over 80% of respondents with less than 36 years of age were in agreement and support the idea of work autonomy.
Table 4.25: Work Autonomy

<table>
<thead>
<tr>
<th>Age</th>
<th>I am motivated by work autonomy</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disagree</td>
<td>Neutral</td>
</tr>
<tr>
<td>20-27</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>28-35</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>10.5</td>
</tr>
<tr>
<td>36-43</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>50.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Above 44</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>50.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>Count</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>6.9</td>
<td>6.9</td>
</tr>
</tbody>
</table>

4.5.10 Management of Employee Performance and Motivation Model Summary

Table 4.26 presents a model summary that was used in predicting the dependent variable: Employee Motivation (EM) using two independent variables which are: Job Security (JS), and Organization Concerns on Employee Problems (OCEP). R square value is 0.523 that implies that 52.3% chance that EM and OCEP will always determine Employee Motivation (EM).

Table 4.26: Management of Employee Performance and Motivation Model Summary

<table>
<thead>
<tr>
<th>Model Summary</th>
<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></td>
<td>1</td>
<td>.723</td>
<td>.523</td>
<td>.488</td>
<td>.41237</td>
</tr>
<tr>
<td>a. Predictors: (Constant), organization is sympathetic to my personal problems, job security</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.5.10.1 ANOVA

ANOVA table 4.27 indicated that the regression model predicted the outcome variable significantly well. As indicated in Sig. column, $P$ is 0.000 which is less than 0.05 and which implies that, overall, the model applied is significantly good enough in predicting the outcome variable, ($r=0.723$, $p=0.000$).
**ANOVAl**

<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>5.210</td>
<td>2</td>
<td>2.605</td>
<td>15.320</td>
<td>.000b</td>
</tr>
<tr>
<td>Residual</td>
<td>4.761</td>
<td>28</td>
<td>.170</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>9.972</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Motivation

b. Predictors: (Constant), organization is sympathetic to my personal problems, job security

**4.5.10.2 Coefficient of Regression Analysis**

The values in the table 4.28 helped in developing the regression equation, which indicated the coefficients part of the outputs. This equation took the following form: dependent variable = slope, times independent variable, and intercept. The dependent variable is Employee Motivation (EM) and independent variables are; Job Security (JS), and Organization Concerns on Employee Problems (OCEP). For every increase in one unit of (JS) and (OCEP), Employee Motivation (EM) changes by 0.216 and 0.243 units respectively as shown below.

The equation of regression line is: $EM = 2.061 + 0.216 \times JS + 0.243 \times OCEP$

**Table 4.28: Coefficient of Regression Analysis**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>2.061</td>
<td>.326</td>
<td>6.317</td>
<td>.000</td>
</tr>
<tr>
<td>I am motivated by job security</td>
<td>.216</td>
<td>.077</td>
<td>.385</td>
<td>2.787</td>
</tr>
<tr>
<td>I feel motivated if the organization is sympathetic to my personal problems</td>
<td>.243</td>
<td>.068</td>
<td>.498</td>
<td>3.603</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Employee Motivation
4.5.11 Other Challenges in Management of Employee Performance

Lastly under this objective, respondents were required to list other factors that they considered a challenge in the management of employee performance. One of the issues highlighted was the ability to network with influential people and partners that one could interact and learn from. Some felt that appreciation from colleagues, while others felt that a good working environment and relationships were factors to be considered. Acknowledgement of employee effort at work as well as the need for respect, open and quick feedback from senior management was also raised.

4.6 Chapter Summary

This chapter provides the results and findings with respect to the information provided by the respondents. The first section provides analysis of the general information of respondents; the second section provided analysis on the factors that motivate employees on their job, the third section provided analysis on the factors that create culture of performance in organization and the final section was on the challenges of managing employee performance. The next chapter provides the conclusion, summary as well as discussions and recommendations for improvement and future research.
CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings of the research as compared to the findings in the literature review, provides the summary of the study and recommendations for further improvement on identifying the measures to be taken in improving employee performance as well as dealing with the challenges associated with motivating employees. The research is concluded on the basis of the conclusions drawn from the research questions.

5.2 Summary

The purpose of the study was to analyze the effect of motivation on employee performance. Previous research implies that motivation has great impact on employee performance; demoralized employees tend to have the least job satisfaction leading to poor performance while motivated employees are satisfied with their jobs leading to better performance. Hence this study sought out to answer the following research questions: what motivates employees to perform better; what creates an organizational culture of performance; and the challenges that are related to management of employee performance.

The study adopted an explanatory research design. The study therefore provided deep insights on what really motivates employees to perform better and if the motivators defer based on institution structures by looking at different intrinsic and extrinsic rewards that are awarded to employees. The target population of the study was 40 employees who held senior and junior levels at National Democratic Institute. Data was collected in form of a structured questionnaire that was distributed to the employees. Statistical analysis was used to analyze the data while charts and tables were used to present the findings and results.

The study found out that there were various factors that motivate employees to perform better on the job. From the study, it was found out that some motivating factors both intrinsic and extrinsic were critical than others in motivating employees to perform better. The study established that employees are motivated to perform better when they work in teams, when they have the necessary tools and resources to perform their job effectively, when they are familiar with the plans, goals and objectives of the organization which means good leadership. Further, employees were motivated to perform better when their
supervisors provided them with opportunities to account for their progress in the achievement of their goals and when they were appreciated for their work efforts. On the contrary, employees felt that fringe benefits provided by the organization were not usually based on performance. They believe that the organization does not make good use of their skills and abilities and they are not satisfied with career advancement opportunities provided by their organization.

According to the study, high performance culture is caused by a number of factors. The factors were sorted, analyzed and ranked according to their level of impact. Employees felt that high performance culture was enhanced when organization equips them with necessary skills through training and supervisors and managers provided them with opportunities to come up with their own ideas. The study found out that organizational structure that provides for both upward and downward communication enhances effective feedback on the works done. On the other hand the study found that employees were not frequently mentored by their supervisors and that the jobs they performed were not best suited for the skills they possessed. Notably, the study established that management was not aware of the benefits of having motivated employees which has a detrimental effect on the enhancement of high performance culture.

By looking at what motivates employees based on their age, gender and the position they held in the organization, the study sought to find out the different motivators which in this case are challenges since each employee based on their age, gender or position might be motivated differently making it hard for managers to motivate employees if they are not aware of such differences. The study found out that generally the employees were motivated by challenging tasks, team work and supervision; on the contrary employees were not motivated by money, power and status but this was different when analyzed based on gender and length of service. The study found out that many employees who have worked for the organization for a longer period were motivated by job status as opposed the employees who have not. Employees who were older were motivated by work autonomy, interpersonal relationships and challenging tasks. Lastly women employees were motivated more by interpersonal relationships and job security while men were motivated more by money.
5.3 Discussions

5.3.1 Employee Performance

For organizations to gain competitive advantage, it is important that they come up with ways that will consistently and effectively motivate their employees. Skopje (2011) notes that by finding and coming up with greater ways of promoting and increasing employee performance in an organization, management ensures that their organizations/businesses are successful.

The study tested and analyzed many factors that motivate employees to perform better. Among the factors were teamwork; tools and resources for performing the job; employee participation; supervision and career growth. Working conditions, training, job reliability and security were also analyzed.

The study found out that working in a team was critical in motivating employees to perform better. Teamwork was ranked as the 1st motivating factor for high performance by the employees (mean = 4.27). According to the study, a well working team is highly motivating hence produces high output. This finding agrees with Rampur (2010) view that effective achievement of organizational goals depends on good interpersonal relationships which create good teams. According to Rampur (2010) teamwork is beneficial especially for an organization that has defined and communicated its targets to its employees and it is working to attain the target.

The study established that employees perform better if they had the necessary tools and resources to perform their work which was ranked as the 2nd motivating factor for high performance (mean = 4.03) and an average of 70% of employees in all levels agreeing to this. This finding supports Preece (2013) view that employees tend to perform better if they are provided with the necessary resources hence it’s upon management to ensure that such resources are available. These resources may include working computers, internet, telephone, chairs, tables, writing pads and pens. Preece (2013) notes that with such resources employees are able to save time as well as their energy.

The study established that employees performed better when they are aware of the organization’s plans, goals and objectives which was ranked as the 3rd motivating factor for high performance (mean = 3.94). This finding supports Denny (2002) conclusion that most employees like participating in making decisions regarding the factors that directly affect their work-lives. Employee participation as noted by Denny (2002) includes involvement in
making decisions in the organization or setting organizational goals. Such involvement as noted by Denny (2002) makes employees feel valuable and appreciated by the organization which in turn motivates employees.

It was found out that managers and supervisors provided the employees with opportunities to account for their progress in the achievement of their goals and appreciated their efforts (mean = 3.66). This finding supports Preece (2013) view that effective supervision occurs when managers provide employees with opportunities that allows them to account for their performance. It is therefore important for managers to come up with timelines on when to report and how to report.

The study revealed that supervisors assisted the employees in setting up their performance goals with over 75% employees from the Kenya and Somalia Programs agreeing to this (mean = 3.66). This finding agrees with Preece (2013) findings that employees are motivated to perform better if management encourages them to come up with new and better ways of doing things.

On the other hand the study found that the career development opportunities provided by the organization were not sufficient which was ranked last (mean=2.79). Dev (2006) found that career development programs provides employees with relevant skills and knowledge as well as facilitates the organization’s objective of showing a well-articulated, growth oriented yet flexible career path to its employees. Hence, for improved performance it is important for the organization to sufficiently provide employees with development opportunities.

5.3.2 Performance Culture of the Organization

The study found out a number of factors that enhance high performance culture of an organization. The findings were analyzed and ranked according to their level of impact to the organization. The high impact level factors included managers and supervisors providing employees with opportunities to come up with their own ideas; equipping employees with necessary skills through training; management concern for the well-being of the employee as well as the work done, upward and downward communication, and feedback on the work done. The moderate impact level factors were; frequently mentored by supervisors, job done best suited for the skills one possessed, and management being aware of the benefits of having motivated employees.
The study revealed that when managers and supervisors give their employees an opportunity to come up with own ideas (mean = 3.64), high performance culture is enhanced in the organization. This finding echoes the findings of Math (2012) who found out that effective corporate organization have clear reporting lines which ensure that employees know who to talk to when they have ideas, challenge, issue or problems. This motivational factor was ranked 1\textsuperscript{st} by the respondents who believed that their organization was providing them with opportunities to come up with their own ideas.

It was also found that for an organization to enhance high performance culture it should equip their employees with the necessary skills through training. Equipping employees with the necessary skills through training was ranked 2\textsuperscript{nd} with a mean score of (3.06). This findings agree with Musselswhite (2011) view that organizations must educated or train their employees; specifically, organization must educate managers on benefits of having motivated staff. Organizations should therefore provide managers with requisite skills and knowledge that will enable them to motivate employees to perform better.

The study found that management was concerned with the work employees performed as well as their welfare, this was ranked 3\textsuperscript{rd} with a mean score of (3.15). This finding echoes Musselswhite (2011) conclusion that employees usually display trust - one of the characteristics of high performing companies - when they feel that their managers are concerned about their work and their wellbeing. Hence it is important for managers to appreciate the employees themselves as well as their work.

To enhance a high performance culture, an organization should put in place structures that enhance both upward and downward communication. The study found out that this was not the case, with only 32\% of the employees agreeing that there was a structure in place that provides for both upward and downward communication. Math (2012) stresses the need of having structures that provides feedback immediately from managers/ supervisors on the work done by the employees. Math (2012) affirms the need of having organization structures that are in line with the organization culture since they make or break a business since cracks in the organization structure, or a lack of forward thinking may lead to businesses to run into the risk of losing their best employees due to lack of motivation in the organization.

From the study, it was found out that the jobs employees performed were not best suited for the skills they possessed with only 42\% of employees agreeing that the job they performed...
was best suited for the skills they had. As Musslewhite (2011) notes it is important for managers to ensure that employees are assigned jobs that effectively suit their skills and professional goals. This therefore means that managers must create time where they get to know their employees at a personal level.

It was also found out that most supervisors do not frequently mentor their staff with only 39% of employee agreeing that they are frequently mentored by their Supervisors. As noted by Kahle-Piasecki (2011) effective mentorship relationship/program increases employee performance due to knowledge transfer, retention, and greater job satisfaction that is created by such relationships. It is therefore important that organizations strive to put in place mechanisms or create a working environment that contributes to effective mentorship relationships between the managers/supervisors with the employees.

5.3.3 Challenges Associated with Managing Employee Performance
The study found out that not all employees are motivated by the same motivational factors; however some motivational factors were ranked equally by men and women, all ages and positions. Such motivational factors in their order of importance to all employees included: challenging tasks (mean = 4.40), team work (mean = 4.38), and interesting work (mean = 4.25). This finding echoes Stead (2009) conclusion that even though the age and gender of an individual determines what motivates them some motivational factors such autonomy, progression, personal principles, activity, affiliation, status, material reward, achievement and interest are cross cutting among different demographics such as gender and age. Further, the findings of this study echoes Stead (2009) research findings that there is a strong correlation between age and autonomy, career progression, interpersonal relationships and interesting work. Further the study found that there was a strong correlation between length of service and job status ($r = -0.366, n = 32, p < 0.05$).

The study found out that over 80% of the employees who were below the age of 36 years were highly motivated by autonomy which contradicts Stead (2009) research findings that younger workers were not highly motivated by autonomy because they are at the earlier or beginning stage of their career hence have plenty of new knowledge, experience and wisdom to gain. Further, they are highly dependent on the more experienced co-workers for experience sharing and training. On the other hand older workers have a greater need for freedom and scope to organize their own work.
The study revealed that over 92% of employees who were below the age of 36 years were highly motivated by progression in their career which as noted by Holbeche (1998) enhances productivity and performance. These finding echoes Stead (2009) research findings that older employees have less need for training opportunities and tasks that promote the acquisition of new skills than younger workers, and are less concerned with their career advancement. According to Stead (2009) this is the case because the careers of the older workers are already developed and advanced and they have all the knowledge and experience required.

The study established that 96.5% of employees regardless of their age were highly motivated by interesting work/challenging tasks. These findings contradicts Stead (2009) research findings that only older employees are motivated by interesting work. However this may be so because none of the respondents were over 50 years old (which Stead considered as older employees). Preenen (2010) notes that performing challenging tasks has many beneficial consequences for both employees and organizations which include: managerial development, career advancement and future job performance. De Pater, Van Vianen and Preenen (2008) characterizes challenging job/task as one which (a) is new and asks for non-routine skills and behaviors, (b) tests one’s abilities or resources, (c) gives an individual the freedom to determine how to accomplish the task, and (d) involves a higher level of responsibility and visibility.

The study established that 87.5% of female employees were highly motivated by job security and organization’s concern for employee problems, while 76.5% of male employees were not motivated by job security instead 70.6% were motivated by money and power. These findings echoes Vaskova (2006) research findings that men are highly motivated by pay and bonuses inform of money while women are highly motivated by interpersonal relationships at workplace, respectful treatment by employer and the possibility of reconciling work and family life (good work environment and the location of the work place). Similarly, Wagner and Hollenbeck (2010) inferred that men tend to place higher value on pay and would change jobs only if higher compensation was offered, while women are more likely to change employers for other reasons such as good working environment. However, Armstrong (2006) cautions against the use of monetary reward since it not an effective motivator in the long run.
5.4 Conclusions

5.4.1 Employee Performance

Employee motivating factors are so crucial in enhancing their performance on the job. It is therefore important for an organization to provide a favorable working environment that enables effective teamwork. Management should continuously provide necessary tools and resources to enhance employee performance on the job. For effective employee participation, organizations should have clear plans, goals and objectives that have been developed by the employees themselves for ownership purpose. Employees will perform better when they have clearly defined career goals. Employees feel motivated when their supervisors provide opportunities to account for their progress in the achievement of their goals. This should be followed by appreciation, recognition and rewards for their efforts. It is important for the organization to provide career development opportunities such as training frequently to equip employees with the necessary skills and knowledge. Employees will perform better if they are assigned with tasks that are in sync with the skills and the abilities they possess.

5.4.2 Performance Culture of the Organization

The culture in which an organization operates is very essential since it determines if the working environment is conducive for high performance. When organizations promote its values as well as communicate them to the employees effectively, it provides employees with an opportunity to acknowledge and accept such values which then changes their behavior and attitudes towards work. Employee performance is enhanced when there is good interaction between employees and management which enhances team communication and collaboration. Such interactions inspire and encourage employees to achieve the goals and objectives of the organization.

It is therefore important for managers and supervisors to provide employees with opportunities to come up with their own ideas. High performance culture is enhanced by organizations equipping their staff with necessary skills through training and when management is concerned with the work the employees perform as well as their well-being. High performance culture is achieved when an organizational structure provides for both upwards and downward communication which provides for quicker feedback from the management hence performance.
5.4.3 Challenges Associated with Managing Employee Performance

Employees of different age and gender are motivated with different motivational factors that enable them to perform better; however it important to note that not all motivators differ depending on age and gender of employees—there are some motivating factors that are equally important to both genders and all age groups.

Female employees prefer job security, interpersonal relationships and good working environment rather than money, power and status which are preferred by male employees. Younger employees prefer career progression (personal growth and development) and work autonomy while older employees prefer challenging task/interesting work.

Both younger and older, and female and male employees have significant participation in the overall performance of the organization since they all bring specific and unique values and advantages to the work environments that they are part of. Hence, it is a challenge to the managers of the organizations to find appropriate motivational tools in order to encourage all these demographic profiles, since they contribute to the organizations’ success.

5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Employee Performance

The study recommends organizations to adopt the most critical employee motivating factors in this case both intrinsic and extrinsic factors in enhancing performance on the job. The organizations should provide a conducive environment that enhances effective team work.

There is need for management to provide adequate career development opportunities for the employees since it will equip employees with the necessary skills and knowledge that will enable them perform their jobs better.

For increased performance it will be important for the organization to review job descriptions frequently to ensure that employees were performing tasks that are in sync with their skills and abilities.

Management ought to provide employees with opportunities to account for their progress in the achievement of their goals and appreciation of their efforts in terms of recognition and rewards.
5.5.1.2 Performance Culture of the Organization

Management should provide employees with opportunities to come up with new ideas regarding the tasks they perform. This can be enhanced through training that will equip the employees with the necessary skills.

For effective feedback managers should provide frequent mentorship and coaching opportunities to the employees, that is, managers must mentor and coach the employees, recognize their skills and understand the benefits of employee motivation. Further, the organization should provide managers with the training and skills they need to be better motivators.

5.5.1.3 Challenges Associated with Management of Employee Performance

Different motivating factors motivate different employees in an organization; different employees have different needs and priorities. It is therefore important for managers to come up with ways that will enable them meet employees’ expectations and to apply various motivational tools to satisfy different needs. This necessitates that managers familiarize themselves with various motivational factors and their effect on different profiles of employees.

5.5.2 Recommendation for Further Studies

Further studies should be conducted regarding the motivational factors that inspire and encourage employees to perform better in non-profit organizations especially with the current challenge of less funding. Much emphasis should be on the challenges that are associated with motivating employees to perform better by looking at demographic variables such as gender, tenure, education and age. Although this research answered the research question regarding gender and age, the study was not comprehensive.
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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA (USIU-A)

P.O BOX 14634-00800

NAIROBI

Dear respondent,

I am a graduate student at United States International University. I am carrying out a study on the effects of employee motivation on their work performance. This is in partial fulfilment of the requirement of the Masters in Business Administration (MBA) degree program at the United States International University. The purpose of this study is to establish the effects of employee motivation on work performance in a Non-Governmental Organization (NGO) in Kenya. This study utilizes a sample technique in which staff of the National Democratic Institute will be selected for the study.

You have been selected as one of the respondents to participate in this study that will aid the Human Resource sector in Kenya with insights that will provide management with an understanding of the basic factors that motivate employees to perform better within their working environment. The findings of this study will provide researchers and managers with an understanding of the best ways of improving work performance through a motivated workforce.

This is an academic research study and confidentiality is strictly emphasized, your name will not appear anywhere in this report. Kindly spare some time to complete the questionnaire attached.

Thank you in advance,

Yours Faithfully,

Carol Nasimiyu Werunga
0724 599 367
Wellycarol@gmail.com
APPENDIX B: QUESTIONNAIRE

PART I: PERSONAL INFORMATION

(Please tick in the appropriate box)

1. Gender:  Male □  Female □


3. Marital status
   Single □  Married □

4. Programme/Department in the organization.
   □ Regional  □ Kenya program  □ Somalia Program

5. What position do you hold?
   □ Senior Level  □ Junior Level  □ Other

6. How long have you been in this organization?
   □ Less than 2 years,  □ 2-5 years,  □ 6-8 years,  □ 9 years and over.

PART II: SPECIFIC INFORMATION

(I) Factors Influencing Employee Performance

State whether you 1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree, or 5) Strongly Agree with the following statements on factors that influence employee performance in this organization.

<table>
<thead>
<tr>
<th>Factors</th>
<th>(1) Strongly Disagree</th>
<th>(2) Disagree</th>
<th>(3) Neutral</th>
<th>(4) Agree</th>
<th>(5) Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. The salary I get makes me satisfied and motivated.</td>
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<tr>
<td>8. The salary I get is worth my input.</td>
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<tr>
<td>9. My current job status and recognition motivates and satisfies me.</td>
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<td>10. The fringe benefits provided are</td>
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</table>
usually based on my performance

11. I am satisfied because my job is reliable and secure
12. I am satisfied with the working conditions at my place of work.
13. I am valued by my supervisor
14. I work well with other team members
15. My efforts are appreciated by my supervisor
16. I have the necessary tools and resources to perform my job
17. I am provided with sufficient work related training
18. My supervisor assists me in setting my performance goals
19. My supervisor provides me with opportunities to account for my progress in the achievement of my goals
20. I am appreciated for good performance and achievement
21. I am encouraged to come up with new and better ways of doing things
22. I am familiar with the plans, goals and objectives of the organization
23. I have clear defined career goals
24. I am satisfied with Career development opportunities provided by the organization
25. My job makes good use of my skills and abilities.
26. My work gives me a feeling of personal accomplishment

Any other factors that motivates you to perform better

I. 

II. 

III. 

78
(II) Factors Contributing To High Performance Culture

State whether you 1) **Strongly Disagree**, 2) **Disagree**, 3) **Neutral**, 4) **Agree**, or 5) **Strongly Agree** with the following statements on factors contributing to high motivational culture in this organization?

<table>
<thead>
<tr>
<th>Factors</th>
<th>(1) Strongly Disagree</th>
<th>(2) Disagree</th>
<th>(3) Neutral</th>
<th>(4) Agree</th>
<th>(5) Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. Senior management allows for upward reporting and communication which provides a strong support base for employees.</td>
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<td>28. Management is aware of the benefits of having motivated employees</td>
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<tr>
<td>29. Management is concerned with the work I do as well as my well-being</td>
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<tr>
<td>30. The organizational structure present provides for both upward and downward communication</td>
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<tr>
<td>31. There is a strong and consistent organizational structure in the organization</td>
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<td>32. My manager/supervisor gives me an opportunity to come up with my own ideas</td>
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<td>33. The organization equips me with the necessary skills through training</td>
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<td>34. The job I perform now is best suited for the skills I possess.</td>
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<td>35. Feedback on the work I have done is provided immediately by my supervisor/manager</td>
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<td>36. I am frequently mentored by my supervisor</td>
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</table>

What other factors contribute to the creation of a culture of motivation.

I. 

II. 

III. 
(II) Challenges Associated With Management Of Employee Performance

State whether you 1) strongly Disagree, 2) Disagree, 3) Not Sure, 4) Agree, or 5) Strongly Agree with the following statements on the challenges one encounters when trying to motivate employees to perform better.

<table>
<thead>
<tr>
<th>Factors</th>
<th>(1) Strongly Disagree</th>
<th>(2) Disagree</th>
<th>(3) Neutral</th>
<th>(4) Agree</th>
<th>(5) Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>37. I am motivated by money</td>
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<td>38. I am motivated by job power</td>
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<td>39. I am motivated by the job status</td>
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<td>40. I am motivated by work autonomy</td>
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<td>41. I am motivated by job security</td>
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<td>42. I am motivated by challenging tasks</td>
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<td>43. I feel motivated if the organization is sympathetic to my personal problems</td>
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<td>44. I feel motivated if I perform interesting work</td>
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<td>45. I feel motivated if I am progressing career wise</td>
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<td>46. I feel motivated if I work in a team/group</td>
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</table>

Any other suggestions on what motivates you generally?

I

II

III

THANKS FOR YOUR PARTICIPATION IN THIS SURVEY