

**Factors Influencing Employees' Job Satisfaction: A Case of
University of Nairobi Enterprises and Services (UNES)**

By

Catherine Wangui Wambugu

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 92
KIKUYU

**Project Report in Partial Fulfillment for the Requirements of the
Master of Arts Degree in Project Planning and Management of the
University of Nairobi.**

2012

DECLARATION


This project report is my original work and has not been presented for the award of degree in any other University

Signature 

Date..... 9th Nov. 2012

Catherine Wangui Wambugu
L50/78275/2009

This project report has been submitted for examination with my approval as the University supervisor

Signed..... 

Date..... 12th Nov. 2012

Prof. David Macharia EBS
Department of Distance Studies
University of Nairobi

DEDICATION

This Project Report is dedication to my loving son, Joseph Ndungu, my parents Rahab Wambugu and Charles Wambugu, my sisters Betty Wangu, Anne Wanjiru, brother Evans Goro and my auntie Prof. Wambui Makau for their support, understanding, encouragement and believing in me.

ACKNOWLEDGEMENT

I wish to thank the Almighty God for giving me the health, strength and ability to undertake the study.

I sincerely acknowledge the contribution made by my supervisor; Prof. David Macharia of the Department of Distance Studies at the University of Nairobi for his kindness, understanding and professional guidance during the course of my research effort.

I remain grateful to my colleagues who found time out of their busy schedules to respond to the study questionnaires. I also thank my classmates and friends as well as the entire teaching and non-teaching staff of University of Nairobi and acknowledge that without their commitment and support, this study would not have taken shape. For these reasons, I am truly thankful to all of them.

Last but not least, the lecturers as well as my fellow students who were of great support to my studies and particularly this study. I wish to give them special thanks.

TABLE OF CONTENT

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF FIGURES	ix
LIST OF TABLES	x
ABBREVIATIONS AND ACRONYMS	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.1. Background to the Study.....	1
1.2. University of Nairobi Enterprises and Services Limited.....	2
1.3. Statement of the Problem.....	4
1.4. Purpose of the Study.....	5
1.5. Objectives of the Study.....	5
1.6. Research Questions.....	5
1.7. Significance of the Study.....	5
1.8. Limitations of the Study.....	5
1.9. Basic Assumptions of the Study.....	6

1.10.	Definitions of Significant Terms	6
1.11.	Organization of the Study	7
CHAPTER TWO: LITERATURE REVIEW.....		8
2.1	Introduction.....	8
2.2	The Concept Job Satisfaction	8
2.3	Measuring Job Satisfaction.....	8
2.4	Influence of Training on Employees Job Satisfaction.....	10
2.4.1	Responsibility for Transfer of Training.....	12
2.4.2	Measuring the Effects of Training.....	14
2.5	Influence of Motivation on Employee Job Satisfaction	15
2.5.1	Internal and External Motivation	16
2.5.2	Role of the Manager in Motivating Employees	17
2.6	Influence of Remuneration on Employee Job Satisfaction.....	18
2.6.1	Remuneration Strategy, Approach and Objectives	20
2.6.2	Different Pay Systems to Motivate and Retain Employees	21
2.7	Influence of Work Environment on Employee Job Satisfaction.....	23
2.7.1	Workplace Environment Factors affecting Job Satisfaction	24
2.7.2	Environmental Stressors in the Workplace	26
2.8	Theoretical Framework	28
2.9	Conceptual Framework	30

2.10	Summary	31
CHAPTER THREE :RESEARCH METHODOLOGY		32
3.1	Introduction.....	32
3.2	Research Design	32
3.3	Target Population.....	32
3.4	Stratified and Simple Random Sampling	33
3.5	Sample Size	33
3.6	Methods of Data Collection.....	33
3.6.1	Instrument Validity.....	33
3.6.2	Instrument Reliability.....	34
3.7	Data Collection Procedure.....	34
3.8	Data Analysis Techniques	34
3.9	Ethical Considerations	35
3.10	Operationalization of Variables.....	35
3.11	Summary.....	38
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION.....		39
4.1	Introduction.....	39
4.2	Questionnaire Return Rate.....	39
4.3	Influence of Training on Job Satisfaction.....	40

4.4	Influence of Motivation on Job Satisfaction.....	42
4.5	Influence of Remuneration on Job Satisfaction.....	45
4.6	Influence of Work Environment on Job Satisfaction	47
4.7	Summary.....	50

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS

AND RECOMMENDATIONS51

5.1	Introduction.....	51
5.2	Summary of Findings	51
5.2.1	Influence of Training on Job Satisfaction of employees at UNES.....	51
5.2.2	Influence of Motivation on Job Satisfaction.....	51
5.2.3	Influence of Remuneration on Job Satisfaction.....	51
5.2.4	Influence of Work Environment on Job Satisfaction	52
5.3	Discussion.....	52
5.3.1	Influence of Training on Job Satisfaction of Employees at UNES.	52
5.3.2	Influence of Remuneration on Job Satisfaction of Employees at UNES.	52
5.3.3	Influence of Motivation on Job Satisfaction of Employees at UNES.	53
5.3.4	Influence of Work Environment on Job Satisfaction of Employees at UNES.....	53
5.4	Conclusion	53
5.5	Recommendations.....	54
5.5.1	Policy makers.....	54

5.5.2	Employees.....	55
5.5.3	Impact on Services.....	55
5.6	Suggestions for Further Research.....	55
5.7	Summary.....	56
REFERENCES		57
APPENDIX 1 TRANSMITAL LETTER		63
APPENDIX 2: QUESTIONNAIRE		64

LIST OF FIGURES

Figure 1: Conceptual Framework	30
--------------------------------------	----

LIST OF TABLES

Table 2.1 Total Reward Components: The Better Workforce Deal.....	22
Table 3.1 Sample Size of the Population Accessible	32
Table 3.2 Operationalization of Variables.....	37
Table 4.1: Response Rate	39
Table 4.2: Training and Job Satisfaction.....	40
Table 4.3: Training and Employee Turnover	41
Table 4.4: Training in Skill Knowledge and Attitude and Job satisfaction	41
Table 4.5: Training and Better Working as Teams	42
Table 4.6: Openings for Promotion and Job Satisfaction.....	43
Table 4.7: Recognition for Effort and Job Satisfaction.....	43
Table 4.8: Satisfying Goals and Job satisfaction.....	44
Table 4.9: Working Hours and Job satisfaction	44
Table 4.10: Pay Package and Job Satisfaction	45
Table 4.11: Incentives and Job Satisfaction	46
Table 4.12: Prospects of Reward and Job Satisfaction	46
Table 4.13: Allowances and Job satisfaction	47
Table 4.14: Working Relationships and Job Satisfaction.....	48
Table 4.15: Cleanliness, Safety and Job Satisfaction.....	48
Table 4.16: Communication and Job Satisfaction.....	49

UNIVERSITY OF NAIROBI
KIKUYU LIBRARY
P. O. Box 92
KIKUYU

ABBREVIATIONS AND ACRONYMS

HRD - Human Resources Development

HRM - Human Resources Management

ROTI - Return on Training Investment

UNES - University of Nairobi Enterprises and Services

ABSTRACT

The purpose of this study was to investigate the factors influencing employee's job satisfaction at University of Nairobi Enterprises and Services (UNES) which is the commercial arm of the University of Nairobi created to facilitate efficient use of institutional resources, including those represented by human capacity within the ranks of academia. To achieve this objective, the study explored four independent variables of job satisfaction, namely, training, remuneration, motivation and work environment while the dependent variable is job satisfaction among UNES employees.

The rationale for the study was derived from the observation that some employees of UNES seem better adjusted and happy at work and are able to cope well with the demands of the company while others are not. Another observation was the management's new challenge at UNES to maintain a workforce that performs concertedly to achieve the company goals.

This study, is based on a qualitative methodology. Data was collected using a questionnaire containing Likert scale type questions which were administered to staff members, where the researcher dropped and picked them after three days to allow the respondents' time to fill them. These questionnaires were then edited and the data collected analyzed using the SPSS computer package.

The major findings of this investigation were that four factors, namely training, remuneration, motivation and work environment directly contribute towards employee's job satisfaction.

The study recommends that interventions should be carried out to increase levels of job satisfaction among UNES employees this is important as job satisfaction has a strong correlation with job performance. It also recommends on how management can eliminate low motivation and job dissatisfaction amongst employees by reinforcing relevant human resources policies, improving working conditions and compensation.

CHAPTER ONE

INTRODUCTION

1.1. Background to the Study

The service industry requires a more skilled workforce today as a result of advancement in technology and the demand for more sophisticated customer care. Job Satisfaction among players in the service industry is increasingly being recognized as a measure that should be included in quality improvement programmes. Low job satisfaction can result in increased staff turnover and absenteeism, which affects the efficiency of services provided by organizations to its clients.

In many countries employers pay close attention to the subjective well-being of their employees and its impact on their jobs. In Denmark, several companies regularly conduct their own job satisfaction surveys and an employee satisfaction index has been computed for a number of European countries. The European Union has called the attention of member states to the quality aspects of work and highlighted the importance of improving job quality to promote employment and social inclusion (European Commission, 2002).

There is growing consensus that organization performance challenges facing Africa cannot be properly addressed without strengthening employees working in those systems. A study on work satisfaction of service sector workers in South Africa by Pillay (2008) indicated overall dissatisfaction among South African workers in the sector and highlighted the disparity between levels of job satisfaction in the public and private sectors. Another South African study found that organizational factors and poor working conditions were strongly associated with job dissatisfaction, while the social aspects of the job were found to be a strong predictor of job satisfaction (Kekana et al, 2007).

The search for enhanced productivity has been a major concern for all organizations in more developed societies. In developing countries the need to optimize productivity is also a

consideration. Job satisfaction of employees has been found to be an important factor affecting productivity and has received considerable interest (Collins et al, 2000).

The subject of job satisfaction is particularly relevant and of interest service industry practitioners due to the fact that organizational and employees' health and well-being rest a great deal on job satisfaction (Adams et al, 2000). This is particularly important because employees in a service delivery system are expected to provide quality services while working in a highly stressful environment (Arnetz, 2000). Satisfied employees tend to be more productive and committed to their jobs (Al-Hussami, 2008). In a service setting, employee satisfaction has been found to be positively related to quality of service and patient satisfaction (Tzeng, 2002). Employees can directly influence customer satisfaction in that their involvement and interaction with clients plays a significant role in quality perception.

1.2. University of Nairobi Enterprises and Services Limited

The University of Nairobi Enterprises and Services here-in referred to as UNES Limited was registered on 23rd May 1996 upon a resolution of the University Council in 1994. It started operating on 2nd February 1997. The Company is a limited liability Company with an authorized paid up share capital of KShs. 100,000 comprising 5,000 shares of KShs. 20 each. The University of Nairobi found it imperative to add the entrepreneurial role to its traditional mandate of teaching and research due to the less financial allocation from the Government which was less than its expenditure. The University of Nairobi wholly owns the Company.

UNES is the commercial arm of the University created to facilitate efficient use of institutional resources, including those represented by human capacity within the ranks of academia. At its incorporation, the role of UNES was to initiate, promote, manage and coordinate revenue-generating activities in the University in response to the dwindling subventions from the Exchequer.

UNES has a Corporate Vision, Mission and Core Values statement which is important to the success of any organization. It spells out the identity and character of an organization. Furthermore, it embodies broadly the organization's aspirations, products (services), markets and key stakeholder. As a consequence UNES has adopted the following Vision, Mission and Value Statement:

Vision Statement

To be a viable, autonomous and competitive company contributing financially and in any other way to the achievement of the Mission of the University of Nairobi.

Core Value Statement

UNES shall live up to the highest ideals of its stakeholders and will seek in all its activities to be trustworthy, respectful and honest. Specifically, and in order to maintain consistent client satisfaction, corporate financial health and development and support of all its human resources, UNES shall seek:

- (i) The highest levels of management and public accountability by subjecting itself to the rigours of set business standards;
- (ii) The strictest fulfillment of its social responsibilities; and,
- (iii) The promotion and pursuit of excellence throughout the organization.

Although UNES is a separate legal entity from the University of Nairobi, its activities have been intertwined with those of the University. UNES has access to a large Human Resource Base in the University; it operates outside the University Bureaucracy and in this respect exempted from certain sections of the State Corporations Act. As a consequence, the Company has the advantage of making quick and market driven decisions followed by timely implementation. It also has goodwill on account of its association with the University. It has access to a large stock of physical assets, currently owned by the University of Nairobi.

UNES derives its mandate from the Memorandum of Association, which states that the Company was formed inter alia to: First, harness the resources of the University of Nairobi with a view to enhancing the University's teaching and research capabilities. Secondly, to promote, co-ordinate, and provide managerial services for income generating activities within the University of Nairobi, Thirdly, to undertake consultancy work, research production and other income generating activities and to promote and facilitate such activities undertaken by departments, or other organs of the University of Nairobi. Fourth, to provide managerial services for consultancies, research, production and other income generating activities to the departments, faculties of the University; and, register patents of any inventions and innovations in which the Company will have made contribution.

1.3. Statement of the Problem

The University of Nairobi is easily identified as Kenya's premier institution of learning with the best developed traditions and deepest experience at its level (UoN, 2004). As the entrepreneurial face of the university, UNES has pivotal role to play not only to maintain, but also to enhance these high standards set by the University.

Given the critical role that employees in the service industry play in determining the efficiency, effectiveness and sustainability of service systems, it is paramount to understand what motivates them and to what extent they are satisfied by the organization and other contextual variables. Job satisfaction is also an essential part of ensuring service quality, as dissatisfied employees are likely to give poor quality and less efficient care. According to Tzeng (2002) there is evidence of a positive correlation between professional satisfaction and client satisfaction.

A number of studies have addressed job satisfaction among employees in the service industry. However, such studies are limited in that none of them have been conducted among employees of UNES. This study therefore seeks to explore factors that are intrinsically tied with job satisfaction among the employees of UNES.

1.4. Purpose of the Study

The main purpose of this research was to investigate the factors influencing job satisfaction of employees at the University of Nairobi Enterprises and Services Limited.

1.5. Objectives of the Study

The objectives of this study were:

1. To examine how training influences job satisfaction of employees at UNES.
2. To establish how remuneration influences job satisfaction of employees at UNES.
3. To assess how motivation influences job satisfaction of employees at UNES.
4. To determine the influence of work environment on job satisfaction of employees at UNES.

1.6. Research Questions

The research questions that guided this study were:

1. How does training of employees influence their job satisfaction at UNES?
2. How does remuneration contribute to employees' job satisfaction at UNES?
3. How does motivation influence employees' job satisfaction at UNES?
4. In which ways does the work environment influence job satisfaction of employees at UNES?

1.7. Significance of the Study

The findings of this study will be useful to the management of UNES in drawing policies in regard to the state of available human resources. The findings of the study will also be of value to employers as they set their organizations' policies on staff. The study will also be available to other scholars and researchers who may use the findings as reference material.

1.8. Limitations of the Study

With the nature of the study being in-house, the research time was a limitation. This was because the respondents were staff who had to find time out of their routine work to respond to the

questionnaire. However, the staff were cooperative especially as they noted the value of the research to their work.

1.9. Basic Assumptions of the Study

The study was conducted under the assumptions that the respondents would be available and willing to answer the questions posed and UNES employees were conversant with various aspects regarding job satisfaction. By and large, the respondents were co-operative as they filled and returned the questionnaires.

1.10. Definitions of Significant Terms

For the purpose of this study, the following key terms were defined:

Job Satisfaction: This refers to the feeling of ownership, good remuneration and protection that the UNES employee's feel towards their jobs.

Motivation: The inner forces that propel the organizations' employees to behave in certain ways in order to realize their needs. These forces in this study context include job satisfaction, openings for promotions, recognition, good salary, satisfying goals, flexibility in working hours and staff needs, and ownership of UNES.

Remuneration: Any form of compensation to employees for services rendered to UNES. These include pay package, incentive schemes and allowances.

Training: The systematic process by which employees of UNES acquire knowledge, including training in ICT, customer service satisfaction, specific employee specialization such as skills, knowledge and attitudes, ISO

UNES:

UNES is the commercial arm of the University including its 113 employees charged with facilitating the efficient use of institutional resources, initiating, and promoting, managing and coordinating revenue-generating activities in the University of Nairobi.

Work Environment: The surroundings in which the company tasks are being performed including amicable relationship with colleagues, clean and safe working environment, satisfactory vertical and horizontal communication within UNES, relationship with superiors and adequate facilities.

1.11. Organization of the Study

The study is organized into five chapters. Chapter One consisted of the background to the study, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitations and basic assumptions.

Chapter Two covers literature review which is also divided into various topics. The conceptual framework of the study is provided at the end of this chapter linking the independent and dependent variables of the study.

Chapter Three constitutes the research methodology, which is divided into research design, target population, sample and sampling procedure, research instrument, data collection procedure and data analysis techniques.

Chapter Four covers the data presentation, analysis and interpretation of the data. Data is presented in tables which showed the frequencies and the valid percentages.

Chapter Five covers the conclusions and discussions, whereby the study's findings are compared and contrasted with the findings of other literature. It also gives recommendations as per the study objectives as well as areas of further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a comprehensive review of relevant literature in an attempt to position the study in an appropriate theoretical framework. Thus it discusses findings of related researches to this study from global, Kenyan and local perspectives.

2.2 The Concept Job Satisfaction

There is a plethora of definitions, explanations and characterizations of what constitutes job satisfaction. This alone illustrates the difficulty in conceptualizing the concept of job satisfaction. However, many scholars have offered some guiding definitions that help to understand the concept.

According to Riggio (2000), job satisfaction consists of the feelings and attitudes one has about one's job. All aspects of a particular job, good and bad, positive and negative are likely to contribute to the development of feelings of satisfaction or dissatisfaction. Others view job satisfaction as feelings of happiness associated with doing a particular job as expressed by the job-holder (Gibson et al, 2000). This assumes that if employees verbally say that they are happy with their job, it must be assumed that they are satisfied with their work.

Woods et al (2004) agree that job satisfaction can be achieved when an employee becomes one with the organization, performs to the best of their ability and shows commitment; moreover, job satisfaction and performance are positively influenced by rewards.

2.3 Measuring Job Satisfaction

Job satisfaction relates to emotion and attitude and this makes it difficult to measure. Most instruments designed for measuring job satisfaction consists of items such as pay, working condition, and relationship with supervisors and co employees. However, Ostroff, Scarpello and Vandenberg (1993) as cited in Riggio (2003) contend that variables such as pre-employment expectations, individual personality characteristics, and the fit between the organization or job

and the employee may also affect employee satisfaction. These variables are not included in job satisfaction survey instruments thereby affecting the degree of validity and reliability of such instruments. Job satisfaction measure can assist managers in identifying possible cause(s) of problems within an organization. An organization witnessing a high rate of turnover, for instance, may assume the cause to be inadequate salary, but may discover that the problem persists after increasing salary without recourse to a job satisfaction measure. Management may spend time and resources on a problem that does not exist. Job satisfaction is difficult to measure because it is mediated by the perception of individual employees as different employees may perceive the same job differently. In concurring with this assertion, Gardner and Pierce (1998) argue that it is these individual perceptions that determine whether or not an employee is satisfied with the job or not. For example, improving the working environment may affect satisfaction for some employees but not for others, because not everyone is dissatisfied with the work environment.

Another major obstacle in the measurement of job satisfaction is the reliance on respondents self-reports. Employees may intentionally fail to report their true feelings about the job as happens during exit interviews where departing, in most cases, do not give true reasons for leaving the organization for fear of getting bad reference reports. Strategies for measuring job satisfaction include interviews, group meetings, rating scales and questionnaires. Riggio (2003) however suggests that employee anonymity may help employees to be more candid than in a face-to-face interview. It has been suggested that meetings and interviews can provide rich information because interviewers can ask follow-up questions, or request further explanation or clarification to answers. In addition, biases and ambiguous items that employees may interpret differently may seriously damage the validity of a questionnaire on job satisfaction measure. Many organizations design their own interviews, scales or surveys to measure employee job satisfaction. These can be designed to measure specific issues relevant to each organization's employees, but their results may be difficult to interpret. One of the problems inherent in self developed scales is that such scales may not be reliable or valid. It is also costly to engage experts in survey development and measurement techniques. It takes quite a bit of research, according to Riggio (2003) to establish the reliability and validity of a job satisfaction measure. It is very difficult to know what a particular rating or scoring means since there are no standard of comparison. Because of these

problems in creating and interpreting in-house job satisfaction measures, many organizations use standardized, published surveys. These are cost effective and provide normative data that permit the comparison of ratings with those from similar groups of employees in other organizations that have completed the survey. A job satisfaction measure also allows organizations to discover whether the job satisfaction levels of their employees are low, high or in the normal range as compared to employees in other organizations. The practice enables researchers to investigate the various organizational factors that cause job satisfaction or dissatisfaction in order to put corrective measures in place to forestall turnover.

2.4 Influence of Training on Employees Job Satisfaction

Training can be defined as a “systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviours to meet job requirements” (Gomez-Mejia, et. al., 2007). A more elaborate definition of training by Cannel (2004), which will be used in this context, refers to acquisition of skills and information directly required by an employee for the performance of a specific role. It includes on-the-job training, workshops, seminars and conference.

Training has been reckoned to help employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. However, its benefits may extend throughout a person’s career and help develop that person for future responsibilities. “By continuously providing training and development opportunity to their employees can develop employees know-how, thus building a strategic assets that can lead to a sustainable competitive advantage” (Lori and Robert, 2004). In addition, Lucie and Stéphane (2004) stated that, investment in training by the organization will increase the value of human capital and lead for a better performance and productivity.

According to Cole (2002), the factors which influence the quantity and quality of training and development activities include the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management views training as a motivating factor in work. In Frances and Bee (2003) it is

indicated that the findings apply mostly to private sector organizations and as of yet, little work has been done on the impact of broad-based training on performance of public servants. The findings also seem to apply primarily to closely held companies. Research indicates that public companies generally do not view employee training as much more than organization expenditures. For this reason, the relationship between employee training and organization performance in public sector is ambiguous (ibid).

With knowledge becoming the key to economic survival at the personal, organizational and national levels, continual lifelong learning has become imperative therefore companies and not-for-profit organizations are increasing their investment in both content and delivery mechanisms due to the realization that without a workforce that is constantly increasing its knowledge and skills, a company cannot remain competitive (Jac Fitz-end, 2001). This view is furthered by Philips (2002), who comes up with four key factors that he feels are important for organizational effectiveness. These factors include: a strong goal-oriented leadership, high levels of employee motivation and skill, a holistic approach to people management and organizational change and perception of employees as human capital assets rather than costs to a business

Following a research on the integration of training with other human resource practices Goad (2005) concluded that every organization needed to have well adjusted trained and experienced personnel to perform activities that would lead to the achievement of its strategic objectives. In emphasizing the need for continual employee training Carnavale (1990) wrote "...as jobs in today's dynamic organizations have become more complex, the importance of employee education has increased. When jobs were simple, easy to learn, and influenced to only a small degree by technological changes, there was little need for employees to upgrade or alter their skills. But that situation rarely exists today. Instead, rapid job changes are occurring, requiring employee skills to be transformed and frequently updated."

Thus, human resource faces challenges - among them providing necessary services at competitive cost, enhancing productivity, and justifying budgets at a time when outsourcing firms threaten its very existence (Price 2000). Now more than ever, human resource needs to position itself as a

value added partner that contributes to strategic goals of its organization (Pigors and Myers, 1981).

From the point of view of Raymond (2002) an organization that desires to survive has to train its workforce for the following reasons: Ability to keep pace with the knowledge based economy has an ever-increasing demand for a well educated and skilled workforce: possession of skills required for many conventional occupations are changing rapidly making many skills to quickly become obsolete as new jobs, new technologies and new industries emerge; today's workplace requires higher levels of education and skills. The equipment we use to do our jobs is more sophisticated requiring regular skills update; the 21st century requires those employees who are creative, adaptable and skilled enough to accommodate change and finally, how we do our work has also changed. Teachers, police officers, forestry workers and company presidents' alike use increasingly sophisticated information technology to do their work".

2.4.1 Responsibility for Transfer of Training

Raymond (2002) is of the view that trainers should be held accountable for training results. Acknowledging the reality that many people - including senior managers - play key roles to influence whether training translates to workplace performance and has impact on business results he notes "...There is a lot training professionals can do to focus courses on performance gaps, motivate learners, make the content behaviour-based, stimulate involvement, and integrate workplace-relevant practice exercises. Obviously, the participant is responsible for his or her own learning and is a key factor in whether the skills taught are actually translated to on-the-job performance. Senior managers play an important role, too. This reality is certainly not widely acknowledged or understood in organizations today. But considered there is potential positive impact of executive actions such as these:- understanding the realities of skill development and the need for extensive reinforcement to make lasting changes in behaviour; meeting with trainers to discuss performance gaps that affect business results; requiring trainers to arrange for developmental programs that correct performance gaps that have a clear link to business results; showing interest and involvement in these developmental programs; supporting high-quality training and reinforcement programs; making sure there are ample resources for an extended period of post training follow up reinforcement; investing in training for managers to be effective

performance coaches; being patient to allow realistic time-frames for reinforcement of new behaviour; asking for measurements to show whether on the job performance is improving; removing barriers to conflict with learners who are trying to apply new skills on the job; reviewing incentive systems to ensure they support application of desired skills in work place; ensuring that coaching responsibilities are part of manager's job description and showing management commitment in ensuring equity in access of training and funding".

According to Dennis and Dave (2001), most leader and team development programmes do not produce significant changes in behaviour. They observe that talented trainer's present excellent programs, participants usually enjoy the programmes, and many of them come away enlightened and motivated but in most cases, many months later, there are few if any noticeable changes in behaviour to justify all the expense and effort. The fact that what is learned in the classroom often does not transfer to improved behaviour patterns on the job-where it counts is usually not the fault of the trainers or their programs, these programs, if presented in the context of organizational support. and are well aligned with business goals and performance shortfalls; if opportunities for on the job application are availed and ongoing feedback, coaching, accountability and integration with organizational systems are assured, an excellent chance exists for producing lasting changes in behaviour and a direct impact on bottom line (Flynn, 1993).

Robert. Brinkerhoff and Anne (2001) emphasize training as an extended process that includes a system of performance support that encourages and empowers improved performance in the workplace. Most importantly, they declare that this extension of formal training is a part of the organizational culture and therefore is owned and controlled by line managers and senior executives—not the learners or the trainers. They conclude that whether management is conscious of this dynamic or not, it is responsible for impeding or supporting performance improvement.

Bach and Sisson (2000) aptly opine that while it is important to evaluate the effects of training, it is clear that the training profession is searching for ways to do so. It appears that conducting lengthy studies of return on training investment is not appropriate; what has been useful is a focus on changing on-the-job behavior and team operational results in a continuous improvement cycle and that Management ought to be looking for evidence of training results, not proof.

2.4.2 Measuring the Effects of Training

For decades management has believed that employee education and training was a good thing, but this commitment to it waned every time there was a slowdown in business (Harrison, 2000). That is still true but not as much as in the past. Before wiping out training management is taking a long look at what effects it might have. Since human resource is a business function, management has to ask what the value of the function is to the total enterprise (Bruce, 1995). Traditionally human resource like accounting, Information Technologies (IT), and other general administrative units has been treated as an overhead expense. For a growing number of firms this is no longer a viable option. In the pursuit of profitability and competitive advantage top management is looking at all functions for a return on investment. Conversely as executives invest more in training and educational programmes, they are beginning to look for some assurance that there is a return on investment.

According to Cole (1997) employee training can bring the following gains: greater productivity and quality; less scrap or spoiled work; greater versatility and adaptability to new methods; less need for close supervision; few accidents; greater job satisfaction showing itself in lower labour turnover and less absence; improved product quality and improved service to customers. Pigors and Myers (1981) agree with Cole as they add that training can progressively increase employees value to the organization and thus prepare them for promotion and that continued training can help employees to develop their ability to learn adapting themselves to new work methods, learning to use new kinds of equipment and adjusting to major changes in job content and work relationship.

For training to be beneficial to an organization, it should have performance as its principal objective (Nadler, 1980). Performance objectives represent the on-the-job application of training content. The performance objectives seek to: ensure that the skills and tasks of the job function are accurately reflected in the application of the training course delivered to support the job function; ensure that the evaluation of job performance includes measurable tasks and objectives related to the unit and the larger organization mission and that a feedback system exists that

accurately indicates changes and adjustments in the job function in order to maintain accuracy in entry and post-entry training programs (Fowler, 1990).

Organizationally sponsored training is one way people build knowledge and skills and even change attitudes (Bach and Sisson, 2000). Flynn (1993) asserts that when management takes an active interest in training, it usually looks at cost first. According to him the theory is that for investment of time and money there should be a return that is greater than the investment. Managers want to know how much was spent on training, how many people were trained and what they were taught. The least considered question is- Did anything happen to the organization as a result of the training?

2.5 Influence of Motivation on Employee Job Satisfaction

Motivation in organizations has been a major concern in the past years. According to Higgs (2002), the concept of motivation is difficult to understand due to the fact there are different factors that exist for employees in a particular organization, because what motivates one worker is different from other employees. McShane and Von Glinow (2003) define, motivation as a factor that exists in an individual which has the potential to affect the way, strength and eagerness of behaving towards work. This definition has been further supported by Petri and Govern (2004) that motivation is the thought that explains the propelling force in an individual that explains differences in intensity of behavior.

Halepota (2005) defines motivation as "a person's active participation and commitment to achieve the prescribed results." Halepota further presents that the concept of motivation is abstract because different strategies produce different results at different times and there is no single strategy that can produce guaranteed favorable results all the times." However, according to Greenberg and Baron (2000), the definition of motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual(s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being successful in what they do. The second part referring to the choice people make

and the direction their behaviour takes. The last part deals with maintaining behaviour clearly defining how long people have to persist at attempting to meet their goals. For this study, the definition of motivation by Greenberg and Baron (2003) is adopted, as it is more realistic and simple as it considers the individual and his performance. They define motivation as “the set of processes that arouse, direct, and maintain human behaviour towards attaining some goal”.

It can be observed from the above definitions that, motivation in general, is more or less basically concerned with factors or events that moves, leads, and drives certain human action or inaction over a given period of time given the prevailing conditions. Further more the definitions suggest that there need to be an” invisible force” to push people to do something in return. It could also be deduced from the definition that having a motivated work force or creating an environment in which high levels of motivation are maintained remains a challenge for today’s management. . This challenge may emanate from the simple fact that motivation is not a fixed trait – as it could change with changes in personal, psychological, financial or social factors.

2.5.1 Internal and External Motivation

According to Bryan, et al. (2006), motivation can either be internal or external and can be viewed as pull or push determinants. Implicit motives are factors intrinsic to the activity and explicit motives arouse from factors extrinsic to the activity. Quliey and Tymon Jr (2005) concur that intrinsic motivation is the key motivation component of employee empowerment and individuals are responsible for achieving their own career success. This is based on positively valued experiences that a person receives directly from their work tasks such as meaningfulness, competence, choice and progress. Bymes (2006) explains that external motivators depend on outside factors to push the individual to complete a task or project and those explicit motives are influenced by social demands and normative pressures.

Extrinsic rewards are based on rewards and punishments controlled by the organization. Individuals with external motivators are motivated by salary or wage packets. Internal on the other hand is associated with employees who want to be employed in a particular position by a firm whose organizational values and work requirements are closely linked with the individual’s

personal values and skills. Internal motivation is linked to reduced employee absence, increased job satisfaction, high level of creativity and a reduced need for direct supervision. Employees with internal motivational drives enjoy their work, like colleagues and take pride in performing their work (Kiger, 2006).

According to Kehr (2004), implicit motives results in spontaneous, expressive and pleasurable behaviour and can be divided into three variables; power, achievement and affiliation. Here power refers to dominance and social control, Achievement is when personal standards of excellence are to be met or exceeded and affiliation refers to social relationships which are established and intensified. Implicit and explicit motives relate to different aspects of the person, but both are important determinants of behaviour. Basset-Jones and Lloyd (2005) concur that motivators associated with intrinsic drivers outweigh movers linked to financial and inducement.

Locke and Latham (2004) explain that motivation can affect three aspects of work: direction, intensity and duration. Peoples' skills, abilities and how and to what extent they utilize them are affected by motivation. Amar (2004) suggests five motivational behaviour drivers due to internal or external stimuli: The *sociological* driver, value system centered on the self and family, in the past work was seen as a livelihood, but now employees see it as a place of belonging. The *psychological* driver whereby in the past focus was on money. The *generational* driver whereby a new generation is entering more and more into the workforce, as well as the *work* and *cultural* drivers which have been brought up due to globalization.

5.2 Role of the Manager in Motivating Employees

According to Basset-Jones and Loyd (2005), motivation is influenced by the nature of the relationship between the leader and employees. Likewise, Bryan et al (2006) explain that managers need to hire the right person that is most suitable for a certain job, value to its employees and support them in making contributions to the organizations and always try to create a motivated work force. Motivated employees do not only create a good working environment they also make trustworthy contributions to the organization. Bruce (2002) adds that people are motivated to do what is in their best interest. Good managers make their employees feel like business partners and use empowerment in order to make the workplace and the surrounding

environment into a place where employees feel good as well as creating a work wherefrom employees feel good inside.

Garg and Rastogi (2006) explain that an important part of human resource management is job design which directly affect the level of motivation that an employee experiences. Organizations that have well designed jobs for their employees give them the opportunity to enhance motivation, satisfaction and performance of the employees. Barlow (2005) further adds that in order for leaders to understand their employees and the goals they have in the organization, the leader should visualize the goal and motivate the employee to reach the stated goals.

Bryan et al (2006), Bruce (2002) and Moses (2002) agree on are five different kinds of motivational techniques that can be applied by managers. These include: offering employees financial incentives such as commissions, profit sharing and bonuses for jobs well done; assigning specific tasks and goals to individual employees or to teams. This gives them something tangible and immediate on which to focus on. It is important to hold regular company meetings to encourage team commitment and build group enthusiasm. At these meetings, emphasize positive accomplishments, not failure; encouraging closer management relations with employees; and finally, continually presenting new motivational encouragement to employees in the forms of professional speakers, new company goals and new products or services.

2.6 Influence of Remuneration on Employee Job Satisfaction

According to Shields (2007), remuneration is the compensation that an employee receives in return for his or her contribution to the organization. He asserts that remuneration covers a number of distinct types of financial rewards, which include base pay, direct benefits, and performance pay. To Daft and Marcic (2007), the word most commonly used, as a synonym for remuneration is 'pay' and the two can be used interchangeably. To pay means to provide money in exchange for some other commodity or service deemed to be of equal value. Employees receive pay in the form of a wage or salary in exchange for their labour.

Employee Remuneration occupies an important place in the life of an employee. His or her standard of living, status in the society, motivation, loyalty, and productivity depend upon the remuneration he or she receives. For the employer too, employee remuneration is significant because of its contribution to the cost of production. Besides, many battles (in the form of strikes and lock-outs) are fought between the employer and the employees on issues relating to wages or bonus (Byars and Rue, 2004). When organizations value and reward people, those people are committed to performing well and as result, the organization accomplishes more and it can then reward employees more and attracts and retain more talented employees. This leads to an even higher organizational performance (Burke and Cooper, 2004).

For an effective remuneration system, it is necessary to aligning of pay with business strategy. The principle of alignment is that every aspect of an organization's activities should be integrated to achieve corporate goals. The corporate goals reflect the organization's mission and objectives that are translated into business strategy. Fulfilling the strategy, or vision, is the expectation and work of highly motivated people who are committed to the organization. If excellent performance is required, there must be opportunities for employees to gain ownership and satisfaction from what they do. The opportunities are stock option, profit sharing, and gain-sharing schemes (Hoibeche, 2001).

In the absence of a meaningful pay system such as pay for performance and skills and competency pay, it is unlikely that employees would perform well and make the organization successful. The ultimate goal of pay systems is to align the goals and interests of employees with the goals and interests of the organization. This is to make employees think, feel and act like owners of the business. For employees to feel like owners of the company, business goals must include employees, and rewards provided for goal accomplishment (Heneman, 2001)

Zingheim and Schuster (2000) agree that pay should change to attain both the organizational and individual goals. Pay is seen as a powerful communicator of the direction of the company. It shares the success of the organization with the workforce, communicates the value those people

bring to the organization, and communicates fairly and honestly the company's expectations concerning people.

2.6.1 Remuneration Strategy, Approach and Objectives

According to Blazing Solutions (2005), remuneration strategy is how the organization positions its remuneration, or pay levels. The organization may implement any of the following pay levels: Benchmarking - The organization positions its salaries in relation to the market: that is on what other organizations in the same industry are offering. The organization can adopt a total cost of employment strategy, which covers base pay with variable pay, incentives, and benefits. The organization may use base salary plus add-ons in the form of incentives, or benefits. The organization may use incentives as its remuneration strategy, or annual salary increments. These remuneration strategies have to be aligned with the overall business strategy. The alignment of remuneration strategies with business strategy helps the organization to procure the level of skills necessary to meet the strategic objectives of the organization.

The Blazing Solutions (2005) define parameters that are used when implementing a pay system. The choice and appropriateness of the remuneration approach would depend on the following: Affordability- considers the costs associated with pay. If the organization were newly established, the focus would be to achieve sustainability and viability; thus, affordability would usually influence the original pay levels adopted by the organization. If the organization were well established, the key driver would be competitiveness. Salary Administration- is to offer choice per pay grade, i.e. different pay rates for each pay grade. Benchmarking- organizations have to implement pay levels that are externally equitable with what the competitors are offering. Cost control- is choosing a pay strategy that reduces overheads costs. Business Alignment- considers the role of remuneration in supporting the overall performance level of the organization.

There are various objectives of remuneration. Bowey and Thorpe (2000) assert that organizations in competitive markets use remuneration as a way of attracting and retaining employees. Most remuneration systems are aimed at ensuring that the organization recruits the quantity and quality

of staff it requires. Secondly, remuneration act as a way of rewarding employees for good performance and offer incentives for further improvement in performance. According to Olivier (2007), individual employee wants to feel that he is being treated fairly, and he expects to be paid according to his own evaluation of his worth. Usually his assessment will be based on comparisons with market rates for similar jobs elsewhere and with the pay received by staff in the organization.

2.6.2 Different Pay Systems to Motivate and Retain Employees

Employees contribute to the success of the organization therefore employers should create conditions that inspire employees to utilize their skills. Properly managed remuneration systems such as pay for performance and pay for skills and competencies, allow employees to be productive, utilize their skills, and improve growth and profitability of the organization. Employees should be involved in building the organization as their involvement creates a lasting successful relationship (Wilson, 1995).

According to Zingheim and Schuster (2000), creation of an efficient and effective organization is attained by implementing the four interlocked and directly related components outlined in Table 2.1 below.

Table 2.1: Total Reward Components: The Better Workforce Deal

<p style="text-align: center;">Individual Growth</p> <ul style="list-style-type: none"> • Investment in people • Development and training • Performance management • Career enhancement 	<p style="text-align: center;">Compelling Future</p> <ul style="list-style-type: none"> • Vision and values • Company growth and success • Company image and reputation • Stakeholder-ship • Win-win over time
<p style="text-align: center;">Total Pay</p> <ul style="list-style-type: none"> • Basic Pay • Variable pay, including stocks • Benefits or indirect pay • Recognition 	<p style="text-align: center;">Positive Workplace</p> <ul style="list-style-type: none"> • People focus • Leadership • Work itself • Involvement and communication • Trust and commitment

Source: Zingheim and Schuster (2000).

Thus, for an organization to survive, all the four components (total pay, positive workplace, individual growth and compelling future) should be present. The overall objectives of any profit making entity are growth, profits, quality products and increased return on investment. These can only be attained when the workforces' competencies and skills are developed.

Shields (2007) views the four components discussed by Zingheim as the components of a total rewards strategy. Reward system is not just about money; it is also concerned with those non-financial rewards that provide intrinsic and extrinsic motivation. Intrinsic rewards are inherent in job design such as interesting and challenging job, degree of feedback, task variety, and autonomy. Extrinsic rewards arise from the factors of job context that include financial rewards, developmental rewards, and social rewards. Financial rewards encompass base pay, variable pay, and benefits; these financial rewards are always of primary importance in reward management, and the organization has to find the right mix of financial and non-financial rewards.

2.7 Influence of Work Environment on Employee Job Satisfaction

An all-encompassing definition of work environment is given by Carlaw (2002). He refers to work environment as the circumstances, influences, stresses, and competitive, cultural, demographic, economic, natural, political, regulatory, and technological factors (called environmental factors) that effect the survival, operations, and growth of an organization. This definition is further complimented by Heery and Noon (2001) who explain that in many cases, studies referring to physical environment tend to refer to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done.

Evidence is accumulating that the physical environment in which people work affects both job performance and job satisfaction (Clements-Croome, 2000). The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees' quality of life, the argument being made that measurable productivity increases will result. In addition, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality, ergonomic furniture and lighting (Dilani, 2004)

The physical work environment can cause stress which hinders employees from performing at the desired level. This could be, for instance, the lack of the right tools or the break down of a computer system making it impossible to use. He gives an example: an employee complains about his\her inability to perform due to the fact that his machine breaks down often. The employee is asked why he\she cares, since he\she will get salary anyway, independently of the status of the machine; and that person simply answers that he\she cannot work. Mostly importantly, the employee is not even capable of fixing the machine because they do not possess the right knowledge or proper training. At those moments, the employee must contact a technician which brings long waiting time. Then the employee is asked why he\she cares again and why this is a problem. The answer was expressed: "Money cannot pay me for the stress that I endure waiting for that man to come" (Denning, 2000).

2.7.1 Workplace Environment Factors affecting Job Satisfaction

Managers have the responsibility of stimulating the work environment to achieve efficiency and create attraction for employees. Taplin and Winterton (2007) show in their research the importance of management responding appropriately to employee's needs and complaints. The research also reveals that many employees remain with their organizations as a result of the pleasant social atmosphere that exists in the organization. This social atmosphere includes a friendly and happy environment reminiscent of a family. Most employees find such work environment and management disposition attractive and this makes it difficult for them to leave. This is supported by Cappelli (2000), Mitchell, Holtom and Lee (2001) who argue that social friendships at work act as drivers for employee retention. Similarly, Rolando (2000) as cited in Ferreira (2008: 76) posits that a fat salary is down the list of things that the modern employees are looking for. "The things that make people really are not money and short-lived experiences of happiness; the most important things are engagement, relationships with other people and finding purpose and meaning in one's life". In reporting the reaction of employees during their research, Taplin and Winterton (2007) found that the management was always there whenever the employees had problems thus enhancing the employees' commitment to the organization. Employees in the study agreed that they were satisfied with their jobs and described their work as generally interesting, challenging, and of high standard that demanded a whole range of skills.

There are various factors that need to be taken into consideration by managers or supervisor who are intent on boosting performance. Several authors have identified different factors. Cascio (2003) lists these as goal-setting, performance feedback, role congruity and defined processes. Goal-setting calls for involving employees in setting meaningful goals and performance measures for their work. This can be done informally between the employee and their immediate supervisor or as part of an organization's formal performance management process. The key here is that each employee is actively engaged in the goal-setting process and takes ownership of the final agreed goals and measures. Performance feedback includes both positive feedback on what the employee is doing right as well as feedback on what requires improvement. The feedback needs to be as objective as possible and delivered with the appropriate interpersonal and conflict resolution

skills. It can be a mix of **both** informal feedback and feedback delivered as part of a formal performance management cycle.

Role congruity is important as it ensures that the role that the employee is required to perform is consistent with their expectations on joining the organization and any subsequent training. The organization's role expectations are typically reflected in formal documents, such as Job Descriptions and Role Specifications. These expectations should be consistent with tasks allocated by the employee's immediate supervisor (Newell, 2002).

Clements-Croome (2000) explains four factors which include defined processes, workplace incentives, supervisor support and mentoring/coaching. According to him defined processes seek to limit the errors, defects and customer complaints that come up as a result of poor process management. This involves constraining the variability of how work is actually performed through documenting processes and communicating such expectations to employees. Verify on a regular or random basis that the work is actually performed in the way required. Along with goal setting, getting employees to help define and improve processes is a powerful opportunity for engagement. It is important to give workplace incentives. Determine what motivates employees in particular and set up formal and informal structures for rewarding employees that behave in the way required. Rewards may consist of a mix of internal rewards, such as challenging assignments, and external rewards, such as higher compensation and peer recognition.

By offering supervisor support, leaders act as advocates for employees, gathering and distributing the resources needed by them in order for them to be able to do a good job. Immediate supervisors and managers need to display the interpersonal skills required to engage employees and enhance their self-confidence. This includes providing positive encouragement for a job well done. Mentoring/coaching ensures that employees are able to interact with skilled and respected people to help them perform better in their current role and to assist them develop further into a future role. Mentors and coaches may be internal to an organization or external. Either way, they will need to possess the necessary facilitation skills to assist employees apply existing skills and develop new skills.

According to Osland et al., (2001), the vast majorities of employees take pride in their work and try hard to do a good job. Resource availability ensures that individual workloads and organizational systems and processes do not hinder employees from applying established skills or from practicing newly learned skills. Adequate time and material resources need to be available to enable them to perform to the best of their ability. Make their work easier and help minimize error rates and customer dissatisfaction by supplying job aids. These can include templates, guides, models and checklists.

Money is not a sufficient motivator in encouraging the superior workplace performance required in today's competitive business environment. Managers and supervisors will need to be comfortable with working with the whole gamut of workplace factors that influence employee motivation. Skills required include the ability of leaders to engage employees in mutual goal setting, clarifying role expectations and providing regular performance back. Time and energy will also need to be given to providing relevant performance incentives, managing processes, providing adequate resources and workplace coaching. Last but not least, to drive their organizations to peak performance managers and supervisors must put out front the human face of their organization. Paramount here is the human-to-human interaction through providing individualized support and encouragement to each and every employee (Cheatle, 2001).

2.7.2 Environmental Stressors in the Workplace

Environmental conditions such as noise and heat, for instance, can be considered as significant threats to the effectiveness of work, the motivation, and health of employees. Such unsatisfactory working conditions are highly correlated with ailments, and as far as work effectiveness and the level of motivation are concerned, they get reduced thus diminishing overall work results (Chadha, 2007). Heat stress is not only a problem for employees who work outdoors, but also for those working around subjects emitting heat, and it can greatly impair productivity of those who perform strenuous work. Moreover, heat stress can also impair performance in tasks requiring mental effort.

Generally, a high workload with two or more tasks is a primary cause for decreased performance. There are two methods to measure or indicate high workload. One of the methods is worked on the performance level and therefore called "performance based indicators". The second approach

is on the psycho-physiological level (Warr, 2002). A shortage of labor causes the workload to increase per worker employed at work. Thus, each worker is expected to compensate for lack of additional workers. This results in decreasing level of quality of production. Nonetheless, the employees suffer from stress (Cranwell-Ward & Abbey, 2005).

The physical work environment stressors have not been focused enough upon by previous research. However, it is significant to explore them since working environment and working tools are not only related to job performance; they are also one of the major factors of stress (as mentioned in the stress section). If work tools are not provided or provided insufficiently, it has a negative effect not only on the level of stress, but also on the ability to perform. In this situation, even though the employee feels job satisfied and performs at a permissible level, his/her general level of well-being might not be that acceptable (Wicks, 2006).

One of the most important factors in working environment is the technology and working tools. The more advanced the technology is available in the working place the higher possible performance usually can be achieved by the employee. However, the most advanced tools are not in absolute terms sufficient to meet the requirements of a highly productive firm. The important thing to remember is that it is not always necessary to have the latest most developed technological equipment, but to make sure that the employees are provided with the tools needed to do the a good job and that those tools work-always (Carlaw, 2002).

Another factor that is connected with the tools is the guidelines that employees receive from their managers. Deming (2000) asserts that if an employee does not have clear guidelines, confusion can arise on how to handle the job. Employee might do what is expected (according to the guidelines) and feel satisfaction from performing, but still not feel good due to a very confusing environment, with instructions not being clear or being changed frequently. Thus, his/her well-being decreases

It is also important to provide the worker with work tools. Here, it is possible to give an example concerning their absence: an employee says he/she spends a large amount of time changing tools needed to perform since they break due to low quality. The management buys low-quality tools to save money for the company. The employee argues that money saved on buying cheaper tools

would not result in any overall savings since it would consume 10 times more time spent on changing them. When asking the employee why this is of concern to him since he/she still gets paid for the hours of work, he/she says that he could perform much better if was provided with tools of higher quality. This employee performs at the acceptable level (calculated by the management and with respect to the tools provided); he/she does what he is expected to do. Thus his/her job satisfaction is at an "ok" level. Yet the tools are an obstacle making it impossible to perform in a way employee wants and knows he/she could to being provided with the right tools. Hence, employee's sense of well-being is affected in a negative way (Deming, 2000).

Warr (2002) envisages that environmental pressures may sometimes cause problems for skilled performance, resulting in impaired quantity or quality of working output, or, for example, mistakes in decision making. Developing safe working conditions is of paramount significance. Researchers in different disciplines address this issue and are all mostly concerned with reducing frequency and severity of work accidents. Dangerous working conditions may influence not only employees' productivity and work outcomes; they also generate stress which leads to a lower job satisfaction or even an increase in personnel rotation. According to Chadha (2007), there are several categories of accidents' causes. First, accidents may occur due to worker's personal characteristics or lack of attention. Second, alertness and stress can be determinants of work accidents. However, the increasing feeling of control over working environment or increased feeling of self-esteem and competence will reduce the likelihood of accidents. Increased job satisfaction, good working results, promotion possibility are those factors that would generate positive emotions of employees.

2.8 Theoretical Framework

The study was based upon Herzberg's motivation – hygiene theory which was developed by Frederik Herzberg in the late 1950s. In his theory, he highlighted two dimensions to job satisfaction which are motivation and hygiene. To him, the work characteristics associated with dissatisfaction (hygiene factors) vary from those pertaining to satisfaction (motivators) in that motivators lead to satisfaction, although their absence may not necessarily lead to dissatisfaction. The motivators' include achievement, recognition and intrinsic interest in the work itself. The continuing relevance of Herzberg is that there must be some direct link between performance and

reward, whether extrinsic as in recognition or intrinsic as in naturally enjoyable work, to motivate employees to perform and improve their job satisfaction (Schulz et al., 2003).

According to Herzberg, hygiene factors are features of the job such as policies and practices, remuneration, benefits and working conditions, corresponding to Maslow's lower order of needs. Improving these factors may decrease job dissatisfaction and thus increasing of motivators. Inadequate hygiene factors may lead to dissatisfaction, but at the same time adequate hygiene factors do not necessarily lead to job satisfaction. Hygiene factors need to be tackled first, and the motivators can follow. Organizations cannot afford to ignore hygiene factors as employees will be generally unhappy and thus likely to seek other opportunities, while mediocre employees might stay on, and compromise the organization's success.

2.9 Conceptual Framework

The study is based in the conceptual framework shown in Figure 1

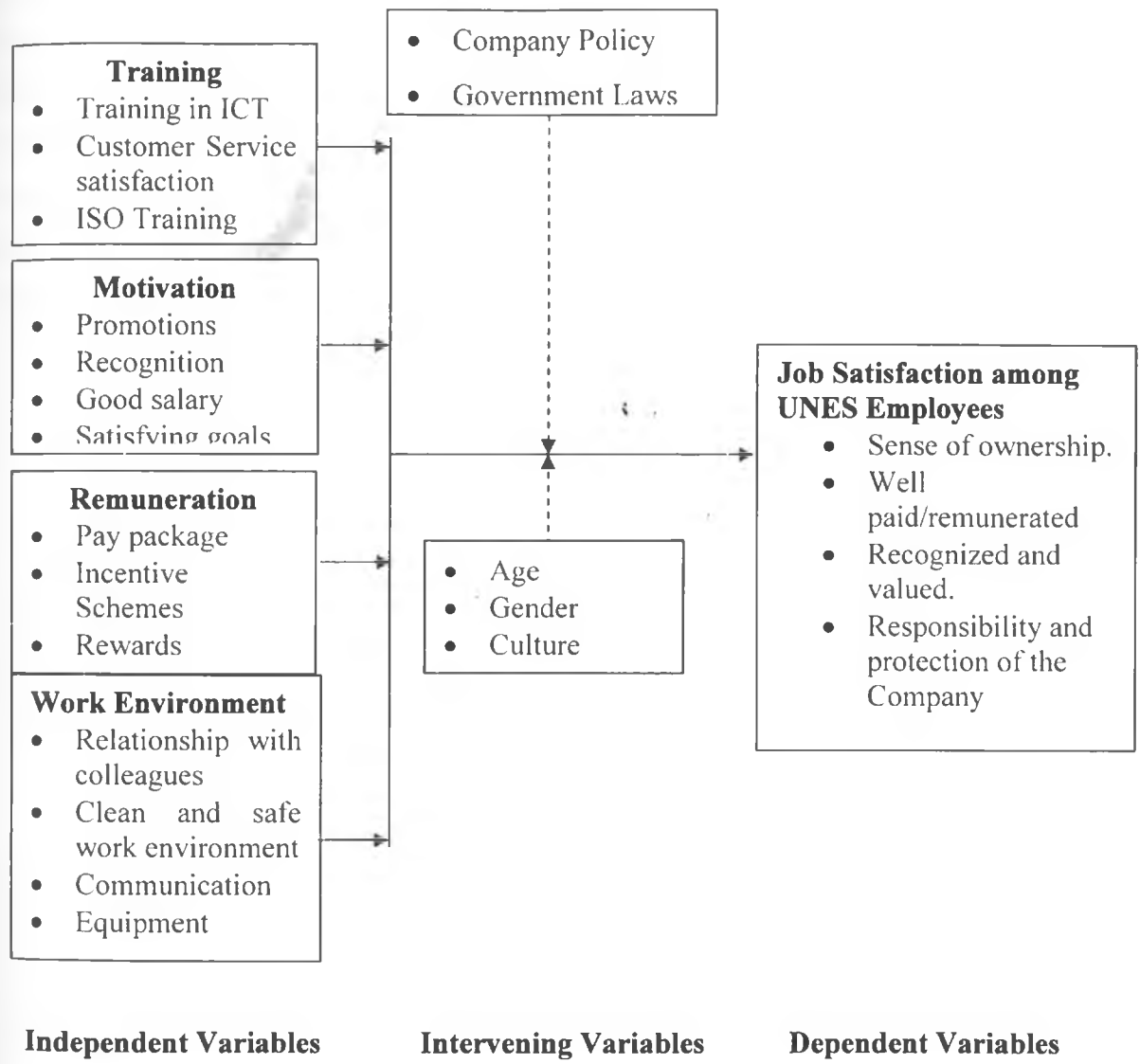


Figure 1: Conceptual Framework

2.10 Summary

This chapter presented a comprehensive review of relevant literature in an attempt to position the study in an appropriate theoretical framework. Thus it discussed findings of related researches to this study from global, Kenyan and local perspectives. The chapter covered various themes which include the concept of job satisfaction, influence of training on job satisfaction, influence of training on job satisfaction, influence of remuneration on job satisfaction, influence of motivation on employee influence of work environment on job satisfaction job satisfaction, measurement of job satisfaction as well as the theoretical framework and the conceptual framework on aspects of training, motivation, remuneration and work environment in relation to how they impact upon the satisfaction of employees in organizations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the method and procedures that the researcher intends to use in collecting relevant data and how it will be analyzed. It has a research design that meets the objectives of the study. This includes population, the sample and sampling design, data collection instruments, procedures and techniques of analyzing the data. It also has an operationalization of variables table.

3.2 Research Design

The study was conducted using an Ex-post facto design. The researcher deemed Ex-post facto research design to be appropriate, as it was difficult to control some independent variables that were to be investigated. Examples of such variables included length of work experience; number of years worked in present position, academic performance and personal behavior. Ex-post facto happened to be the most suitable for education and social research, since problems in social and educational research do not lend themselves to experimental inquiry (Kerlinger; 1973).

3.3 Target Population

The target population for this study was the 113 members of staff working in UNES distributed as per Table 3.1 whereby Headquarters had 47 members, G3 office 12 members, Arziki Restaurants 28 members and Bookstore which had 26 members of staff.

Table 3.1 Sample Size of the Accessible Population

Section	Sample Size
Headquarters	47
Arziki Restaurants	28
UNES Bookstore	26
G3	12
Total	113

Note: 8 staff were on leave and 5 were used for pre-testing.

3.4 Stratified and Simple Random Sampling

The researcher used purposive, stratified and simple random sampling techniques. First the researcher used the purposive technique to identify members of staff who have attended any course of training in the last three years. The population to be studied will then be sub divided into strata according to Headquarters G3 Office, Arziki Restaurants and UNES Bookstore. Thereafter simple random sampling method will used in order to avoid biasness whereby every member in the study category who has attended any course of training in the last three years has an equal chance of participating in the study.

3.5 Sample Size

The accessible sample for this study was all UNES Sections. The study sample comprised 47 respondents from Headquarters, 28 from Arziki Restaurants, 26 from Bookstore and 12 from G3. In this study, because of the relatively small population, a sample size of 100 % was the accessible population, thereby this was a Census.

3.6 Methods of Data Collection

Data was collected using interview guides administered by the interviewer and/or her assistant(s). Clusters of questions targeting each variable were delivered to the respondents. Respondents opinions and perceptions were be assessed on a Likert scale of 5= totally agree, 4= somewhat agree, 3= neutral, 2= somewhat disagree, 1= totally disagree. The respondents were guided in filling of the guides at their work stations or any other convenient locations. In order to avoid duplication and consultations among the respondents, the interviews were carried out separately for each respondent.

3.6.1 Instrument Validity

Mugenda and Mugenda (1999), defines validity as the accuracy and meaningfulness of inferences which are based on the research results. Validity is the degree to which results obtained from analysis of the data actually represent the phenomenon under study. It is the correctness and reasonability of data. Validity refers to getting results that accurately reflect the concept being

measured. In order to test and hence improve validity of the results, the researcher used both the questionnaire and interview guide. Thus to enhance validity a pilot study was carried out on 5 officers of UNES. The pilot study helped the researcher to identify items in the research instrument which are ambiguous in eliciting required information.

3.6.2 Instrument Reliability

Mugenda and Mugenda (1999), defines reliability as a measure of the degree to which a research instrument yields consistent result or data after repeated trails. Berg (1998) explains that, the use of consistent and systematic line of questions for even unanticipated areas is particularly important for reliability and for possible replication of a study. An interviewer's ability to accurately read lines and cues offered by an interviewee and to play effectively to them in not some insincere ploy intended to obtain desired information. The researcher used consistent and systematic questions in both the questionnaires and the interview guide. The questions were related to the subject to the study and organized into themes of the study.

3.7 Data Collection Procedure

The questionnaire was administered to sampled respondents either through self or researcher administered methods. In the self-administered method, questionnaires were hand-delivered to respondents who were requested to complete the questionnaires themselves and send them back to the researcher. For staff who indicated commitment in other duties, the researcher used the questionnaire to interview the respondents.

3.8 Data Analysis Techniques

The questions were coded and the researcher assigned 1 as the code for the highest ranked variable and 5 for the lowest ranked variable. Quantitative and qualitative data analytical techniques were used. Quantitative data from questionnaires were coded and summarized using descriptive statistics, measures of variability, frequency distributions and percentages. They were hereafter be analyzed using Statistical Package for Social Sciences (SPSS). Qualitative data from

key informants will be analyzed in themes and categories identifying patterns and trends that emerged.

3.9 Ethical Considerations

In the context of research, according to Saunders, Lewis and Thornhill, (2001), "... ethics refers to the appropriateness of your behavior in relation to the rights of those who become the subject of your work, or are affected by it". In this study confidentiality or anonymity were offered to participants to encourage them to give more open and honest responses.

3.10 Operationalization of Variables

Indicators were denoted by the main variables under the study in order to render the variables measurable.

Table 3.2: Operationalization of Variables:

Objective	Independent Variable	Indicators (s)	Measurement	Scale	Data Collection Method	Data Analysis
To examine how training influences job satisfaction among employees	Training	<ul style="list-style-type: none"> • Training in ICT • Customer Service satisfaction • ISO Training 	<ul style="list-style-type: none"> • Faster • Efficiency/ Quality • Self confidence 	Ratio Nominal	Interview Guides	Descriptive statistics
To assess how motivation influences job satisfaction among employees.	Motivation	<ul style="list-style-type: none"> • Openings for promotions • Recognition • Satisfying goals • Flexibility in working hours and staff needs 	<ol style="list-style-type: none"> a) Expectations b) Rewards c) Ability to live comfortably d) Behaviour e.g. fear, stress 	Nominal Ordinal	Interview Guides	Descriptive statistics
To establish how remuneration influences job satisfaction among employees.	Remuneration	<ul style="list-style-type: none"> • Pay package • Incentive Schemes • Rewards • Allowances 	<ol style="list-style-type: none"> a) Earnings b) Membership to schemes c) Number of rewards d) Types 	Ratio Nominal	Interview Guides	Descriptive statistics
To determine the influence of work environment on job satisfaction among employees at UNES	Work Environment	<ul style="list-style-type: none"> • Amicable relationship with colleagues • Clean and safe work environment • Communication with organization • Adequate working equipment 	<ol style="list-style-type: none"> a) Level of consultation and interaction among employees b) Physical conditions e.g. furniture, tools, workspace, equipment c) Direction of communication d) Noise, harsh temperatures 	Nominal Ordinal	Interview Guides	Descriptive statistics

<p>To determine the degree of Job Satisfaction among employees at UNES</p>	<p>Dependant Variable: Job Satisfaction among UNES employees</p>	<ul style="list-style-type: none"> • Ownership of the Company • Well remunerated • Recognized and valued • Responsibility and protection by the Company 	<p>(a) Takes care of the needs. (b) Prepared to work long hours. (c) Preparedness to serve the Company.</p>	<p>Nominal Ordinal</p>	<p>Interview Guides</p>	<p>Descriptive statistics</p>
--	--	---	---	----------------------------	-----------------------------	-----------------------------------

3.11 Summary

This chapter outlines research methodology and procedures that were used in collecting data. A research design that meets the objectives of the study is also presented. The population size is indicated, sample and sampling design and data collection instruments. It has a table showing the operationalization of variables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter covers questionnaire, return rate, data analysis, presentation and interpretation. Data has been presented in tables which showed the frequencies and the valid percentages.

4.2 Questionnaire Return Rate

This study realized a questionnaire return rate of 85.5%. A total of 90 questionnaires were distributed to cover the entire study population. Table 4.1 shows the number of questionnaires which had been collected on or before the expiry of deadline, as well as after further pursuance of collection by the researcher.

Table 4.1: Response Rate

	No. of Questionnaires	No. of Respondents	Percentage
Returned	90	77	85.5%
Not Returned	10	23	14.5%
Total	100	100	100%

According to Fowler (2002), there is no agreed-upon standard for acceptable response rates; however, he indicates that survey procedures that are likely to result in a response rate of over 75% can be considered as favorable. This view is further supported by Bailey (1987) who also asserted that the minimal acceptable response rate was 75%. The rest of this chapter presents and interprets the data based on the four objectives of the study. Response rate was therefore within an acceptable level.

4.3 Influence of Training on Job Satisfaction

This Section investigated into the influence of training on job satisfaction among employees of UNES. This was important to the study because the training in organizations is geared towards improving the quality of service offered to a clientele that is also served by other organizations. It was therefore necessary to find out how training affects the processes in UNES. This information is presented in Tables 4.2, 4.3, 4.4 and 4.5.

The study also sought to examine the influence of Training on Job Satisfaction among UNES employees. Their reactions appear in Table 4.2 below.

Table 4.2: Training and Job Satisfaction

	Frequency	Percent
Totally Agree	46	59.7
Somewhat Agree	22	28.6
Totally Disagree	1	1.3
Somewhat Disagree	1	1.3
Neutral	7	9.1
Total	77	100.0

Respondents who agreed that training has a positive influence on Job Satisfaction were 88.3%. 26% disagreed and 9.1% were neutral.

The study also sought to examine the influence of Training on Job Turnover on Job Satisfaction among UNES employees. Their reactions appear in Table 4.3.

Table 4.3: Training and Employee Turnover

	Frequency	Percent
Totally Agree	22	28.6
Somewhat Agree	26	33.8
Totally Disagree	6	7.8
Somewhat Disagree	8	10.4
Neutral	15	19.5
Total	77	100.0

Respondents who agreed that training has a positive influence on employee turnover were 62.4%, 18.2% disagreed, 19.5% were neutral.

The study also sought to examine the influence of Training in Skill Knowledge and Attitude on Job Satisfaction among UNES employees. Their reactions appear in Table 4.4.

Table 4.4: Training in Skills, Knowledge and Attitude on Job satisfaction

	Frequency	Percent
Totally Agree	22	28.6
Somewhat Agree	26	33.8
Totally Disagree	9	11.7
Somewhat Disagree	5	6.5
Neutral	15	19.5
Total	77	100.0

Respondents who agreed that training in skills, knowledge and attitude enhances job satisfaction were 62.4%, 18.2% disagreed and 19.5% were neutral.

The study also sought to establish the influence of Training and Better Working as Teams on Job Satisfaction among UNES employees. Their reactions appear in Table 4.5.

Table 4.5: Training and Better Working as Teams

	Frequency	Percent
Totally Agree	40	51.9
Somewhat Agree	22	28.6
Totally Disagree	3	3.9
Somewhat Disagree	4	5.2
Neutral	8	10.4
Total	77	100.0

Respondents who agreed that training resulted in better working as teams were 80.5%, 9.1% disagreed and 10.4% were neutral.

4.4 Influence of Motivation on Job Satisfaction

This section investigated into the influence of motivation on job satisfaction among employees of UNES. This was important to the study because various factors exist in individuals which have the potential to affect the way, strength and eagerness of behaving towards work. This appears on Tables 4.6 to 4.9.

The study sought to find out how Openings for Promotion influences Job Satisfaction among UNES employees. The reactions appear in Table 4.6.

Table 4.6: Openings for Promotion and Job Satisfaction

	Frequency	Percent
Totally Agree	41	53.2
Somewhat Agree	17	22.1
Totally Disagree	5	6.5
Somewhat Disagree	4	5.2
Neutral	10	13.0
Total	77	100.0

Respondents who agreed that Openings for Promotions improved Employee Job Satisfaction were 75%, 11.7% disagreed and 13.0% were neutral.

The study also sought to establish whether Recognition for Effort Improves Job Satisfaction among UNES employees. Their reactions appear in Table 4.7.

Table 4.7: Recognition for Effort and Job Satisfaction

	Frequency	Percent
Totally Agree	48	62.3
Somewhat Agree	12	15.6
Totally Disagree	5	6.5
Somewhat Disagree	3	3.9
Neutral	9	11.7
Total	77	100.0

Respondents who agreed that Recognition of Employee efforts improved Job Satisfaction were 77.9%, 10.4% disagreed and 11.7% were neutral.

The study sought to establish whether Satisfying Goals improves Job Satisfaction among UNES staff. Their reactions appear in Table 4.8.

Table 4.8: Satisfying Goals and Job Satisfaction

	Frequency	Percent
Totally Agree	39	50.6
Somewhat Agree	23	29.9
Totally Disagree	3	3.9
Somewhat Disagree	6	7.8
Neutral	6	7.8
Total	77	100.0

Respondents who agreed that Satisfying Goals improved employee Job Satisfaction were 80.5%, 11.7% disagreed and 7.8% were neutral.

This study sought to find out the influence of flexibility in Working Hours on Employee Job Satisfaction the findings are as shown in Table 4.9.

Table 4.9: Working Hours and Job Satisfaction

	Frequency	Percent
Totally Agree	36	46.8
Somewhat Agree	20	26.0
Totally Disagree	8	10.4
Somewhat Disagree	5	6.5
Neutral	8	10.4
Total	77	100.0

Respondents who agreed that flexibility in working hours influences on Employees Job Satisfaction were 72.8%, 16.9% disagreed and 10.4% were neutral.

4.5 Influence of Remuneration on Job Satisfaction

The study investigated into the influence of Remuneration on Job Satisfaction among employees of UNES. This was important to the study because remuneration in organizations entails financial rewards that compensate employees for services rendered as well as to enable them have a livelihood. The study looked into various forms of compensation, which included pay package, incentives, prospects of reward and allowances. This appears on Tables 4.10 to 4.13.

The study sought to find out the influence of Pay Package on Job Satisfaction. The reactions are as shown in Table 4.10 below.

Table 4.10: Pay Package and Job Satisfaction

	Frequency	Percent
Totally Agree	52	67.5
Somewhat Agree	8	10.4
Totally Disagree	3	3.9
Somewhat Disagree	3	3.9
Neutral	11	14.3
Total	77	100.0

Respondents who agreed that Pay Package influenced Job Satisfaction were 77.9%, 7.8% disagreed and 14.3% were neutral.

The study sought to find out whether incentives encourage higher level of job satisfaction. The reactions are as shown in Table 4.11.

Table 4.11: Incentives and Job Satisfaction

	Frequency	Percent
Totally Agree	43	55.8
Somewhat Agree	20	26.0
Totally Disagree	3	3.9
Somewhat Disagree	4	5.2
Neutral	7	9.1
Total	77	100.0

Respondents who agreed that Incentives encouraged Job Satisfaction were 81.8%, 9.1% disagreed and 9.1% were neutral.

The study sought to find out whether Prospects of Rewards have positive effects on Job Satisfaction. The findings are as shown in Table 4.12.

Table 4.12: Prospects of Reward and Job Satisfaction

	Frequency	Percent
Totally Agree	51	66.2
Somewhat Agree	15	19.5
Totally Disagree	6	7.8
Somewhat Disagree	1	1.3
Neutral	4	5.2
Total	77	100.0

Respondents who agreed that Prospects of Rewards have positive effects on Job Satisfaction were 85.7%, 9.1% disagreed and 5.2% were neutral.

The study sought to find out whether Allowances contribute to Employee Job Satisfaction. The findings are as shown in Table 4.13.

Table 4.13: Allowances and Job Satisfaction

	Frequency	Percent
Totally Agree	45	58.4
Somewhat Agree	14	18.2
Totally Disagree	5	6.5
Somewhat Disagree	3	3.9
Neutral	10	13.0
Total	77	100.0

Respondents who agreed that Allowances Contributed to Employee Job Satisfaction were 76.6%, 10.4% disagreed and 13.0% were neutral.

4.6 Influence of Work Environment on Job Satisfaction

The study investigated into the influence of Work Environment on Job Satisfaction among employees of UNES. This was important to the study because the work environment constitutes a major factor that affects the survival, operations, and growth of any organization.

The work environment in this study included four aspects mainly: staff working relationships, cleanliness, safety and job satisfaction, communication and job satisfaction and finally work equipment, materials and job satisfaction. This appears on Tables 4.14 to 4.17.

The study sought to find out whether Working Relationship with colleagues influences Job Satisfaction. The findings are as shown in the Table 4.14.

Table 4.14: Working Relationships and Job Satisfaction

	Frequency	Percent
Totally Agree	39	50.6
Somewhat Agree	24	31.2
Totally Disagree	2	2.6
Somewhat Disagree	3	3.9
Neutral	9	11.7
Total	77	100.0

Respondents who agreed that Working Relationship with colleagues influenced Job Satisfaction were 81.8%, 6.5% disagreed and 11.7% were neutral.

The study sought to find out if Cleanliness and Safety affects Job Satisfaction. The findings are as shown in the Table 4.15.

Table 4.15: Cleanliness, Safety and Job Satisfaction

	Frequency	Percent
Totally Agree	37	48.1
Somewhat Agree	18	23.4
Totally Disagree	4	5.2
Somewhat Disagree	8	10.4
Neutral	10	13.0
Total	77	100.0

Respondents who agreed that Cleanliness and Safety affected Job Satisfaction were 71.5%, 15.6% disagreed and 13.0% were neutral.

The study sought to find out whether Communication within Departments Influences Job Satisfaction. The findings are as shown in the Table 4.16.

Table 4.16: Communication and Job Satisfaction

	Frequency	Percent
Totally Agree	38	49.4
Somewhat Agree	23	29.9
Totally Disagree	1	1.3
Somewhat Disagree	3	3.9
Neutral	12	15.6
Total	77	100.0

Respondents who agreed that Communication within the Departments influences Job Satisfaction were 79.3%, 5.2% disagreed and 15.5% were neutral.

The study also sought to find out whether adequate Work Equipment and Materials influence Job Satisfaction. The findings are as shown in the Table 4.17.

Table 4. 17: Work Equipment and Materials influences Job Satisfaction

	Frequency	Percent
Totally Agree	48	62.3
Somewhat Agree	16	20.8
Totally Disagree	4	5.2
Somewhat Disagree	3	3.9
Neutral	6	7.8
Total	77	100.0

Respondents who agreed that Working Equipment and Materials influenced Job Satisfaction were 83.1%, 9.1% disagreed and 7.8% were neutral.

4.7 Summary

This chapter covered the return rate, data analysis, presentation and interpretation. Data has been presented in tables which show the frequencies and the valid percentages.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter cover summary of key findings, and discusses these findings against what comes from literature. From the findings, the chapter makes relevant conclusions as well as recommendations for further action. Finally, the chapter recommends areas for further research.

5.2 Summary of Findings

Based on the study, below is the summary of key finds focusing on the four objectives.

5.2.1 Influence of Training on Job Satisfaction of employees at UNES

Training influences Job Satisfaction among the UNES staff. Factors found to be significantly associated with training were, reduced employee turnover, increased skills, knowledge and between attitude as well as better working as teams. It was found out that these factors influence on employees Job Satisfaction at UNES.

5.2.2 Influence of Motivation on Job Satisfaction

Openings for promotion acted as a motivational factor which enhanced the level of Job Satisfaction, Recognition for employee efforts by Senior Management was found to be motivational hence enhancing employee Job Satisfaction.

5.2.3 Influence of Remuneration on Job Satisfaction

It was observed that pay package, incentives, prospects of reward and allowances were motivational factors which influenced Job Satisfaction positively. Financial rewards which employees get as compensation enable them to have a livelihood.

5.2.4 Influence of Work Environment on Job Satisfaction

Work environment in terms of working relationships, cleanliness and safety, communication with the departments as well as work equipment and materials used by staff of UNES influenced Job Satisfaction.

5.3 Discussion

These are discussions of the key findings against what is indicated on the literature.

5.3.1 Influence of Training on Job Satisfaction of Employees at UNES.

Training of employees at UNES was found to have a positive impact on job satisfaction. Training in skills, knowledge and attitude enhanced job satisfaction, resulted in better working as teams and had reduced employee turnover. This supports findings by Lori and Robert (2004) on training and developing employee's know-how. By continuously providing training can provide development opportunity to the employees and can develop employees' know-how, thus building a strategic asset that can lead to a sustainable competitive advantage. Dissatisfied employees not only give poor quality, less efficient care; there is also evidence of a positive correlation between job satisfaction and customer satisfaction (Tzeng, 2002).

With knowledge becoming the key to economic survival at the personal, organizational and national levels, continual lifelong learning has become imperative therefore companies and not-for-profit organizations are increasing their investment in both content and delivery mechanisms due to the realization that without a workforce that is constantly increasing its knowledge and skills, a company cannot remain competitive (Jac Fitz-end, 2001). This was important to the study because the training in organizations is geared towards improving the quality of service offered to a clientele that is also served by other organizations.

5.3.2 Influence of Remuneration on Job Satisfaction of Employees at UNES.

Pay package was found to influence job satisfaction of employees, incentives encouraged higher levels of job satisfaction, prospects of rewards have positive effects on job satisfaction

and allowances contribute to employee job satisfaction. This supports findings by Burke and Cooper, (2004) on remuneration and job satisfaction, which indicates that “when organizations value and reward people, those people are committed to performing well and as a result, the organization accomplishes more and it can then reward employees more and attracts and retain more talented employees. This leads to an even high organizational performance”.

5.3.3 Influence of Motivation on Job Satisfaction of Employees at UNES.

Openings for promotions of employees at UNES were found to enhance employee job satisfaction, recognition of employee efforts, satisfying goals and flexibility in working hours improves employee job satisfaction. Internal motivation is linked to reduced employee absence, increased job satisfaction, high level of creativity and a reduced need for direct supervision. Employees with internal motivational drives enjoy their work, like colleagues and take pride in performing their work (Kiger, 2006).

5.3.4 Influence of Work Environment on Job Satisfaction of Employees at UNES.

Working relationship with colleagues, communication within the department, cleanliness and safety, working equipment and materials at UNES was found to influence job satisfaction. In addition, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality, ergonomic furniture and lighting (Dilani, 2004).

5.4 Conclusion

According to the findings the study concluded that at UNES work environment which includes relationship with colleagues, motivation by giving openings for promotions and training in skills knowledge and attitude has a positive impact on Job Satisfaction.

However it was found out that the pay package and allowances should be reviewed in line with cost of living in line with other Parastatals.

However it was found out that employees would like their remuneration re-looked and improved as reflected by the higher percentage than for the environment, motivation and training.

5.5 Recommendations

Based on the findings of this study, the following are recommended:

- (i) That it should be ensured that there is healthy work environment at UNES as this will enhance the job satisfaction among the employees. This will be by ensuring that there is clean and safe work environment, there is equipment and that relationship between colleagues is healthy.
- (ii) The pay package, incentives and rewards should be reviewed with an increase intention.
- (iii) That there should be openings for promotions of employees, recognition of employees efforts, satisfying goals and flexibility in working hours.
- (iv) That employees be given relevant training as it has a positive impact on job satisfaction.

5.5.1 Policy makers

To the policy makers who include the UNES Board of Directors, UNES Management, the results of this study suggests that interventions should be carried out to increase levels of job satisfaction among UNES employees. Since job satisfaction has a strong correlation with job performance, it is imperative to reinforce relevant human resources polices, improving working conditions and compensation.

5.5.2 Employees

To the employees should receive relevant trainings, be motivated by having promotions openings, receiving recognition for the work done. The pay package should be re-looked and the work environment improved. Relationships between management and staff and increasing decision-making latitude among staff members. Developing staff and empowering them to make decisions about their work is necessary to achieve quality outcomes. It is recommended that employees' jobs be redesigned to have a scope of enrichment that will be more interesting.

5.5.3 Impact on Services

To UNES the study recommends that continuous monitoring of job satisfaction should be enhanced as this can be useful to determine aspects of the services that need improvement. Involving staff in a cooperative, team approach will allow for consideration of ways to improve aspects relating to job satisfaction. Improving the work environment so that it provides a context in line with the aspirations of UNES staff is likely to increase job satisfaction and consequently have a positive effect on individual and organizational delivery of services to customers. Staff should be trained on areas relevant to work as this will result to improved delivery of services also.

5.6 Suggestions for Further Research.

Based on the findings of this study, the following areas are being recommended for further research:

- (i) This study may serve as a base for future studies in organizations on a larger scale. Further analysis of data is needed, as there are numbers of issues that can be explored further.
- (ii) Factors that influence on staff turnover at UNES is an area that should be investigated.
- (iii) Similar studies be done in other organizations.

5.7 Summary

This Chapter has summary of findings of the study along the four study objectives which have been highlighted and discussed. Conclusions have been drawn, finally recommendations for improvement and suggestions for further research have been outline.

REFERENCES

- Adams, A. & Bond, S. (2000). Hospital nurses' job satisfaction: Individual and organizational characteristics, *Journal of Advanced Nursing*, 33: 536-543.
- Aguinis H (2009). *Performance Management*. 2nd edition, Person education, Inc., publishing as Prentice Hall.
- Al-Hussami, M. (2008). A study of nurses' job satisfaction: The relationship to organizational commitment, perceived organizational support, transactional leadership, transformational leadership and level of education, *European Journal of Scientific Research*, Vol. 22, No2: 286-285.
- Amar, A. D. (2004). Motivating knowledge workers to innovate: a model integrating motivational dynamics and antecedents. *European Journal of Innovation Management*, 7 (2), p. 89-101.
- Bach, S and Sisson K. (2000) *Personnel Management: A Comprehensive Guide to Theory and Practice*. Blackwell Publishers.
- Baron, A. (2003). The key to organizational success. Development and learning organizations, 25(3), 7-9. [Online] Available from: www.emeraldinsight.com/10.1108/14777280310478245 (accessed: 24 July 2011)
- Barlow, L. (2005). Effective structuring of coaching: using five questions. *Development and learning within organizations*, 19 (6), p. 11-12.
- Basset-Jones, N. and Loyd, G.C. (2005). Does Herzberg's motivation theory have staying in power? *Journal of management development*, 24 (10), p. 929-942.
- Basset-Jones, N. and Lloyd, G.C. (2005), "Does Herzbergs Motivational Theory have staying power"? *Journal of Management Development*, Vol.24, No.10, pp. 57-56

- Blazing Solutions (2005). Remuneration and Benefits. [Online] Available from www.nasho.org.za/attachments_view.php?aa_id=19 (accessed 15 June 2010)
- Bowey, A. and Thorpe, R. (2000). Motivation and reward. In R. Thorpe & G. Homan (Eds), *Strategic reward systems*. (pp. 81-97). England: Pearson Education Limited
- Bruce, W. M. and Blackburn, W. J (1995) *Balancing Job Satisfaction and Performance*. Greenwood Publishing Group Inc.
- Bruce, A. (2002). *How to motivate every employee: 24 proven tactics to spark productivity in the workplace*. New York: Erbrary Inc.
- Bryan, L.L., Joyce, C.I. and Weiss, L. M. (2006). Making a market in talent. *The McKinsey Quarterly*, No. 2, p. 99-109.
- Burke, R.J and Cooper, C.L (2004) *Leading in Turbulent Times*. Blackwell, Oxford
- Bymes, N. (2006). The art of motivation. *Business week*, May. P. 57-62
- Byars, L.L. & Rue, L.W. 2004. *Human Resources Management*. New York: McGraw-Hill Companies, Inc
- Cannel, M. (2004). *Management Development*. London: CIPD
- Carlaw, M. (2002). *Managing and Motivating Contact Center Employees : Tools and Techniques for Inspiring Outstanding Performance from Your Frontline Staff*. Blacklick: McGraw-Hill Companies.
- Carlson DS, Upton N, Seaman S (2006). The Impact of Human Resource Practices and Compensation Design on Performance: *An Analysis of Family-Owned SMEs*. *J. Small Bus. Manage.*, 44(4): 531-543.
- Carnavale, A.P. (1990). "America and the New Economy," *Training and Development Journal* (ASTD Training Data Book November p. 3)
- Cascio, W.F. (2003). *Managing human resources: productivity, quality of work life, profits*.

Boston: McGraw-Hill.

Chadha, P (2007), "*The Orderly Workplace: An Exploration into Holistically Disciplined Work life*", Macmillan Publishers India,

Cheatle, K. (2001). *Mastering human resource management*. Basingstoke: Palgrave.

Clements-Croome, D. (Ed.) (2000). *Creating the productive workplace*. London: E & FN Spon

Cole, G.A. (2002). *Personnel Management Theory and Practice, 4th ed*. London: Letts Educational Aldine Place.

Collins, K., Jones, M.L., McDonnell, A., Read, S., Jones, R. & Cameron, A. (2000). Do new roles contribute to job satisfaction and retention of staff in nursing and professions allied to medicine? *Journal of Nursing Management*, Vol. 8:3-12.

Daft, L.R and Marcic, D. 2007. *Management the new work place*. New York: Thomson, South Western.

Deming, W.E,(2000). *Out of the crisis*. Cambridge: MIT Press.

Dilani, A. (2004). *Design and health III: Health promotion through environmental design*. Stockholm, Sweden: International Academy for Design and Health.

European Commission (2002). *Employment Europe*.

<http://www.eurofound.europa.eu/eiro/2002/10/feature/eu0210204f.htm>.

Garg, P. and Rastogi, R. (2006). New model of job design: motivation employees' performance. *Journal of Management Development*, 25 (6), p. 572-587.

Flynn, N. (1993). *Public Sector Management*. Harvester, Wheat sheaf.

Fowler A, (1990) Performance Management: the MBO of the '90s'? *Journal of Personnel Management*. July 1990.

Gardner, D.G and Pierce, J.L (1998). *Self-esteem and Self-efficacy within the Organizational Context*, *Group and Organizational Management*, 23: 48-70.

- Gibson, James, L., Ivancevich, John, M. and Donnelly, Jr. James, H (2000). *Organizations – Behaviour – Structure – Processes*. 10th Edition. Boston. McGraw-Hill.
- Greenberg, J and Baron, A.R. (2003). “Behaviour in Organizations”, Prentice Hall, Vol. 8, pp. 188-215
- Harrison, R., (2000). *Employee Development 2nd ed*. Chartered Institute of Personnel and Development, London, McGraw-Hill
- Heery, H., & Noon, M. (2001). *A dictionary of Human Resource Management*. New York: Oxford University press Inc.
- Helepota, H.A. (2005) “Motivational Theories and their application in construction”, *Cost Engineering*, Vol. 47, No. 3 pp. 14-35.
- Heneman, R.L. 2001. Business-driven compensation policies, integrating compensation systems with corporate strategies. New York: Amacom
- Higgs, Julia L., “Workplace Environment in a Professional Services Firm”, *Behavioral Research in Accounting*, January 2002.
- Holbeche, L. (2000). *Aligning Human and business strategy*. Burlington: Elsevier Butterworth-Heinemann
- Jac Fitz-end & Davidson, B. (2001) *How to Measure Human Resource Management*. McGraw Hill.
- Kehr, H. M. (2004). Integrating implicit motives, explicit motives, and perceived abilities: The compensatory model of work motivation and volition. *Academy of management review*, 29 (3), p.479-499.
- Kekana, H.P., Du Rand, E.A. & Van Wyk, N.C. (2007). *Job satisfaction of registered nurses in a community hospital in the Limpopo Province in South Africa*.
- Kiger, P.J. (2006). Power of the individual. *Workforce Management*, February, p. 23-27.

- McShane and Von Glinow 2003. *Organizational Behavior*. 2nd Edition. New York: McGraw-Hill.
- Moses, J. (2002). Are Your Employees Enthusiastic? National Federation of Independent Business, viewed 25 July 2011, <http://www.nfib.com/page/home>.
- Nadler D. (1980). "Defining the Field. Is it hers or OD or...?" *Training and Development Journal*, 34, No. 12, 66, 68.
- Newell, S. (2002). *Creating the healthy organization: well-being, diversity and ethics at work*. London: Thomson Learning
- Olivier, M. 2007. Relevance of a Remuneration Philosophy. *People Dynamics*, Vol 25, 16-17
- Osland, J., Kolb, D., and Rubin, I. (2001). *Organizational behavior: an experiential approach*. NJ: Prentice Hall
- Petri, L. H and Govern, J. M. 2003. *Motivation: Theory, Research & Applications* (5th Ed). New Orleans. Wadsworth Publishing.
- Philips, P.P.P (2002) *Understanding the Basics of Return on Investment in Training*, Kogan-Page
- Pienaar, C. 2007. What makes an organization sick? *People Dynamics*, Vol 25, 21-22
- Pigors, P.I & Myers. C. A (1981). *Personnel Administration: A point of views and Method*. 9th Ed. Auckland: Mc Graw Hill.
- Pillay, R. (2008). *Work satisfaction of professional nurses in South Africa: a comparative analysis of the public and private sectors*, *Human Resources for Health*, Vol. 7: 7-15.
- Price, A (2000) *Principles of Human Resource Management: An Active Learning Approach*. Blackwell Publishers Ltd
- Philips, P.P.P (2002) *Understanding the Basics of Return on Investment in Training*, Kogan-Page
- Quliey, N.R. and Tymon Jr, W.G. (2005). Toward an integrated model of intrinsic motivation and career self-management. *Career development international*, 11 (6), p. 522-543.

- Raymond A. Noe, (2002). *Employee Training and Development 2nd Ed.* Mc Graw Hill, New York
- Riggio, R.E (2000). *Introduction to Industrial / Organizational Psychology*. Prentice Hall, New Jersey.
- Ruwan A (2007). *The impact of human resource practices on marketing executive turnover of leasing companies in Sri Lanka*. Contemp. Manag. Res., 3(3): 63-76.
- Shields, J. (2007). *Managing employee performance and reward concepts, Practices, Strategies*. New York: Cambridge University Press
- Tessema M, Soeters J (2006). Challenges and prospects of HRM in developing countries: *testing the HRM-performance link in Eritrean civil service*, Intl. J. Hum. Res. Manag., 17(1): 86-105.
- Tzeng, H.M. (2002). The influence of nurses' working motivation and job satisfaction on intention to quit: An empirical investigation in Taiwan. *International Journal of Nursing Studies*, Vol. 39: 867-878.
- Warr, P. (2002). *Psychology at work*. London: Penguin Books.
- Wilson, B. A. (1995). *Innovative rewards for the changing work place*. Second Edition. New York: McGraw-Hill, Inc
- Wood, G., Yaacob, A., & Morris, D. (2004). *Attitude towards pay & promotion in the Malaysian higher education sector*. Employee Relations, Vol.26, No. 2: 137-150.
- Young, B.C. (2000), "Methods of Motivating: Yesterday and Today" Available at: <http://academic.empria.edu>.
- Zingheim, P.K & Schuster, J.R. (2000). *Pay people right! Breakthrough Reward Strategies to Create Great Companies*. San Francisco: Jossey-Bass

APPENDIX 1: TRANSMITAL LETTER

**Catherine W. Wambugu,
Department of Extra Mural Studies,
School of Distance and Continuing Education,
P.O. Box 30197, 00100,
University of Nairobi.**

Tel: 0722717503; Email: kate.wambugu@yahoo.com.

STUDY TOPIC: Job Satisfaction

STUDY TITLE: Factors Influencing Employees Job Satisfaction at University of Nairobi Enterprises and Services (UNES)

Dear Sir / Madam,

Re: Request for Research Data

I am a post-graduate student in the School of Distance and Continuing Education, University of Nairobi.

You have been selected to form part of this study. Kindly assist by filling in the attached questionnaire. The information given is needed purely for academic purposes and will be treated in strict confidence. In no way will your name appear in the final report. A copy of the final report will be availed upon your request.

Your assistance and cooperation will be highly appreciated.

Yours Sincerely



**Catherine W. Wambugu
L50/78275/2009**

APPENDIX 2: QUESTIONNAIRE

Schedule A – General Information

Please mark/circle the following questions which alternative is closest to your opinion

1 Age (a) 18 - 27 (b) 28 – 37 (c) 38 – 47 (d) 48 - 57 (e) Above 57

2. Sex (a) Male (b) Female

3. Highest level of education completed

(a) Less than high school (b) High School (c) College

(d) Bachelor's degree (e) Master's degree (f) PhD

4. Position in UNES

Upper Level () Middle Level () Lower Level ()

5. Duration worked with UNES

1 – 3 years () 4 – 5 years () 6 – 9 years () 10 – 12 years () over 12 years ()

Schedule B – Training and Job satisfaction

The following statements refer to the influence of training on employees' job satisfaction. Please mark/circle the alternative which is closest to your opinion.

(5= totally agree, 4= somewhat agree, 3= neutral, 2= somewhat disagree, 1= totally disagree).

6. Training has a positive impact on job satisfaction (5) (4) (3) (2) (1)

7. Training enhances job satisfaction hence reduces employee turnover (5) (4) (3) (2) (1)

8. Training in skills, knowledge and attitude affects job satisfaction (5) (4) (3) (2) (1)

9. Training allows better working as teams (5) (4) (3) (2) (1)

Section C – Motivation and Job satisfaction

The following statements refer to the influence of motivation on employee job satisfaction.

Please mark/circle the alternative which is closest to your opinion.

(5= totally agree, 4= somewhat agree, 3= neutral, 2= somewhat disagree, 1= totally disagree).

- | | |
|---|---------------------|
| 10. Openings for promotions improves my job satisfaction | (5) (4) (3) (2) (1) |
| 11. Recognition for my effort improves my job satisfaction | (5) (4) (3) (2) (1) |
| 12. Satisfying goals improve my performance | (5) (4) (3) (2) (1) |
| 13. Flexibility in working hours impacts on employee job satisfaction | (5) (4) (3) (2) (1) |

Section D – Remuneration and Job satisfaction

The following statements refer to the influence of remuneration on employee job satisfaction.

Please mark/circle the alternative which is closest to your opinion.

(5= totally agree, 4= somewhat agree, 3= neutral, 2= somewhat disagree, 1= totally disagree).

- | | |
|--|---------------------|
| 14. Job satisfaction reflects on the pay package | (5) (4) (3) (2) (1) |
| 15. Incentives encourage higher level of job satisfaction | (5) (4) (3) (2) (1) |
| 16. Prospects of rewards have positive effects on job satisfaction | (5) (4) (3) (2) (1) |
| 17. Allowances contribute to employee job satisfaction | (5) (4) (3) (2) (1) |

Section E – Work Environment and Job satisfaction

The following statements refer to the influence of work environment on employee job satisfaction. Please mark/circle the alternative which is closest to your opinion.

(5= totally agree, 4= somewhat agree, 3= neutral, 2= somewhat disagree, 1= totally disagree).

- | | |
|--|---------------------|
| 18. Working relationship with colleagues influences job satisfaction | (5) (4) (3) (2) (1) |
| 19. Cleanliness and safety affects job satisfaction | (5) (4) (3) (2) (1) |
| 20. Communication within my department influences job satisfaction | (5) (4) (3) (2) (1) |
| 21. Adequate equipment and materials influences job satisfaction | (5) (4) (3) (2) (1) |

THANK YOU