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MOTIVATIONAL STRATEGIES AND EMPLOYEE SATISFACTION IN UNIVERSITIES: A CASE OF BISHOP STUART UNIVERSITY –MBARARA

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DECLARATION

I, Rubasimbira George hereby declare that this research report is written in the partial fulfilment for the award of Master's Degree in Management studies (Public Administration and Management) of Uganda Management Institute

Signed----------------------------------   Date-------------------------------

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APPROVAL

This report entitled "Motivational Strategies and Employee Satisfaction in Universities: A case of Study Bishop Stuart University" has been done under my supervision and is ready for submission to the Higher Degrees Department for examination.

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DEDICATION

I dedicate this report to my family especially my wife katushabe Harriet and my Children specifically: Asingwire Anneline, Nganzi Marinus, Asinguza Adeline and Nowembabazi Quirinus.

ACKNOWLEDGEMENT

This work and its enormous dictates would have pending without the help and support of unrelentless individuals for which I will always be greatly indebted.

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My family has been special in a way providing timely social support, strength and advice that guided me rightly.

I lastly thank all who directly and indirectly contributed to the compilation of this dissertation but could not be mentioned by name or title.

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LIST OF ACRONYMS

BSU. Bishop Stuart University

VC. Vice Chancellor

US. University Secretary

AR. Academic Registrar

KM. Kilometers

UMI. Uganda Management Institute

ABSTRACT

The study investigated Motivational strategies and employee satisfaction in universities considering Bishop Stuart as the case study. The study was interested in finding out the relationship between rewards and employee satisfaction, establishing the influence of career growth on employee satisfaction and how work-life balance affects employee satisfaction.

The study used case study as research design, documentary analysis, questionnaire survey and interview were used as the methods of data collection.

The study involved both academic and non-teaching staff of the University as respondents. Data was analysed quantitatively and qualitatively using statistical packages and tables; content and interpretive analyses were also used for qualitative data.

The study found out that rewards positively enhance employee satisfaction, it was also found out that the University has limited range of rewards also, that salaries do not increase with inflation and that employees do not understand their reward plans.

Results also revealed that, career growth and work-life balance, positively influence employee satisfaction. In relation to career growth the University has adequate opportunities for professional growth, that employees receive the training needed to do the job well and that the University supports employees to obtain new skills that all these increase employee satisfaction.

The results further indicate that employee satisfaction is positively influenced by work- life balance.

Further still it was found out that motivational strategies of the universities were found to be inadequate in rating which may not fully provide satisfaction among employees.

The study concluded that rewards with pay rise have a moderate positive relationship with employee satisfaction among University employees.

The study further concluded that Career growth with promotion and training positively influence employee satisfaction and that promotion must match with payments.

The study recommended that: all stake holders should compose the reward structure to make appropriate rewards that befit the employees in the University, career growth should be accompanied by increased remuneration, in terms of improved allowances for better performance as well as promotions and recognition, more activities that give staff some more time to be creative be improved.

<center>**CHAPTER ONE**</center>

<center>**INTRODUCTION**</center>

1.1   Introduction

The principal aim of motivation is giving employees more responsibility and decision-making authority to increase their realm of control over the tasks for which they are held responsible and equip them to carry out those tasks (Malik et al., 2011; Coates and Jarratt, 1994). The study aimed at investigating the relationship between motivational strategies and employee satisfaction in universities- Bishop Stuart University; Mbarara.

In the study, Motivational strategies; was conceived to be an independent variable while employee satisfaction was dependent variable.

This chapter presents the background of the study, statement of the problem, specific objectives, research questions, hypotheses, conceptual frame work, significance, justification, scope of the study, operational definitions of terms and concepts and limitations

1.2 Back ground of the Study

1.2.1 Historical Background

The term motivation derives the meaning from the Latin root which means "stimulate" (Pakdel, 2013). Motivation is about giving your staff the right mixture of guidance, direction, resources and rewards so that they are inspired and keen to work in the way that you want them to (Ludhans, 1992).

Staff members are one of the most valuable asset. Motivated employees are more likely to stay and help build your business. Retaining motivated staff builds your business and also reduces the cost of recruitment and training. It is a compound which describes specific behaviors. Two aspects of the behavior described by the concept of motivation which consists justify the behavior or purpose of a behavior and appropriate consuming energy. In the other word, when behavior is motivated to get a particular purpose, or when severity and incidence level of energy is different from previous situation.

Worldwide, motivational strategies are the key of a successful organization to maintain the continuity of the work in a powerful manner and help organizations to survive. Motivational strategies refer to finding a need inside the employees and help to achieve it in a smooth process (Pamela, 2015).

Motivation of Government employees in USA leads to broadening of the employee skills to meet the organizational demands, employee satisfaction included. Each top official should have the responsibility to work with staff to find out their individual needs and put them side by side to the organization's needs. Dissatisfaction also, might work as guidance for the manager to explore the needs of the staff and start with it to motivate them and attract them to do better which brings employee satisfaction.

Research study in German has shown that top management employees are an asset to an organization and if companies can focus on keeping their productive employees engaged will experience long term benefits (Denka, 2009). When employees are motivated they perform at

higher levels and are more satisfied with their current positions and both factors have linked to greater organizational success and performance (Salter, 2007).

A university's success lies in a motivated work force as highly motivated employees strive to produce at the highest possible level and exert greater efforts than employees who are not motivated.

In most African countries staff motivation naturally has to do with staff desire to participate in the work performance, but it also concerns the reasons or goal that underline their involvement or non-involvement in efficient service delivery (Maslow, 2003). Employee's motivation is still needed in Universities to perform better. The challenge for most organizations is to develop a motivating work environment that reaches out to their employees in a variety of ways. Understanding the definition of motivational strategies is at the forefront of this challenge. Prior research suggests that motivation can be summarized as a product of desire and commitment where both elements are essential to produce outcome (Whetten, 2007). Thus, employees with a high level of commitment and a desire can be categorized as highly satisfied individuals.

In Nigeria, it is believed that when employees are given incentives, they tend to work harder to attain results of their job even against great odds of challenges (Akintoye 2000). Employees tend to become efficient and effective when they are motivated. Their extra effort is reflected in the performance of the people they manage. It should be noted that incentives given to the employees whether monetary or non-monetary might affect his/her punctuality and consistence at work, preparation for service delivery and work preparation.

In Uganda, for various universities the management is responsible for motivating the employees to get things done through them without asking them what to do.

Motivational strategies well laid create productive employees who save time and effort (Maslow, 2003). The motivated employees volunteer to do more than what is expected and more successful achievement than others, such employees are role models to be followed by other staff and add positive input to the work within the organisation. Good work performance in the university depends on whether Staff is able to do things or whether they are willing to do things,

 (Houran, 2009).

The labour turnover depends on the level of motivation that stimulates someone to work and carry out the necessary tasks to achieve the organisational goals. The managers have to learn to place the right person to a right place. A person should be given the role where they can use their skills and abilities and be concentrated towards the organisational goals and personal goals. Misplacement can cause dissatisfaction, less motivation, less concentration and that leads to turnover and shortage of staff, commitment of mistakes and loss to the Organisation (Baldoni, 2005).

Motivational strategies are usually based on refresher training, promotion, rewards and job rotation. Rewards like extra load allowance and better housing that have a significant impact on employees 'performance at their workplace. In addition, recognition for the work done and performance appraisal have incentive elements. Smith (2004) observed that employees' quality

is more of a question of motivational strategies than of competence. It is motivation that determines how the extent to which competence is greatly needed.

University employees that have better results are those that are motivated ((Sturmann, 2011). For instance, staying far away from the University compass has a negative effect on University's employee punctuality and regularity. Such dissatisfaction among the staff are likely to cause staff arrive a bit late at the work place though the management may arrive early. Wastage of time and absenteeism for employees due to poor incentive systems affects the work performance. Further still, the incentives given to employees vary in universities considering that BSU is a private University which might be a reflection of staff performance. A ware of the growing need to remunerate University employees with a view of motivating them to work even extra harder to attain better University service delivery result is required. With adequate motivational strategies in place the employees are in position to perform whole heartedly, (Chesney, 2002) observed. Adequate payment of staff motivates them to offer undeservingly. It keeps employees in performing personal worth, recognition, self-fulfilment and job dignity. It makes staff delight and feels proud to be in a University.

Bishop Stuart University could try as much as possible to give incentives to its employees in form of travel allowances, extra load allowance but a lot still would be desired. The university employees used to get different allowances though they could do the same activities. Such allowances related to: medical, housing allowances and education sponsorship, but some employees would lament that their education levels and departments were not respected and complain that they were inadequately being paid for the duties they were required to perform.

Even with such allowances given to the employees the level of satisfaction among the staff remained wanting.

1.2.2 Theoretical Back ground

Motivation can be broadly defined as the force behind action that explains why a person acts in a particular way (Dimtrova et al. Eds 2009).

The study was informed by Equity theory that was proposed by Adams in 1960s for it was found to be more relevant and hence was adopted for the study. It attempts to explain rational satisfaction in terms of perceptions of fair or unfair distribution of resources within interpersonal relationships. Hence the theory informed the study by the methods, findings and conceptual review in relation to implementation of motivational strategies to satisfy employees in universities.

Equity Theory

This motivation theory was proposed by Adams in 1965 and emphasizes that; an individual's motivational level is linked to his perception of equity, fairness and justice practiced by the management. The higher the individual's perception of fairness, the greater is the motivation level and vice versa. While evaluating fairness, employees compare job in puts in terms of contribution to outcome in terms of compensation (Guerrero et al, 2007). It involves the following assumptions in its application:

Employees expect a fair return for what they contribute to their jobs; a concept referred to as the "equity norm". Employees determine what their equitable return should be after comparing their inputs and outcomes with those of their co-workers -social comparison. Employees who perceive themselves as being in an inequitable situation will seek to reduce the inequity either by distorting

inputs and/or outcomes in their own minds ("cognitive distortion"), by directly altering inputs and/or outputs, or by leaving the organization.

According to Adams (1965), anger is induced by under payment, inequity and guilt is induced by over payment. Payment whether hourly, wage or salary is the main concern and causes equity or inequity cases. Recognition and thank you note can bring the element of satisfaction among employees and is somehow enough to make the worker important and improve on outcomes. Satisfaction is critical as it hinders individual initiatives and passion. Lack of satisfaction can lead to absenteeism and sometimes uncalled for turnover which retards organisational performance.

The principles of Equity theory are major determinants of satisfaction at the work places.

The Equity theory includes a range of prominent issues like executive remuneration, equal value and comparable worth (Canadian Social Sciences 2010,).

Adam (1963) argued that there is little interest in the level of payments than the perception of fairness among others which determine satisfaction. Thus, equity is rarely accepted and usually people react to inequity by decreasing their personal effort, demanding more equitable treatment and attempting to find more alternative employment (Adams, 1963). Furthermore, the unfair distribution of rewards can lead to lower levels of commitment, higher level of absence and turnover and finally to a worse organisational performance. It is against this background that the

study set to find out whether current motivational strategies in Universities promote and have vital influence on satisfaction among University workers.

1.2.3 Conceptual Background

Motivation is a word that is rather cumbersome to define in a meaningful manner. According to Adams and Jacobson (1964), motivation deals with all the conditions that are responsible for variation in the intensity, quality and direction of behavior.

From an organization point of view, motivation deals with everything that a manager knows or can use to influence the direction and rate of individual's behavior towards job commitment (Bartol & Martin, 1998; Aborisade & Obioha, 2009). Therefore, employees' motivation is the level of energy, commitment, and creativity that a company's workers apply to their jobs. However, motivating employee for better commitment can sometimes be particularly problematic for many organizations if the right motivational factors policy are not in place. Hence, organizations should be mindful of such pitfalls, for the effects of low employee motivation on productivity can be devastating; these often include poor commitment, complacency, declining morale, absenteeism, high turnover and widespread discouragement. According to Bartol & Martin (1998), since the ultimate goal of any Original Article organization is to increase performance, in form of increased productivity, hence, the actual performance is a function of ability, skills and working conditions of employees.

For an employee to be satisfied, Parker (2001) suggested that there are three basic characteristics of a "motivating" job: It must allow a worker to feel personally responsible for a meaningful portion of the work accomplished, it must provide outcomes which have intrinsic meaning to the individual, and lastly, it must provide the employee with feedback on the work performed, this is important to a worker's level of job satisfaction and motivation.

Motivation strategies in organisations seek to redress negative mental and physical human reactions. Highly-motivated individuals and staff have a willingness to get the job done efficiently and effectively, resulting in higher productivity, increased revenue, cost savings and satisfied employees and organisation owners. Employees and staff with low motivation tend to work slower, without regard for productivity or efficiency, and end up costing the organisation's money.

Low motivation can be caused by a lack of direction or purpose, and can sometimes be reversed by the introduction of goals. Human motivation according to Rosenberg (1980) is a complex concept in terms of its structure, classification and hierarchical organization of motives. Rosenberg believes that it is difficult to define motivation precisely because of its dynamic nature. Motivation is viewed as dynamic because what motivates one person might not motivate the other, and also what motivates one person today may not motivate him/her at all or to the same degree the next day.

Literature shows that there is much contestation on what really constitutes motivation (Palmer, 2004; Harter, 1980). A number of scholars have attempted to define motivation: According to Louw and Edwards (1997), motivation is something that initiates, sustains and directs thinking and behavior. Dennis (1993) defines motivation as the force which spurs us on to satisfy some need which can be internal or external. Mwamwenda (1996) expands the concept of motivation when he defines motivation as an energizer or a driving force, or an urge that causes an individual to want to engage in certain behavior. Hayes (1994) states that motivation is a state of arousal while Borich and Tombari (1997) define motivation as any activity-inducing drive.

Dembo (1994) refers to motivation as the desire to achieve a particular goal. Motivation, according to Gouws et.al (2000: 59-60), refers to needs, goals and desires that spur an individual to act. This definition highlights two components of motivation namely movement (implying action) and purpose (which determines the direction of the movement).

Beck (2004:3) states that the term motivation is derived from the Latin verb movere which means to move. Motivation is therefore concerned with our movements or actions and what determines them. It answers why people engage in a particular action at a particular time and answers questions such as why a person would eat rather than drink, play rather than work or read rather than exercise. All the above definitions therefore imply that motivation is therefore a force that drives a person to act or behave in a particular way.

The study based on the idea that motivational strategies are internal feelings that can be understood only by managers since are in close contact with the employees. Needs, wants and desires are interrelated and they are the driving forces to act. These needs can be understood by the manager and he can frame motivational plans accordingly. Thus, motivation of staff is continuous process since motivation is based on needs which are unlimited (Kreitner, 2005). Some literature seems to point out that, motivational strategies are vital for the organisation as the more motivated employees are the more the team is empowered, creative, and optimistic and positively attitude towards work (Maslow, 2013). He further explains that the motivated employees volunteer to do more than what is expected and more successful achievement than others.

This study seems to agree with that of Watson Wyatt, (2006) who found out that the use of non-monitory rewards such as advancement opportunities, flexible work schedules and opportunities to learn new skills increased employee's concentration work and this results in productivity.

Satisfaction refers to the attitude that individuals' have towards their jobs and the aspects that may influence their jobs (Spector, 2008). According to Rothman and Coetzer (2002), satisfaction is an indicator of organizational effectiveness, and is influenced by organizational and personal factors. Research is aimed at quantifying the links between employee satisfaction and customer satisfaction, productivity, and financial performance began in 1980 with Benjamin Schneider's survey of satisfaction levels of bank customers and employees, (corporate Leadership council, 2003). Studies such as Frederick Reich held's "The Loyalty Effect," (1996) and James Heskett, W. Early Sasser, and Leonard Schlesinger's.

"The Service Profit Chain" (1997) produced the first sets of hard data quantifying these links. Both studies conclude that there are direct and quantifiable links between customer service variables (such as satisfaction and loyalty), employee variables (such as satisfaction, enthusiasm, loyalty, commitment, capability, and internal service quality), and financial results. In another research, it is said that employee satisfaction influences employee productivity, absenteeism and retention, Derek et. al (2002). The success of any company is directly linked to the satisfaction of the employees who embody that company, that retaining talented people is critical to the success of any organization, Freeman, (2005). Studies show that businesses that excel in employee satisfaction issues reduce turnover by 50% from the norms, increase customer satisfaction to an average of 95 % & lower labor cost by 12%, Carpitella. (2003).

The more satisfied an employee is, the less turnover and absenteeism occurs, Maloney, &McFillen, (1986). Judge, et. al, (1993), on the other hand, mentions that employee satisfaction is positively correlated with motivation, job involvement, organizational citizenship behavior, organizational commitment, life satisfaction, mental health, and job performance, and negatively related to absenteeism, turnover, and perceived stress and identify it as the degree to which a person feels satisfied by his/her job. In contrast, Rousseau (1978) identified components of employee satisfaction: they are characteristics of the organization, job task factors, and personal characteristics. However, there is a connection between Rousseau (1978) and Potgieter (2003) as they all identified different aspects both individuals' and companies' that bring about employee satisfaction: Direction or choice of behavior; intensity or the level of effort that is displayed in a specific action; Persistence or the duration of time that an individual would spend on a specific activity.

Motivation is therefore a function of drive and energy (Potgieter, 2003; Weinberg & Gould, 2003). It is against this setting that the study was set to find out whether current motivational strategies in Bishop Stuart University uphold and have imperative manipulation to satisfaction among University workforce.

1.2.4 Contextual Background

Bishop Stuart University like any other University was founded in 2002 by Ankole Diocese of the Church of Uganda to pursue Higher Education and Christian objectives in accordance with Government of Uganda structures. It was accredited by National Council for higher education in March 2006 to start awarding Degrees, Diplomas and certificates as an autonomous University (Universities and other Tertiary Institutions Act, 2001) and was chartered in 2014 by the Republic of Government of Uganda (Bishop Stuart University Human Resource Manual 2015).

The University is located on a 48.2 Hectare site, 4 kilometres at Kakoba, in Mbarara Municipality, Mbarara District. It is one of the 29 private universities in Uganda. It originally housed Kakoba Teachers college before it was phased out in 2002.The University has four Faculties of: Business and Development Studies, Applied Sciences, Education and Law. Since its inception Bishop Stuart University has as much as possible to give incentives to its employees in attempting to motivate them.

The university staff get different allowances for different activities done. Allowances range from: medical, housings, education sponsorship, travel allowances and extra load allowance (University Human Resource manual 2015). Some of the employees grieve that their education levels are not in tandem with allowances they are paid for the duties they are required to perform as it is regarded to be little compared to other universities. Even with such allowances given to the employees the level of satisfaction among the staff remains wanting. Besides, the allowances are not released in time and still most of the employees complain that salaries are just a dot. This is mostly attributed to the probably un considerate motivational strategies the management could be using and probably they could have contributed to the continuous recruitment of new staff that is seen as a result of constant turnover of the employees which could also have accelerated dissatisfaction among workers (SMT March 2017).

1.3   Statement of the Problem

Employee satisfaction has been closely linked with motivational strategies used by employers in any organisation with the aim of making employees get satisfied and stay in organisations (corporate leadership council, 2003, Hanover Research 2012). Worldwide and Uganda in particular, Universities are known to be the best employers. They are also known to take the lead in adopting best motivational strategies such as: rewards and compensation, promotions, job security and flexible working hours (Kelly A. Cherwin 2013). Despite the above, Universities have continued to experience high rates of employee turnover, strikes and generally discontented staff, (Wisdom, J. T. 2005).

Bishop Stuart University in particular registers such cases: during the meeting held at the University to address salary enhancement issues. It was noted that there was a high rate of staff

turnover for both academic and administrative staff (University Top Management Crisis Meeting Minutes, May, 2013). Bishop Stuart University motivates her staff by providing; thirteenth Month allowance (SMT minutes June 2017) and other allowances on; extra load, Christ mas package, marking, invigilation, transport and housing, staff development and tuition for two biological children (University Human Resource manual 2015).

Much as the university tries to motivate her staff   the level of satisfaction among its workers is still minimal as there is a high turnover, late submission of examination marks, late coming, uncalled for absenteeism and even unexpected exits (35th senate meeting 2014). This has resulted into repetitive recruitment of new staff which proves to be costly (SMT minutes March 2017).

There is also a likelihood of forgetting and less emphasising of the core university values due to disappearance of university historical staff members. Bishop Stuart University therefore needs to check its motivational strategies if it is to protect its name, and create customer loyalty. Otherwise it risks its University academic performance and general service delivery to the community. Little research has been done about the University motivational strategies in relation to employee satisfaction and this necessitates a conduct of a deep research in such educational field, although some research has been conducted in a different setting of profit making organisations such as fast food industry, Ukpere, et al. (2014).

1.4. Research Objectives

1. To find out the relationship between rewards and employees satisfaction at BSU

2. To establish the influence of career growth on employee satisfaction at BSU

3. To find out how work-life balance affects Employee satisfaction at BSU

1.5. Research Questions

1. What is the relationship between rewards and employee satisfaction at BSU

2. What is the influence of career growth on employee satisfaction at BSU

3. How does work-life balance affect employee satisfaction at BSU

1.6. Hypotheses of the Study

1. There is a significant positive relationship between rewards and employee satisfaction at BSU

2. There is a significant positive relationship between career growth and employee satisfaction at BSU

3. There is a significant positive relationship between work-life balance and employee satisfaction at BSU

1.7. Conceptual frame work

The conceptual framework explaining the relationship between motivational strategies and employee satisfaction

Motivational Strategies (IV)   **Employee Satisfaction (DV)**

Rewards

-pay rise

Career Growth

-Training

-promotion

-Completion of tasks

-Customer care

-Punctuality

Work-life-balance

-recreation activities

-Days off

-Flexitime

Source: Adopted from [Mwangi, and Meagher eds (2005), Jeppson, (2001) and modified by the researcher]

The framework shows that Motivational Strategies (independent variable) influences Employee satisfaction (dependent variables) positively or negatively depending on how they are implemented. Motivational Strategies are reflected in the three dimensions of Rewards, Career growth and Work-life balance. It is assumed that when these three dimensions of motivational strategies are implemented as planned, then employee satisfaction can be achieved or improved in Universities to benefit all employees. The framework thus enables one to clearly situate the state of motivational strategies and its effect on employee satisfaction in Bishop Stuart University.

1.8. Significance of the Study

The study will help the University Management and staff to realize the role of motivational strategies in satisfying employees at work place. The University Administration also might be enlightened to become partners and get involved in the inducement of university employees.

The study will also be used as an eye opener to University Management to realize ways and importance of the motivational strategies as the way to increase employee satisfaction and achieving effective service delivery.

The study findings will be the stepping stone for other subsequent researchers about the topic, future academicians would borrow knowledge from the literature for further research.

The study will also be used to inform the University Council during formulation of policies that include motivational strategies.

The findings of the study will provide literature to develop research models.

1.9. Justification of the Study.

Recently there has been a wave of discontentment among staff towards poor remuneration in University characterized by silent strikes. This could be a factor among many others that are demotivating the staff in doing their intended responsibilities. This makes the study of the motivational strategies and employee satisfaction at University level very timely and vital.

It is the first study of this nature to be done in Bishop Stuart University. Hence it will be a basis for policy review in employee satisfaction given the-would be identified gaps as far as Motivational Strategies is concerned.

Research has been done on motivational strategies and employee satisfaction in different Organisational settings such as the fast food industry and emphasizes that workers are unique and have their individual needs, potentials, values and goals (Ukpere 2011). Satisfaction leads to job motivation. Therefore, when workers are satisfied, they tend to be motivated to work but, little has been done in relation to employee satisfaction in universities. Thus, the study unveiled the strategies that could be used to improve and ensure the attainment of satisfaction among university employees.

1.10. Scope of the study.

The study was guided by the content scope; geographical and Time scope as follows:

1.10.1 Content Scope:

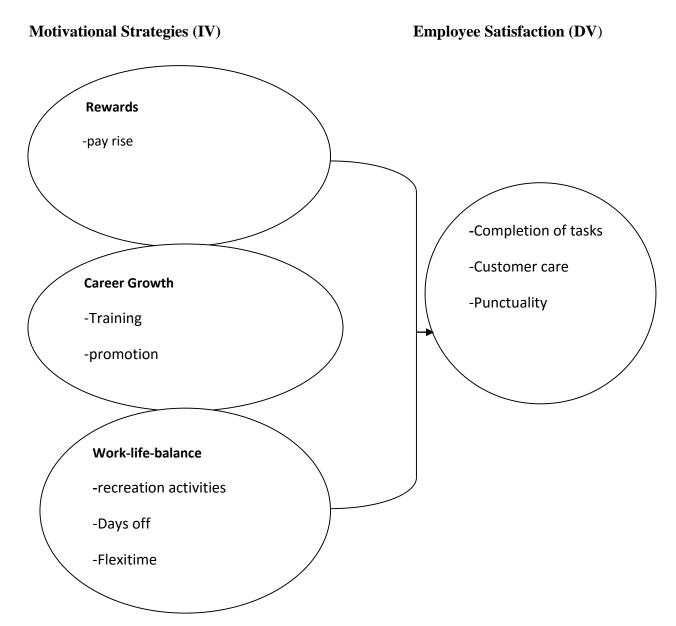The study was limited to the relationship between motivational strategies and employee satisfaction in Bishop Stuart University. It aimed at analysing finding out the relationship between

rewards and employee satisfaction, establishing the influence of career growth on employee satisfaction and how work-life balance affects employee satisfaction as the only objectives.

1.10.2 Geographical scope:

The study was carried out in Bishop Stuart University in Mbarara District in Western Uganda. It approximately 2Km from Mbarara town, in kakoba Division. The study covered mainly a large percentage of Academic staff and few administrative staff in all departments at the University because they are responsible for implementation of motivational strategies.

1.10.3 Time Scope:

The study covered the period between 2009 and 2014. This period was chosen to enable the research capture information concerning the trends in which the University passed through to reach the level it is today. In addition it was with in this period the University initiated applying and obtained the Charter, thus the time when it was recognised as a University Internationally.

1.11. Operational definitions.

It is defined by Mugenda and Mugenda (2003) as a measurement of variables and that it is a description of the operation is used to give meaning to variables. Thus, the following meant:

University. It was used to mean institution of higher learning that awards degrees and is chartered.

Motivational Strategies.

Energy put in place by management that drives human beings to reach their goals, make the staff satisfied, happy, dedicated and committed to work and influences workers' morale.

Satisfaction: Satisfaction was taken to be the overall affect that one person has towards his job or is a summary of employee attitudes towards a multi-faceted job.

Charter Formal document (instrument) that creates a legal entity, exemption, immunity, privilege, or right.

Employee. Any person working for the University.

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CHAPTER TWO

LITERATURE REVIEW

</div>

2.1. Introduction

This chapter reviewed the literature of the studies that were taken by other scholars in the same area of motivational strategies and employee satisfaction. The specific areas that were presented in this chapter include: Theoretical review and conceptual review in relation to the variables. The reason for reviewing the literature included but not limited to: Provision of a context for the research, illustration of how the subject was studied previously, highlights of flaws in previous research, outline of gaps in previous research, show that the work is adding to the understanding and knowledge of the field, and help refine, refocus or even change the topic.

2.2. **Theoretical review.** The study was guided by Equity theory that has its origin by the works of Adams in 1960s. Equity theory of motivation recognizes that motivation can be affected through an individual's perception of fair treatment in social exchanges. When compared to other people, individuals want to be compensated fairly for their contributions (the outcomes they experience match their inputs). A person's beliefs in regards to what is fair and what is not fair can affect their motivation, attitudes, and behaviors.

Adams (1965) affirmed that anger is induced by under payment, inequity and guilty is induced by over payment (Spector, 2008). Payments whether hourly, wage or salary is the main concern and therefore the cause of equity and inequity in most cases.

Just the idea of recognition and mere act of thanking the employee will cause a feeling of satisfaction and therefore help employee feel worthwhile and have better out comes (Stacy Mumbua Mutuku, 2014).

Equity theory posits that people value fair treatment, which motivates them to maintain a similar standard of fairness with their co-workers and the organization (Redmond, 2016)

According to the theory, equity structure in the workplace is based on the ratio of inputs (employee contributions) to outcomes (salary and other rewards). Equity theory proposes that individuals who perceive themselves as either under-rewarded or over-rewarded will experience distress, and that this distress leads to efforts to restore equity within the relationship.

Equity theory focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratios of contributions and benefits of each person within the relationship. Partners do not have to receive equal benefits (such as receiving the same amount of love, care, and financial security) or make equal contributions (such as investing the same amount of effort, time, and financial resources), as long as the ratio between these benefits and contributions is similar.

Much like other prevalent theories of motivation, such as Maslow's hierarchy of needs, equity theory acknowledges that subtle and variable individual factors affect individuals' assessment and perception of their relationship with their relational partners. According to Adams, underpayment inequity induces anger, while overpayment induces guilt. Compensation, whether hourly or

salaried, is a central concern for employees and therefore the cause of equity or inequity in most, but not all, cases. Therefore, the theory has been found to be so much relevant to the study.

2.3. Related Literature.

This chapter reviewed concepts of literature in relation to objectives i.e. Objective by objective.

2.4. Relationship between Rewards and employee satisfaction

It has been widely argued that employee satisfaction has been a topic of wide interest to both academic and practitioners for many years. In fact, it has been one of the most frequently studied variables in organizational behavior research and human resource theory and practices (Spector 1997). The traditional model of job satisfaction focuses on all the feelings that an individual has about his/her job. However, what makes a job satisfying or dissatisfying is not limited to the nature of the job but it also depends upon the individual's, perceptions, attitudes and expectations towards the job itself (Hong Lu, et al. 2005).

The work of Maslow (as cited in Shagufta et al. 2013) also has played a crucial role in developing and shaping many concepts in organizational behavior including job satisfaction. Based on Maslow's theory, Abraham Maslow proposed the theory called hierarchy of needs theory. Maslow believed that within every individual, there exists a hierarchy of needs and that each level of need must be satisfied before an individual pursues the next higher level of need (Maslow, 1943).

According to Abraham Maslow's theory (1943), only a small percentage of the population reaches the level of self-actualization. The organization can satisfy its employees' various needs. In the long run, physiological needs may be satisfied by the person's pay- check, but it is important

to remember that pay may satisfy other needs such as safety and esteem as well. Providing generous benefits that include health insurance and company-sponsored retirement plans, as well as offering a measure of job security, will help satisfy safety needs. Social needs may be satisfied by having a friendly environment and providing a workplace conducive to collaboration and communication with others. Company picnics and other social get-togethers may also be helpful if the majority of employees are motivated primarily by social needs. Providing promotion opportunities at work, recognizing a person's accomplishments verbally or through more formal reward systems and job titles are ways of satisfying esteem needs. Finally, self-actualization need may be satisfied by the provision of development and growth opportunities on or off the job, as well as by work that is interesting and challenging. Some researchers however, have approached job satisfaction from a need fulfillment perspective (Kuhlen 1963; Worf 1970).

However, during the last two decades, this approach has become less popular as more researchers are emphasizing on the cognitive process rather than the underlying needs. Therefore, in contrast to the traditional view, job satisfaction was defined as all the feelings that an individual has about his/her job (Gruneberg 1976). This view was primarily based on cognitive processes which over the years have resulted in the attitudinal perspective and has now taken Centre stage in the study of job satisfaction (Spector 1997).

Reward refers to all categories of financial benefits, tangible services and benefits that an employee receives as part of employment relationship with the organization (Bratton and Gold 1994). Rewards such as recognition awards, compensation increases, or bonuses, appreciation and new roles state the benefits that workers receive from their jobs (Mottaz 1988), and significant elements of employee job attitudes such as organizational commitment, motivation and job satisfaction (Steers and Porter 1991).

In any organization, rewards play an important role in building and sustaining the commitment among employees that ensures a high standard of performance and workforce constancy (Wang 2004). According to the individual–organization exchange theme, individuals enter organizations with specific set of skills, desires and goals, and expect in return a decent working environment where they can use their skills, satisfy desires, and attain their goals (Mottaz 1988). Mostly organizations have increased the substantial improvement by entirely complying with the organizational strategy by a well-balanced reward and recognition programs for employee. (International Journal of Business and Social Science 2012).

Lawler (2003) described that there are two aspects that decide how much a reward is attractive, the quantity of reward which is provided and the weight age an employee gives to a specific reward. Employees are certainly closer to their organizations and perform better job, while they receive healthier reward and recognition in their organizations. Rewards increase the level of efficiency and performance of the employees on their jobs and thus increase in the organizations performance.

Researchers have also argued that rewards offered by organizations may have a powerful impact on employees' attitudes towards their jobs and the company for which they work (Lincoln &Kallerberg 1990). Based on Herzberg &Mausner's two factor theory, these rewards are either intrinsic or extrinsic thus impacting the level of satisfaction of employees' experience with their jobs (Hong Lu, et al.2005). Hence in this context, it is vital to distinguish between intrinsic and extrinsic rewards. Intrinsic rewards are inherent to job or they exist within the job itself such as variety, challenge and autonomy. Extrinsic rewards on the other hand include pay and fringe benefits, promotion or advancement opportunities within organizations, social aspect and workplace conditions.

Further research has suggested that while intrinsic rewards will probably be more salient for job involvement (Driscoll & Randall 1999), satisfaction with extrinsic rewards will lead to continuance commitment with organization resulting in increased customer satisfaction and loyalty (O'Reilly, et al. 1991). Researchers have attempted to identify the various constituents of job satisfaction, measure the relative importance of each constituent and examine what effect these components have on worker's productivity (Hong Lu, et al. 2005). A range of findings derived from these studies have been reported in the literature on sources of job satisfaction among employees. However most of these studies have been conducted within healthcare particularly, nursing with few focusing on financial services (Timothy, et al. 2001). Thus, a need to conduct deep research in such education sector.

2.4.1 Job security and Employee satisfaction

Researches by Davy, Kinicki and Scheck (1997) have shown that job security induces organizational commitment of workers. It was also discovered that job security significantly is related to employee commitment. Lambert (1991) views job security as an extrinsic comfort that has a positive relation with workers' commitment and performance. Iverson (1996) reported that job security has a significant impact on organizational commitment.

However, Rosenblatt and Ruvio (1996) reported in their study that organizational commitment and job performance negatively correlated with job insecurity. This finding was in agreement with the research by Guest (2004) who discovered that low job security and working conditions had adverse effect on employee commitment and job satisfaction. Factors motivating employees can occur in various forms.

In fact, job security is one of the most influential means of motivating employees particularly in times of economic downturn. Employees' belief that they will not lose their jobs or they will be employed in the same organization as long as they want is a significant reason for motivation. Therefore, job security is one of the most significant variables of employee satisfaction which expresses the general attitude of the employee towards his/her job (Bakan and Büyükbeşe, 2004,). Job security plays an important role in both social and working life because it helps individuals do not worry about their future, contributes to maintaining labor peace, increasing organizations' productivity and protecting social balance and values. For this very reason, in order not to cause

employee's prestige loss in society, employees should not be dismissed from the organizations without reasonable grounds, because job security has political and social dimensions.

 Therefore, if in a country employees are dismissed without showing a reason, it is difficult to talk about social order, peace and stability (Güzel, 2001, Taşkent, 1992,).

Today, job security is perceived as an indispensable right of an employee which guarantees that the employee and his/her family will not be deprived of their income and maintains an honorable life[1]. Thus, employees consider the condition of job security just at the beginning of their careers so as to feel confident about the future.

They oppose governments' privatization policies in order not to lose this warranty or prefer to work in public sector though they may earn less as compared to those working in the private sector due to public sector's offering job security.

2.4.2. Pay rise and Employee satisfaction

In his work, Akintoye (2000) emphasize that money remains the most important motivational strategy. As far back as 1911, Frederick Taylor and his scientific management associate described money as the most important factor in motivating the industrial workers to achieve greater productivity. Taylor viewed compensation and performance based pay as one of the major tools management had at its disposal to motivate employees and to increase their productivity and reduce turnover Dulebohn, Ferris, & Stodd (1995).

Money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige, and a feeling of accomplishment and success. Sinclair, et al. (2005) exhibits the motivational power of money with the process of job choice. They explain that money has the power to attract, retain, and motivate individuals towards higher performance. For instance, if an employee has another job offer, which offers greater financial rewards and has identical job characteristics with his current job, that worker would most probably be motivated to accept the new job offer.

Other studies indicated that salary raise can only influence jobs with low level income but not the high-level ones and in some cases, raise might have negative effect on job satisfaction. Therefore, there might be some evidence to suggest that the relationship is not linear, but it rather curvilinear one. For example, Bender and Heywood (2004) found that university professors who receive high income in comparison with other jobs-have low job satisfaction because they think that PhD holders who work in industry earn more than them. Such comparison may affect job satisfaction because of the feelings of injustice.

2.5. Influence of career growth on employee satisfaction

Career growth is referred to as the chances of getting promoted and obtaining career development experiences, career growth prospect is arguably an essential source of motivated work behavior (Weer, 2006; Okurame, 2012).

Career growth was considered as the process of growing in a person's career. In addition, career growth is measured in the aspects of a part of the work from the efforts of the employees to

progress in their career goals. The growth in the employee career also included acquisition of new skills valued by the organizations and the employees are rewarded with promotions and the increase in their pays or bonuses (Weng et al., 2012).

Organizational supports are crucial to ensure the career growth opportunities, improving employee skills and greater contributions to the organizations (Aryee and Chen, 2004). In addition, career growth signals positive job security for the employees. For this reason, when employees have good career growth, the employees build mutual trust and positive social exchange relationships with the organizations.

It is natural for humans to have the desire for self-fulfillment. Employees would like to grow within their chosen career and not to stagnate. In situations where their aspirations cannot be met or there are no opportunities for growth the morale of employees can be very low.

Holmes (2005) intimates that employee professional development should be viewed from a holistic perspective which takes a person's personal well-being as well as his or her career development into ac-count simultaneously as one cannot be separated from the other.

A career development plan is a win for employers and employees. The plan focuses on the employees' needs for growth and development and the assistance the organization can provide so that the employee has the opportunity to grow his or her career. Much as the researchers emphasise the importance of career development on an individual they do not clearly show how

the organisation benefits as a result of individuals' career growth. Also, it is unfortunate that, no answer exists that is singularly best to addresses the issue of employee retention. Career development programs therefore help organizations mitigate such loses as they elevate employees sense of satisfaction within the organizations. Therefore, employee satisfaction is not only the reserve of the individual employee, but also the organizations'. Traditionally, a school of thought had it that most employees want the same things, however, Fink (2010), research suggests that it is not true. Every single employee has a set or motivations that make them feel contented and satisfied within a given job. It is the responsibility of managers to profile their employees so as to know how to structure welfare, training and career development programs cut to the specificity of each employee.

Career development encompasses vertical issues such as promotions and upward mobility and also horizontal movement (lateral job transfers) within the organization. Career development deals with the fundamental nature of the relationship of individuals to their work and employees to their organizations. A clearly defined plan of action prepares employees for the future and preserves an organization's ability to meet both existing and future needs.

2.5.1 Training and Employee satisfaction

Forgacs (2009) defines training is as a planned activity aimed at improving employees 'performance by helping them realize an obligatory level of understanding or skill through the impartation of information.

Armstrong (2000) also defines training as an organized process to amend employee proficiencies so that they can achieve its objectives. In the traditional approach to training, most organizations never used to believe in training. Organizations had the view that training was very costly and unworthy. The scenario is however changing. The modern approach to training is that globally, organizations have realized the importance of training. Training is now viewed as a commitment and retention tool than a cost (Torrington et al.2004).

Training is the use of systematic and planned instruction activities to promote learning. It is one of the responses the organisation can undertake to promote learning (Reynolds, 2004). He added that training has a complementary role to play in accelerating learning. It should be reserved for institutions that justify a more directed led approach rather than viewing it as a comprehensive and all persuasive people development solution. Added that the conventional training model has a tendency to emphasize subject; specific knowledge rather than trying to build core activities. The role of training in organisation today appears to have declined significantly and has been replaced with an emphasis on developing skills (CIPD, 2009) .The speed with which skills requirement change in organisations means that formal "time consuming" class room based learning fails to deliver efficiently and therefore providing appropriate training and relevant to the job satisfy the employees. Furthermore, the growing recognition of Human Resource Development as a tool to achieve competitive advantage has raised awareness of the need to embrace training as central strategic concern and to be part of the

culture of the organisation and this creates employee satisfaction (pedlar et al.; 1997, Garavan,2007).

2.5.2 Promotion and Employee satisfaction

Promotion is the advancement of an employee to a higher rank with more responsibilities. Having a fair promotion policy in the organization is an important factor increasing motivation. Because in a working place promotion means rewarding success. A promoted employee obtains both a higher status and a higher wage.

A promotion obtained due to knowledge and skill can help individuals improve their other talents; On the other hand, if a promotion is not deserved, it can cause anxiety and stress about increasing responsibilities. In this study, variables believed to measure the factor of 'status and promotion' are grouped under this factor. Promotion is a move of an employee to a job within the company which has a greater importance and usually a higher pay (HT Graham & Roger Bennett 1998). Normally employees drive satisfaction from a company policy of promotion from within, but badly handled promotions can cause dissatisfaction.

The important points employees note are: Criteria for promotion must be fair usually a combination of ability, relevant experience, and length of service. The method of promotion must be fair. Selection for promotion must be based on appraisals by present and past managers. The wage or salary offered to be promoted employee must be what the job deserves rather than what the management thinks he or she will accept. Unsuccessful candidates must be sympathetically treated. There must be no discrimination.

2.6. Work-Life balance and job satisfaction

Work-life balance practices are deliberate organizational changes in programs or organizational culture that are designed to reduce work-life conflict and enable employees to be more effective at work and in other roles. Literature shows that managers have a valuable role in encouraging employees to manage their work and life activities (European Research Studies, 2010).

Strong relationship exists between work life balance and employee satisfaction; hence companies should make policies and programs for employees on work life balance. Managers can apply different roles of leadership to manage employees work life balance and provide success to the company (Rani et al 2011).

When employees are not clear about their roles to be performed then employees are unable to meet organizational goals and it also has an impact on their personal life and employees become dissatisfied towards their job and organization faces lack of effectiveness. The level of employees' job satisfaction increases by many factors and when employees are satisfied with their work, they feel motivated (Noor, 2011). The demand of employees work life balance is increased by change in trends in the business such as change in organizations structure, diversity of work force and female employees working in organizations. Organizations should provide work life balance facilities to their employees so that employees can perform their duties effectively and leads organization to the success (Parvin and Kabir, 2011).

Work-life balance policies and family supportive cultures have been observed in France and Japan also (Aybars 2007, Cole 2006). There is a wide variety of work-life balance initiatives for

employees being incorporated by organizations and include flexible work hours, job sharing, parental leave on-site child care facility and telecommuting (Hartel et al. 2007). Studies suggest that in absence of work-life balance, employees' dissatisfaction increases. However, it is found that when employees' need in respect of creating a work-life balance is met by different organizational programmes they show higher job satisfaction and organizational commitment (Gregory and Milner 2009).

A study was conducted in Pakistan by Nadeem and Abbas, (2009) to discover the relationship among work life conflict and employee job satisfaction at all levels of the management in public and private organizations. Findings showed that job satisfaction at top level of management has negative correlation with family to work interference and stress and job satisfaction has positive correlation with job autonomy. Job satisfaction at the middle level of employees decreases when work life conflict and stress increases. Job satisfaction at the lower level of employees has negative correlation with stress and family to work interference and positive correlation with job autonomy. However, the study does not give out exactly how work and life should be balanced.

2.6.1 Recreation activities and Employee satisfaction

Recreation has its root from the Latin word recreation which refer to the restoration (Kelly John 1996). He further states that recreation connotes a preparation for something else usually work, family tasks or civic responsibilities, recreation then becomes social issue. It is organized for social purposes, a means of economic end of productivity, the personal goal of health, the social aim of building relationships or some kind of growth or learning. Recreation then is an organized activity with the purposes of restoration of the wholeness of mind, body and spirit. It presupposes

some other activity that fires, depletes or deteriorates that wholeness. It may be rest from demanding work or preparation for those demands it may be mental, physical or spiritual.

It may be routinized or unique It may be highly organized even a drill or relaxed and unstructured. But it has external purpose, measurable or immeasurable benefits. It is thus defined as voluntary non-work activity that is organized for the attainment of personal and social benefits including restoration and social cohesion. Recreation can as well be defined as an activity that a person chooses to do for relaxation and amusement and to get energized. It not only stimulates and motivates individuals but also refreshes them to perform their day-to-day activities with maximum thrive and energy (Oak, 2012).

In the past, play and work was separated by clearly defined boundaries and it was assumed that both of these notions have neither connection nor linkage to each other but now every upcoming year successful managers are realizing that this is most powerful tool to meet the modern day-to-day challenges in today's era (McGhee, 2010).

Today, substantial number of recreational programs has been organized as one of additional benefits to corporate task force. Recreational programs act as a stimulator towards any efforts carry out by organizations in a process of creating excellent task force. Additionally, recreational programs are purposely designed to boost morale, stimulate motivation, and increase or maintain job satisfaction.

The quality of human capital now increasingly becomes the cutting edge of competitiveness. For these reasons, many studies explore job satisfaction from various perspectives. In fact, there are

several studies on job satisfaction that purposely to examine variables that could affect job satisfaction directly and indirectly. Having competent staff to deliver high quality products and services is critical in building customer confidence and goodwill, driving customer satisfaction, enhancing reputation, and ultimately realizing corporate vision and strategic goals. This is to ensure that the competence and professionalism of staff is further strengthened (ZetiAkhtar Aziz, 2005).

A survey by Aon Hewitt showed staff turnover rate in Malaysia was expected 13 percent, which was the second highest in Asian after Vietnam (Changsorn, 2010). Aon Hewitt said employees had tendencies to look for external opportunities; therefore, reestablishing staff privileges would be the best way to retain staff. Thus, recreational programs or leisure activities have evolved as to fulfil the needs of the workers.

Quinn (1998) found significant positive relationship between job satisfaction, leisure satisfaction and psychological health, which the higher levels of satisfaction in work or leisure, the greater levels of psychological health. Thus, workers gained satisfaction from leisure activities; it appears to be economically logic to consider how to enhance job satisfaction through leisure activities and recreational programs.

2.6.2. Days off and Employee satisfaction

Alison (1992) suggests entitlements which recognize the interface between work and domestic needs or responsibilities like holidays and other forms of leave, childcare, career breaks, financial counseling, and personal counseling in time of crisis, fitness and recreational facilities are included in the employee personal needs category. As far as the holidays are concerned

Compassionate leaves, maternity and paternity leave, sabbatical leave, study leave, child care leave are prominent in today's organizations because employees enjoy them.

2.6.3. Flextime and Employee satisfaction

Flextime" means a work schedule that includes designated hours during which an employee may, with the approval of the supervisor and under work unit plans approved by the department head, elect an alternative time of arrival and departure from work. It may also include required days or hours during which an employee subject to the work schedule must be present for work. Working hours must be balanced to meet the operating needs of the department and, if possible, an employee's own personal preferences as to work hours (Lehigh University 2006)

Flextime is a shortened term for flexible work hours (Stephen P. Robbins, 2005). He urges that in attempting to satisfy employees organizations have flextime arrangements that allow employees some discretion over when they arrive at and leave work. He further reveals that employees have to work a specific number of hours per week, but they are free to vary the hours of work within certain limits. That the benefits claimed for flextime are numerous such as; reduced absenteeism, increased productivity, reduced overtime expenses, a lessening hostility toward management, reduced traffic congestion around work place, elimination of tardiness and increased autonomy and responsibility of the employees that may increase job satisfaction. That most of the performance evidence stacks up favorably. Flextime reduces absenteeism and frequently improves productivity.

This is because employees can schedule their work hour to align with personal demands, thus reducing tardiness and absences and employees can adjust their work activities to those hours in which they are individually more productive. However, flextime is inapplicable to every job especially reception, sales personnel because of their service demands that people must be at their work station at pre-determined time.

2.7. Summary of the Literature

The above literature gives a thorough account of what transpires in the motivational strategies in the aspect of rewards, career growth and work-life balance in relation to employee satisfaction. The literature depicts how motivational strategies have been implemented vis-à-vis what have been planned. This has given one a picture of the missing gaps.

Under rewards there is limited mention of the mandate given to employees at different levels to mention best rewards that satisfy them and gives limited bargaining power to mention best rewards for the employee.

Under career growth, there is limited linkage of how the presence or absence of career growth affects employee satisfaction and the different roles of different stakeholders in ensuring employee career growth are not brought forward, thus as it gives a required skill employee to perform stake holder should work as a team to achieve it .

On the work life balance, neither flex time nor its roles have been exhaustively examined given the role played by work life balance, the University must ensure its presence and this brings about creativity among employees, thus employees satisfaction.. The study thus seeks to address these research gaps, taking Bishop Stuart University as a case study.

3.1.   Introduction

This chapter presents information on the description of the research design, sampling techniques, instrumentation and data analysis techniques.

3.2.   Research Design

A case study research design was adopted for this study because this design was considered ideal as it allows studying a particular phenomenon in detail (Amin, 2005). Both qualitative and quantitative approaches in data collection and analysis were used to allow the researcher arrive at empirical evidence and help to understand the study in depth, recognizing its complexity and content.

The quantitative research technique was basically used because of the desire to solicit and present data numerically in order to; explain, describe, understand, predict and control the phenomenon of interest. This enabled the researcher to quantify the views of respondents towards certain variables and draw statistical conclusions. Qualitative design on the other hand helped to capture respondents' feelings, opinions and other subjective variables (Sekaran, 2003).

3.3   Study Population

Study population included senior Lecturers, Lecturers, Teaching Assistants Top Management, Administrative Staff and Support Staff of Bishop Stuart University selected randomly from the total number of 150 respondents.

3.4   Sample Size and Selection

A sample is a subset containing the characteristics of a larger population. The sample size was determined by the use of the Taro Yamane's formula (Miaoulis and Michener, 1967). The acceptable sampling error is usually 0.01 to 0.05 and a sampling error of 0.05 was adopted with confidence level of 95%. Therefore the sample size for the study was 109

Taro Yamane's formula   (1967)

$$n= \frac{N}{1+N(e)^2}$$

Where **n=** sample size

N=population size

e= sampling error

Table 3.1: Sample size and selection

Category	Accessible Population (N)	Sample size (n)	Sampling technique
Top management	03	03	Purposive sampling
Senior Lecturer	08	08	Simple random sampling
Lecturer	34	34	Simple random sampling
Teaching assistant	12	11	Simple random sampling
Administrative staff	39	38	Simple random sampling
Support Staff	13	12	Simple random sampling
Total	**109**	**106**	

3.5   Sampling Techniques

Techniques employed by this study were purposive, stratified and simple random sampling to obtain a representative sample all these involved probabilistic and non-probabilistic sampling. Purposive sampling techniques involve selecting certain units or cases based on a specific purpose rather than randomly (Tashakkori & Teddlie, 2003). The technique was used to select Vice Chancellor, University Secretary and Academic Registrar. This technique was preferred because it enables the researcher access the targeted respondents as the category of the respondents are taken to be having the vital information and thus cannot miss in the study. More to that purposive sampling was used because it facilitates the collection of data from specific types of respondents who are able to provide desired information (Sekaran, 2003).

Simple random sampling refers to the choosing of elementary units in search a way that each unit in the population has an equal chance of being selected. The technique was used to choose Senior Lecturers, Lecturers, Teaching Assistants, Administrative Staff and Support Staff. The technique was preferred because it is non-biased as each respondent has an equal chance of being selected. Therefore, the technique helped the researcher collect balanced data for the study.

A stratified sampling. A population was divided into different groups basing on similar characteristic or variables like job status.

3.6   Data Collection Methods

3.6.1 Questionnaire Survey.

The questionnaire is a very concise, pre-planned set of questions designed to yield specific information to meet a particular need for research information about a pertinent topic.

This method was used to collect data from Senior Lecturers, Lecturers, Teaching Assistants, administrative staff and support staff. The method was used because the target population was largely literate and was unlikely to have difficulties in responding to questionnaire items (Oso and Onen, 2008) and also the method was considered efficient in terms of research time, cost and energy.

The method was still preferred because it enabled the researcher collect accurate data since the respondents filled the questionnaires in their own time and moods and besides it enabled the researcher to get answers to questions that required checking in the records.

3.6.2 Interview.

An interview is a direct face-to-face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. It is a conversation in which the roles of the interviewer and the respondent change continually.

This method was administered to Vice Chancellor, University Secretary and Academic Registrar. The method was preferred because it facilitates the collection of qualitative data with an advantage of collecting information that cannot be collected by other methods. It is flexible method in terms of changing questions as the research proceeds especially where probing is used to get more detailed information. The method is favourite because it helps the researcher to obtain accurate information (Mugenda and Mugenda, 1999).

3.6.3 Documentary Review

Documentary review is the critical examination of recorded information related to the issue under investigation. The researcher accessed documents like magazines, journals, minutes, University Development plans, reports, to provide qualitative data in the University. Secondary data was also used to collect data such as journals, conference papers, research papers, published books and the University Websites.

3.7   Data Collection Instruments

3.7.1 Questionnaire

The questionnaires were presented to respondents and the response-ratings were put in the use of Likert scale to ease respondents' effort in answering, and minimizing the subjectivity. A Likert Scale is method of ascribing quantitative value to qualitative data, to make it amenable to statistical analysis. A numerical value was assigned to each potential choice and a mean figure for all the responses was computed at the end of the evaluation or survey. Likert scales usually have five potential choices (strongly agree, agree, neutral, disagree, and strongly disagree). Also, Likert scale is easy to construct (Kumar, 2011). Responses from respondents were obtained by use of close ended questionnaires because answers in a questionnaire are easier to code and statistically analyse and respondents remain anonymous. The instrument was standard and not allowing flexibility and answers were limited to questions set in the instrument (Sarantakos, 2005).

3.7.2 Interview guide

An interview guide is a set of questions that the interviewer uses. When interviewing (Mugenda and Mugendas' 2003) was utilized. The interview guide with open ended questions was used to give detailed information to supplement what was obtained from the questionnaires. This is because the use of open-ended questions ensures that unanticipated findings are discovered.

3.7.3 Documentary Review Guide

The researcher developed a checklist to guide the reading. It contained magazines, journals, News study, University Development plans, reports, minutes, scholarly journals, conference papers, research papers, published books and recognized Websites. Sociologists point out that documentary evidence does not only mean words but can also include audio and visual evidence (Amin 2005).

3.8 Pre-Testing of the Instruments (Validity and Reliability)
3.8.1 Validity of instruments

Validity is taken to mean how well a test measures what it is purported to measure. In order to ensure validity of data to be collected Validity was determined using Content Validity Index (CVI)

The Content Validity Index (CVI) was calculated using the formula below;

$$CVI = \frac{n}{N}$$

Where n = the number of items to be rated as quite relevant or very relevant by both rates (3or 4)

N= Total number of items in the questionnaire (Oso and Onen, 2008). The items in both the questionnaire and the interviews were taken to be valid if the CVI for each instrument was 0.50 and above (Amin, 2005).

The findings from the computation of content validity index were presented in table 2.

Table 3.2: Content Validity Index results

Research Instruments	Total number of items in the instrument	Number of instruments rated as valid	Content Validity Index
Questionnaire	30	27	0.875
Interview guide	17	15	0.882

Table 2 shows that CVI of the questionnaire was 0.875 and that of interview guide was 0.882. This means that the instruments were taken to be valid since the values were above 0.5 as suggested by Amin (2005).

3.8.2 Reliability of instruments

Reliability is defined as the extent to which an instrument consistently measures what it is supposed to. The reliability of the instruments was computed using SPSS to determine the Cronbach Alpha Coefficient. The closer it is to one the higher the consistency (Sekaran, 2003). The questionnaires were pre-tested in the Universities not intended for research using Test/re-test because it permits the instrument to be compared with itself, thus avoiding the sort of problems that could arise with the use of another instrument (Kumar, 2011).

The Cronbach Alpha formula below was used:

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum SD^2 i}{SD^2 t} \right]$$

Whereby;   K   = Number of items in the instrument

$SD^2 i$ = Variance of total instruments

$SD^2 t$ = Variance of a single individual item

a   = Alpha

The scores found at 0.5 and above alpha values indicated good credits hence better for use (Amin, 2005). The results from the computation of reliability of the instruments using Cronbach's alpha were presented in table.

Table 3.3: Reliability coefficient results

Variable	Number of items	Alpha
Rewards	8	0.80
Career growth	8	0.78
Work-life-balance	8	0.79
Employee satisfaction	6	0.82

Table 3 shows that Cronbach's coefficient alpha was 0.80 for Rewards, 0.78 for Career growth, 0.79 for Work-life-balance and 0.82 for Employee satisfaction. Since results for each variable

was above 0.7 as suggested by (Amin, 2005), it was concluded that the instruments used to collect the data for this study were reliable

3.9   Data Collection Procedure

After the approval of the research proposal, the researcher obtained a letter of introduction from Uganda Management Institute to introduce himself to Bishop Stuart University seeking permission to carry out research. The letter of introduction helped the researcher to seek permission from relevant people to carry out research and obtain relevant documents necessary for this study. Then the researcher proceeded to the field to collect data.

3.10. Data Analysis

3.10.1 Quantitative Analysis

Quantitative analysis is taken to mean the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect (Babbie 2010). Quantitative analysis of data collected from the questionnaire was done using Statistical Package for Social Scientists (SPSS). Descriptive statistics, correlation and regression analyses were used in this study. Descriptive analysis of frequencies and percentages was conducted to describe the characteristics of respondents and to determine the relationship between Motivational strategies and employee satisfaction in Bishop Stuart University.

3.10.2 Qualitative Analysis

This involves the development of concepts which help us to understand social phenomena in a natural setting giving due emphasis on the meanings, experiences and views of the participants.

Data collected using face to face interviews was analysed qualitatively using descriptive methods based on themes to be able to distinguish the responses by the use of codes and then establish the relationship among these themes and come up with in-depth explanation and interpretation.

3.11   Measurement of Variables

Variables were measured using the Likert Scales. To measure variables, numbers or numerals were assigned to various categories of variables to be measured. Each item was assigned a number like 5= Strongly Agree, 4= Agree, 3= neither Agree nor Disagree, 2= Disagree, 1= Strongly Disagree. Measurement of this nature tapped the differences, the order and equality of the magnitude of the differences in the variable.

3.12 Ethical considerations

The issues of ethics is vital in research. Despite the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity, (oso and Onen 2008).

It is also argued that all social research need to take into account the ethical dimension as Bulmer (2001), postulates.

'………. a matter of principled sensitivity to the rights of others. Being ethical limits the choices we can make in pursuit of truth. Ethics say that while truth is good respect for human dignity is

better, even if in the extreme case the respect of human dignity leaves one ignorant about the human nature.

Oso and Onen (2008) further postulate that a researcher should describe how he or she will ensure that the ethical issues of concern are informed consent, privacy and confidentiality, anonymity and researcher's responsibility.

In order to respect informed consent as an ethical principal, all respondents were informed about the procedures of the study in which they were requested to participate and the researcher's intention to use data and information for purely academic purposes.

Approach to respondents was polite and nobody was forced to answer any question.

The researcher respected confidentiality and privacy and discussed the limits of confidentiality, gave participants information about how their data was to be used, what was to be done with case materials such as, photos and audio and video recordings, and secure their consent.

The researcher also followed informed-consent rules to ensure that individuals are voluntarily participating in the research with full knowledge of relevant risks and benefits

Ethical clearance and Approval by UMI research committee was also sought before conducting the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

This chapter presents the key information about the study mainly the response rate, demographic characteristics of the respondents; descriptive statistics of the data and detailed empirical findings based on the objectives of the study.

Data was analysed and presented in frequencies, percentages, and other inferential statistics like mean and standard deviation as follows:

4.2 Response rate of staff

There was a need to find out the response rate. This was intended to find out whether the data collected was reasonably a representation of the population where the sample was collected from. This section shows the categories of the respondents among staff involved in the study. This helps the researcher to know the categories of respondents involved in the study. The elicited response was presented on the table 1.

Table 1: **Category of Staff**

Category of staff		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Senior Lecturer	8	7.5	7.8	7.8
	Lecturer	34	32.1	33.0	40.8
	Teaching assistant	11	10.4	10.7	51.5
	Administrative staff	38	35.8	36.9	88.3
	Support Staff	12	11.3	11.7	100.0
	Total	103	97.2	100.0	
Missing	System	3	2.8		
Total		106	100.0		

Source: Field data, 2017

Table 4.2 shows that 103 respondents out of 106 selected for the study returned the instruments making the overall response rate 97.2%. Mugenda & Mugenda (1999) suggest that a response rate of 50% or higher is adequate, 60% or higher is good and 70% or above is very good. Therefore the overall response rate of 97.2% was regarded as excellent. The reason for the high response rate is that the researcher administered the instruments himself.

Basing on the findings, 7.5% of respondents are senior lecturers, 32.1% are lecturers, 10.4% are teaching assistants, 35.8% are administrative staff, and 11.3% are support staff. This shows that majority of the respondents participated in the study were academic staff compared to administrative and support staff.

4.3. Demographic characteristics of respondents

The study used demographic data from respondents that included sex, age, level of education, and work experience. This was intended to find out whether the sample was a fair representation of the targeted population from where sample was selected.

4.3.1 Gender of respondents
Respondents were asked to reveal their gender. The intention for this was to find out whether the

Sample was fairly selected in terms of gender from the targeted population. The responses were

presented in table 2.

Table 2: **Gender of respondents**

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	46	43.4	44.7	44.7
Valid	Female	57	53.8	55.3	100.0
	Total	103	97.2	100.0	
Missing	System	3	2.8		
Total		106	100.0		

Source: Field data, 2017

Table 2 shows that majority of the respondents (53.8%) were females and the least (43.4%) were males. Though there were differences in the sample composition in terms of gender (females being majority), it can be concluded that the sample was taken to be a fair representation of the population since both of gender found in the population was represented in the sample.

4.3.2 Age group of respondents

This part explains the age groups of the respondents involved in the study. Respondents were asked to reveal their age. The intention for this was to find out whether the sample was fairly selected in terms of age composition from the population. The elicited responses were presented in table 3

Table 3: **Age of the respondents**

Age		Frequency	Percent	Valid Percent	Cumulative Percent
	20-30	27	25.5	26.2	26.2
	31-40	53	50.0	51.5	77.7
Valid	41-50	18	17.0	17.5	95.1
	50 and above	5	4.7	4.9	100.0
	Total	103	97.2	100.0	
Missing	System	3	2.8		
Total		106	100.0		

Source: Field data, 2017

Table 4.3.2 shows that majority of the respondents (50%) were aged between 31-40 years, followed by those aged between; 20-30 at (25.5) % and the least were aged 50 and above years at 4.7%. However, looking at the distribution above, it can be concluded that the sample was a fair representation of the population for the results to be reliable since all the age categories were represented in the sample.

4.3.4 Academic Qualification of respondents

Respondents were asked to reveal their Academic qualification. This was intended to find out whether the sample was a fair representation of the population where the sample was selected from. The results were presented in table 4.

Table 4: **Academic qualification of the respondents**

Academic qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PhD	8	7.5	7.8	7.8
	Masters	39	36.8	37.9	45.6
	Bachelors	41	38.7	39.8	85.4
	Diploma	11	10.4	10.7	96.1
	Certificate	4	3.8	3.9	100.0
	Total	103	97.2	100.0	
Missing	System	3	2.8		
Total		106	100.0		

Source: Field data, 2017

Table 4 shows that majority of respondents (38.7%) had bachelors, followed by those with Masters at 36.8% and the least mentioned Certificate at 3.8%. Those who mentioned certificate were found to be support staff. Looking at this observation, it can be concluded that the sample was a fair representation of the population where the sample was selected from.

4.3.5: Working experience

This part explains the working experience of the respondents involved in the study. This helps the researcher to know the number years respondents have spent in the service. This is presented on the table 5 below

Table 5: **Working experience**

Working experience		Frequency	Percent	Valid Percent	Cumulative Percent
	Below 2 years	8	7.5	7.8	7.8
	2-3 Years	35	33.0	34.0	41.7
Valid	5-10 Years	44	41.5	42.7	84.5
	10-15 Years	16	15.1	15.5	100.0
	Total	103	97.2	100.0	
Missing	System	3	2.8		
Total		106	100.0		

Source: Field data, 2017

Table 5 shows working experience of the respondents involved in the study. Basing on the results, 7.5% of respondents have working experience below 2 years, 33% have experience of 2-3 years, 41.5% have experience of 5 – 10 years, and 15.1% have experience between 10 years and above. This shows that majority of the respondents have working experience between 2 – 10 years. Comparatively the observation is that people with different experiences participated in the study which makes the sample a true representation.

4.4 Empirical Analysis as per the objectives of the study

There was a need to find out the composition of Motivational strategies and trying to find out whether all the components were significant in Employee satisfaction. The components of motivational strategies were found to include: rewards, career growth, and work-life balance. To provide further analysis of the Motivational strategies, the researcher sought responses on how important these components of motivational strategies could be perceived by the respondents

using the five point likert scale questionnaire. Respondents had to indicate whether they strongly agree, agree, undecided, disagree and strongly disagree. Findings were analysed using means and standard deviation. A mean of above 3 means that respondents agree with the statement, a mean of less than 3 means that the respondents disagreed with the statement and a mean of 3 meant neutral. Standard deviation of close to 1 means respondents agreed with the statement and a standard deviation of close to zero means respondents disagreed with the statement. Strongly agree and agree were added together to mean "Agree" and strongly disagree and disagree were added together to mean "Disagree" and with the exception of "Not sure". The elicited responses were presented in table below.

4.4.1 Influence of rewards on employee satisfaction

This shows the influence of rewards on employee satisfaction. In this section, statements that show the influence were ranked in terms of strongly agree, agree, not sure, disagree and strongly disagree. The data on each statement is presented inform of frequencies, percentages, and other descriptive statistics (mean, standard deviation, and standard error mean) as shown on table 4.4.1 below. SA stands for strongly agree, A for Agree, NS – for Not sure, D –for Disagree, and SD – for strongly disagree. Strongly agree and agree were added together to mean "Agree" and strongly disagree and disagree were added together to mean "Disagree" and with the exception of "Not sure".

Table 6: **The influence of rewards on employee satisfaction**

Statements	SA	A	NS	D	SD	Missing	Mean	Std. dev
Rewards enhance employee satisfaction	42 (39.6%)	39 (36.8%)	14 (13.2%)	5 (4.7%)	3 (2.8%)	3 (2.8%)	4.0680	1.05032
The university has a range of rewards	11 (10.4%)	26 (24.5%)	32 (30.2%)	24 (22.6%)	10 (9.4%)	3 (2.8%)	3.0388	1.14551

							Mean	Std
Equality of reward policies	13 (12.3%)	26 (24.5%)	39 (36.8%)	14 (13.2%)	11 (10.4%)	3 (2.8%)	2.8447	1.14410
I would advise the university to change	34 (32.1%)	25 (23.6%)	23 (21.7%)	11 (10.4%)	10 (9.4%)	3 (2.8%)	3.6019	1.30864
I understand my reward plan	9 (8.5%)	17 (16.0%)	31 (29.2%)	28 (26.4%)	18 (17.0%)	3 (2.8%)	2.7184	1.19162
Employment contract guarantees job security	12 (11.3%)	18 (17.0%)	30 (28.3%)	25 (23.6%)	18 (17.0%)	3 (2.8%)	2.8155	1.25047
The university gives job security	7 (6.6%)	16 (15.1%)	35 (33.0%)	33 (31.1%)	12 (11.3%)	3 (2.8%)	2.7379	1.07522
My salary is competitive	7 (6.6%)	29 (27.4%)	26 (24.5%)	24 (22.6%)	17 (16.0%)	3 (2.8%)	2.8544	1.19974
My salary increases with inflation	4 (3.8%)	4 (3.8%)	27 (25.5%)	39 (36.8%)	29 (27.4%)	3 (2.8%)	2.1748	1.01390
Receive a yearly pay rise	4 (3.8%)	3 (2.8%)	34 (32.1%)	31 (29.2%)	31 (29.2%)	3 (2.8%)	2.2039	1.03241
The university feels happy to increase pay	3 (2.8%)	16 (15.1%)	37 (34.9%)	25 (23.6%)	22 (20.8%)	3 (2.8%)	2.5437	1.08263
Total	103							
Missing system	3							
Total	106							

Source: Field data, 2017

Table 6 shows how rewards influence employee satisfaction. Findings show that, 76.4% agreed that rewards influence employee satisfaction, 7.5% disagreed and 13.2% were not sure. This shows that the majority of the respondents agreed that rewards improve on the employee satisfaction in the organisation. It is also indicated by the mean value 4.0680 greater than 3, which shows the people believe that rewards are more important in influencing employee satisfaction.

It is also indicated that, 34.9% agreed that, the university has a range of rewards, 32% of the respondents disagreed, and 30.2% not sure whether the university has a range of rewards in place. The mean value is 3.0388 which indicated that, majority agreed that, the university has a number of rewards in place.

Findings also show that, 23.6% of the respondents agreed that, there is equality of the rewards policies in the organisation, 36.8% disagreed, and 36.8% are not sure whether there is equality of the policies or selective. The mean value is 2.8447 less than 3. This shows that majority of the respondents don't believe that, there is equality of university reward policies.

It shown that, 55.7% of respondents agreed that employees advise the university to change, 19.8% disagreed, and 21.7% Not sure. The mean value is 3.6019 greater than 3. This shows that, majority of the respondents believe that employees participate in decision-making and advise the university to change.

Findings also show that, 24.5% of the respondents agreed that, they understand their rewards plans in the organisation, 43.4% disagreed, and 29.2% are not sure whether they understand their rewards plans. The mean value is 2.7184 less than 3. This shows that majority of the respondents don't understand their rewards plans in the organisation.

28.3% of the respondents agreed that, employment contract guarantees job security in the organisation, 40.6% disagreed, and 28.3% are not sure whether employment contract guarantees job security. The mean value is 2.8155 less than 3. This shows that majority of the respondents don't believe that employment contract guarantees job security in the organisation.

21.7% of the respondents agreed that, the university gives job security, 42.4% disagreed, and 33% are not sure whether the university gives job security. The mean value is 2.7379 less than 3. This shows that majority of the respondents don't believe that the university gives job security.

Findings also show that, 34% of the respondents agreed that, their salary is competitive, 38.6% disagreed, and 24.5% are not sure whether their salary is competitive. The mean value is 2.8544 less than 3. This indicates that majority of the respondents don't believe that their salaries are competitive.

7.6% of the respondents agreed that, their salaries increase with inflation, 64.2% disagreed, and 25.5% are not sure whether their salaries increase with inflation. The mean value is 2.1748 less than 3. This shows that majority of the respondents don't believe that their salaries increase with inflation.

Findings also show that, 6.6% of the respondents agreed that, they receive a yearly pay rise, 58.4% disagreed, and 32.1% are not sure whether they receive a yearly pay rise. The mean value is 2.2039 less than 3. This indicates that majority of the respondents don't believe that they receive a yearly pay rise.

Finally, findings also show that, 17.9% of the respondents agreed that, the university feels happy to increase pay, 44.4% disagreed, and 34.9% are not sure whether the university feels happy to increase pay. The mean value is 2.5437 less than 3. This indicates that majority of the respondents don't believe that the university feels happy to increase pay. On the issue of reward on employee satisfaction, one of the respondents had this to say 'we know the importance of the reward but when reward is proposed and not fulfilled as originally planned due to different circumstances then they automatically demotivate the staff which negatively affects the organisation'.

Generally there is a weak relationship between rewards and employee satisfaction as most of the mean is less than the point of agreement (less than 3). This means that rewards is not a sole determinant of employee satisfaction, but the presence of other factors.

Table 7: **The influence of career growth and development on employee satisfaction**

Statements	SA	A	NS	D	SD	Missing	Mean	Std. dev
Adequate opportunities for professional growth	19 (17.9%)	46 (43.4%)	23 (21.7%)	11 (10.4%)	4 (3.8%)	3 (2.8%)	3.6311	1.02890
I receive the training i need to do job well	9 (8.5%)	35 (33.0%)	23 (21.7%)	28 (26.4%)	8 (7.5%)	3 (2.8%)	3.0874	1.12987
The university supports employees to obtain new skills	13 (12.3%)	38 (35.8%)	27 (25.5%)	17 (16.0%)	8 (7.5%)	3 (2.8%)	3.3010	1.12751
My supervisor is interested in my professional development and advancement	21 (19.8%)	31 (29.2%)	30 (28.3%)	10 (9.4%)	11 (10.4%)	3 (2.8%)	3.3981	1.22346
My supervisor supports and encourages my professional development	21 (19.8%)	33 (31.1%)	25 (23.6%)	18 (17.0%)	6 (5.7%)	3 (2.8%)	3.4369	1.16879
I am encouraged to learn from my mistakes	17 (16.0%)	40 (37.7%)	21 (19.8%)	17 (16.0%)	8 (7.5%)	3 (2.8%)	3.3981	1.17440
My work is challenging, stimulating and rewarding	9	37	27	19	11	3		

	(8.5%)	(34.9%)	(25.5%)	(17.9%)	(10.4%)	(2.8%)	3.1359	1.14659
Promotion is based on examination of past performance	5 (4.7%)	24 (22.6%)	35 (33.0%)	23 (21.7%)	16 (15.1%)	3 (2.8%)	2.7961	1.11460
Any opportunity to move up to the recommended salary scales	16 (15.1%)	25 (23.6%)	16 (15.1%)	27 (25.5%)	19 (17.9%)	3 (2.8%)	2.9223	1.36977
I am happy with my university's promotional policies	8 (7.5%)	23 (21.7%)	30 (28.3%)	25 (23.6%)	17 (16.0%)	3 (2.8%)	2.8058	1.18866
Total	**103**							
Missing system	**3**							
Total	**106**							

Source: Field data, 2017

Table7 above shows how career growth and development influences employee satisfaction. Findings show that, 61.3% agreed that employees have adequate opportunities for professional growth, 14.2% disagreed and 21.7% not sure. This shows that the majority of the respondents agreed that employees have adequate opportunities for professional growth. It is also indicated by the mean value 3.6311 greater than 3, which shows the people believe that employees have adequate opportunities for professional growth in the organisation.

Findings show that, 41.5% agreed that they receive the training they need to do job well, 33.9% disagreed and 21.7% not sure. This shows that the majority of the respondents agreed that they receive the training they need to do job well in the organisation. It is also indicated by the mean

value 3.08874 greater than 3, which shows the people believe that they receive the training they need to do job well which also is most important to influence employee satisfaction.

Basing on the findings 48.1% agreed that the university supports employees to obtain new skills, 23.5% disagreed and 25.5% not sure. This shows that the majority of the respondents agreed that the university supports employees to obtain new skills in the organisation. It is also indicated by the mean value 3.3010 greater than 3, which shows the people believe that the university supports employees to obtain new skills which are more important in influencing employee satisfaction.

49% agreed that my supervisor is interested in my professional development and advancement, 19.8% disagreed and 28.3% not sure. This shows that the majority of the respondents agreed that my supervisor is interested in my professional development and advancement in the organisation. It is also indicated by the mean value 3.3981 greater than 3, which shows the people believe that my supervisor is interested in my professional development and advancement.

Findings also indicate that, 50.9% agreed that my supervisor supports and encourages my professional development, 22.7% disagreed and 23.6% not sure. This shows that the majority of the respondents agreed that my supervisor supports and encourages my professional development in the organisation. It is also indicated by the mean value 3.4369 greater than 3, which shows the people believe that my supervisor supports and encourages my professional development.

Findings show that, 53.7% agreed that they are encouraged to learn from their mistakes, 23.5% disagreed and 19.8% not sure. This shows that the majority of the respondents agreed that they are encouraged to learn from their mistakes. It is also indicated by the mean value 3.3981 greater than 3, which shows the people believe that they are encouraged to learn from their mistakes.

Findings show that, 43.4% agreed that their work is challenging, stimulating and rewarding, 28.3% disagreed and 25.5% not sure. This shows that the majority of the respondents agreed that their work is challenging, stimulating and rewarding. It is also indicated by the mean value 3.1359 greater than 3, which shows the people believe that their work is challenging, stimulating and rewarding.

Findings show that, 27.3% agreed that promotions are based on examination of past performance, 36.8% disagreed and 33% not sure. This shows that the majority of the respondents disagreed that promotions are based on examination of past performance in the organisation. It is also indicated by the mean value 2.7961 less than 3, which shows the people believe that promotions are not based on examination of past performance. This means that promotion is based on other factors other than performance. Findings show that, 38.7% agreed that employees have opportunities to move up to the recommended salary scales, 43.4% disagreed and 15.1% not sure. This shows that the majority of the respondents disagreed that employees have opportunities to move up to the recommended salary scales in the organisation. It is also indicated by the mean value 2.9223 less than 3, which shows the people believe that employees have no opportunities to move up to the recommended salary scales in the organisation. Thus the analysis means that people's salaries remain stagnant for quite long time.

Findings show that, 29.2% agreed that they are happy with their university's promotional policies, 39.6% disagreed and 28.3% not sure. This shows that the majority of the respondents disagreed that they are happy with their university's promotional policies. It is also indicated by the mean value 2.8058 less than 3, which shows the people believe that employees are not happy with their

University's promotional policies. This analysis shows that if training and Promotion in the University are emphasized and enforced, employee satisfaction is likely to improve. This analysis was confirmed by the key informants who had this to say: "The management is aware of the training and promotion importance, but these have financial implications. As a result, staff take long to be promoted and this partly affects their satisfaction" Another respondent had this to say 'the University has tried to recruit staff but even in new staff the level of satisfaction among them has remained low. So recruitment of staff without increasing their remuneration and promotion has not helped to improve employee satisfaction in the University'

Table 8: **The influence of work life balance on employee satisfaction**

Statements	SA	A	NS	D	SD	Missing	Mean	Std. dev
University environment support a balance between work and personal life	13 (12.3%)	48 (45.3%)	20 (18.9%)	12 (11.3%)	10 (9.4%)	3 (2.8%)	3.4078	1.14991
My supervisor understands the benefits of maintaining a balance between work and personal life	14 (13.2%)	34 (32.1%)	37 (34.9%)	12 (11.3%)	6 (5.7%)	3 (2.8%)	3.3689	1.04778
I am able to satisfy both my job and family responsibilities	11 (10.4%)	32 (30.2%)	33 (31.1%)	24 (22.6%)	3 (2.8%)	3 (2.8%)	3.2330	1.02138
The university encourages me to take a leave	16 (15.1%)	27 (25.5%)	24 (22.6%)	23 (21.7%)	13 (12.3%)	3 (2.8%)	3.0971	1.27198
Recreational activities enable me love a job	7 (6.6%)	18 (17.0%)	36 (34.0%)	23 (21.7%)	19 (17.9%)	3 (2.8%)	2.7184	1.15824

My job doesn't cause much stress in my life	9 (8.5%)	15 (14.2%)	29 (27.4%)	36 (34.0%)	14 (13.2%)	3 (2.8%)	2.6990	1.14477
Recreational activities help me to always work with fresh mind	8 (7.5%)	19 (17.9%)	31 (29.2%)	26 (24.5%)	19 (17.9%)	3 (2.8%)	2.7184	1.19162
Total	103							
Missing system	3							
Total	106							

Source: Field data, 2017

Table 8 above shows how the university environment supports a balance between work and personal life. Findings show that, 57.6% agreed that the university environment support a balance between work and personal life, 20.7% disagreed and 18.9% not sure. This shows that the majority of the respondents agreed that the university environment support a balance between work and personal life. It is also indicated by the mean value 3.4078 greater than 3, which shows the employees believe that the university environment support a balance between work and personal life.

Findings also show that, 45.3% agreed that their supervisors understand the benefits of maintaining a balance between work and personal life, 17% disagreed and 34.9% not sure. This shows that the majority of the respondents agreed that their supervisors understand the benefits of maintaining a balance between work and personal life. It is also indicated by the mean value 3.3689 greater than 3, which shows the people believe that supervisors understand the benefits of maintaining a balance between work and personal life

Basing on the findings, 40.6% agreed that employees are able to satisfy both my job and family responsibilities, 25.4% disagreed and 31.2% not sure. This shows that the majority of the respondents agreed that employees are able to satisfy both my job and family responsibilities. It's also indicated by the mean value 3.2330 greater than 3, which shows the people believe that employees are able to satisfy both my job and family responsibilities in the organisation.

Results show that, 40.6% agreed that the university encourages employees to take a leave, 34% disagreed and 22.6% not sure. This shows that the majority of the respondents agreed that the university encourages employees to take a leave. It is also indicated by the mean value 3.0971 greater than 3, which shows the people believe that the university encourages employees to take a leave in the organisation.

23.6% agreed that recreational activities enable employees' love their jobs, 39.6% disagreed and 34.0% not sure. This shows that the majority of the respondents disagreed that recreational activities enable them love their jobs. It is also indicated by the mean value of 2.6990 less than 3, which shows the employees believe that recreational activities do not enable them love their jobs.

22.7% agreed that their jobs do not cause much stress in their lives, 47.2% disagreed and 27.4% not sure. This shows that the majority of the respondents disagreed that their jobs do not cause much stress in their lives. It is also indicated by the mean value 2.6990 less than 3, which shows the people disagree that their jobs do not cause much stress in their lives.

Furthermore results show that 25.4% agreed that recreational activities help them always work with a fresh mind while as 42.4% were in disagreement and 29.2% was un decided. This means that the majority of the respondents disagreed with a help of recreational activities in refreshing

employees' mind. It is also confirmed by the mean value of 2.7184 which is less than 3 thus rejecting the original statement.

This analysis shows that if recreational activities in the University are emphasized and enforced, employee satisfaction is likely to improve because they encourage creativity among employees. This analysis was confirmed by the key informants who had this to say: "The management is much willing to put in place all the best activities that can help employee relax and be creative given the availability of funds although many not in place now, we are looking forward to have many in place generally for the benefit of the University. This is because when the employees are fresh University performance rises"

4.4.2: Rating the University Motivational Strategies

This section shows the responses from the rating of motivational strategies the University uses which were obtained from theory questions. The findings from the respondents are summarised on the table 9 below

Table 9: **The rate of motivational strategies in the university**

Rate		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very adequate	1	0.9	1.0	1.0
	Adequate	10	9.4	9.7	10.7
	Inadequate	62	58.5	60.2	70.9
	Very inadequate	30	28.3	29.1	100.0
	Total	103	97.2	100.0	
Missing	System	3	2.8		
Total		106	100.0		

Field Data 2017

From the table the findings show that 0.9% of the respondents rate the motivational strategies as very adequate, 9.4% as adequate, 62% as inadequate and 30% as very inadequate. The majority of the respondents from the table show that the motivational strategies are inadequate. This means that the university has to devise means to improve the strategies it uses to motivate its employees.

Table 10: **Factors affecting employee satisfaction at BSU**

Factors		Frequency	Percent
Valid	Exploitation of workers	73	68.9
Missing	System	33	31.1
Total		106	100.0
Valid	Too much pressure from authorities	77	72.6
Missing	System	29	27.4
Total		106	100.0
Valid	Poor motivational strategies	89	84.0
Missing	System	17	16.0
Total		106	100.0
Valid	Low payment in terms of salaries	85	80.2
Missing	System	21	19.8
Total		106	100.0
Valid	Lack of participation in decision-making	69	65.1
Missing	System	37	34.9
Total		106	100.0
Valid	Squeezed office space	78	73.6
Missing	System	28	26.4
Total		106	100.0
Valid	Low implementation of staff views	83	78.3
Missing	System	23	21.7
Total		106	100.0
Valid	Poor communication system	73	68.9
Missing	System	33	31.1
Total		106	100.0

On the question pertaining factors affecting employee satisfaction it was found out it is not only motivational strategies, but also a range of many factors such as; exploitation of workers (68.9%) too much pressure from authorities (72.6%), low salaries (80%) failure to involved in decision making (65.1%), squeezed office staff (73%) low implementation of staff views (78%)

and poor communication (68.9%). This implies that employee satisfaction is affected by a range

of factors not one factor which the University has to address.

*Table 11:*Suggestions on what can be done to improve on employee satisfaction in the university

Way forward to improve on employee satisfaction		Frequency	Percent
Valid	Promotion of staff, publication	81	76.4
Missing	System	25	23.6
Total		106	100.0
Valid	Salary increment basing on the current economic status	87	82.1
Missing	System	19	17.9
Total		106	100.0
Valid	Improve on staff development program with equality	87	82.1
Missing	System	19	17.9
Total		106	100.0
Valid	Using realistic terms and conditions in renewing contracts	81	76.4
Missing	System	25	23.6
Total		106	100.0
Valid	Increase on rewards and allowances	69	65.1
Missing	System	37	34.9
Total		106	100.0
Valid	Increase on space of offices	73	68.9
Missing	System	33	31.1
Total		106	100.0
Valid	Participation in decision-making	76	71.7
Missing	System	30	28.3
Total		106	100.0

From the table it can be seen that there are a lot of options that can be done to improve on

employee satisfaction in the university and among them include: Promotion of staff (76.4%),

Salary increment basing on the current economic status (82.1%), Improve on staff development

program with equality (82.1%), Using realistic terms and conditions in renewing contracts

(76.4%), Increase on rewards and allowances (65.1%), Increase on space of offices (68.9%) and

participation in decision making (71.7%). This implies employee satisfaction worked on using

other means which the university can still afford.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, discussion of the findings, conclusions and recommendations. It also presents limitations of the study, contributions of the study and areas for further research. The discussion of the findings, conclusion and recommendations are presented objective by objective.

5.2 Summary of findings

The study investigated Motivational strategies and employee satisfaction. Bishop Stuart University was used as a case study. Motivational Strategies was conceived as independent variable and Employee Satisfaction as dependent variable. Objectives of the study were to: find out the relationship between rewards and employees satisfaction at BSU .Establish the influence of career growth on employee satisfaction at BSU and find out how work-life-balance affects Employee satisfaction at BSU. The study took a case study design where both qualitative and quantitative methods of data collection and analysis were used. Data was collected using questionnaire and interview guide. Both descriptive and inferential statistical techniques of analyses were used. The analysis was made objective by objective.

5.2.1 The relationship between reward and employee satisfaction

The results in the study show a moderate significant relationship between reward with pay rise and employee satisfaction. This is because employees believe that pay rise is important in satisfying individual needs.

5.2.2 The influence of career growth and employee satisfaction

The study revealed a significant but weak relationship between career growth and employee satisfaction. This is because employees argue that much as the skills are vital they should be in commensurate with the payments.

5.2.3 How does work-life balance affect employee satisfaction at BSU

The study revealed a significant moderate relationship between work-life balance and employee satisfaction. This was due to the fact that work-life balance improves employees' creativity.

5.3 Discussion of findings

The discussion of the findings for the study was done according to the objectives.

5.3.1 The relationship between reward and employee satisfaction

The results in the study show a moderate significant relationship between reward and employee satisfaction. This is because of the mean (4.0680) which was above 3 meaning that the respondents were in agreement that rewards enhance employee satisfaction. The finding is also in agreement with that of (James Abugre 2013) who stated that, 99 out of 104 respondents,

representing 95.19% stated that higher rewards will induce employee's job satisfaction, while 5 of the respondents signifying 4.81% stated that rewards cannot induce employees' satisfaction. Rewards increase the level of efficiency and performance of the employees on their jobs and in the result thereof increase the success of the organization. Reward refers to all categories of financial benefits, tangible services and benefits that an employee receives as part of employment relationship with the organization (Bratton and Gold 1994). Lawler (2003) described that there are two aspects that decide how much a reward is attractive, the quantity of reward which is provided and the weight age an employee gives to a specific reward. Employees are certainly closer to their organizations and perform better job, while they receive healthier reward and recognition in their organizations.

5.3.2 The influence of career growth and employee satisfaction

The Findings show that, 61.3% agreed that employees have adequate opportunities for professional growth. Represented by mean slightly above 3 (3.6311) means that there is existence of weak relationship. This implies that the existence of such opportunities still do not provide employee satisfaction possibly because they might be not open to every employee or even after a given career the expectation may not be fulfilled as originally thought. The data also reveals that most of the respondents were not fully certain with the information, which means that the University does not provide enough information to the employees. However some respondents were completely in disagreement especially where the mean went below 3.

Generally most researches including that of (Jie Liu, Xiaowen He, Jinming Yu 2016) show that employees' career growth has greater correlation with work; Second, according to existing

research, job engagement has a direct impact with task completion, and it's more valuable to study job satisfaction for the practical operation of the enterprise. Scholar Mu-tunga discussed factors that affect employee satisfaction including compensation, training, career growth, and so on, but not have in-depth discussion.

5.3.3 The influence of work life balance on employee satisfaction

The study revealed a significant weak relationship between work-life balance and employee satisfaction. This is due to the fact that mean for most items is slightly above 3 meaning that the variables were related though the relationship is weak. This implies that work-life balance independently does not influence employee satisfaction. Sakthivel Rani (2011) conducted research to find out to what extent the employee satisfactions is determined by career opportunity, recognition, work task, pay, benefits, work-life balance, and superior subordinate relationship, has positive relationship with career opportunity, recognition, work task, benefits, work/life balance and superior subordinate relationship and negatively associated with pay

5.4 Conclusions

From the analysis that was made accompanied by discussions of findings, the study went ahead to draw conclusions based on the objectives of the study. Specifically the conclusions were based on the following objectives:

5.4.1 The relationship between reward and employee satisfaction

The study concluded that reward has a moderate relationship with employee satisfaction. This analysis shows that rewards have an influence on employee satisfaction in the organisation and can result full participation especially with increment of salaries for employees, job security and favourable reward policy which benefits the University.

5.4.2 The influence of career growth and employee satisfaction

The study concluded that career growth moderately improves employee satisfaction especially with adequate opportunities for professional growth and recommended salary. This gives one a chance to move- up and attain a recommended salary scale, and also helps employees have wider knowledge to perform their organisational duties that benefits the University and obtain satisfaction.

5.4.3 The influence of work life balance on employee satisfaction

The study also concluded that work life balance has a moderate relationship with employee satisfaction especially when working environment becomes favourable, recreational activities

such as sports become available and when the supervisors understand the benefits of work life balance. That there is a need to work and rest to be able to think for the next work and to become creative enough be able to accomplish University work in time and as required and this is a benefit to the University.

5.5 Recommendations
5.5.1 The relationship between reward and employee satisfaction

Since Rewards were found to be significant in influencing employee satisfaction, the study recommends that all stakeholders of education that include; National council for Higher Education, District officials, Vice chancellors, Lecturers, and parents should compose the reward structure. The role of this structure should be making the appropriate rewards that befit the employees in their Universities since the university's motivational strategies were rate as inadequate. This will create contentment among employees and improve on their performance and this benefits the University.

5.5.2 The influence of career growth and employee satisfaction

Since the study finding revealed that career growth has moderate effect on employee satisfaction in terms of adequate training and promotion, the researcher recommends that career growth be accompanied by increased remuneration, in terms of improved allowances for better performance as well as promotions and recognition. This will motivate staff to work harder and eventually satisfaction among employees will improve.

5.5.3 The influence of work life balance on employee satisfaction

Since work-life balance in Universities significantly improves employee satisfaction in terms of recreation activities and days off, the study recommends that more activities such as indoor games that give staff more time to be creative be improved to help the staff avoid work-related stress and this brings about employee satisfaction which improves employee performance.

5.6 Limitations to the study

Even when all the efforts were made to control for limitations, this research study was conducted within the confines of mixed factors, which were beyond the control of the researcher; thereby generating a source of limitations for the study.

The first limitation warranting attention of this study pertains to the length of the survey instrument and the scales that were used as well as the interview guide used. The instruments were generally long due to the number of variables that were being measured and this could have created problems of fatigue to some respondents. Also the inclusion of the "undecided measure" on the survey instrument as their response could have had an effect on the accuracy of some statistical techniques used as well as the analyses that were made.

The second limitation this study met was the sensitivity of some questions in the research instruments used to collect data from respondents. There was a possibility that some accurate answers were dodged and wrong answers given. This could have compromised on the accuracy and validity of the study findings.

5.7 Contributions of the study

The study stated the problem of investigation in chapter one to the effect that limited research had been conducted in the area of motivational strategies and employee satisfaction in universities. Researches that had been conducted focused on motivation in general as a source of information but this study was about motivational strategies with its components of rewards, career growth and work-life-balance. In general the researcher is strongly convinced that the study of Motivational strategies in relation to employee satisfaction following the quantitative and qualitative scientific procedures and the methodological approaches offers original information and adds on the body of the literature on the two areas of study: Motivational strategies and Employee satisfaction. But in specific terms, the study has made the following contributions:

1) This study has made a contribution in the use of both quantitative and qualitative methods of data collection and analysis by adopting a triangulation approach since most of the literature reviewed was on the side of qualitative analysis. Sarantakos (2005) has recommended that triangulation allows the researcher to view a particular point in research from more than one perspective and hence to enrich knowledge and/ or test validity. This is what this study fulfilled.

2) The study has made a contribution in making recommendations for the subsequent scholarly research efforts aimed at enhancing the knowledge of Motivational strategies and employee satisfaction.

3) Through the study findings and conclusions, an effort has been made to make recommendations of significant policy and management implications to policy makers.

Institutionally and managerially, the recommended areas will go a long way in distilling issues critical for the well-functioning of Motivational strategies in universities.

5.8 **Areas for further Research**

The findings of the study together with the conclusions drawn on each of the study objectives, limitations and recommendations found out that there are opportunities for further research that would give further insight into the area of motivational strategies and employee satisfaction. These areas include:

1) A longitudinal study of the relationship between motivational strategies and employee satisfaction

2) This study focused on motivational strategies and employee satisfaction in Bishop Stuart University. Therefore, future research opportunities can be exploited by conducting the same study in other Universities in Uganda for comparisons of the findings.

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APPENDICES

APPENDIX I: Questionnaire for: Academic, Administrative, And Support Staff
I am **George Rubasimbira** a post graduate student at Uganda Management Institute carrying out

research entitled "Motivational Strategies and Employee satisfaction in Universities/ A case study

of Bishop Stuart University Mbarara District." Basing on your positions in the University you are

considered to be knowledgeable and can help in answering the questions for this study. In view

of this recognition you have been selected to take part in the study and I kindly request you to

respond to these few questions. Your responses will be treated with maximum confidentiality.

The findings of this study are strictly for academic purpose.

Section A: Background Information

Please tick or circle an appropriate response.

1.   Gender: (a) Male   ☐   (b) Female   ☐

2.   Age   (a) 20-30 yrs. ☐   (b) 31-40yrs ☐   (c) 41-50yrs ☐   (d) Above 50yrs ☐

3.   Qualification (a) PhD   ☐   (b) Masters☐   (c) Bachelors ☐ (d) Diploma ☐

(f) Certificate ☐

4.   Working experience at BSU

(a) Below 2 yrs. ☐   (b) 2-5yrs ☐   (c) 5-10 yrs. ☐   (d) 10-15yrs ☐   (e) Above 15yrs ☐

5. Please indicate the category of staff you belong to by tacking appropriate box.

(a) Senior Lecturer ☐ (b) Lecturer ☐   (c) Teaching assistant ☐ (d) Administrative staff ☐

(e) Support staff ☐

Section B: Rewards and Employee satisfaction

Please tick or circle the appropriate using the following keys

Strongly Agree, 5= Agree, 4= neither Agree nor Disagree, 3= Disagree, 2= Strongly Disagree1

No.	Statements on section B	5	4	3	2	1
1.	Rewards enhance employee satisfaction					
2.	The University has a range of rewards for all employees and are not selective among employees					
3.	The policies for rewards cut across all employees equally					
4.	I would advise the University to change some of the policies about the rewards					
5.	I understand my reward plan and I am satisfied with my reward package.					
6	Does the contract of employment guarantee job security to employees					
7.	The University gives job security that have enhanced my satisfaction					
8	My salary is competitive with similar jobs I might find elsewhere.					
8	Does your salary increase annually with inflation					
9	Do you receive a yearly pay rise					
10	The University feels happy to increase employees' pay					

Section C: Influence of Career Growth on Employee Satisfaction

	Statements on Section C	5	4	3	2	1
11	I have adequate opportunities for professional growth in this University.					
12.	I receive the training I need to do my job well.					
13	The University supports efforts by employees to obtain training on new skills					
14	My Supervisor is actively interested in my professional development and advancement.					
15	My supervisor encourages and supports my development.					
16.	I am encouraged to learn from my mistakes					
17.	My work is challenging, stimulating, and rewarding.					

		5	4	3	2	1
18.	**Promotion is done on the Examination of past performance.**					
19.	Have you had the opportunity to move up to the recommended salary scales					
20	I am happy with the University's promotional policies					

Section D: Work life balance and Employee Satisfaction

	Statements on Section D	5	4	3	2	1
21	The environment in the University supports a balance between work and personal life.					
22	My supervisor understands the benefits of maintaining a balance between work and personal life.					
23	I am able to satisfy both my job and family personal responsibilities.					
24	The University encourages me take a leave.					
25	Available recreational activities enable me love my job.					
26	My job does not cause unreasonable amounts of stress in my life.					
27	Recreational activities have helped me work with fresh mind always					

Section E Employee satisfaction

	Statements on Section E	5	4	3	2	1
28	The job allows me to decide on the order in which things are done on the job					
29	The job allows me to plan how I do my work.					
30	The job allows me to make a lot of decisions on my own					
31	I Complete tasks on time					
32	Show up to work on time					
33	Show up to meetings on time					
34	I take extra-long lunch break					
35	I request too much time off					
36	I take excessive breaks					
37	I leave early too often					
37	I receive the support I need to provide excellent customer service					
38	Customers are treated with courtesy and respect					

OPEN QUESTIONS

1. How would you rate the motivational strategies at this university?

   (a) Very Adequate   ☐   (c) inadequate   ☐

   (b) Adequate   ☐   (d) very in adequate   ☐

2. What would you recommend to be done differently about motivational strategies at this University.

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3. In your view, what are the factors that affect employee satisfaction at BSU?

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4. In your view, what do you think would help improve on your job satisfaction at BSU?

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Thank you very much for your responses.

APPENDIX II: Interview Guide For: Vice Chancellor, University Secretary and Academic Registra**r.**

I am **George Rubasimbira** a post graduate student at Uganda Management Institute carrying out

research entitled "Motivational Strategies and Employee satisfaction in Universities/ A case study

of Bishop Stuart University Mbarara District." Basing on your positions in the University you are

considered to be knowledgeable and can help in answering the questions for this study. In view

of this recognition you have been selected to take part in the study and I kindly request you to

respond to these few questions. Your responses will be treated with maximum confidentiality.

The findings of this study are strictly for academic purpose.

1. How do rewards relate to employees' satisfaction?

2. Does the university have any rewards to the employees?

3. Do the policies to the rewards favor all employees equally?

4. Would you advise the University to change some of the policies governing the rewards?

5. Do the employees understand the reward plan and are they satisfied with the reward package?

6. Does the contract of employment guarantee job security to employees?

7. Does the University ensure job security that have enhanced employee satisfaction?

8. Do you think salaries to employees are competitive with similar jobs one might find elsewhere?

9. Does the University increase salary with inflation? If no, why?

10. Does the University encourage employees to take leave? Why?

11 Does the environment in the University support balance between work and personal life?

12. How do available recreational activities enable employees love their jobs?

13. Do the employees complete tasks on time?

14. Does the University allow employees decide on the order of how the job is done?

15. Do the employees show up to work on time?

16. Do they show up for meetings on time?

17. What does the University policy say on working hours?

18. Does the University have flextime policy?

19. I receive the support I need to provide excellent customer service?

20. Customers are treated with courtesy and respect?

END