

NON-MONETARY INCENTIVES AND EMPLOYEES RETENTION  
AMONG ACADEMIC STAFF IN KAMPALA INTERNATIONAL  
UNIVERSITY (MAIN CAMPUS) KAMPALA,  
UGANDA

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A Thesis  
Presented to the school of  
Postgraduate Studies and research  
Kampala International University  
Kampala, Uganda

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In Partial Fulfillment of the requirements for the Degree Masters of Arts in  
Human Resource Management of Kampala International  
University, Uganda

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BY:

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SEPTEMBER, 2011

## DECLARATION A

This thesis is my original work and has never been presented for any academic award in any University or Institution of Learning.

Akwijuka

Akatwijuka Wycliffe

04/10/2011

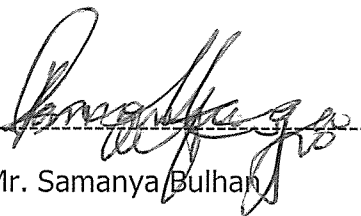
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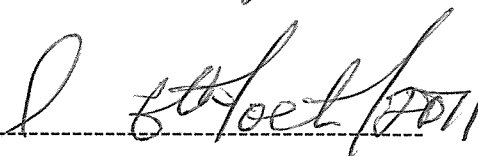
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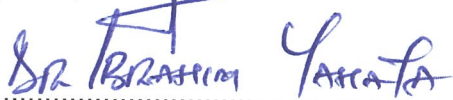
"I confirm that the work presented in this thesis was carried out by the candidate under my supervision".

  
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Mr. Samanya Bulhan

  
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Date


## APPROVAL SHEET


This thesis entitled "Non-monetary Incentives and Employees' retention Among Academic Staff in Kampala International University" was prepared and submitted by Akatwijuka Wycliffe in partial fulfillment of the requirements for the Degree Masters of Arts in Human Resource Management. It has been examined and approved by the panel on oral examination.



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## **DEDICATION**

I dedicate this thesis to my late father Rubanda Enos a great academician, Mrs. Rubanda Meddie Barimunsi for her great parenthood and financial support, my brother Mr Mugumya Joseph, and sisters, Arikiriza Apophia and Atukwatse Judith for their moral support through my education. May the fruits of my education benefit them all.

## **ACKNOWLEDGEMENT**

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I am thankful to my supervisor, Mr. Samanya Bulhan for his enthusiastic guidance that led me to the successful completion of the research study. I thank him for dedicating part of his time to me during my research study.

I wish to thank the management of Kampala International University for having allowed me to conduct my research and special thanks to the teaching staff who were my respondents for good cooperation.

Special thanks go to God who gave me power, courage from the beginning up to the end of my study. My friends, class mates, Besigye Roland and my girl friend Kanyesigye Ronah who stood by my side in all situations throughout my study, May the almighty God reward them abundantly.

## ABSTRACT

The purpose of the study was to determine if there is significant relationship between Non-monetary incentives and employees retention among academic staff of Kampala International University. A descriptive research design and simple random sampling techniques were used to establish the relationship between none-monetary incentives and academic staff retention. Four objectives guided the study, 1=to determine the profile of respondents, 2=the level of Non-monetary incentives, 3=the level of academic staff retention. 4=to determine if there is a significant relationship between Non-monetary incentives and academic staff retention. Data was analyzed using SPSS's descriptive statistics with likert scale of 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree, showing frequencies and means of the independent and dependent variables.

Pearsons coefficient formula was used to correlate variables. It was found out that they are significantly correlated, with academic staff Retention index ( $r=-0.032$ ,  $\text{sig.}=0.01$ ). At 0.05, the null hypothesis was rejected and alternative hypothesis accepted to the effect that Non-Monetary Incentives significantly influence Academic staff Retention in Kampala International.

It was concluded that Non-monetary Incentives have a great influence on Academic Staff Retention in Kampala International University, with the means of 2.54 and 2.49 respectively showing low level of academic staff retention meaning that lack of non-monetary incentives have led to low levels of academic staff retention.

Based on the research findings, the researcher recommends that, there is a need for Kampala International University to supplement monetary incentives with non-monetary incentives such that academic staff is motivated to stay on their jobs and provide excellent output.

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## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Background of the study**

World over, there are thousands of Universities that have been operating; this has been due to political, economical, religious, and ideological struggle that the creation of many Universities over the world is inevitable. The rapid growth of information technology and electronic communication has heightened the average person's awareness of the global handling of human resource in different academic institutions; international media services bring the entire world into our homes and our thoughts daily about the explosion opportunities for education. An explosion of opportunities on the internet allows us to share and gather information from global sources at all costs, at the same time that valuable skills and investments move from country to country, cultural diversity, among the populations is increasing, and immigration of human resource due to less emphasis on non-financial incentives is having profound implications for many organizations. Source (Schermerhorn et al 2000).

In order to create a successful company, employers should consider as many options as possible when it comes to retaining employees while at the same time securing their trust and loyalty so that they have less of a desire to leave in the future. Also of concern are the costs of employees turn over, such as hiring costs, productivity loss. Replacing costs is greater than the salary of the individual of one month. The costs associated with turnover may include lost customers, business and damaged morale, hard costs of time spent in screening, verifying, credentials, and references, interviewing, hiring and training the new employees just to get back to where you

started. This shows the need to put in place measures that can lead to employees' retention.

Before the liberalization of education in the past in Uganda in the year 1992 there existed few universities with low retention because of personnel tendencies by the management. With the government liberalization of education more government and private Universities were set up with good number of human resources. The human resources in such institutions are very important in formulating ways of implementing the educational objectives especially when they are motivated through rewarding which can lead to employee retention on the job. It is widely believed that when employees are well motivated or rewarded, it leads to high job satisfaction and finally stability of employees on the job. Source (Kasaija, 1991)

Uganda's education system has the most rigorous academic and scholastic standards in East Africa. Recently, due to the liberalization of the education sector along with Uganda's rapid economic growth, there has been an astronomical increase in the number of private schools in Uganda. Consequently, Uganda has seen an influx of people seeking to study in Uganda. The largest influx of students has come from East Africa, particularly; Kenya, Tanzania, Rwanda, Burundi, Sudan, and Congo. Source: (*Uganda Immigration Relocation Services, 2001*)

However the position of employees in private universities has not been all that stable although the conditions of service look attractive on paper like getting sick leave, employee development, training among others as a way of motivating. The employee retention is only possible when the rewards are of big value to the recipients.

## **Statement of the Problem**

Luthan (1998) carried out a study of extensive surveys that ask the value employees place on various rewards, found that non-financial rewards were ranked much higher than financial ones. People choose to work in organizations that maximize their utility; they consider not only pay but also non-monetary incentives that matter to them. Organizations consider these incentives knowing that they lead to employees' retention which brings about keeping skilled, knowledgeable, experienced, good industrial relations and achieve organizations culture.

University teaching staff is the most central and possibly the most critical components in establishing the higher standards and quality of education. To ensure therefore that a university has sufficient staff and quality services delivery; it must put into considerations non-monetary incentives to its employees' like good working conditions, recognition and opportunities for training and development; However Lack of administration commitment of employers in organizations motivation policy is still lacking. This leads into workers turn over, absenteeism and work place conflicts. It is from this angle that the researcher wants to conduct the research and find out whether there is any significant relationship between non-monetary incentives and employees' retention among academic staff in Kampala International University main campus.

## **Purpose of the study**

The purpose of the study was to determine if there is significant relationship between Non-monetary incentives and Employees Retention among Academic staff in Kampala International University.

## **Research Objectives**

### **General objective**

To correlate the relationship between Non-Monetary Incentives and Employees Retention among Academic Staff in Kampala International University

### **Specific objectives**

1. To determine the profile of respondents in terms of gender, age, level of education, length of employment, category of employment, faculty and marital status
2. To determine the level of Non-monetary incentives among Academic Staff in Kampala International University.
3. To establish the level of Academic Staff retention in Kampala International University.
4. To determine if there is a significant relationship between Non-monetary incentives and Employees Retention Academic staff retention in Kampala International University.

### **Research questions**

1. What is the profile of the respondents?
2. What is the level of Non-Monetary incentives among academic staff in Kampala

International University?

3. What is the level of retention of among Academic staff in Kampala International University?
4. What is the relationship between Non-Monetary Incentives and Employees Retention among Academic Staff in Kampala International University?

### **Null Hypothesis**

There is no significant relationship between Non-monetary incentives and Employees Retention among Academic Staff in Kampala International University.

### **Scope of the study**

#### **Geographical scope**

The study was conducted at Kampala International University main Campus, located along Kansanga-Gaba road 4km in the southeastern part of Kampala City, Kampala District, and Central region.

#### **Theoretical scope**

This study was guided by the needs theory of motivation advanced by Maslow (1943) in Mullins (1993). This theory explains how motivation through rewards leads to perseverance of behavior aimed at a given goal like retention of employees on job. Maslow (1943) cited by Mullins (1993) believed that people are not controlled by mechanical forces but rather human potential.



### **Content scope**

The study was concerned on the respondents profile; determine the level of non-monetary incentive among academic staff, the level of academic staff retention and to determine if there is a significant relationship between non-monetary incentives and employee retention among academic staff in Kampala International University.

### **Time scope**

The study was conducted between December 2010 to August 2011 using a descriptive research design, data was collected by the researcher using questionnaires, and Simple Random sampling method was used to arrive at the target population

### **Significance of the study**

It managed to get new knowledge to management policy makers in the field of retaining employees. The results are to be used in reviewing and restructuring of the reward systems.

Further still the study stands as a source of information to higher institutions of learning in Uganda and the upcoming researchers.

The study is to be used by the University management to realize the importance and need for employee retention.

The research study managed to help the researcher to attain the requirements of Masters Degree in Human Resource Management at Kampala International University and add new knowledge to the researcher about human resource retention.

## **Operational definition of key terms**

**Non-monetary incentives;** refer to tangible and intangible means of motivating and rewarding employees.

**Employees;** are people employed in an organization with appointment letters stating terms and conditions of work for a specified period of time.

**Employees' retention;** is a process in which the workers are encouraged to remain with the organization for the maximum period of time or until the completion of the project.

**Retention;** refers to an employer's ability to hold employees in an organization.

**Academic staff;** refers to employees who are employed to teach and guide students through their academic careers.

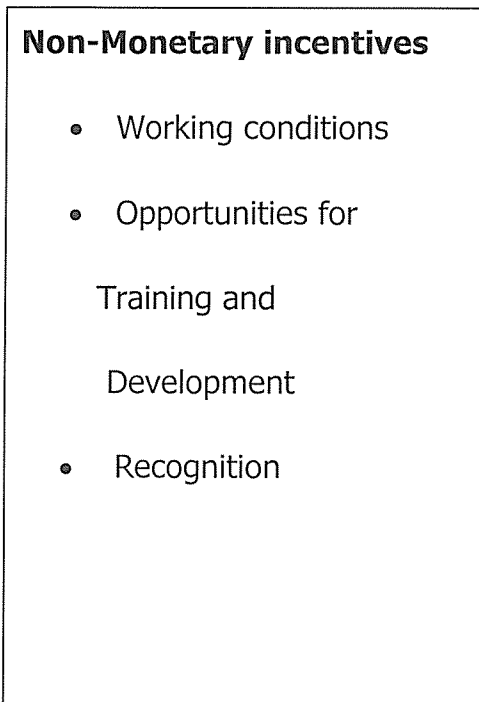
## CHAPTER TWO

### REVIEW OF RELATED LITELATURE

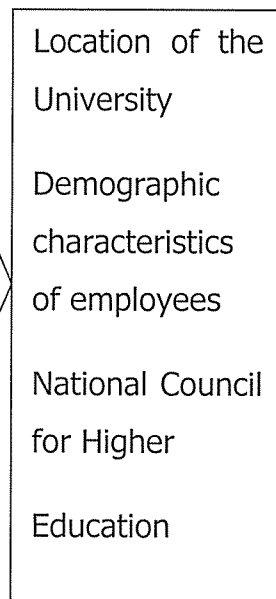
#### Concepts, Opinions, Ideas from Authors/Experts

#### Work Schema of the study, Non-Monetary incentives and Employees' Retention

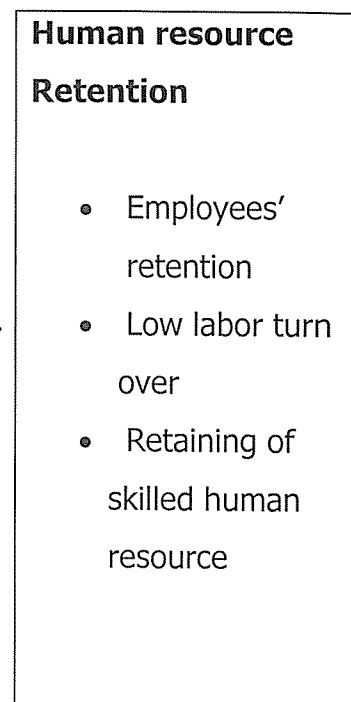
##### INPUT



##### PROCESS



##### OUT PUT



Developed by the researcher

#### Working conditions

Hanushek (2002) argue that, while clearly important, employees' salaries are not all that matter-they show that employee' preferences across a range of jobs and institution conditions may be just as important as salary in the retention decision.

According to their (Hanushek 2002) study employees might be willing to take lower salaries in exchange for better working conditions. Good working conditions are highly desirable because they lead to greater physical comfort. People put a higher premium on a clean and orderly work situation and factors such as adequate tools and equipment, and desirable work schedules all contribute to higher level of job satisfaction leading to retention. While such desirable working conditions contribute to their higher level of job retention, poor working conditions do become a source of job dissatisfaction hence non-retention, simply because they lead to the physical discomfort and physical danger.

Work environment has become a good non-monetary incentive for employees. Present day employees are demanding workplace wherein they can balance the demands of their work and their family lives instead of choosing one over the other. Organisations have also accepted that among many aspirations of employees the demand for a good work environment is quite reasonable. In the era of IT revolution, most of the IT companies are offering air-conditioned rooms and state-of-the-art furniture for the employees. Restrooms, dormitories, good canteens, washrooms are provided by the organisations to their employees. This increases the morale of the employees and thus motivates them. It is the periodic shifting of an employee from one task to another. This ensures that the employee doesn't do the same thing again and again for a considerably long period of time.

Employees want to be able to work independently. They do not want someone constantly watching over them and questioning their every move. They like to receive their assignments -preferable with the time frame required for completion and then have the independence to complete the work given the guidelines and framework you have set on their own merits.

Birungi M (2006) talks of quality of working life as the recent approach of to motivation of employees that can lead to their stay in an organization. Here managers are required to improve aspects of work life like work environment, leadership attitude, work planning and industrial relations. The intention of improvement in quality of working life is to have an all embracing system that can bring employees together to improve the way they work in order to attain higher levels of productivity and retaining of high performers and skilled employees.

Rosenholtz and Simpson (1990) in their research offer a detailed analysis of how organizational factors or working conditions contribute to employee commitment to the work place. Their evidence shows that school management of student behavior and the burden of non teaching obligations affect new staff commitment and retention much more than it does experienced staff. In his dissertation Kayizzi (1990) noted that working conditions vary from one area to another and employees` attrition was a result of dissatisfaction with conditions of work. As a result of this, employees move out and look for greener pastures elsewhere. It is not clear the nature of the working condition that is at hand in selected private universities in Uganda; this is what inspired the researcher to carry out the study.

Gerald and Buckey (1996) say that more organization with poor working conditions have more typical outcomes of occupational stress compared to organizations with good working conditions. These occupational stresses develop more slowly but result in serious consequences for both employers and employees. Employees suffer from diseases like ulcers, depression, and anxiety and job dissatisfaction all resulting from work related working conditions. This has resulted into court cases and workers quitting their jobs. Job related poor working conditions is an issue that managers must address for their own needs in order to realize employee retention and achieve organizational goals.

They further talk of management incentives that reward employees for achieving productivity goals; have helped organization retain employees who are proficient at making their departments more productive.

However, while all the above studies were pointing in one direction of the need of having good working conditions in organizations, they still left research gaps for this study: they did not put in consideration the points of many Universities in Uganda at present and not being in the context of Kampala International University. To contribute to the closure of these gaps, this study took working conditions to be having much influence on employees' retention at Kampala International University.

### **Opportunities for training and development**

Research by Komunda (2003) has it that training opportunities offer more skills in one way or another to individuals to handle greater responsibilities in case one is promoted or not. It is the writer's opinion that in general, training makes one acquire more skills, which may positively change a workers behavior at place of work. Desseler (2005), Monappa (2000), Cushway (1994) and Armstrong (2005), all concur with the importance of the employee training and development in the organization. The main purpose of the exercise is to train the personnel according the needs of the organization. This saves the wastage of resources. The direct involvement in training and developing the personnel is a vital and crucial aspect of the human resource management that facilitates the retention of employees in an organization. However training needs to be in conformity with the goals and desires of the organization and the individual as well for it to lead to retention of workers, otherwise it may not fulfill its purpose.

Onyame and Ankomah (2004) in their study found that a biggest percentage of recruits ranked opportunities for self and career development as first above all other factors. They conclude that advancement on the job played a big role in the satisfaction of employees and could keep in working place for a long time. However, according to Kassaija (1991) a big number upgrade without the knowledge of the administration in fear of losing their jobs and again some staff who have successfully completed their courses usually leave for greener pastures. Therefore the magnitude of training to retaining staff needs a cross-examination and is specified rather than generalizations that some times are inapplicable to modern situations.

Employee retention depends on providing the education and training needed to help employees identify and develop their career. It also requires career orientation; the supervisor and the employee are charged with linking the latter's past performance, career preferences, and development needs in a formal career plan. (Garry D, 1997)

Black et al. (1994) concluded that while providing training and development offered by the employers there are many differences with the organization and industry as well not only in terms of training, but what type of training and development and how much is it going to contribute to both organization and individual. In the end they suggested that training is "a complement rather than a substitute to investments in physical and human capital" because the firms or employers who hire more educated workers and invest in their physical capital for their organizations are more likely to provide training.

Robbins (2001) the essence of training and development program is built on providing support for employees to continually add to their skills, abilities, and knowledge. This support includes clearly communicating organization goals and future strategies, creating growth opportunities to get new interesting and professionally

challenging work experience, offering financial assistance, providing for employees to learn both on-the-job and off-the-job. Additionally workloads should not be so demanding that they preclude employees from having the time to develop new skills, abilities, and knowledge.

Lloyd and Leslie (1991) looked at training and development as a learning process that involves the acquisition of skills, concepts, rules, attitudes, and knowledge to increase the performance of employees. Generally, the new employees' manager has a primary responsibility for job training; sometimes this responsibility is delegated to the senior employees in the department. Economic, social, technological and government changes significantly influence the objectives and strategies of the organization. Changes in these areas can make the skills and knowledge learned today obsolete in a short time. It is therefore the writer's knowledge that opportunities for training and development of employees will keep the skilled and knowledgeable employees for a long period of time in a given company.

Barry and Brandt (1993) recognize the need for training and development by saying that throughout life we can continue to acquire this type of resource every job requires involvement in some of form continuing education. American Honda Motor Company for example offers a wide range of technical courses for auto technicians. Those persons who complete all the required courses earn the Master Technician Award; the employees who earn such a ward get job security. Employees who are in the fields or real estate, insurance, health services earn a professional designation that indicates that they are willing to study long hours and do examination to be more competent in their work and this leads to job satisfaction that results into retaining employees.



They further say that it is never too late to return to the classroom and acquire a non financial asset that may enhance life. Bobbi Erb, business manager for one of Beach Air Craft Corporation's Product Lines, started with company as a billing clerk when she began studying accounting at management, she let her supervisor know she wanted more responsibility. The company gave her more responsibilities and some promotions that were contingent on her completing the degree.

No organization has a choice of whether to train and develop its employees or not, the only choice is that of methods. The primary concern of an organization is its viability, and hence its efficiency (Cole, 2008). The choice of the method of training and development will largely depend on a number of factors such as the nature of the employees, the training needs, the cost of the training, and the degree of urgency of the training.

These methods can be grouped into on the-job-training and off-the-job training. The personal manager of the company must choose the training method by putting consideration, the nature and type of the training, the nature of the employees, nature of the skills required, availability of the resources, the organization's attitude towards training, cost of training, the timing of the training, and most important the training needs of the employees. If these are not taken into consideration, training may lose meaning and may not add any value to the performance of employees. The employees should also be informed of the goals and objectives of the training being organized for them.

The range of training methods is such that they can provide opportunity to unskilled to become skilled; they offer people to be promoted at various levels of the organization. Training methods are a means of attaining the desired alternatives in a learning situation. (Cole, 2008)

An employee is placed in a new job and is told how it is to be performed. On the job training is the most widely used training methods. This method is mainly concerned with developing in an employees' wide range of skills and habits that are considered with the existing practices in the company. It is also aimed at orienting the employee to his immediate problems. This method is mainly followed for unskilled and semi-skilled jobs (Khanka, 2002). On the job training takes places the employees in actual work situations and makes them appear to be immediately productive. It is learning by doing (Dessler, 1997). In other words, learning that takes place when the employee is on his/her workstation. On the job training may not require classrooms. It can also be termed as hands-on training. The employee learns about the job as he/she performs. He can learn how new things are done or ways of improving on what he/she already knows.

On the other hand, off the job training covers a number of techniques; classroom lectures, films, demonstrations, case studies, and other simulation exercises. Off the job training is always planned, budgeted, and all its activities are well defined. However, these two approaches to training have both merits and demerits. It is up the human manager, employees and the entire organization to choose the type of the approach to use to train its employees. It is not a crime however for the organization to choose both approaches but if it so happens; the human resource manager should take into consideration the economy of time and other resources.

Bartel (1995) in her study in a large manufacturing organization examines the relationships between formal on-the-job training and development and retention. She used the personnel records of that firm covering a five years period from 1986-90. It deals with all employees from all the departments of the manufacturing firm. The company offers a wide range of training programs for its employees to keep up to date its work force within the company. These training programs are conducted with the

help of training courses; (i) Core Program: the program contains courses designed for individual employees whose job involve supervising other employee(s), course includes how to; evaluate and improve employee performance, effectively manage time, be an effective leader and implement change. (ii) Corporate Employee Development course that includes; learning problem solving skills, decision making, written and oral communication, job improvement and time management. (iii) Computer related skills. All training programs offered on a full-day or half-day basis. Analysis of Bartel's study show that firm provided "formal training does indeed increase wage growth and job performance, even when selection bias in assignment to training programs is eliminated"( Bartel, 1995: 424).

The previous studies show the importance of employees' training and development, they left the gaps by not considering other sides like employees' retention. In an attempt to close the gap, the influence of training and development was looked into by the researcher and it found out that opportunity for training and development has contributed much to the employees' development and retention at Kampala International University.

## **Recognition**

Modern (2004), Komunda (2003), Monappa (2000), Keith (1990) and Armstrong (2001) all realize the vital role of communication in the organization. Communication between the management and employee, if not well observed, can easily lead to non-retention of human resource in the organization. The language between the management and employees should be meaningful, simple, smooth and clear for it to encourage retention of staff. When employees are identified with their job it will automatically increase their recognition and satisfaction, this makes them want to stay

on the job. However the exact form of communication that would lead to retention is not specified since different forms of communication motivate employees differently in different situations. While a literature linking communication on retention decisions. The study wish to establish the kind of communication that prevails at work places. Universities like all other organizations also require good communication channels. It was therefore crucial to establish the role communication plays in the retention of staff.

In addition, Musaazi (1982) stresses the importance of employee involvement in decision- making process. The nature of decision that management arrives at has an impact on the retention of workers and on the development of an organization.

In a relative view Armstrong (2005) notes that decision-making should be two-way traffic. The management and employees should all participate in the decision making process because the decision that is arrived at bind both parties, short of this the management will make unfavorable decisions that will force employees to exit from the organization.

In a research report by Rosenhotz (1990), on employees in developing countries it was recommended that education authorities, Governments and intergovernmental organizations must ensure that employees receive the moral and material recognition appropriate to their level of qualification and responsibilities. Locke (1981) in his study argues that the importance of money as a motivator has been consistently downgraded by most behavioral scientists. He says that they prefer to point out the value of recognition, challenging jobs, participation in decision making and other non-monitory factors as stimulants to employee retention.

According to the past study by Kayizzi (1990) he tried to identify the predictors of job satisfaction within the teaching profession that lead to teacher retention in

secondary schools in Kampala. Among the predictors was the recognition in relation of teachers' achievements through verbal appreciation, recognition to the responsibilities given and teachers' involvement in policy matters. This study was therefore motivated by the need to redress the problems of recognition in relation to retention of teachers given the low level of retention in the area of study.

Luthans (1998) recognition, attention, and praise tend to be very powerful social rewards for most people. In addition, few people become filled up with social rewards. However similar to monetary rewards, social rewards should be administered on a continental basis to have positive effect on employee stay at the organization. For example, Hewlett-Packard has its famous Golden Banana Award, here is the story

*"It came about when a company engineer burst into his manager's office in Palo Alto, California; to announce he'd just found the solution to a problem the group had been struggling with for many weeks. His manager quickly groped around his desk for some item to acknowledge the accomplishment and ended up bringing the employee a banana from his lunch with the words: "Well done! Congratulations!" At first, the employee was puzzled, but over time the Golden Banana Award became one of the most prestigious honors bestowed on an inventive employee.*

Employees want their bosses to be attentive to their concerns, complaints and be proactive in management rather than waiting for the event to occur. They want recognition for the work that they do. Employee recognition programmes like "Employee of the month", even a spontaneous or private "thank you" and other widely publicised formal programs that encourage specific type of behaviour and the procedure to attain recognition is clearly defined. In Nichol Foods Ltd., a British bottling company there is a different kind of employee recognition programme known as "bragging boards", where the accomplishments of various individuals and teams are regularly updated. Monthly rewards are given on the basis of peer evaluation. In another

company Applebee's restaurants, the president herself leaves appreciation notes and voice messages on the employee desks if the employee performs well. Simple things like sending personalised birthday cards, anniversary cards etc signed by the highest official can work wonders in increasing the morale of the employees.

Lloyd and Leslie (1991) say that although most organizations provide some form of benefits to their employees, the average employee often has little idea of what he or she is receiving. This is because organizations do not make much of an effort to communicate their employees' benefits. According to the writer, in order for an organization to retain her employees several methods like personalized statement sent periodically to each employee, printing posters, visual presentation, meetings and conferences should be put in place to ensure the free flow of information.

Birungi M (2006) says that participation is one of the means of recognition. Through participation, the employer can achieve the need of the employees for affiliation and acceptance. And more importantly, it can give the employees a sense of accomplishment. Management needs to encourage participation of employees on matters that they can help. This participation leads to a sign of recognition of the value attached to the employees because it provides a sense of accomplishment. As a consequence, the right kind of participation results into both motivation and employee commitment of staying in an organization.

From his analysis, Herzberg concluded that the element in job which produced satisfaction was; Achievement, recognition, responsibility, work itself. Herzberg was of the view that the absence of achievement or responsibility for example would be unlikely to cause an employee to leave, but if this could be increased the employees would be more motivated at work which leads to greater effort and better performance.

On the other hand, the element whose absence or inadequacy produced dissatisfaction was; relation to other type of supervision, physical working condition, fringe benefits, institution policy etc. Herzberg called these maintenance factors, because they tended to maintain an employee in his or her job and their absence can cause much dissatisfaction when they are present. For example one might leave a firm because he or she dislikes its working conditions or thought that the pension scheme is inadequate, but the employee would not be motivated to work if working conditions or pension schemes were improved (provided they are reasonably adequate).

According to Barry and Rhoda (1993), companies that overlook individual achievements, supervisors miss a valuable opportunity to improve job satisfaction and relationship with the subordinates. People need recognition for good work regardless of the duties they perform or opportunities they hold. Recognition should be contingent on performance and number of years spent in an organization. When employees feel they are not recognized the rate of labor turn over tend to be high in such organizations compared to companies that recognize their workers. As such human resource management should put much emphasis on employee recognition in order to retain its workforce.

Although the above findings on shows the usefulness of recognition of employees' at their work place, the study left out the relationship between recognition and retention in the context of Kampala International University. It was in need of this study to close such gaps left behind by showing that recognition has apposite relationships with employees' retention at Kampala International University.

## **Theoretical perspectives**

A number of theorists have highlighted theories that explain factors that lead to retention of employees at their workplaces. This study will be guided by the needs theory of motivation advanced by Maslow (1943) in Mullins (1993). This theory explains how motivation through rewards leads to perseverance of behavior aimed at a given goal like retention of employees on job. Maslow (1943) cited by Mullins (1993) believed that people are not controlled by mechanical forces but rather human potential.

He set up a hierarchy of needs theory of motivation ascending from the lowest to the highest. Each level of pyramid is dependent on the previous levels of fulfillment, starting with the basic needs at the bottom working up to the top. Maslow's needs begin with physiological needs, safety needs, social needs, self-esteem, and finally self-actualization needs. He believed that people were motivated by both intrinsically and extrinsically by the desire to fulfill these needs which when filled people have positively say are retained on their job. Maslow (1943) in Mullin (1993) concluded that when one set of the needs is satisfied, this kind of need ceases to be a motivator and the next higher level in the hierarch demand satisfaction and become the motivating influence that leads to retention of the worker on the job.

It is believed that when employees are well motivated or rewarded it leads to high job satisfaction and finally retention of employees (Kasaija, 1991). According to hierarchical theory of needs by Maslow (1943) as cited in Mullins (1993), motivation that leads to retention is a drive toward a goal. Motivation explains the start, direction, and perseverance of a given behavior. That is according to the researcher through motivation where a hierarchy of needs is realized retention of employee is possible. Maslow cited in Mullins (1993) and recognizes that people have human needs and they go to work to satisfy these needs. Thus managers should work to satisfy the needs of



their subordinates so that they can be retained

According to Abraham Maslow noted that psychologist people tend to satisfy their needs in a particular order-a theory he calls hierarchy of needs. This theory rests on three assumptions. people have a number of needs that require some measures of satisfaction, only un satisfied needs motivate behaviors, the needs of people are arranged in hierarchy of prepotency, which means that as each lower-level needs is satisfied, the need at the next level demands attention. (Barry and Brant 1993)

Maslow Abraham arranged the human needs in the following five steps, physiological needs, the need for food, shelter, sleep, sex needs, were described by him as survival or lower order needs. Our economy when it is strong and most people have jobs; these basic needs rarely dominate because they are reasonably well satisfied. During the great depression however, many people worked solely to ensure their own and their families' survival.

Safety and security needs peoples' desire for some sort of order and predictability in the world is reflected. These needs usually focus on protection from physical harm. On the job this means a guarantee of safe working conditions. Unions or group employees group can make sure employers maintain safety standards and reduce the risk of accidents or injuries resulting from environmental hazards.

Social or belongingness needs, these deal with emotional and mental well being. Research has shown that fulfillment of peoples' needs for affection, a sense of belonging, and identification with a group. Special uniforms or membership privileges reflect the desire to feel part of group in which individuals share the same interest, values and goals. More people are more highly motivated when they work as members of a team.

Esteem needs, relates to a persons' self respect and to the recognition and respect he or she receives from others. Esteem needs can be satisfied in many ways, like setting your sights on winning the top salesperson of the year award, work to build a reputation as a highly skilled and reliable employee, or volunteer to chair a committee for the annual charity drive. For most people, a word of appreciation or praise is a strong motivator.

Self actualization needs, represent the need for growth and motivate people by their presence. It is a people fulfilling their potential or realizing their fullest capacities as human beings. Maslow used self-actualization in a very specialized sense to describe a rarely attained state of human achievement. Because of the uniqueness of each person, the form or content of self-actualization is an individual matter. A self-actualization person may not only create his or her own job but may also have two or three careers in one lifetime. Meeting employees' self-actualization needs on the job require a combination of creativity, imaginations and flexibility.

Although Maslow (1943) suggests that most people have basic needs in order as indicated above, some critics says that the hierarchy is not necessarily a fixed order. Mullins says that for some people, there may be a reversal of the hierarchy. He also says that some higher level needs in the hierarchy may still emerge after a long deprivation of lower level needs, rather than only after their satisfaction. The present researcher's opinion is that Maslow's theory recognizes that human beings have needs to satisfy, they cannot be satisfied at once and people have different levels of needs and what satisfies one does not necessarily satisfy another one. Managers to succeed in retaining their high performing employees they should put in considerations that human beings react differently.

Also individuals do not necessarily satisfy their needs just through the work situation. Some people satisfy some of their needs through other areas of life say private and social life, which managers cannot easily look into, which affect the theory's accuracy.

However, despite all these criticisms about Maslow's theory, with the experience in Uganda, the researcher's view is that the theories of motivation have had a significant impact on the management approaches to the problem of employee retention. It is very important for managers to view the different needs and expectations that people have which leads to their retention. It is therefore the researcher's opinion that a good manager is that one who focuses and understands that workers are not necessarily motivated by non-monetary factors but there are other factors that must be handled with much care.

Also individuals do not necessarily satisfy their needs just through the work situation. Some people satisfy some of their needs through other areas of life say private and social life, which managers cannot easily look into, which affect the theory's accuracy.

Robbins (2001) says there are some people who may easily move from physiological needs directly to self actualization, for example one born in a rich family. Maslow perceives his hierarchy of needs in an economic sense. However, not all that a human being seeks in life is economic – a manager should look for other alternative ways for employee motivation that can lead to employee retention.

According to Donnelly *et al* (1990) motivation, which leads to retention, is important to management because employees on the job must be motivated to perform at an acceptable level. Managers themselves must be motivated to do a good job, and

employees (managerial and non-managerial) must be motivated to join and remain in the organization.

However, despite all these criticisms about Maslow's theory, with the experience in Uganda, the researcher's view is that the theories of motivation have had a significant impact on the management approaches to the problem of employee retention. It is very important for managers to view the different needs and expectations that people have which leads to their retention. It is therefore the researcher's opinion that a good manager is that one who focuses and understands that workers are not necessarily motivated by non-monetary incentives but there are other factors that must be handled with much care.

In this respect, the researcher is of the opinion that managers and policy makers in Uganda organizations face the same and related problems concerning employee retention. This study looks into these issues and tries to answer the reasons of behavior of employees in organizations particularly the non-retention problem in private Universities. It is the researcher's opinion that, a good understanding of the relationship between motivation and retention can serve as a valuable tool for understanding the cause of a behavior such as retention of employees in organizations like Kampala International University.

## **Related studies**

Luthan (1998) carried out a study of extensive surveys that ask the value employees place on various rewards, he found out that non-financial rewards were ranked much higher than financial ones. For example, one study of 1500 employees in a wide variety of work settings found out that non-financial incentives are powerful in

order to retain human resource.

People choose to work in organizations that maximize their utility; they consider not only pay but also non-monetary incentives that matter to them. The non-monetary incentives include working conditions, opportunities for training and development, recognition, responsibility.

Lin Gensing-Pophal (2004) says retaining qualified and experienced staff is an important part of managing an organization's employees'. Turnover due to low job satisfaction is not only expensive, it can stagnate business growth. It is not always easy to replace employees with key skills and knowledge.

Each employee is motivated by different things. Everyone has different goals and needs. Some focus on money, others thrive on recognition. The first step to determining what employee retention programs will work best is to find out what is important to the staff.

Once management understands what is valued by the employees they can select programs that will fit the needs of the group. The best approach to developing a retention program is to have a variety of tools to address job satisfaction.

There are many ways to implement retention programs in the work place. The options are endless. Ultimately the manager needs to select programs that reflect what the employees are looking for. Make a list of the employee needs and wants and prioritize them. Then address the each issue by asking what can be done to respond to the need. Here are some options that employers have used.

Work hours are often an area of opportunity. By being flexible many employees can better balance their work life and home life. As a result they are less stressed, and less likely to leave for a higher paying job. Offering the following may address this need.

- Flexible start and end times, as long as employees are fulfilling their 8 hour requirement
- Job share programs
- Work from home
- Opportunities to pick up overtime hours
- Shorter Fridays On a volunteer basis, if an employee works an extra hour Monday to Thursday they can leave 4 hours early on Fridays

For employees who are driven and desire to progress to a higher level in the organization, career development may play a key role in providing them with job satisfaction. Here are some strategies to address career development.

- Provide educational assistance by covering the cost of outside courses.
- Have a mentoring system in place
- Use cross functional teams to expose employees to different departments and managers
- Ensure there are opportunities for promotions and transfers.

The working conditions are often a group of benefits that are taken for granted. However, if they are run poorly they can have a huge impact on job satisfaction.

- Benefits programs for health coverage and life insurance
- Coverage for gym and sports memberships
- Appropriate space for breaks
- Vacation time that grows with length of service

- Group activities or outings
- A clear and consistent performance appraisal system.
- Bonus system

Monica et al (2002) shows that non-monetary incentives play a key role in job satisfaction, thus leading to employees' retention. The truth is all the best programs in the world of business will mean nothing to an employee if they do not feel respected and appreciated. The culture of the organization needs to reflect the importance of retention through particular behaviors.

- Employees need to be treated with dignity and respect.
- Employee need to feel they have a means to deal with conflict.
- Employees need to feel they are treated fairly and equally.
- Each person needs to feel they contribute to the goals of the organization.

In today's competitive business world it is crucial to retain quality employees. Take the time to understand what employees want. Then pick programs that best meet their needs. Being flexible with work hours requirements, focusing on career development, and providing excellent working conditions will help improve job satisfaction. To have the most impact promote a culture that embraces the importance of each employee as an individual.

## CHAPTER THREE

### METHODOLOGY

#### Research design

A descriptive research design was used to establish the relationship between none-monetary incentives and employees retention among academic staff in Kampala International University. This design was used in the study because it was believed to help the researcher to gather data from a sample of population in a particular time in order to obtain information about the population and invent at a given situation. Source: (Amin, 2005)

#### Research Population

The population of the study constituted academic staff in Kampala International University and the total population was 340

#### Sample size

While there are several ways of determining sample size, the researcher used Solvens' formula to determine the sample size of 184.

$$n = \frac{N}{1 + N(.05)^2}$$

Where;

n= sample size

N= population

2= degree of errors at 0.05 level of significance



## **Sampling procedure**

The study employed simple random sampling techniques to select respondents in the study. It enabled the researcher to arrive at the target population since respondents had an equal and independent chance of being included in the sample, as it also saves time. Source: (Amin, 2005 pg 244).

## **Research instruments**

### **Questionnaire**

Closed ended Questions with likert scale were used in the study to get data from the respondents. The questionnaire was suitable for the big number of respondents because it takes little of the respondent's time and that of the researcher in administering and analyzing them. As noted by (Amin 2005 pg275)

### **Validity and reliability of the instruments**

To establish the validity and reliability of the questionnaire, the researcher used expert judgment method. The experts looked at the relevance of questions in view of the problem, objectives, research questions, hypothesis, conceptual frame work and literature. They also evaluated clarity of wording of the items which the researcher looked into and made necessary judgments. This made the instrument more relevant, specific, and logically arranged. The content validity index (CVI) was calculated from the formula below;

$$CVI = n/N$$

Where CVI= Content Validity Index, N= Total number of items in the questionnaire, n=number of relevant items in the questionnaire

$$CVI=3/3=1$$

In addition, a pre-test was conducted in order to improve on the reliability of the questionnaire. Furthermore, retest method was used in which the same test was given to some selected few people after a period of time. Good enough the researcher got same results on the two administration of the same questionnaire. This convinced the researcher that the instruments used were reliable.

## **Data gathering procedure**

### **Before data gathering**

After completion of defending research proposal, the researcher obtained permission from the school of postgraduate studies and research and acceptance letter from the field to conduct the study and this enabled the researcher to access the respondents without any bias.

### **During data gathering**

Data was collected using a researcher made questionnaire, this helped the researcher to organize the data collected put in tables, and analyzed using SPSS program into meaningful information.

### **After data gathering**

After three weeks, primary data was collected by use of a questionnaire. The researcher managed to retrieve back his questionnaires filled, coded, edited, categorized and entered into a statistical computer program called Statistical package for Social Scientists (SPSS) for data processing and analysis.

## **Data analysis**

Statistical package for Social Scientists (SPSS) program with likert scale of, 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree, was used to analyze the data. Tables were used to determine the frequencies and percentages, and mean which helped the researcher to interpret the findings in Chapter Four. At the end of each section, data was summarized into major events and results, noticeable points and an answer was grouped into similar pages whereby the interpretations and analysis of data findings was shown. SPSS program was used because it helped the researcher to deep understanding of the data, and making interpretation of the large amount of data. The following mean range was used to arrive at the mean of the individual indicators and interpretation:

**Key:**

**Rating scale**

<b>Mean range</b>	<b>interpretation</b>	<b>response mode</b>
1.00-1.75	Strongly Disagree	Very Low
1.76-2.50	Disagree	Low
2.51-3.25	Agree	Moderate
3.26-4.00	Strongly agree	High

Pearson's linear correlation coefficient was used to establish whether there is a significant relationship between, Non-Monetary Incentives and Academic Staff Retention in Kampala International University.

## **Ethical considerations**

The researcher obtained an introductory letter to conduct the study from authorities concerned in the school of post graduate studies and research of Kampala International University, efforts were made by the researcher to obtain informed consent from the respondents by stating the objectives of the study, benefits to them to know why they are interviewed. Ethics in research, like observing the privacy of the response, anonymity, confidentiality was equally observed. Having shown the above requirements, this helped the researcher to conduct the study smoothly.

## **Limitations of the study**

Respondents were first suspicious of the research intentions, but I presented an introductory letter got from school of postgraduate studies and research that proved that the research was basically academic, in addition of using humble and friendly approach of talking to the respondents.

Another constraint was the delay of respondents to fill and return the questionnaires. However calls and checks to remind them on the dates of return was made by the researcher.

Also the researcher had a problem of balancing work responsibilities and research; however this problem was overcome by dedicating time during the night to work on the research especially during data analysis.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

#### **Profile of the Respondents**

This part presents the background information of the respondents who participated in the study. The purpose of the background was to find out the characteristics of the respondents and show the distribution of the population in the study. Respondents were asked several question, questions on every independent variable were combined and analyzed together.

**Table 1**

**The profile of respondents**

Main category	Subcategory	Frequency	Percentage
Sex	Male	101	56
	Female	83	44
	<b>Total</b>	<b>184</b>	<b>100</b>
Age	18-27	59	32.8
	28-37	77	41.6
	38-47	33	17.8
	48-57	10	5.6
	58 and above	5	2.8
	<b>Total</b>	<b>184</b>	<b>100</b>
Marital status	Married	82	44.3
	Single	94	50.8
	Separated	5	2.8
	Divorced	2	1.1
	Widowed	1	.6
	<b>Total</b>	<b>184</b>	<b>100</b>
Level of education	Degree	58	31.3
	Masters	106	57.3
	PhD	20	11.1
	<b>Total</b>	<b>184</b>	<b>100</b>
Category of Employment	Permanent	17	9.4
	Contract	168	90.9
	<b>Total</b>	<b>180</b>	<b>100</b>
Length of service	1-3 years	87	47
	4-6 years	66	36.6
	7 and above	31	17.2
	<b>Total</b>	<b>184</b>	<b>100</b>
Faculty	Business	37	20.6
	Social sciences	23	12.8
	Education	25	13.9
	Law	29	16.1
	Postgraduate studies	11	5.9
	Humanities	25	13.9
	Computer	18	10.0
	Engineering	16	8.9
	<b>Total</b>	<b>184</b>	<b>100</b>

Primary data, September, 2011

Table 1 indicates that, out 184 respondents, the majority were males (101) with (56%) and females (83) with (44) as shown in the table 1. Thus it was found out that most of the respondents were male academic staff than the females.

According to the study, 77 (41.6%) were in the age group of 28-37, followed by 18-27 (59) (32.8%), 33 (17.8%) were between 38-47 years, 10 (5.6%) were between 48-57 years, and only 5 people (2.8) were 58 years and above. This shows that the findings indicate that people between, 28-37 are the majority in teaching staff.

The research findings, found out that, 82 (44.3%) of the respondents are married, 94 (50.8%) are single, 5 (2.8%) had separated, 2 (1.1%) had divorced and 1 (0.6%) were widowed. According to the study findings it was found out that single teaching staffs are the majority and widowed minority.

The study findings in table above, shows that the majority of the respondents are master holders 106 (57.3%), 58 (31.3%) had attained Bachelors degree, and 20 (11.1%) were PhD holders. This shows that majority teaching staff being masters degree holders, there is a need for encouragement of more staff to go PhD level to boost on the quality of education offered.

The study findings show that, the majority of the respondents were on contract basis 168 people (90.9%), and only 17 (9.4%) were on permanent employment term basis as shown in the table above.

According to the study findings in table above, 87 (47%) of the respondents have been working between 1-3 years, 66 (36.6%) of the respondent's working years is between 4-6 years, and only 31 (17.2%) of the respondents have been working for 7 years and above. This means that that majority of the academic staff had served for six year and below

According to the study findings faculty of business had 37 (20.6%), law 29 (16.1%), education and humanities with 25 (13.9), 25 (13.9) respectively, social

sciences with 23 (12.3), computer 18 (10.0%), engineering 16 (8.9) and lastly faculty of postgraduate studies and research with 11 (5.9%). This indicates that the study sample was relatively distributed among the faculties of Kampala International University.

### **Description of respondents' perceptions on Non-monetary Incentives**

The independent variable of the study was Non-monetary Incentives. The researcher used likert scale method which provided with the respondents the chance of choosing from the provided options from 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree. Respondents gave their perception by ticking the number that best describes their feelings about Non-monetary Incentives. Their responses were analyzed using SPSS's summary statistics showing the mean as indicated in the table 2 below.



**Table 2:**

**Level of non-monetary incentives**

Level of non monetary incentives	Mean	interpretation	Rank
<b>Working Conditions</b>			
There is noise free working environment at work place	3.10	Moderate	1
There are no work hazards at the work place	3.06	Moderate	2
Provision of affirmative action among all genders has led to employees' retention.	2.90	Moderate	3
There is provision of all working equipments needed.	2.85	Moderate	4
Working conditions have too much influence on my retention at Kampala International University	2.04	Low	5
Good relationship with co-workers helps employees to achieve the organizations and individual goals and it has resulted into their retention	1.90	Low	6
<b>Average mean</b>	<b>2.64</b>	Moderate	
<b>Opportunities for training and development</b>			
Opportunities for training and development has lead employees stay on the job	1.82	Low	5
I have stayed long due to hopes of knowledge development.	2.02	Low	3
Trained and developed employees are retained to give back quality services from the skills and knowledge acquired	1.89	Low	4
Bad needs assessment for training and development has led to low levels of employee retention at Kampala International University	3.03	Moderate	1
There are equal opportunities for training and development of employees.	2.75	Moderate	2
<b>Average mean</b>	<b>2.30</b>	Low	
<b>Recognition</b>			
Recognition, through participation in policy matters of the departments in which one works, lead to retention	2.27	Low	7
There are high levels of recognition through the increased responsibilities at the work place and this has led to employees' retention.	2.49	Low	5
Through recognition employees are transferred, promoted and retained due to their experience.	2.48	Low	6
Reading names of high performers at the most important functions like graduation dates encourage employees to feel recognized hence leading to their stay.	3.14	Moderate	1
Giving awards to the long serving employees lead to their stay and keep other employees on the job expecting rewards.	2.96	Moderate	2
Employees are recognized basing on the period spent on the job	2.92	Moderate	3
Communication at all levels of different departments has promoted recognition through giving directions, procedures and feedback and this has led to retention.	2.55	Moderate	4
<b>Average mean</b>	<b>2.69</b>		
<b>Grand average total mean</b>	<b>2.54</b>	Moderate	

Primary data, September, 2011

**Key:****Rating scale**

Mean range	interpretation	response mode
1.00-1.75	Strongly Disagree	Very Low
1.76-2.50	Disagree	Low
2.51-3.25	Agree	Moderate
3.26-4.00	Strongly agree	High

The means of all questions about working conditions were divided to the total number of questions to come up with the total mean which is (2.64), which stands for moderate consideration and represented by agree according to the likert scale. It is from this background that the research found out that the respondents have moderate working conditions at Kampala International University. This calls for the management to intervene and address academic staff desire on working environment.

The opportunities for training and development at Kampala International University. All the means of all questions were summed up and divided by the number of question which showed (2.30) as the mean, this shows relatively Low level which is equivalent to disagree according to the likert scale used.

The results reveal that the level of recognition in Kampala International University exists at different levels. For example, results shows low level of recognition which stands for disagree. On the other hand, other results of opportunities for training and development, working conditions show a moderate level of recognition. It can be concluded that, there is a moderate level of recognition with the mean of (2.69), which means to agree on the likert scale.

**Table 3****Level of Academic staff retention in KIU**

<b>Retention</b>	<b>Mean</b>	<b>Interpretation</b>	<b>Rank</b>
Retention policy at Kampala International University posse problems to employees stay at work	1.97	Low	9
There are hard jobs at Kampala International University for employees to keep	2.38	Low	8
There is high level of retention due to the satisfactorily meeting of employees expectations	2.55	Moderate	6
Is organizational culture the most appealing to employees' retention?	2.48	Low	7
Provision of employees opportunity to understand how their work contributes to the bottom line of the company leads to their retention	2.51	Moderate	5
Respecting employees, according to the period spent at Kampala International University lead to their stay	2.54	Moderate	4
Is the University's awareness that employees are an asset in which one needs to invest and not a cost to reduce, encourage them to stay?	2.63	Moderate	3
Kampala International University provide measures to retain its valuable employees	2.64	Moderate	2
High individual achievement realization promote high employees retention at Kampala International University	2.75	Moderate	1
<b>Average mean</b>	<b>2.49</b>	Low	

Primary data, September,

**Key:**

### **Rating scale**

<b>Mean range</b>	<b>interpretation</b>	<b>response mode</b>
1.00-1.75	Strongly Disagree	Very Low
1.76-2.50	Disagree	Low
2.51-3.25	Agree	Moderate
3.26-4.00	Strongly agree	High

Also the questions of dependent variable were grouped together and the total mean divided by the total number of question to get the mean of (2.49) which stands for Disagree on the likert scale. According to the computation, it shows a low level of employees' retention among academic staff in Kampala International University.

### **The relationship between Non-Monetary Incentives and Academic Staff Retention in Kampala International University**

From the above objective, it was hypothesized that "there is a significant relationship between Non-Monetary Incentives and Academic staff Retention in Kampala International University". To test this null hypothesis, the researcher combined all means of non-monetary incentives and correlated then with the Academic staff retention using Pearson's Correlation Coefficient (PLCC,or r). Results are as bellow:

**Table 4**

**Pearson Correlation Results for Non-Monetary Incentives and Academic Staff Retention**

Variables correlated	r. value	Sig.Value	Interpretation	Decision on Ho
Non-Monetary incentives Vs Academic Staff Retention	-0.032	.001	Negative and significant	Rejected

**Level of Significance 0.05**

Results in table 4 above, indicate that Non-monetary Incentives are significantly correlated with aspects of academic staff retention in Kampala International University with (sig.<0.05). Results also indicate that Non-monetary incentives are negatively correlated with aspect of academic staff retention. This implies that non-monetary incentives significantly influence employee retention, but in Kampala International University academic staff are negatively influenced by non-monetary incentives to remain at their jobs, implying that their retention is induced by other factors like fear of losing what they already have. Due to high level of unemployment in Uganda makes them to stay on their jobs.

Basing on these results, the stated null hypothesis was rejected at 0.05 level of significance. The same results indicated that any decline in non-monetary incentive reduces academic staff retention by coefficient of -0.032 in table above.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, AND RECOMENDATIONS**

#### **Summary of the findings**

The purpose of the study was to determine if there is significant relationship between Non-monetary incentives and Academic staff retention of Kampala International University. The study was guided by four specific objectives which include, determining the profile of respondents in terms of gender, age, level of education, length of employment, category of employment, faculty and marital status. To determine the level of Non-monetary incentives among academic staff in Kampala International University, to establish the level of academic staff retention in Kampala International University, to determine if there is a significant relationship between Non-monetary incentives and employees retention among academic staff in Kampala International University, main campus Kampala Uganda.

Data analysis using SPSS's descriptive statistics with likert scale, the grand total mean of non-monetary incentives was (2.54), stands for low level on Non-Monetary Incentives in Kampala International University. The mean of academic staff retention is (2.49) representing low level of retention and stands for disagree on the likert scale.

#### **Conclusion**

#### **Non-monetary incentives and employees retention among Academic staff in Kampala International University**

Based on the research findings, which indicates a gland total mean of non-monetary incentives to be (2.54), interpreted as moderate level on Non-Monetary

Incentives among academic staff in Kampala International University. The mean of retention among academic staff was (2.49) representing low level and stands for disagree on the likert scale. It was found out that there is a significant relationship between non-monetary incentives and academic staff retention in Kampala International University main campus. It is from this study finding, that it can be concluded that there is little emphasis put on staff welfare, thus leading to low levels of academic staff retention in Kampala International University.

The above findings are in line with Luthan (1998), who carried out a study of extensive surveys that ask the value employees place on various rewards, he found out that non-financial rewards should be supplemented by non-monetary rewards to have a successful organization.

He further says that, People choose to work in organizations that maximize their utility; they consider not only pay but also non-monetary incentives that matter to them. The non-monetary incentives include working conditions, opportunities for training and development, recognition, responsibility. It is from this lack of consideration in non-financial incentives that leads to low levels of employees' retention.

## **Recommendations**

Based on the research findings, the researcher recommends that, there is a need for Kampala International University to supplement monetary incentives with non-monetary incentives such that academic staffs are motivated to stay on their jobs and provide excellent output.

There is need for Kampala International University to set a streamlined policy on retention of the employees especially those with skill, knowledge, experience such that it is well staffed with quality teaching staff in order to compete favorably in the global market of offering education to the public.

Due to the research findings, there is a need to keep on timely review on the mission and vision of the University such that it does not divert away from what they had targeted. This is done by seeing how they started, what they are doing, how they are doing, where they are and where they want to be or what they want to achieve in order to keep all valuable staff for quality service delivery.

### **Areas for further research**

The influence of monetary rewards and Organization Citizenship

Reward policy and labor turn over in selected private universities of Uganda

The relationship between employee welfare and employee retention



## REFERENCE

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## **APPENDIX II: INFORMED CONSENT**

I am giving my consent to be a respondent in the research study of Mr. Akatwijuka Wycliffe, which focuses on Non-monetary incentives and employees' retention.

I have been assured that the research is for academic purposes for the help of the policy makers and that the results can be provided to me in case I request for it.

I shall be assured of the privacy, confidentiality of my personal details and I am provided with an option to refuse or withdraw from participation any time.

Initial.....

Date.....

**OFFICE OF THE COORDINATOR, BUSINESS AND MANAGEMENT  
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)**

April 14, 2011

Dear Sir/Madam,

**RE: REQUEST FOR AKATWIJUKA WYCLIFFE MHR/40543/91/DU  
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Business Administration.

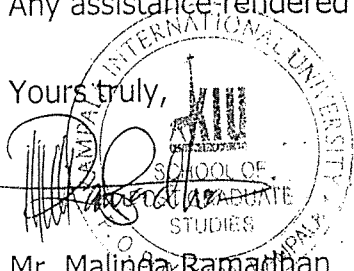
He is currently conducting a field research of which the title is "**Non-Monetary Incentives and Employees Retention.**" As part of his research work; he has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,



Mr. Malinda Ramadhan  
**Coordinator**  
**Business and Management, (SPGSR)**

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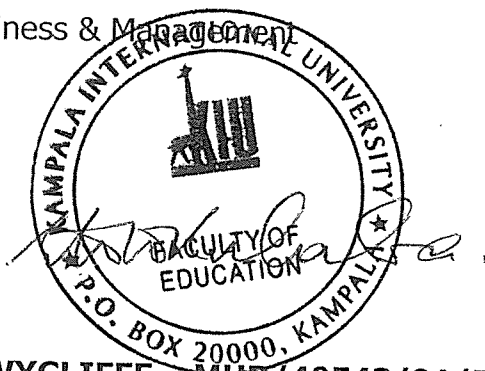
**FACULTY OF EDUCATION**  
**Office of the Dean**

**Internal Memo**

Date: Monday, May 16, 2011

To: Mr. Malinga Ramadhan  
Coordinator, Business & Management  
(SPGSR), KIU

From: Ag. Dean  
FoE



Subject: **AKATWIJUKA WYCLIFFE – MHR/40543/91/DU**

Please refer to your letter of April 14, 2011 requesting for Akatwijuka Wycliffe to conduct research in the Faculty.

Permission is granted.

---

*Faculty of Arts and Humanities*

The Coordinator

Business Management School of Postgraduate studies and Research  
Kampala International University

P.O Box 20000

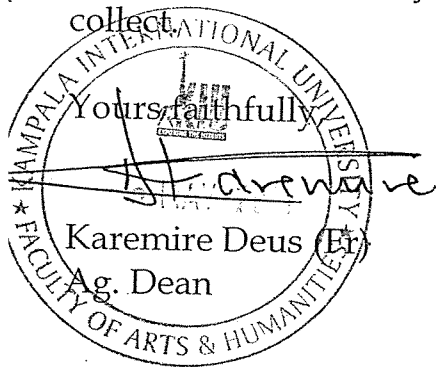
Kampala

Dear Sir,

RE: ACCEPTANCE FOR AKATWIJUKA WYCLIFFE  
TO CONDUCT RESEARCH IN THE FACULTY OF ARTS  
AND HUMANITIES

This is to inform your office that the above mentioned student of the school of Postgraduate studies and research has been allowed to carryout research in the Faculty of Arts and Humanities. He is at liberty to contact any member of the faculty for data he needs to collect.

Yours faithfully



*Karemiri Deus*  
Karemiri Deus (Er)  
Ag. Dean



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

Ggaba Road, Kasanga  
P.O BOX 20000 Kampala, Uganda  
Tel : +256 (0) 41-267634  
Mobile: 0772 458443  
Fax : +256 (0) 41-501974  
Email: admin@kiu.ac.ug\*Website: http://www.kiu.ac.ug

***FACULTY OF LAW***  
**(Office of the Ag Dean)**

13<sup>th</sup> May 2011

TO: Coordinator, Business and Management (SPGSR)

From: Ag Dean 



**RE: MR. AKATWAJUKA MYCLIFFE (MHR/40543/91/DU)**

This is in response to your letter of 14<sup>th</sup> May 2011 in relation to conducting research at the Faculty of Law by the above mentioned student.

The Faculty has now objections for him to conduct the intended research for educational purposes. We will provide the information known or available to us.

Thank you.



**KAMPALA  
INTERNATIONAL  
UNIVERSITY**

Ggaba Road, Kansanga  
PO BOX 20000 Kampala, Uganda  
Tel: 256 41 267813, 267604  
Fax: 041 501974  
E-mail: admin@kiu.ac.ug

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## **SCHOOL OF ENGINEERING AND APPLIED SCIENCES**

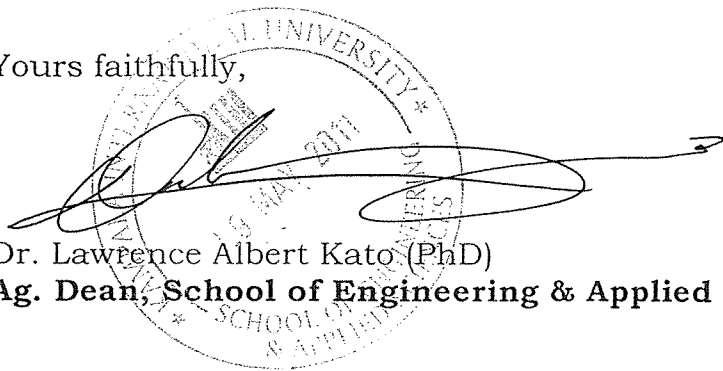
The Coordinator,  
Business Management  
School of postgraduate Studies & Research  
Kampala International University  
P.O. Box 20000  
Kampala

Dear Sir,

**RE: ACCEPTANCE FOR AKATWIJUKA WYCLIFFE TO CONDUCT  
RESEARCH IN THE SCHOOL OF ENGINEERING AND APPLIED  
SCIENCES**

This is to inform your office that the above mentioned student of the school of postgraduate studies and research has been allowed to carryout research in the School of Engineering and Applied Sciences. He is at liberty to contact any member of the School of Engineering and Applied Sciences for data he needs to collect.

Yours faithfully,



Dr. Lawrence Albert Kato (PhD)  
**Ag. Dean, School of Engineering & Applied Sciences**

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*"Exploring the Heights"*



### APPENDIX III: RESEARCH INSTRUMENT

Dear respondent,

I am **Akatwijuka Wycliffe**, a student of Kampala International University doing a Master of Arts in Human Resource Management, I am carrying out research about non-monetary incentives and employees' retention among teaching staff in Kampala International University.

The purpose of the questionnaire is to obtain your opinion to be included among others in the study. This research is one of the requirements leading to an award of Masters Degree at Kampala International University. It is therefore an academic research. Please answer truthfully and your personal details will remain confidential. Thank you.

#### SECTION A: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS.

##### (1) SEX

Code	1	2
Sex	Male	Female
Tick		

##### 2) Age

Code	1	2	3	4	5
Range	18-27	28-37	38-47	48-57	58 and above
Tick					

### 3) Marital status

Code	1	2	3	4	5
Marital status	Married	Single	Separated	Divorced	Widowed
Tick					

### 4) Level of education

Code	1	2	3
Level of education	Degree	Masters	PhD
Tick			

PhD

### 5) Category of employment

Code	1	2
Category of employment	Permanent	Contract
Tick		

### 6) Length of service

Code	1	2	3
Length of service	1year-3years	4-6 years	7years and above
Tick			

### 7) Faculty

Code	1	2	3	4	5	6	7	8
Faculty	Business	Social science	Educ	Law	Post G. Studies	Humani ties	Computer science	Engineering
Tick								

## SECTION B

### QUESTIONNAIRE FOR NONE-MONETARY INCENTIVES

Write a figure of your choice in the boxes provided

Score	response	Description	Legend
4	strongly agree	you agree with no doubt	SA
3	Agree	you agree with some doubt	A
2	Disagree	you disagree with some doubt	D
1	Strongly disagree	you disagree with no doubt	SD

1) Working conditions have too much influence on my retention at Kampala International University

2) There is provision of all working equipments needed.

3) Good relationship with co-workers help employees to achieve the organizations and individual goals and it has resulted into their retention.

4) Provision of affirmative action among all genders has led to employees' retention.

5) There is noise free working environment at work place

6) There are no work hazards at the work place

7) Opportunities for training and development has lead to your stay on the job

☐

8) You have stayed long on the job due to hopes of acquiring new knowledge and skills.

☐

9) Trained and developed employees are retained in order to give back quality services from the skills and knowledge acquired.

☐

10) Bad needs assessment for training and development has led to low levels of employee retention at Kampala International University

☐

11) There are equal opportunities for training and development of employees

☐

12) Recognition, through participation in policy matters of the departments in which one works, lead to retention

☐

13) There is high level of recognition through the increase of responsibilities at the workplace and this has led to employees' retention.

☐

- 14) Through recognition, employees are transferred, promoted and retained because of their experience. ☐
- 15) Reading names of high performers' at the most important functions like graduation dates encourages employees to feel recognized and this has led to their stay. ☐
- 16) Giving awards to the long serving employees lead to their stay and keep other employees on the job. ☐
- 17) Employees are recognized basing on the period spent on the job. ☐
- 18) Communication at all levels of different departments in the organization has promoted recognition through giving rightful directions in the daily work and feedback to their concerns, hence promoting retention. ☐

## SECTION C

### Questionnaire about Employees Retention

Write a figure of your choice in the boxes provided

Score	response	Description	Legend
4	strongly agree	you agree with no doubt	SA
3	Agree	you agree with some doubt	A
2	Disagree	you disagree with some doubt	D
1	Strongly disagree	you disagree with no doubt	SD

1) Retention policy at Kampala International University posses problems to employees stay at work

2) There are hard jobs at Kampala International University for employees to keep

3) There is high level of retention due to the satisfactorily meeting of employees expectations

4) Is organizational culture the most appealing to employees retention?

5) Provision of employees opportunity to understand how their work contributes to the bottom line of the company leads to their retention

6) Respecting employees, according to the period spent at Kampala International University lead to their stay

☐

7) Is the University's awareness that employees are an asset in which one needs to invest and not a cost to reduce, encourage them to stay?

☐

8) Kampala International University provide measures to retain its valuable employees

☐

9) High individual achievement realisation promot high employees retention at Kampala International University

☐

**Thanks for your cooperation**

.....

## **CARRICULUM VITAE**

**SURNAME:** AKATWIJUKA  
**OTHER NAMES:** WYCLIFFE  
**DATE OF BIRTH:** 22<sup>ND</sup> FEB 1984  
**GENDER:** MALE  
**MARITAL STATUS:** SINGLE  
**CITIZENSHIP:** UGANDAN  
**TELEPHONE:** +256782293303/ +256752293303  
**Email address:** akatwujukaw@yahoo.com

### **EDUCATIONAL BACKGROUND:**

<b>YEAR</b>	<b>INSTITUTION</b>	<b>AWARD</b>
2009-2011	Kampala International University	Master of Arts Human Resource Management
2005-2008	Mbarara University of Science and Technology	Bachelors of Development Studies
25 <sup>th</sup> -Aug- 26 <sup>th</sup> Sept 2008	Law Development Centre	Certificate in Administrative Officers Law Course
2003-2004	Nganwa High School	A" Level Certificate (UACE)
1999-2002	Bishop McAllister College Kyogyera	O" Level Certificate (UCE)
1992-1998	Kashenyi Model P/S	Primary Leaving Examination



## **WORKING EXPERIENCE:**

2009- To date **Quality Assurance coordinator, teaching Assistant, Kampala International University, Dar Es Salaam College**

In this position of monitoring jam responsible in:

- 1 Collects data from monitors regarding lecturer's attendance and discuss any temporary or permanent changes to be made on the time tables.
- 2 Collects filled out complaint forms from monitors and document the resolutions
- 3 Dissemination, collection and encoding the evaluation forms and enter data
- 4 Ensuring that monitors are present
- 5 Submitting reports on the progress of lectures weekly to the Deputy Director Q.A
- 6 Scheduling monitoring assignments
- 7 Coordinating meetings with class coordinators

## **LANGUAGES SPOCKEN:**

English

Runyankore

Luganda

## REFEREES:

Mrs. Rubanda Medias  
Deputy Resident District Commissioner  
Bushenyi District  
Tel: 0772696328/ 0704696328

Mr. Mwebaze Robert  
Principle procurement officer  
Prime-minister's Office  
Tel: 0772435931/0754616899

Hon. Nasser Bassajabalaba  
Director Quality Assurance  
Kampala International University  
Tel: 0701225528







**NON-MONETARY REWARD AND EMPLOYEE  
PERFORMANCE IN UNIVERSITY  
TEACHING HOSPITAL  
OF KIGALI**

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A Thesis

Presented to the School of  
Postgraduate Studies and Research  
Kampala International University  
Kampala, Uganda

---

In Partial Fulfilment of the Requirements for the Degree  
Master of Arts in Human Resource Management

---


By:

MUNYARUGERERO Kaneza  
MHR/43087/92/DF

September, 2011

## DECLARATION A

"This thesis report is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

  
MUNYARUGIRO Kaneza

Name and Signature of Candidate

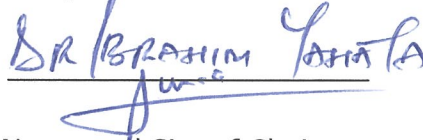
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## APPROVAL SHEET

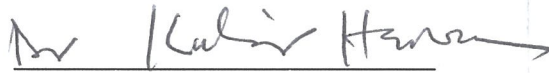
This thesis entitled "Non-monetary rewards and employee performance in University Teaching Hospital of Kigali", prepared and submitted by **MUNYARUGERERO Kaneza** in partial fulfilment of the requirements for the degree of Master of Arts in Human Resource Management has been examined and approved by the panel on oral examination.



Name and Sig. of Chairman



Name and Sign of Supervisor



Name and Sign of Panelist

\_\_\_\_\_

Name and Sig. of Panelist



Name and Sign. of Panelist

Date of Comprehensive Examination: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_

Name and Sign of Director, SPGSR

\_\_\_\_\_

Name and Sign of DVC, SPGSR