

EFFECTS OF JOB FLEXIBILITY ON IMPROVEMENT OF SERVICE DELIVERY IN PUBLIC INSTITUTIONS THARAKA NITHI COUNTY, CHUKA UNIVERSITY

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Abstract

Purpose: The purpose of the study is to examine how job flexibility affect service delivery in Chuka university.

Methodology:

This study employed descriptive research design was used. Descriptive design was chosen for this study due to the fact that it captured raised opinions and views held at the time of the research. Stratified random sampling method was used to stratify the institution into 12 departments and divisions. The target population for the study was all (236) employees of Chuka university main campus. The middle and senior management totaling to 28 were also considered in the research. The researcher further tested this hypotheses using chi square

Results: Results revealed that job flexibility is statistically significant in improving service delivery in public institutions in TharakaNithi county. Out of the 52 respondents, 39 were in strong agreement with the statement that rewarding is one way of motivating employees which helps improve service delivery. There is a relationship between job flexibility and service delivery in Chuka University

Policy recommendation: The study recommends the management to put in place job flexibility measures that will ensure that all the employees have equal chances of being rewarded for a job well done. The study further recommends the institution to make use of the applicable work flexibility such as off days, working from home, flexibility to improve service in public institution.

Keywords: *Job flexibility, Service delivery, public institutions*

1. INTRODUCTION TO THE STUDY

1.1 Background to the Study

Around the world, all levels of government and public sector organizations are facing pressures from financial crises to constituent upheaval, to rapidly urbanizing populations. Public services in developing countries are very poorly delivered. The vast majority of the population is dependent upon public services and the human and economic cost of this failure is potentially very large, Eschleman, & Wang (2010). Hence public organizations have to attract and retain people who are motivated to work for the sector.

According to Schultz & Schultz (2010), the British labour government introduced what was referred to as the mistrust model in 2000. The model assumed that employees could not be trusted to carry out their duties effectively unless there was an external intervention. These interventions included non-financial gains, such as promotions, paid trainings, flexible working hours among others for a job well done. The otherwise could also be applied for failure to deliver. This worked so well in the public sector and greatly reduced waiting time and generally improved service delivery, Schultz & Schultz (2010).

In South Africa, the public sector has moved services closer to the people by giving more authority to the municipalities to deliver those services. Here the concept of Batho Pele is applied which means people first. Batho Pele is set out in the White Paper on Transforming Public Service Delivery (Government Gazette No 18340) dated 1 October 1997. This White Paper advocates that departments deliver responsive quality services according to eight national service delivery principles; referred to as the Batho Pele principles. The ultimate aim of this public service delivery transformation initiative in South Africa is to improve service delivery and emphasize the criticality of a customer or citizen focused ethos in public service delivery and monitoring. To achieve this, the government is focusing on using intangible incentives such as recognition to motivate its employees so that they can give quality service to its citizens, Eschleman, & Wang (2010).

In the last 20 years, Kenya's public institutions have undergone a number of changes. Some of these changes include employee rationalization leading to wage bill reduction, performance improvement, structural adjustment programme after aid cuts, and the institutionalization of results-based management. From 1993 to 2002, the Government retrenched more than 100,000 civil servants but had only a negligible impact on the effectiveness or efficiency of the civil service. Later, between 2006 and 2008, the Government decided to shift the public service towards a results-orientation approach by introducing and facilitating the development and management of a holistic Results-Based Management system through the 'Results for Kenya' programme. The aim was to enhance performance efficiency in all government ministries, departments and agencies. It also meant to reverse the negative image of the public service, Paul, (2009).

In 2009, United Nations Development Programme (UNDP) supported the Kenyan government to step up public sector reforms to focus on national transformation. The Rapid Results approach, launched in more than 38 ministries, 175 local authorities and more than 10 State corporations, has improved service delivery in several areas, such as the processing and issuance of passports, national identity cards and birth certificates. The state law office's company registry, for example, following use of rapid results approach, has improved staff and customer satisfaction levels by 80 per cent in about 100 days. This has reduced the time taken to register businesses from three weeks to one day and has helped reduce a backlog of 500,000 Annual Returns and other documents (Mbugua, Ndeke, & Ogola, 2012).

Paul (2009) points out that given that many people are attracted to public service work by the incentive to serve and make a positive difference in others' lives, it is essential that what is referred to as 'the line of sight' between their values and the task they are required to fulfill in the organization is not lost. While clearly this is more feasible in service delivery work, showing all employees how their contribution matters to the overall objectives of the organization is critical to maintaining their sense of motivation hence service delivery. At a basic level, aligning incentives with intrinsic motivations is an important element in managing the public institutions work environment. Use of non monetary incentives to improve service delivery in public institutions is an important topic of study because it matters that the public service can attract, retain and motivate employees who are capable of delivering on the complex objectives of the public service.

Public learning institutions are the backbone of education in Kenya, since a majority cannot afford to attend the private learning institutions. Maximum productivity in these institutions is relatively not achieved. The employees' capacity is not utilized to the optimal. Optimal productivity enables organizations to cut cost and be able to provide quality services. Quite often the public learning institutions may have laxity in teaching and content coverage, Musungu&Nasongo (2008). This results in the institutions producing

graduands who are not fully trained and equipped with the relevant skills and knowledge. This results in what Allen and Cale (2013) refer to as the multiplier effect; however the effect will be retrogressive.

Service quality is a critical determinant of competitiveness and a proxy measure and key determinant of value for money in all institutions especially; with the rampant competition brought about by the upsurge of numerous private institutions in the industry. Quality service in both the core functions and non core functions is an important factor in the success of these institutions. It can help an institution to differentiate itself from others and through it gain a lasting competitive advantage. A research carried out by Oscar W.Deshields Jr., Ali Kara and Erdener Kaynak in 2005 on Determinants of business student satisfaction and retention in higher education: applying Herzberg's two-factor theory, revealed that the role of satisfaction and client orientation played a very important role in the success of the learning institutions. Thus service quality can further be regarded as a key antecedent to successful customer relationships, and to improved economy, efficiency and effectiveness (Sagimo, 2002). Despite the importance of motivation in attaining service quality, the concept is not well developed in the public sector and especially the learning institutions

Chuka University being a public institution and a learning institution also faces similar challenges like others. There is satisfactory service delivery, however due to changing client needs and the intensive competition from other learning institutions; continuous improvement on service delivery becomes a core requirement to succeed and excel. The institution mainly applies monetary incentives such as a competitive salaries and wages, overtime compensation among other employment packages. However as the employees settle down and get used to the monetary incentives, these incentives that initially attracted them to join the work force ceases to be inputs for service delivery. With economic pressure to manage cost, the employer cannot keep on raising salaries and other monetary benefits in order to motivate the employees. But yet still it is the responsibility of the employer to ensure that the employees are motivated and giving the best service to the clients. This triggered the researcher to settle on the study; how non monetary incentives can be used to improve service delivery in public institutions in TharakaNithi County.

2. Statement of the problem

Public higher education institutions are continuously recognizing that they are in the service industry and are so far focusing on putting greater emphasis on the service provided to their clients, the students (Deshields et. al., 2005). Deshields et. al., (2005) further adds that “this becomes even more important in the states where universities utilize tuition based model and there is rapid expansion of colleges and universities” hence posing heavy competition. With the intense today's competitive education market forces, higher learning institutions need to embrace a market orientation strategy to differentiate themselves from the competitors. With the learning institutions having more or less the same infrastructure, the clients (students) may not base their decisions on the infrastructure. Hence the best way of differentiating one institution from the others is by gauging the service delivered. From the marketing perspective the ‘people’ aspect is a major determinant of success of service institutions. Hence for learning institutions they can achieve excellent service by ensuring that the service deliverers do it to the best of their capability.

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3. Objectives of the study

To examine how job flexibility, affect service delivery in Chuka university

4. LITERATURE REVIEW

4.1 Theoretical framework

The researcher applied two theories. One of them is the Self-determination theory by Edward Deci and Richard Ryan. According to Wendy & Mary (2006), since the early seventies Edward L. Deci and Richard M. Ryan have conducted research that eventually led to the proposition of the self-determination theory (SDT). This theory focuses on the degree to which an individual's behavior is self-motivated and self-determined. SDT identifies three innate needs that, if satisfied, allow optimal function and growth. These are competence, relatedness, and autonomy. The three psychological needs motivate one to initiate specific behavior and mental nutrients that are essential for psychological health and well-being. When these needs are satisfied, there are positive consequences, such as well-being and growth, leading people to be productive, happy and give the best service ever. When they are thwarted people's productivity and service delivery go down, Wendy & Mary (2006).

There are three essential elements to the theory which are: humans are inherently proactive with their potential and mastering their inner forces (such as drive and emotions); Humans have an inherent tendency towards growth, development and integrated functioning; Optimal development and actions are inherent in humans but they do not happen automatically. The employees in any institution have an inner potential that when developed through training and job rotation can yield competence hence high quality services. Relatedness can be achieved through recognition and rewards whereby a reward after a good service is delivered or recognition will enable an employee to relate the two. Flexible working hours yields freedom, and with freedom people are enthusiastic in delivering the service, Wendy & Mary (2006). Hence employees are able to achieve autonomy by working at their own time of choice and being their own bosses especially when they work from home, Dwivedi (2009).

Another theory is the acquired needs theory by McClellan and Atkinson. Some needs are acquired as a result of life experiences. These needs include need for achievement to accomplish something difficult; need for affiliation by forming close personal relationships and need for power to control others, Michael (2011). Studies show those who have a high need for achievement prefer moderate levels of risk, seek feedback, and are likely to immerse themselves in their work. The theory is referred to as Need for Achievement because these individuals are theorized to be the most effective employees and leaders in the workplace, offering high quality service. These individuals strive to achieve their goals and advance in the organization. They tend to be dedicated to their work and strive hard to succeed. Such individuals also demonstrate a strong desire for increasing their knowledge and for feedback on their performance, often in the form of performance appraisal. The theory is applicable since the non financial incentives can work best in

individuals who have higher level needs such as the need for achievement since they will feel highly satisfied after delivering high quality services, Michael (2011).

4.2: Empirical literature

Research has shown that a business's ongoing success depends; to a large extent on having employees who are productive and creative to deliver superior services. To achieve quality services, an organisation does not have to consume thousands of cash, employees can be motivated to deliver quality services using less costly incentives which are non monetary. So it is important to understand the link between non monetary incentives and service delivery. Equally important, is how to manage employees' performance and reward them, not just in terms of salary, but through recognition and other incentives. Employees who are expecting an incentive are likely to go that extra distance for the institution's clients and ensure they receive quality service. But offering relevant incentives is not quite enough; one also should also monitor the effectiveness of the incentives (Pollitt et al., 2004).

Schaufeli & Bakker (2010) argue that organizational reward systems have a significant impact on employees' level of service delivery. Rewards can be either tangible or intangible. In most cases the intangible rewards are non monetary consuming little or no money at all. Important forms of intangible rewards include praise, recognition and workplace opportunities. Intangible rewards are ones from which an employee does not derive any material gain. Such rewards have the greatest impact when they soon follow the desired behavior and are closely tied to their output in terms of the service they provide to the clients. Pollitt, et al. (2004) clarifies that if an organization wants to use praise or other intangible rewards effectively, praise should be offered for a high level of performance and for things that the employee has control over. Some studies have shown that praise can be as effective as tangible rewards.

Other forms of non monetary rewards or incentives include status symbols, such as a spacious office, increased autonomy and freedom. Increased autonomy demonstrates trust in an employee, and may decrease occupational stress and improve job satisfaction. A 2010 study by Bowling, Eschleman, & Wang, found a positive relationships between job satisfaction and life satisfaction, happiness, positive effect, and the absence of negative effect which may also be interrelated with service delivery.

Numerous studies have concluded that for people with satisfactory salaries, some nonfinancial incentives are more effective than extra cash in building long-term employee engagement in most sectors, job functions, and business contexts, (Wendy & Mary, 2006). Many financial rewards mainly generate short-term boosts of energy, which can have damaging unintended consequences, (Bowling, et al., 2010). Indeed, the economic crisis, with its imperative to reduce costs and to balance short- and long-term performance effectively, gives business leaders a great opportunity to reassess the combination of financial and nonfinancial incentives that will serve their companies best through and beyond the downturn, asserts Wendy & Mary (2006).

According to a survey named McKinsey Quarterly survey 2 by Perry, et al. (2008) the respondents viewed three noncash incentives to be same or even more effective than the three highest-rated financial incentives namely cash bonuses, increased base pay, and gratuities. These non cash incentives included praise from immediate managers, leadership attention (for example, one-on-one conversations), and a chance to lead projects or task forces. The survey's top three nonfinancial incentives played critical roles in making employees feel that their companies valued them, took their well-being seriously, and strived to create opportunities for career growth and in return the quality of their service had greatly improved.

David & Cary (2009) notes that the money's traditional role as the dominant incentive to provision of quality services by employees is under pressure from declining corporate revenues, sagging stock markets, and increasing scrutiny by regulators, activist shareholders, and the general public. Hence many companies have to cut remuneration costs. Organizations face the challenge of retaining talented people amid morale-sapping layoffs that tend to increase voluntary turnover (Dilip& Timothy, 2008), hence the urgent need to give incentives to employees who will provide superb services tirelessly. Often, top performers are the first to leave the organisation, (David & Cary, 2009).

Michael (2011) point out that many organizations haven't made more use of cost-effective nonfinancial incentives at a time when cash is hard to find. One reason may be that many executives hesitate to challenge the traditional managerial wisdom that money is what really counts. While executives themselves may be equally influenced by other things, they still think that bonuses are the dominant incentive for most people. Managers see achieving quality services in terms of the size of the compensation. Another reason is probably that nonfinancial incentives require more time and commitment from senior managers. This lack of interaction between managers and their people creates a highly damaging void that saps employee engagement, Michael (2011).

Financial incentives can be applied when companies are experiencing profitable moment. While such rewards certainly have an important role to play, business leaders would do well to consider the lessons of the crisis and think broadly about the best ways to engage and inspire employees. A talent strategy that emphasizes the frequent use of the right nonfinancial incentives would benefit most companies in bleak times and fair times. By acting now, they could exit the downturn stronger than they entered it, (David & Cary, 2009). Thus such programs are more valuable than ever in a recession.

There's a risk associated with rewards, however. Charles Jacobs, in his book *Management Rewired* (2010) argues that when managers dangle monetary rewards, employee quality of work can actually suffer. It all has to do with how our brains are wired, he says. "When we're focused on the work we're doing now, an area of the brain called the nucleus accumbens releases dopamine, which pumps us up and gets the brain working quickly" Charles adds. Focusing on an extrinsic reward, though, rather than work can be counterproductive, according to Charles (2010), as it diverts the brain's bandwidth from the task at hand. "We like rewards and they work," Charles says. "But rewards can distract us". Extrinsic rewards are clearly not a panacea; the psychological lift that employees get from doing work that matters to them can be just as valuable, (Charles, 2010).

4.3. Job flexibility and service delivery

Research shows a positive relationship between flexible work arrangements and service delivery, Andrew (2011). However he points out that there are also studies in which flexible schedules do not necessarily improve productivity. One explanation for this disparity is that even when flexible work arrangements are available, employees may not feel free to use them. If employees find policies to be usable, they are associated positively with perceived service improvement for all employees. Even the presence of formal or informal work-family policies is significantly associated with higher quality of services, although this relationship is stronger where they are perceived as usable, (Andrew, 2011)

At a large U.S. retail store offering flexibility to hourly workers, managers noted a clear connection between workplace flexibility and improved service delivery. When employees are able to work the shifts they

prefer, they are less distracted, exhibit a better attitude and perform better on the job. When employees are happy, energetic and excited about where they work, 'it bleeds over and customers can feel that, which in turn drives sales, and helps drive profits, Staff Development and Change Process (2014). The management of the store found that the implementation of workplace flexibility resulted in greater productivity, even though employees worked fewer hours. They focused on promoting "efficiency and effectiveness" in its employees, rather than "face time." The results were that employees reported working an average of five hours less per week. In addition, it was discovered that with workplace flexibility, "low-value work had dropped to 6.8 hours per week" compared to 11.7 hours without it. Employees working in an environment where the manager is sensitive to work and personal life including informal flexibility feel motivated to exceed, Staff Development and Change Process (2014).

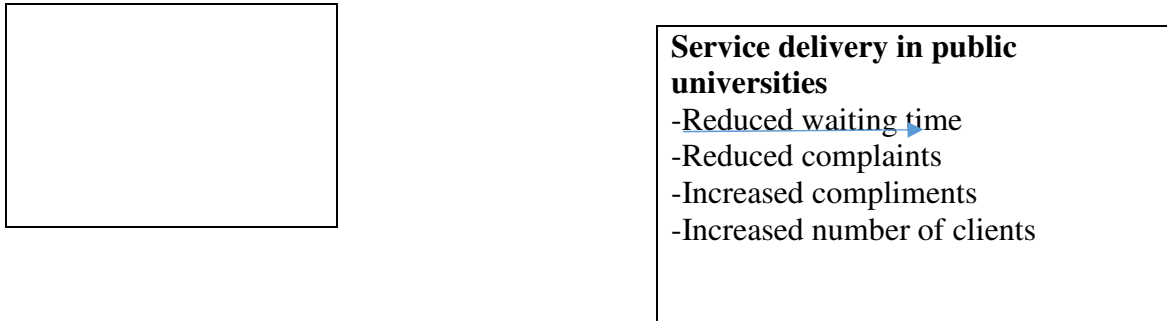
Business managers across the globe report that staff are more energized and motivated, thanks to flexible working, Andrew (2011) says. This results in additional benefits, with energized, motivated staff less likely to leave their company. Flexible working is being successfully used as an important talent retention tool for employees who are providers of excellent services. With more than half of firms internationally looking to hire more freelancers, there is a growing requirement to provide a flexible working environment that accommodates increasingly mixed (full-time, part-time and freelance) workforces. Flexible working is becoming a standard element of normal business practice. This is driven by employee demand for more autonomy in managing their work/life balance, supported by improved technology and calls from governments to change work practices to models that are more agile, modern and most of all productive, (Andrew, 2011).

Frederick et al. (2011), discusses how businesses see improved service delivery and greater revenue generation as directly linked to flexible working practices. Staff report feeling healthier, more energized and more motivated which in turn means that staff are happier in their jobs and less likely to turn to competitors. As the workforce morphs with more Millennials entering the world of work and people choosing to work part-time at some point in their career path, flexible working is evolving into a vital retention tool that can be used to enhance quality services to be offered by all demographics. There is increasing recognition that flexible work practices cannot only afford work-life balance for staff, but that in this process they can also provide commercial benefits, increased organizational effectiveness and productivity improvement as well as general performance improvement, (Frederick et al., 2011).

Flexible work is about more than the employer making concessions. Workers must also be flexible and committed to meeting the needs of the business, regardless of when a work emergency arises. Employees who feel that their needs are being met are more likely to go above and beyond their official work hours or job duties, (Frederick et al., 2011).

4.4 Conceptual frame work

<p>Job flexibility</p> <ul style="list-style-type: none">- Off days- Working from home- Flexible working hours



Conceptual frame work figure 1

5 METHODOLOGY

5.1 Target population

A population refers to an entire group of individuals, events or objects having some common characteristics (Mugenda&Mugenda, 2003). The target population is the focus of interest where the researcher intends to capture the intended information. It is the totality of all elements under the study. Thus the target population for the study was all (236) employees of Chuka university main campus. The middle and senior management totaling to 28 were also considered in the research. Hence the total population for the study was 264, broken down as shown in table 5.1 and 5.2.

Table 5.1: Employees target population

Department/division	population
i) Administration	12
ii) Academic	128
iii) Catering	14
iv) Finance/ accounting	8
v) Transport/ security	11
vi) Procurement	8
vii) Human resource	10
viii) Public relations	3
ix) ICT	8
x) Estate /farm management	9
xi) Hospital	13
xii) Accommodation	12
Total	236

Source: (Human Resource department – Chuka, 2014)

Table 5.2: Management categories

Level of management	Frequency	Percentage
Senior management	6	21
Middle level management	22	79
Total	28	100

Source: (Human Resource department – Chuka, 2014)

6. RESULTS FINDINGS

6.1: If the institution has job flexibility program

This is the area of concern for the researcher was to establish of the institution had job flexibility programs. Table 6.1 has the responses as received.

Table 6.1 Does the institution have job flexibility programs

	Frequency	Percent
yes	10	19.2
No	42	80.8
Total	52	100.0

Regarding the issue of if the institution has job flexibility program, 80.8% felt that the institution did not have job flexibility programs while only 19.2% felt that the institution had job flexibility programs.

6.2: How flexibility affect service delivery

The study further sought to establish ways in which job flexibility affected service delivery in the institution.

Figure 6.2 How does flexibility affect service delivery in the institution

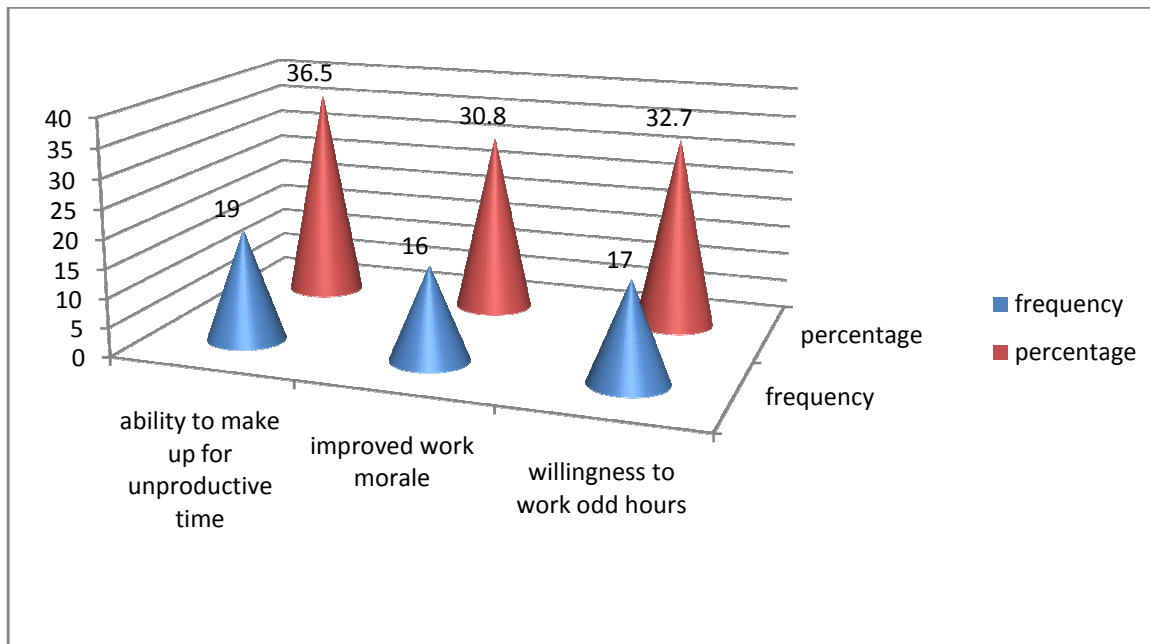


Figure 4.1 Indicates how flexibility affect service delivery in the institution. 36.5% argued that there was the ability to make up for the unproductive time, while 30.8% felt that there was improved work morale. The remaining 32.7% argued that the employees had the willingness to work at odd hours.

6.3: If employees that have more job flexibility tend to be more efficient in their service delivery

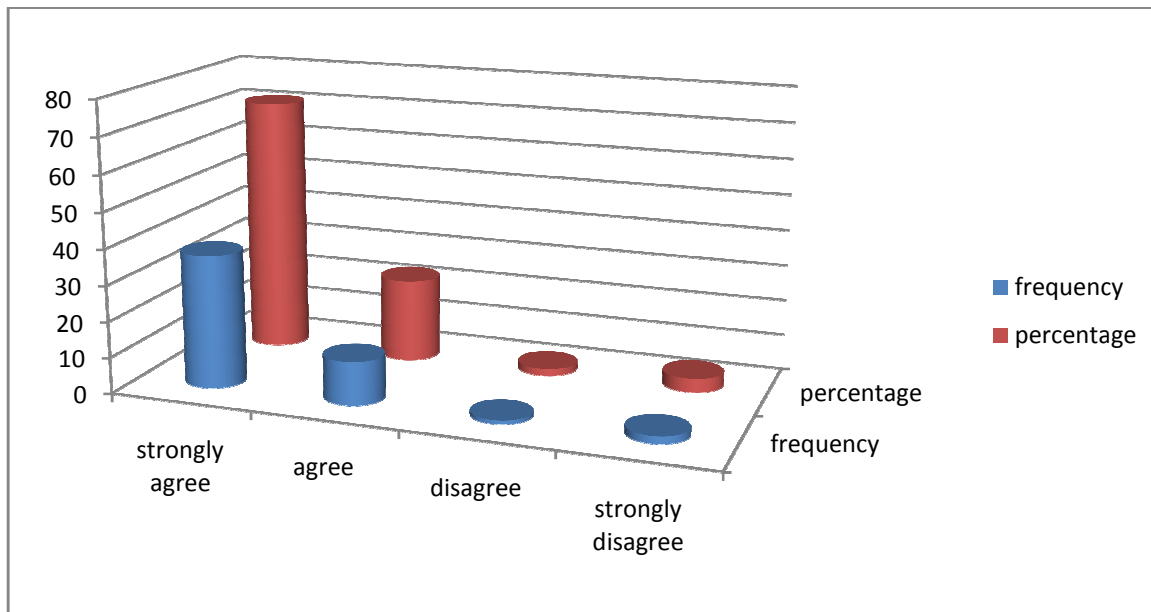
Table 6.2 Employees that expect and have more job flexibility tend to be more efficient in their service delivery

	Frequency	Percent
strongly agree	36	69.2
Agree	12	23.1
Uncertain	1	1.9
Disagree	1	1.9
strongly disagree	2	3.8
Total	52	100.0

The researcher was further interested in finding out the level of agreement with the statement that employees who expect and have more job flexibility tend to be more efficient in their service delivery. Sixty nine point two percent were strongly in agreement while 23.1% agreed, 1.9 percent were uncertain while another 1.9% disagreed. 3.8% strongly disagreed. When employees know that any time they are in need for a few hours off they will get them to attend to probably family issues or other issues, these employees tend to be very productive to ensure that they are ahead of their targets and taking a little time off will not interfere with their work schedule.

6.4: Ability to choose working hours and free hours help individual employee become more motivated hence reduced poor service delivery.

Figure 6.2 Ability to choose working hours and free hours help individual employee become more motivated hence reduced poor service delivery



Out of 52 respondents, 37 strongly agreed with the statement that ability to choose working hours and free hours help individual employee become more motivated hence reduced poor service delivery, twelve agreed while one disagreed and two strongly disagreed. This is a further confirmation that employees who are given freedom to manage their own work and for instance know when to go for lunch and when to be working are internally motivated to work and their own the work and do not depend on the supervisors to monitor them.

6.5: The institution allows employees to choose their leave months as well as off days and when to go for lunch break

The study further sought to find out if the institution allows employees to choose their leave months as well as off days and when to go for lunch break.

Table 6.3 The institution allows employees to choose their leave months as well as off days and when to go for lunch break

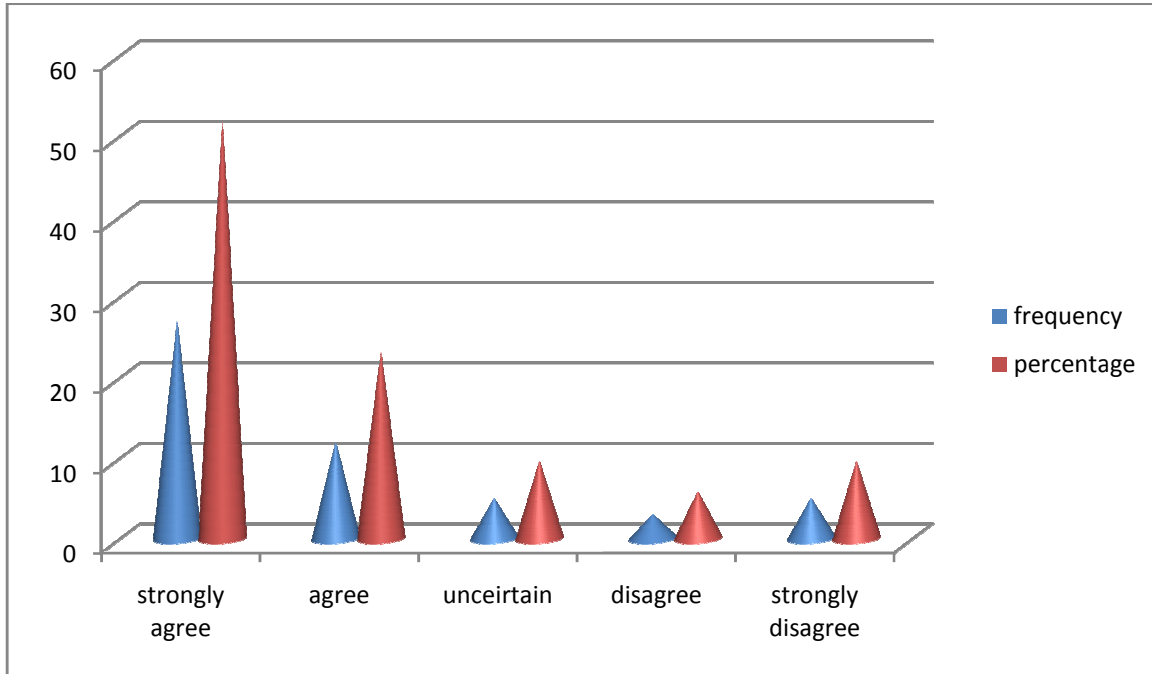
Level of agreement	Frequency	Percent
strongly agree	2	3.8
agree	7	13.5
uncertain	6	11.5
disagree	28	53.8
strongly disagree	9	17.3
Total	52	100.0

The study now sought to find out if the institution allowed employees to choose their leave months as well as off days and when to go for lunch. A majority (53.8%) disagreed followed by 17.3 % strongly disagreed followed by those who agreed at 13.5 %. Those who were uncertain came next at 11.5% while those who strongly agreed came last at 3.8%. generally the respondents indicated that they were not given freedom to choose their own working time and free time. For the 13.55% who felt that the institution allowed job flexibility probably had a local arrangement within the department and were able to create flexibility in their job.

6.4: Job flexibility leads to low career related problems such as being workaholic

The researcher also wanted to establish the level of agreement with the statement that job flexibility leads to low career related problems such as being workaholic.

Figure 6.3 Job flexibility leads to low career related problems such as being workaholic



Fifty one point nine percent strongly agreed that Job flexibility leads to low career related problems such as being workaholic while twenty three point one percent agreed. Those who were uncertain tied with those who strongly disagreed at 9.6%. Those who disagreed came last at 5.8%. Job flexibility enables employees to balance off their work life, social life and family life. Hence employees are able to live a holistic life without spending all their time at work but still able to deliver the expectations.

7. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

7.1 Summary of Findings

The response rate was 88. % with a majority being middle aged between ages 31-50, and a bigger percentage (63.5%) were male while the remaining 36.5% were females. The study also unveiled that half of the respondents had post graduate education and that majority (55.8%) worked in the academic department. The majority (42.3%) indicated having experienced three cases of poor service delivery in the last six months. this was followed by those who had experienced two cases of poor service delivery at 25% while those who had encountered one case came next at 5.8%. Most (78.8%) of the respondents felt that the institution was not using non monetary rewards to reduce cases of poor service delivery. Out of the respondents who felt that non monetary incentives were used, the highest percent (36.4%) felt acknowledgement was mainly used. Eighty eight point five percent felt that there was no system of cross rewarding while 11.5% felt there was a system of cross rewarding. Chi square for the relation between job flexibility and service delivery was 8.132(p = 0.029). This indicates that job flexibility and service delivery were statistically related.

8. CONCLUSION

There are various strategies that an organization can employ to ensure that service delivery is done effectively. One of them is use of non monetary incentives which include job flexibility people are motivated to deliver by different things. Some will be motivated by monetary incentives while others will be motivated by other intrinsic drives such as recognition and ability to achieve.

Regarding the issue of if the institution has job flexibility program, 80.8% felt that the institution did not have job flexibility programs while only 19.2% felt that the institution had job flexibility programs. The study now sought to find out if the institution allowed employees to choose their leave months as well as off days and when to go for lunch. A majority (53.8%) disagreed followed by 17.3 % strongly disagreed followed by those who agreed at 13.5 %. Those who were uncertain came next at 11.5% while those who strongly agreed came last at 3.8%. Fifty one point nine percent strongly agreed that Job flexibility leads to low career related problems such as being workaholic while twenty three point one percent agreed

9. Recommendations of the Study

The study recommends the management to put in place the appropriate measures that will ensure that all the employees have equal chances of being rewarded for a job well done. The study further recommends the institution to make use of the applicable job flexibility such as off days, working from home, flexible working hours to improve service delivery. Despite the fact that the organisation employs staff who are trained in their field of operation, the institution can sponsor performing employees to further their studies or change their line of career if interested in doing so.

10. Recommendation for further studies

The researcher recommends another similar study to be carried out in another public institution offering different kind of services for comparison since the institution studied could be only biased to the learning institution.

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