

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

A Thesis

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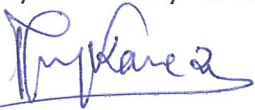
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DECLARATION A

"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".


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DECLARATION B

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

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APPROVAL SHEET

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DEDICATION

To my loving husband MUNYARUGERERO Juvenal, my children TUNGA Patrick, SINE Aline, INYANGE Irene, SENGVA Vanessa, SHIMA Alain, I dedicate this research study. Special dedication to my mother KANKIMA Domithille and my late father MUNYARUGERERO François for his unconditional love and relentless efforts in support for my education; unfortunately he did not live to witness my academic achievements.

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ACRONYMS / ABBREVIATIONS

| | |
|------|---|
| ASTD | : American Society for Training and Development |
| CVI | : Content Validity Index |
| HRM | : Human Resource Management |
| MBO | : Management by Objectives |
| MOH | : Ministry of Health |
| SPSS | : Statistical Package for the Social Sciences |
| UTH | : University Teaching Hospital |
| UTHK | : University Teaching Hospital of Kigali |

ABSTRACT

This study entitled "non-monetary rewards and employee performance in University Teaching Hospital of Kigali (UTHK). Turnover of qualified employees and remaining staffs who have organizational citizenship behaviour have been demotivated which can influence employee performance was the main problem of this research. The study was carried out basing on four specific objectives: to identify respondents' demographical characteristics; to determine the degree of non-monetary reward; to establish the level of employee performance; and then to determine if there is a significant relationship between the degree of non-monetary reward and the level of employee performance in UTHK. The descriptive research design method was used in this study. It involves using questionnaire in collecting data from the respondents and both quantitative and qualitative research designs were used for data analysis. The SPSS was used to analyze all data. The study population comprised 714 employees of UTHK from which sample size of 256 respondents was chosen, using systematic random sampling method. The data were expressed into tables and were processed using frequency distribution, means and Pearson's Linear Correlation Coefficient.

The research findings stated that non-monetary rewards were indispensable to improve employee performance because there is a positive correlation in all instances. Therefore, the null hypothesis has been rejected. The researcher recommended establishing an effective system of non-monetary rewards as a tool of employee motivation for good performance.

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

In any company or organization, it is important to generate and maintain an effective reward system that would provide to the needs of its human resources. The reward system offered in different institutions like University Teaching Hospital of Kigali may come in various and concrete forms. Employees do not work for free. Most businesses are not volunteer services. Therefore one to be compensated in some way for his/her time and effort rendered. What used to be called "pay" and then became "remuneration" is today often termed "Reward". It refers to all of the monetary, non-monetary, and psychological payments that an organisation provides for its employees (Griffin & Moorhead, 2009).

There are different types of rewards which help to attract qualified candidates and retain useful and valuable employees in a company. These include: base pay, incentive systems, indirect compensation, perquisites (benefits) and awards (Griffin & Moorhead, 2009).

It is important to take note that, even though monetary motivation is considered as the primary factor which attract valuable candidate, it is always the non-financial motivators which help to sustain valuable employees. This is because of the fact that non-financial motivators focus on the emotional and psychological well-being of individual employees. For instance, having a fair and equal working environment, which include having fair payment and benefits to each and every employee will be very

helpful. According to Carrell et al (1995), the first line managers that view the employee as a resource rather than simply a factor of production will take positive steps to maintain high levels of job satisfaction and productivity. In order to improve and maintain high standards of job performance, it is important to do a performance analysis to establish the root causes of poor performance and action plans to remedy them. Carrell et al (1995) identified four causes for unsatisfactory performance, namely: lack of skills and ability, lack of motivation, rule breaking, and personal problems.

In this study the focus was only on one of these causes of unsatisfactory performance, namely, lack of motivation. There are various theories and approaches to employee motivation, but there is one important aspect about motivation, and that is to determine what the employee wants and offer it as a reward for good performance. One of management's most difficult tasks is to determine employee needs and to create an environment in which those needs are satisfied (Carrell et al, 1995). According to Carrell et al. (1995), management can make use of various common techniques to motivate the unmotivated: create meaningful goals and objectives, invite employee participation, let employees know where they stand, reward good work, treat employees fairly, ensure that work is as interesting as possible, learn cultural differences, and enable employees to grow and develop. One of the techniques to motivate employees and improve job performance is to reward good work. It has also been one of the most challenging techniques to identify the most suitable reward and to

implement it in such a way that the business benefits. The topic was focused on non-monetary reward systems to motivate employees to improve their job performance.

In public sectors of Rwanda, every compensation and benefit package has met the following basic principles (www.mifotra.gov.rw):

Fairness: Staffs having equal positions with regard to responsibilities should have equal compensation and benefit package at the entrance in the public service.

Be motivational: Salary increments shall be based on performance.

Affordable: The compensation and benefit shall be affordable to the organisation.

According to labour law no 22/2002 of 09/07/2002, a Government employee, especially of University Teaching Hospital of Kigali who, in the exercise of his/her duties, distinguishes him/herself in service particularly by his/herself in commitment to his/her duties in all honesty, objectivity, neutrality and who contributes to increase his/her output and his/her institution's efficiency, may be rewarded such as by letter of congratulation, official testimony of satisfaction etc.

Statement of the Problem

Non-monetary recognition can be very motivating, helping to build feelings of confidence and satisfaction (Keller 1999). Another important goal is increased employee retention. Many organizations whether profit or not for profit, public or private, aim at ensuring that their employees performance is at required levels and expectations by management standards. However due to diversity at workplace based on skills, abilities, interests, and willingness on tasks performances vary. An American Society for Training and Development (ASTD) report on retention research identified consistent employee recognition as a key factor in retaining top-performing workers (Jimenez 1999). Employee performance is a complex issue as measuring it depends on other factors like their level of satisfaction, work environment among others. The current study focused on this dilemma that non-monetary rewards could have on employee performance.

The reward system in Rwanda, particularly in UTHK consists of monetary and non-monetary rewards. In spite of preoccupation of UTHK management in increasing the monetary reward, there is turnover of qualified employees and remaining staffs that have organizational citizenship behaviour have been demotivated which can influence employee performance. In this situation, this study focused on determining the current non-monetary rewards given to employees by UTHK, and, therefore, establishes the relationship that exists between the degree of non-monetary rewards and the level of employee performance.

Purpose of the study

To investigate if the current non-monetary applied at University Teaching Hospital of Kigali motivate employee for improving performance

Objectives of the study

General objective

To determine the effectiveness of non-monetary rewards on employee performance in University Teaching Hospital of Kigali.

Specific Objectives

The study aims to achieve the following objectives:

- a) To determine the profile of respondents such as gender, age, marital status, education level, and qualification
- b) To determine the degree of non-monetary reward in University Teaching Hospital of Kigali
- c) To establish the level of employee performance in University Teaching Hospital of Kigali
- d) To determine if there is a significant relationship between the degree of non-monetary reward and the level employee performance

Research Questions

The study intended to answer the following questions:

- a. What is the demographical characteristic of respondents?
- b. What is the degree of non-monetary reward in UTHK?
- c. What is the level of employee performance in UTHK?
- d. Is there any significant relationship between non-monetary rewards and employee performance at UTHK?

Hypothesis

There is no significant relationship between non-monetary rewards and employee performance in University Teaching Hospital of Kigali means that hypothesis is null.

Scope of the Study

Geographical scope

This study was conducted at the University Teaching Hospital of Kigali, one of the University Teaching Hospital (UTH) of Rwanda under Ministry of Health (MOH). It is the main public health institution in the country, and is located in the Centre of Kigali City, the capital of Rwanda at Nyarugenge District, "avenue de la Paix", near Serena Hotel.

Content scope

The study investigated the relationship that exists between non-monetary reward and employee performance at UTHK. It was specifically concentrated on effectiveness of non-monetary rewards and Employee performance in UTHK.

Theoretical scope

The study was guided by the theory of non-financial reward, which provides the components of non monetary such as recognition, responsibility, meaningful work, autonomy, opportunity to use and develop skills, and career opportunities, (Armstrong & Duncan, 2001), as well as the motivation theory, which describes the employee motivation for improving performance formulated by Douglas McGregor, Abraham Maslow, and Frederic Herzberg (Subba, 2008) .

Time scope

This study was conducted within a period of nine months (Dec. 2010 to August 2011) covering a period of five years from 2005 to 2009.

Significance of the Study

The study is expected to be a welcomed addition to the vast field of resources based on personnel administration, particularly in the field of reward.

To the Government: The study will help the ministry of public service and labour in making non monetary rewards policies. It shall point out the

need of innovative strategies in order to motivate staff into upgrading their levels of competency as well as to fill organizational commitment among them. Moreover, the study would be able to help UTHK by providing a concrete study regarding the potential of non-monetary rewards to improve the performance of the corporations as a whole.

For future researchers, this study will contribute to the available knowledge as well as act as a basis for further research on the same subject.

This study will benefit to researcher by helping her to acquire practical research skills and will also serve as a partial requirement for the award of a degree of Master of Arts in Human Resource Management from Kampala International University.

Operational Definitions of Key Terms

Rewards: Rewards are to give something to someone, especially as a gratitude for a service rendered. Rewards can be also defined as a recompense or return for performance of a desired behavior or positive reinforcement.

Total Reward: Total reward is the combination of monetary and non-monetary rewards available to employees. Total reward includes all types of rewards indirect as well as direct, and intrinsic as well as extrinsic. All

aspects of rewards namely base pay, contingent pay, employee benefits and non-financial rewards, which include intrinsic reward, form all the work itself.

Non-Monetary Rewards: Non-monetary rewards do not involve any direct payments and often arise from the work itself, for example achievement, autonomy, recognition, training, career development opportunities and high-quality leadership. Non-financial reward, in employment, is a reward to a worker other than extra pay. Many non-financial rewards are bonus such as company cars, better office, work conditions, free private medical care, and free pension entitlement.

Employee performance: Employee performance means how well the employee performs compared to the tasks that he/she had been assigned. And performance is then evaluated. Simply it is a qualitative and quantitative output by an employee.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/ Experts

Hornby (2000) defines reward as a thing that is given in recognition of service or effort while Byars and Rue (2004) argue that organisational reward is a reward that includes all types of rewards, both intrinsic and extrinsic. On the other hand, Maicibi (2007) views reward as the "motivational" force or incitement that influences peoples' action towards an intended desired goal.

According to Armstrong (2009), reward system consists of a number of interrelated processes and activities which combine to ensure that reward management is carried out effectively to the benefit of the organisation and the employee. These are reward strategies, Reward policies, Total reward, Total remuneration, Base or basic pay, Job evaluation, Market rate analysis, Grade and pay structures, Contingent pay, Employee benefits, Performance management and Non-financial rewards.

Total rewards are "all of the employer's available tools that may be used to attract, retain, motivate and satisfy employees (O'Neal, 1998).

Thompson, (2002) suggests that total rewards typically encompasses not only traditional, quantifiable elements like salary, variable pay and benefits, but also non-cash elements such as responsibility, career opportunities, learning and development, the intrinsic motivation provided by work itself and the quality of working life provided by the organisation.

Non-monetary rewards are rewards that do not involve any direct payments and often arise from the work itself, for example, achievement, autonomy, recognition, scope to use and develop skills, training, career development opportunities and high quality leadership (Armstrong, 2006).

Campbell (1999) defines performance as behavior. It is something done by the employee. He allows for exceptions when defining performance as behavior. For instance, he clarifies that performance does not have to be directly observable actions of an individual. It can consist of mental productions such as answers or decisions. However, performance needs to be under the individual's control, regardless of whether the performance of interest is mental or behavioral.

Employee performance includes activities to ensure that goals are consistently being met in an effective and efficient manner. Employee performance can focus on performance of the organization, a department, processes to build a product or service, employees, etc.

Job performance is the net effect of an employee's effort as motivated by abilities and role (or task) perceptions. Thus, performance in a given situation can be viewed as resulting from the interrelationships among effort, abilities and roles perspectives. Effort, which results from being motivated, refers to the amount of energy (physical and or mental) an individual uses in performing a task. Abilities are personal characteristics used in performing a job. Abilities usually do not fluctuate widely over short periods of time. Role (task) perceptions refer to the direction(s) in

which individuals believe they should channel their effort on their job, (Lloyd & Leslie, 2008).

One approach to employee motivation has been to view "add-ins" to an individual's job as the primary factors in improving performance. Endless mixes of employee benefits such as health care, life insurance, profit sharing, employee stock ownership plans, exercise facilities, subsidized meal plans, child care availability, company cars, and more have been used by companies in their efforts to maintain happy employees in the belief that happy employees are motivated employees (Britton et al., 1999).

Work motivation can be defined as the psychological forces within a person that determine the direction of the person's behaviour in an organisation, a person's level of effort, and a person's level of persistence (Jennifer & Gareth, 1999).

Employee motivation is the level of energy, commitment, and creativity that a company's workers apply to their jobs (Parker, 2001).

Theoretical perspectives

The total reward concept emphasizes the importance of considering all aspects of reward in integrated and coherent whole. Each of the elements of total reward, namely base pay, pay contingent and performance, competence or contribution, employee benefits and non-financial rewards, which include intrinsic rewards from the employment environment and the work itself, are linked together. Total reward embraces everything that employee's value in the employment relationship (O'Neal, 1998). The components of total rewards are the following: (1) Financial reward and benefits: base pay (contingent pay for performance, competence or contribution), variable pay (cash bonuses), share ownership, and benefits, (2) Non-financial rewards: those arising from the work itself and the work environment: recognition, responsibility, meaningful work, autonomy, opportunity to use and develop skills, career opportunities, quality of working life, and work life balance. The total reward combines the impact of the two major categories of reward: (1) Transactional rewards that is tangible rewards arising from transaction between the employer and employees concerning pay and benefits, and (2) Relational rewards that is intangible rewards concerned with learning and development and the work experience (Armstrong & Duncan, 2001). Essentially, the notion of total rewards says that there is more to rewarding than throwing money at them. For O'Neal (1998), a total rewards strategy is critical to addressing the issues created by recruitment and retention as well as providing a means of influencing behaviour. It can help create a work experience that meets the needs of employees and encourages them to

contribute extra effort, by developing a deal that addresses a broad range of issues.

According to Yuvaraj (2008), non-financial rewards cover a smorgasbord of desirable extras that are potentially at the disposal of the organisation. Their common link is that they do not increase their employee's financial position. Instead of making the employees life better off the job, non-financial rewards emphasize making life on the job more attractive. The non-financial rewards that we will identify represent a few of the more obvious; however; the creation of these rewards is limited only by managers' ingenuity and ability to assess payoffs within their jurisdiction that individuals within the organisation find desirable. Non-financial rewards include canteen facilities, conveyance facilities, medical care, paid vacations, paid sick leave etc. Intrinsic rewards are the satisfiers that the employees get from the job itself. These rewards include, pride in one's work, having a feeling of job accomplishment, being member of a team, job enrichment etc, Subba (2008).

Employee performance

The degree or level of motivation of the employees is directly connected to their level of commitment towards their work and determination to work in connection to the high standards (Permagon Flexible Learning, 2005). Motivations can be from financial or non-financial motivators. Both offer effective way of motivating employees, thus maintaining their loyalty and make them stay.

Employee performance management is a systematic managerial process in which managers of an organization involve their employees in improving organizational effectiveness, employee productivity and employee performance in the fulfillment of the organization mission and objectives. By using the principles of employee performance management, the managers establish performance appraisal and awards regulations taking great care to ensure that activities and actions practiced in the effective organization.

Planning tasks and setting expectations: In effective organizations, tasks and processes are planned in advance determining employee performance expectations and purposes for individuals and groups to address their efforts towards reaching business objectives. The involvement of employees in the planning process will allow them to better understand the purposes of the organization.

Continuously conducting employee monitoring: In effective organizations, employee activities are monitored continuously. Well employee monitoring means consistently estimating task performance and addressing immediate feedback to employees on their progress towards achieving their goals.

Developing and training: In effective organizations, employee management intends to develop and train employee for increasing the performance identifications. Through training, improving work processes, and developing skills, the managers can make new assignments and introduce higher levels of responsibility to the employees. Such methods

encourage higher performance; strengthen competencies, and helps employees to be on the top with changes in the workplace, such as service expansion or introduction of new technology.

Systematic appraisal of employee performance in summary manner: Organizations need to know who their best employees are, and who unsatisfied employees are. From time to time, the employee management needs to summarize employee performance. Within the process of performance appraisal requirements, the employee management rates and evaluates an employee or a group performance against the requirements and standards in the employee performance plan. The appraisal summarizes the best results and defines the best employee. It is based on the procedures listed in the organization's appraisal program. The appraisal also determines unsatisfied employees and the poorest performance.

Rewarding good performance: In effective organizations, the employee management recognizes employees for their performance and confirms their contributions to the organizations' mission. Good performance is well rewarded and best employees get formal and informal awards. Various actions that reward good performance do not require a specific regulation (e.g. saying "Thank you"). The award regulations should not only provide rewards to the best employees, who showed best performance, but also to cover weak performance and reveal unsatisfied employees. The employee management must find out the reasons and consequences of poor employee productivity.

There exist various theories on the issue of motivation and employee performance which include theories by Douglas McGregor, Abraham Maslow, and Frederic Herzberg. Douglas McGregor formulated a theory that explains employee motivation, according to his theory people always want to learn, and that work is viewed as natural and therefore people will develop self development and discipline, this theory also states that rewards to employees is not so much in monetary form but the freedom to undertake difficult tasks and challenging tasks all by themselves. Therefore the manager's job in this theory is only a way to lead workers into self development and also achieve efficiency in the organisation, the managers work is viewed as soft and simple. Abraham Maslow theory of needs also in a way describes employee motivation. He formulated the theory of needs whereby he states that human beings have a hierarchy of needs whereby they first satisfy lower needs before satisfying the higher needs, human needs include physiological, emotional support needs, esteem need and the need for self actualization. According to this theory therefore human beings are dominated by their unsatisfied needs because when one need is met then he aspires for the other higher needs.

The Critical analysis of Maslow's theory is that the first question that arises is "do needs follow hierarchy? Studies and surveys conducted by experts reveal that needs do follow hierarchy to some extent. But it should be remembered that cannot be generalised in the sense that needs do not necessarily follow the same hierarchy among all people at all times. It also depends on the culture values and personality of the individuals or their environment. But it is true that psychological needs would emerge only after the physiological needs are satisfied (Subba 2008). According to

Herzberg, individuals are not content with the satisfaction of lower-order needs at work. For example, those associated with minimum salary levels or safe and pleasant works conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. So far, this appears to parallel Maslow's theory of a need hierarchy. However, Herzberg added a new dimension to this theory by proposing a two-factor model of motivation, based on the notion that the presence of one set of job characteristics or incentives lead to worker satisfaction at work, while another and separate set of job characteristics lead to dissatisfaction at work. Thus, satisfaction and dissatisfaction are not on a continuum with one increasing as the other diminishes, but are independent phenomena. This theory suggests that to improve job attitudes and productivity, administrators must recognize and attend to both sets of characteristics and not assume that an increase in satisfaction leads to decrease in unpleasurable dissatisfaction.

The following table presents the top seven factors causing dissatisfaction and the top six factors causing satisfaction, listed in the order of higher to lower importance.

Table 1: Employee's work environment caused satisfaction or dissatisfaction

| Leading to satisfaction | Leading to dissatisfaction |
|--------------------------------|-----------------------------------|
| Achievement | Company policy |
| Recognition | Supervision |
| Work itself | Relationship with boss |
| Responsibility | Work conditions |
| Advancement | Salary |
| Growth | Relationship with peers |
| | Security |

This study was focused on non-monetary rewards that is one component of total reward and employee performance, which results from being motivated, refers to the amount of energy (physical and or mental) an individual uses in performing a task.

Related studies

Non-monetary rewards

The old saying "One man's food is another man's poison", applies to the entire subject of rewards, but specifically to the area of non-financial rewards. What one employee views as something I have always wanted, another might find useless. Therefore, care must be taken in providing the right non-financial reward for each person. Yet where selection has been done properly, the benefits by way of increased performance to the organisation should be significant (Yuvaraj, 2008).

The components of non-financial reward are training, career development, empowerment, recognition and promotion, (Armstrong, and Murlis, 2007).

Training and development: Training and development activities are designed, considerable costs notwithstanding, to impart specific skills, abilities and knowledge to employees. Distinction is often made between training and education, and between these two and development.

Training refers to imparting specific skills. Education is the process of theoretical learning in classroom. Development refers to learning opportunities designed to help the employees grow and evolve a vision about the future. All the three form a part of training and development only target groups of employees differ.

Training is confined to shop-floor workers and development is meant for executives. Education, of course, is needed for all employees, irrespective of their hierarchy.

Skills, education, development, ethics, attitudinal changes and decision making skills must go into any programme of training and development.

Training process involves several steps: (1) defining organisational objectives and strategies, (2) assessment of training needs, (3) establishing training goals, (4) devising the training programme, (5) implementation of the programme, and (6) evaluation of the results, (Aswathappa, 2008).

Career development: According to Khanka, (2009), career development consists of actions undertaken by the individual employee and the

organization to meet career aspirations and job requirements. For this, properly designed career development programme needs to involve the following main actions:

Career need assessment: There are a number of evaluation instruments available to test aptitude, abilities, attitudes, etc to have a fair idea of the career needs of people. For example, life planning workbooks can be used to help employees develop and select their career goals, while doing so, employees are asked to consider whether they value prestige, independence, money or security, or whether they prefer to lead follow approach of life.

Career opportunities: Realizing that employees have definite career needs, it becomes obligatory on the part of organisation to chart specific career paths and make the same known to the employees. Job analysis and job design provide the fundamental information required to chart career paths in an organisation. Having charted the career paths or career opportunities, it is important to publish them in a booklet which can be available to the employees. The availability of such information will help employees to plan their own career movement and progression.

Need-Opportunity Alignment: When employees have assessed their career needs and have become aware of organisational career opportunities, the next step in the career development programme is alignment. For this, organisation needs to design such developmental programmes as well to help the employees to align their career needs with organisational

opportunities. Various developmental programmes such as performance appraisal, management by objectives (MBO), career counselling, job rotation, etc, can be used for ensuring an effective alignment of employee's career needs with career opportunities available in the organisation, The developmental programmes are seen as relevant not only for today's job, but for the future job also.

Empowerment: The concept of 'empowerment' is a recent addition to the language of personnel management. Like 'participation' (a) it is usually applied to non-managerial grades, such as team members, and (b) it appears to have several possible meanings. These can range from having increased authority (i.e. legitimate power) and therefore the ability to exercise a wider range of choices at work, to being given a more varied and interesting job- a form of 'job enrichment'(Cole, 2008).

Empowerment to employees in the work place provides them with opportunities to make their own decisions with regards to their tasks. Now-a-days more and more bosses and managers are practicing the concept of empowerment among their subordinates to provide them with better opportunities.

The authors, Blanchard, Carlos, and Randolph (1996), illustrate three simple keys that organizations can use to effectively open the knowledge, experience, and motivation power that people already have. The three keys that managers must use to empower their employees are: share information with everyone, create autonomy through boundaries, and replace the old hierarchy with self-managed teams.

Share information with everyone: this is the first key of empowering people within an organization. By sharing information with everyone, you are giving them a clear picture of the company and its current situation. Another strong point that this brings is trust; by allowing all of the employees to view the company information, it helps to build that trust between employer and employee.

Create autonomy through boundaries: this is the second key to empowerment which also builds upon the previous one. By opening communication through sharing information, it opens up the feedback about what is holding them back from being empowered.

Replace the old hierarchy with self-managed teams: this is the third and final key to empowerment which ties them all together. By replacing the old hierarchy with self-managed teams, more responsibility is placed upon unique and self-managed teams which create better communication and productivity.

Recognition: With today's workplace so focused on productivity, the need of employees to be recognized for their efforts is now greater than ever. Research shows that 43% of Quebec workers suffer from some form of psychological distress. Lack of recognition comes right in line, after an unmanageable workload, as the number two cause of this troubling phenomenon (Susan, 2005).

A Win-Win Situation: Workplace recognition is all about demonstrating that an employee's efforts are recognized at their just value. It's about making employees feel appreciated by their co-workers and superiors for

their contributions to the company. When showing recognition becomes a normal part of the working environment, everyone wins. Workplace recognition promotes good mental health by helping employees build self-worth, giving meaning to their work and enhancing their self-esteem, motivation and job satisfaction.

Ways to Show Workplace Recognition: Little things can go a long way when it comes to boosting energy and enthusiasm within an organization. So remember to take the time to:

- Greet your co-workers, and make the effort to say thank you.
- Publicly praise co-worker's or employee's creativity, perseverance or other attribute (in a meeting, for example).
- Celebrate the completion of a project or a particularly intense period with a social activity or sporting event.
- Write a note of thanks to a co-worker or employee for a job well done or special contribution to a project.
- Ask superiors or co-workers for their professional opinions.
- Share information and provide opportunities for other employees to express their opinions, and offer support.
- Help a co-worker who is overworked or going through a difficult time.

There are endless ways to express your recognition of others, but they all boil down to the same basic principle: being considerate of co-workers' feelings and highlighting individual and collective achievements.

Promotion:

It is handing over the higher-level post to an employee from inside and this upward movement is known as promotion. In other words, it is the progression of an employee to a superior job in terms of superior responsibility, greater skill, more status, and greater than before pay rate. Accordingly, the chief conditions of promotions are: Delegation with a greater power and responsibilities, reassignment of high-level jobs, and high salary. In certain cases of promotions where salary is not increased, such as promotions are called dry promotion. These promotions can be either permanent or temporary depending upon the requirement of the organisation.

Type of promotion

There are 3 kinds of promotion namely; dry promotion, Vertical promotion, and up gradation.

Dry promotion: In this promotion, the worker is moved to subsequent higher level in hierarchy with a greater power, responsibility, and prestige with no increase in salary.

Vertical promotion: In this, employee is moved to the subsequent higher level accompanied by greater power, responsibilities, position and salary.

Up gradation: The job is promoted in the organisational hierarchy. As a result, the employee obtains additional salary, higher responsibilities, and power.

A promotion is a form of recognition for employees who make significant and effective work contributions.

An understanding of motivation theories can help managers to increase employee performance. Employees generally fall into two categories: self-motivated, and those that require external motivation to stay motivated. Self-motivated employees tend to exhibit good performance even if they are never provided with much external motivation, but their performance increases still more if they are provided with that motivation. Employees that do require external motivation certainly improve in performance when skillfully motivated. Highly motivated employees are highly productive employees, and they do superior.

CHAPTER THREE

METHODOLOGY

Research Design

The descriptive research design method was used in this study. It involves using questionnaire in collecting data from the respondents. In collecting concerned data, questionnaire was used as the method applied on the employees of University Teaching Hospital of Kigali (UTHK). Both quantitative and qualitative research designs were used so as to obtain the ongoing process of rewards linked to employee performance of UTHK. It helped to establish the correlation between non-monetary rewards and employee motivation and performance.

Research population

The population for the research was obtained from UTHK's employees at all levels, and then sampling unit is the employee. The total target population was seven hundred fourteen (714) employees. They were composed by different categories of clinical, paramedical and administrative staff.

Sample size

The sample size was obtained using the following Sloven's formula:

$$n = \frac{N}{1 + Ne^2}$$

with n = Sample size

N = Population= 714

e = 0.05= Level of significance

$$n = \frac{714}{1+714(0.05)^2} = 256$$

From the above formula, the sample size = **256** respondents.

The number of respondents by category was determined by using the proportion for knowing the intensity of employee work motivation and performance related to reward system of each qualification.

The number of respondents such as population and sample size is showed below.

Table 1: Sample size allocation

| Respondents | Population | | Sample |
|----------------------|------------|--------------|------------|
| | Number | Proportion | |
| Doctors | 61 | 0.085 | 22 |
| Nurses | 459 | 0.643 | 165 |
| Paramedics | 98 | 0.137 | 35 |
| Administrative staff | 96 | 0.135 | 34 |
| Total | 714 | 1.000 | 256 |

Sampling procedure

The systematic random sampling method was used to choose the respondents for representative. According to above stratification of target population, the selection in each category was done according to the following procedure:

- (1) Sampling frame randomly ordered, from 1 to N_h (N_h is the total number of individuals in the population of each stratum h).
- (2) Determine the sampling interval I in the stratum h , as $I_h = N_h/n_h$ where n_h being the size of the sample in stratum h .
- (3) Choose a random number between 0 and 1 using a calculator that gives random numbers between zero and one, multiply the random number by the value of I to obtain the random start number, expressed by R_h .
- (4) The j^{th} sample unit (S_j) in the population can be selected as follows:

$$S_{hj} = R_h + (j-1)I_h \quad \text{With } j = 1, 2, \dots, n_h \text{ (round up)}$$

Where: S_j = selected number of j^{th} individual in the population

R = random starting point;

I = drawing line (interval)

n_h = sample size

Research instrument

The researcher was used a close ended questionnaire designed. The questionnaire consists of four parts. Section A consists of personal information (profile of the respondents) such as age, sex, education level, marital status and qualification. Section B consists of items to collect information about non monetary rewards applied at University Teaching hospital of Kigali and section C relate to the information on employee motivation for improving performance. Section D consists to any additional comments/ recommendations concerning non-monetary rewards and/or motivational aspects at the company for improving performance. The respondents were given the questionnaire in their work place, and instruction on how to fill the questionnaire was explained such as the mean of SA, A, D, SD and 1= Strong agree, 2= Agree, 3= Disagree, 4= Strong disagree and how to tick the answer in the box appropriate indicated in the table. Confidential treatment of information was assured.

Validity and reliability of the instrument

The research instrument that the researcher intended to use was questionnaire. Before carrying out the study, the researcher consulted the supervisor to make sure that the instrument generated relevant information during the study. After consultation, the approval was given to go to field by supervisor. To ensure the reliability of the research instrument, the research proposal was examined by Ethics Committee/CHUK of University Teaching Hospital of Kigali to ensure that the study can be applied to the organisation and the approval was given

to conduct the research (Ref:EC/CHUK/022/11). In order to test and improve on the reliability of the questionnaire, the Content Validity Index (CVI) was calculated from the formula below:

$$CVI = n/N$$

Where, CVI: Content Validity Index, N: 8 (Total number of items in questionnaire), n: 7 (number of relevant items in the questionnaire)

$$CVI = 0.9$$

Since the CVI of research instrument was greater than 0.7, then the instrument was declared content valid.

Data gathering procedures

The researcher collected both primary and secondary data relevant to the study using questionnaires. The data collection process was organized and conducted in three stages:

Before the administration of the questionnaires

1. An introduction letter was obtained from the School of Post Graduate Studies and Research at Kampala International University, for the researcher to solicit approval to conduct the study from employees of University Teaching Hospital of Kigali
2. When approved, the researcher secured a list of the sampling frame of respondents. This was involved seeking permission by the researcher from the Director of UTHK after approval of the research proposal by Ethics committee/CHUK of UTHK to protect

qualified respondents from harm or harassment and their confidentiality and superiors' sensitive information.

3. The respondents were explained about the research study and enough questionnaires were reproduced for distribution.
4. The researcher selected assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within ten days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

After the administration of the questionnaires

The data gathered was collected, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data analysis

For the purpose of analysis and presentation of accurate results, the software ('Statistical Package for the Social Sciences: SPSS') was used.

The descriptive statistics were used in this study based on Frequencies and percentage distributions on the profile of respondents. Means were used to analyze data on the degree of non-monetary rewards and the level of employee performance in UTHK. The Pearson's Correlation coefficient was used to establish whether there is a significant relationship between non-monetary rewards and employee performance.

In order to interpret the data taken for the respondents, the following values and interpretation was used.

| Mean range | Response mode | Interpretation |
|-------------------|----------------------|-----------------------|
| 3.25 – 4.00 | Strongly disagree | Very low |
| 2.25 – 3.25 | Disagree | Low |
| 1.76 – 2.50 | Agree | Moderate |
| 1.00 – 1.75 | Strongly agree | High |

Ethical considerations

To ensure that ethics is practiced in this study as well as utmost confidentially for the respondents and the data provided by them, the following were done: (1) coding of all questionnaires; (2) the respondents were requested to sign the informed consent; (3) authors mentioned in this study were acknowledged within the text; (4) findings were presented in a generalized manner.

Limitations of the study

The anticipated threats to validity in this study were as follows:

1. Intervening or confounding variables which were beyond the researchers control such as honesty of the respondents and personal biases. To minimize such conditions, the researcher requested the respondents to be as honest as possible and to be impartial / unbiased when answering the questionnaires.
2. The research environments were classified as uncontrolled settings where extraneous variables may influence on the data gathered such as comments from other respondents, anxiety, stress, motivation, on the part of the respondents while on the process of answering the questionnaires. Although these were beyond the researcher's control, efforts were made to request the respondents to as objective as possible in answering the questionnaires.
3. Testing: The use of research assistants may render inconsistencies such as difference in conditions and time when the data was obtained from respondents. This was minimized by orienting and briefing the research assistants on the data gathering procedures.
4. Instrumentation: The research tools was non standardized hence a validity and reliability test were done to arrive at a reasonable measuring tool.
5. Attrition: A representative sample may not be reached as computed due to circumstances within the respondents and beyond the minimum sample size will be done by the researcher to avoid this situation.

CHAPTER FOUR
PRESENTATION, INTERPRETATION AND DISCUSSION OF
FINDINGS

Demographic identification of respondents

The demographical identification of respondents consisted gender, age, marital status, educational level and qualification. The results of profile of respondents were presented in the following table:

Table 3
The profile of respondents
(n=256)

| Category | Frequency | Percent |
|---------------------------------|------------|--------------|
| Gender | | |
| Male | 65 | 25.4 |
| Female | 191 | 74.6 |
| Total | 256 | 100.0 |
| Age | | |
| less than 20 yrs | 2 | 0.8 |
| 20-24 yrs | 4 | 1.6 |
| 25 - 29 yrs | 37 | 14.4 |
| 30-34 yrs | 87 | 34.0 |
| 35-39 yrs | 71 | 27.7 |
| 40 and above | 55 | 21.5 |
| Total | 256 | 100.0 |
| Marital status | | |
| Single | 45 | 17.6 |
| Married | 191 | 74.6 |
| Divorced | 4 | 1.6 |
| Widowed | 16 | 6.2 |
| Total | 256 | 100.0 |
| Education Level attained | | |
| Secondary | 45 | 17.6 |
| Undergraduate diploma | 134 | 52.3 |
| Bachelors degree | 43 | 16.8 |
| Postgraduate diploma | 11 | 4.3 |
| Masters degree | 20 | 7.8 |
| PhD | 3 | 1.2 |
| Total | 256 | 100.0 |
| Qualification | | |
| Doctor | 22 | 8.6 |
| Nurse | 165 | 64.4 |
| Paramedic | 35 | 13.7 |
| Administrative staff | 34 | 13.3 |
| Total | 256 | 100.0 |

Source: researcher, 2011

According to gender, approximately the three quarters of the respondents was female that represents 74.6% against 25.4% of the male. This can be justified by the fact on which the nurse's field is pursuing by female than male.

It is useful to show the age distribution of the respondents. The table 3 visualizes this distribution according to groups' of quinquennial ages. It is clear that 61.7% of the respondents fall within the 30 to 39 years age bracket, which represents 34.0% between 30 and 34 years, and 27.7% between 35 and 39%. The company indicated that his recruitment target is to employ young people because 78.6 % of the respondents were younger than 40 years. Considering that the marital status influences sometimes the behavior of the worker, we considered it necessary to present the distribution of respondents by their marital status. The majority of the respondents were married (74.6%) with the remainder being single (17.6%).

The level of education was considered because education has direct and indirect linkage with employee performance. Here, it is better to know the level of education of the selected respondents and appreciate their performance. From distribution of education level, majority of respondents were undergraduate diploma represented 52.3% against 17.6% of secondary; 16.8% of degree; 7.8% of masters; 4.3% of postgraduate diploma; finally 1.2% of PHD. In referral hospital of Rwanda as University Teaching Hospital of Kigali, the General Director confirmed that they employ only undergraduate diploma's nurses (majority of employee) and

train the nurses who have secondary level to undergraduate diploma but it is a long process to achieve that objective reason why they still have 17.6% with certificate of the representative of total staff. The table 3 shows that the company had a strategy of employing people with a high qualification.

The employees of UTHK were gathered in four categories, according to their qualification, namely: Doctor, Nurse, Paramedic, and the Administrative staff. As the table above shown, the respondents were in majority of the nurses (64.4%). The majority of respondents were nurses because the great number of staff in the hospital constituted by nurses who takes care of patients.

Non-monetary rewards applied at University Teaching hospital of Kigali

In order to determine the degree of effectiveness of non-monetary rewards applied in University Teaching Hospital of Kigali, the investigation was based on the following aspects:

- ✓ Write a note of thanks
- ✓ Share information with supervisor
- ✓ Say thank you for making effort
- ✓ Consider professional opinions
- ✓ Participation in decision making
- ✓ Empowerment
- ✓ Responsibilities

It is important to take note that the opinions of all categories of workers converge for the aspects mentioned in the follow table:

Table 4
The degree of Non-Monetary Rewards at UTHK
(n=256)

| Degree of non-monetary rewards | Mean | Standard deviation | Interpretation | Rank |
|--|-------------|--------------------|----------------|------|
| Write a note of thanks | 3.51 | .802 | Very low | 1 |
| Participation in decision making | 3.01 | .854 | Low | 2 |
| Say thank you for making effort | 2.94 | .966 | Low | 3 |
| Empowerment | 2.72 | .978 | Low | 4 |
| Consider your professional opinions | 2.59 | .913 | low | 5 |
| Responsibilities | 2.31 | .933 | Moderate | 6 |
| Share information with your supervisor | 2.27 | .903 | Moderate | 7 |
| SUB-TOTAL | 2.76 | .907 | Low | |
| Up gradation | 3.11 | 1.018 | Low | 1 |
| Dry promotion | 2.91 | 1.060 | Low | 2 |
| Vertical promotion | 2.69 | .937 | Low | 3 |
| SUB-TOTAL | 2.91 | 1.005 | Low | |
| Off-job training(Out service | 2.64 | .946 | Low | 1 |
| On-job training(in service) | 2.50 | .930 | Moderate | 2 |
| SUB-TOTAL | 2.57 | .938 | Low | |
| Career need assessment (test aptitude, abilities, attitudes, etc | 3.24 | .809 | Low | 1 |
| Career opportunities (Employees have definite career needs, and organization chart specific career paths | 3.15 | .833 | Low | 2 |
| Need-Opportunity Alignment (career development programme for today's job and for the future job also) | 3.14 | .949 | Low | 3 |
| SUB-TOTAL | 3.18 | .864 | Low | |

Source: researcher, 2011

From the above table, the following recognition aspects are not applied in University Teaching Hospital of Kigali according to the majority of respondents: write a note of thanks is rated to very low level (mean: 3.51). "Participation in decision making" (mean: 3.01); "Say thank you for making effort" (mean: 2.94); "Empowerment" (mean: 2.72), and "Consider professional opinions" (mean: 2.59) are rated to low level. On the other hand, "Responsibilities" and, "Share information with supervisor" the respondents affirm their application rated to the moderate degree of effectiveness respectively presented by mean (2.31; 2.27). The application of responsibilities and share information with supervisor was justified by daily staff meetings of clinical staffs which were greater number of employees and each category is responsible of his/her specific tasks. In hospital, the staffs shifted and they must report on patient situation to allow the continuous of activities. It means that they share information regularly and each person is responsible of his/ her act.

Respondents were asked if promotion system is used in University Teaching Hospital of Kigali. The results of non-monetary rewards by promotion shown in table 4 were not remarkable in University Teaching Hospital of Kigali because majority of respondents disagreed the statements to low level. It represents (mean: 3.11) for dry promotion; (mean: 2.91) for vertical promotion, and (mean: 2.69) for up gradation.

Respondents were asked if training and development of employee exist in University Teaching Hospital of Kigali (on job training, and off job training

(skills improvement). As demonstrated above, the respondents approved that the on-job training (mean: 2.50) existed at moderate level, and off-job training (mean: 2.64) applied in University Teaching of Kigali was rated at low level. The respondents agreed that training and development exist at UTHK because the organization has a capacity building program and budget per year insignificant and limited (RWA/0604411-NI: 10895/15; Strategic Plan 2008-2012). The Capacity building training that had been done such as nurses undergraduate diploma (48), degree(2), and master(5) levels, specialist doctor(6); postgraduate diploma in Human Resource Management(1), in Purchase management(1), and in Finance management(1); masters of paramedics in pharmacy(1), laboratory (1), physiotherapy(1) and degree in radiology(1) and orthopaedic (1)etc (UTHK annual reports 2005-2009, training contracts) but it rated at low level because the proportion of total staff and employees trained is very low. Even if the on-job training is rated at moderate level, the organisation does not have an orientation program and is not organized, no plan but the implementation is done according the organization of every department. Different reports show that in service training were done. For example paediatric HIV training report (September 2009-March 2011), Gynecology report department July 2009(training on infectious diseases network for treatment and research in Africa INTERACT), insurance quality bureau report (Formation en Assurance Quality et au cycle de resolution des problèmes des équipes d'amélioration de la qualité, May 2005); Training in teams, performance and motivation,2008; etc). It is very important to indicate that even if the training program in

UTHK exists, the Human Resource Department (HRD) does not have the responsibility on it and on-job training implemented did not report to HRD.

Career development consists of actions undertaken by the individual employee and the organization to meet career aspirations and job requirements. Respondents were asked if the University Teaching Hospital of Kigali has a career development system that can motivate them for good performance. The respondents agreed that career development is not applicable at low level shown in table 7. It represents (mean: 3.24) of career need assessment; (mean: 3.15) of career opportunities, and (mean: 3.14) of need-opportunity alignment. It said that the University Teaching Hospital of Kigali doesn't have a career development system.

Establish the level of employee performance in University Teaching Hospital of Kigali

To achieve this objective, the respondents were asked to rate different motivators that influence the levels of employee performance according to the key employee performance motivators provided by the researcher. Their responses are summarized into table 5.

Table 5
The level of employee performance
(n=256)

| Level of employee performance | Mean | Standard deviation | Interpretation | Rank |
|--|-------------|--------------------|----------------|------|
| Certificate, or gift of recognition from an established recognition program in my department | 3.40 | .968 | Very low | 1 |
| A formal letter describing my accomplishments | 3.30 | 1.010 | Very low | 2 |
| Public acknowledgement for my years of service to the company | 3.30 | .973 | Very low | 3 |
| Providing time off | 3.12 | .960 | Low | 4 |
| Department-wide acknowledgement in writing or at a staff meeting | 2.99 | .901 | Low | 5 |
| Participation in professional or career development opportunities | 2.96 | .987 | Low | 6 |
| The opportunity to improve my job-related skills or knowledge | 2.83 | .955 | Low | 7 |
| Potential promotion opportunities | 2.74 | 1.123 | Low | 8 |
| A personal "thank you" or note from my supervisor, manager, or co-worker | 2.67 | .917 | Low | 9 |
| Providing welfare for the employees | 2.63 | .924 | Low | 10 |
| Performance recognition by the superior | 2.55 | 1.061 | Low | 11 |
| Participation in decision making | 2.55 | 1.279 | Low | 12 |
| Job security | 2.48 | .998 | Moderate | 13 |
| Working environment | 2.44 | .931 | Moderate | 14 |
| Increasing responsibility | 2.41 | .885 | Moderate | 15 |
| Obtaining the empowerment of my supervisor | 2.34 | .916 | Moderate | 16 |
| Existence of training and development opportunities | 2.31 | 1.064 | Moderate | 17 |
| Sharing information with my supervisor | 2.24 | .879 | Moderate | 18 |
| TOTAL | 2.73 | .768 | Low | |

Source: researcher, 2011

As shown in table 5, the respondents were motivated at very low level by Certificate, or gift of recognition from an established recognition program in department (mean: 3.40); a formal letter describing the accomplishments (mean: 3.30); public acknowledgement for years of service to the company (mean: 3.30).

Providing time off (mean: 3.12); department-wide acknowledgement in writing or at a staff meeting (mean: 2.99); participation in professional or career development opportunities (mean: 2.96); the opportunity to improve job-related skills or knowledge (mean: 2.83) satisfied the respondents at low level. Even if the existence of training opportunities motivates employees for good performance shown above, the employees trained for skills development related to job were insignificant according to all staffs. Potential promotion opportunities (mean: 2.74); a personal "thank you" or note from supervisor, manager, or co-worker (mean: 2.67); providing welfare for the employees (mean: 2.63); performance recognition by the superior (mean: 2.55); Participation in decision making (mean: 2.55) were also rated to low level means that those aspects of non-monetary rewards do not influence them for good performance.

On the other hand, the respondents were agreed that the following aspects motivate them for good performance at moderate level:

Sharing information with supervisor (mean: 2.21) because a big number of employees is clinical staff who have daily staff meetings (for example they share information with supervisor about patients situation, staffs management, and department problems etc); Existence of training and development opportunities (mean: 2.31) justified by University Teaching

Hospital of Kigali training program which detailed the training plan per year. It means that each employee has a chance to be trained even if the limitation of budget; Obtaining the empowerment of supervisor (mean: 2.32) and Increasing responsibility (mean: 2.41) because each category and every worker is responsible of his/her specific tasks (for example doctors, nurses, midwives, laboratory technician, administrative staff etc), Every one occupied his or her post and is responsible to all activities to be done; Working environment (mean: 2.44). By working environment there is clean office, space office, internet connection, computer available, network working etc); Job security (mean: 2.48) because the appointment to a new post protected employee to abuse dismissal. Appointment is the administrative act by which the competent authority appoints a Government employee to a working post (labour law no 22/2002 of 09/07/2002). The above table presents the eighteen factors causing motivation for good performance, listed in the order of very lower to higher level of employee performance at University Teaching Hospital of Kigali.

The relationship between non-monetary rewards and employee performance in University Teaching Hospital of Kigali

The last objective in this study was to determine, using Spearman’s Linear Correlation Coefficient, the relationship between non-monetary rewards and employee performance. The summary of correlation between independent and dependent variables is demonstrated in table below.

Table 6
Pearson’s correlations between Non-monetary reward and employee performance
(n=256)

| Variables correlated | r-value | Sig | Interpretation | Decision on H |
|--|----------------|------------|-------------------------|----------------------|
| Employee performance Vs Recognition | 0.991 | .000 | Significant correlation | Rejected |
| Employee performance Vs Promotion | .987 | .000 | Significant correlation | Rejected |
| Employee performance Vs Training and development | .947 | .000 | Significant correlation | Rejected |
| Employee performance Vs Career Development | .955 | .000 | Significant correlation | Rejected |

Table 9 indicated that there was a significant positive relationship between non-monetary rewards (recognition, promotion, training and development, and career development) with employee performance. For instance the effectiveness of recognition is positively and significantly correlated with employee performance ($r=0.991$, $sig. =.000$). This implies

that recognition enhanced the effectiveness of the employee performance. Promotion is positively and significantly correlated with employee performance ($r=.987$, sig. =.000). The table indicates that there were a positive significant relationship between training and development and employee performance ($r=.947$, sig. =.000). It means that training and development plays a role in employee performance. As shown in Table 9, there was also a significant positive relationship between career development and employee performance ($r=.955$, sig. =.000). There is a positive correlation in all instances, thus indicating that effective non-monetary rewards systems have a considerable influence on the employee performance. Accordingly, the null hypothesis is rejected.

Table 7

Regression Analysis between Non-Monetary Rewards and employee performance

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .864 ^a | .746 | .742 | .44978 |

a. Predictors: (Constant), DEVELOPMENT, TRAINING, RECOGNITION, PROMOTION

74.2% of the dependent variable is explained by the independent variables ($r^2 = 0.742$)

Table 8

Regression Analysis between Non-Monetary Rewards and employee performance

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | -.245 | .152 | | -1.612 | .108 |
| RECOGNITION | 1.937 | .220 | 1.853 | 8.812 | .000 |
| PROMOTION | -1.175 | .204 | -1.292 | -5.767 | .000 |
| TRAINING | .686 | .101 | .713 | 6.766 | .000 |
| CAREER DEVELOPMENT | -.621 | .128 | -.594 | -4.857 | .000 |

a. Dependent Variable: JPERFORMANCE

Recognition and training play an important role in employee performance as shown by the standardized beta coefficient (B = 1.853, B = 0.714) respectively. So it implies that under non-monetary rewards, recognition and training should be highly emphasized.

Table 9

**Regression Analysis between Non-Monetary Rewards and
employee performance
Anova**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 149.126 | 4 | 37.281 | 184.289 | .000 ^a |
| | Residual | 50.777 | 251 | .202 | | |
| | Total | 199.902 | 255 | | | |

a. Predictors: (Constant), CAREER DEVELOPMENT, TRAINING AND DEVELOPMENT, RECOGNITION, PROMOTION

b. Dependent Variable: EPERFORMANCE

The Anova analysis depicts that there is no variation (df = 4) in the variables hence a positive regression and correlation of the relationships is viable.

Other comments

The feedback received from respondents regarding other comments related to non-monetary rewards and motivation for good performance is listed as follows:

- Non-monetary rewards are necessary to improve job performance (188 respondents)

- Monetary rewards motivate employee for good performance (10 respondents)
- Both monetary and non-monetary rewards are motivators for good performance (15 respondents)
- Both employees and management should determine non-monetary rewards system (10 respondents)
- Non-monetary rewards are not necessary to improve job performance (27 respondents)
- Non-monetary rewards are definitely superior to monetary rewards when considering long-term motivators to improve job performance (30 respondents)

The purpose of chapter 4 was to analyze and interpret the data obtained from the research questionnaire. The analysis and interpretation was done according to the terms and objectives set out in Chapter 1.

Chapter 5 will focus on summary, various recommendations and concluding remarks, based on the above mentioned findings.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

Summary of findings

The demographic profile of respondents

The results on demographic profile indicated that the respondents were in majority nurses and the great number is female. It is also shown that the majority of respondents was younger than 40 years and married.

Determine the degree of non-monetary reward in UTHK

Non-monetary rewards are rewards that do not involve any direct payments and often arise from the work itself, for example, achievement, autonomy, recognition, scope to use and develop skills, training, career development opportunities and high quality leadership (Armstrong, 2006). The components of non-financial reward are training, career development, empowerment, recognition and promotion, (Armstrong, and Murlis, 2007).

The findings of the study revealed that the recognition applied in University Teaching Hospital in Kigali at moderate level consist sharing information with supervisor and responsibilities because clinical staffs have daily meeting staff and each category is responsible of their specific tasks. On the other hand, write a note of thanks, say thank you for making effort, empowerment, participation in decision making and consider professional opinion are non- applicable because the respondent

disagreed the statement at very low for write a note of thanks and at low level for remaining aspects.

The results related to dry promotion, vertical promotion, and up gradation promotion were not remarkable in University Teaching Hospital of Kigali because majority of respondents disagree it at low level the existing of promotion system. It represents (mean: 3.11) for up gradation (mean: 2.91) for dry promotion, and for vertical promotion (mean: 2.69).

In effective organizations, employee management intends to develop and train employee for increasing his/her performance and motivating them for good performance. The findings demonstrated that the organisation tried to reinforce training and development system because UTHK has a capacity building training program and trained employee in different field, but on-job training is not organized because every department organise their own training in service.

Career development consists of actions undertaken by the individual employee and the organization to meet career aspirations and job requirements (Khanka, 2009). Respondents were asked if the University Teaching Hospital of Kigali has a career development system that can motivate employee for good performance. The results shown in table 7 that UTHK does not have career development system. The respondents disagreed the statement at low level.

The findings concluded that the non-monetary rewards are not effective in University Teaching Hospital of Kigali.

The level of employee performance in University Teaching Hospital of Kigali

Employees generally fall into two categories: self-motivated, and those that require external motivation to stay motivated. Self-motivated employees tend to exhibit good performance even if they are never provided with much external motivation, but their performance increases still more if they are provided with that motivation. Employees that do require external motivation certainly improve in performance when skillfully motivated. Highly motivated employees are highly productive employees, and they do superior.

In University Teaching Hospital of Kigali, sharing information with supervisor, existence of training and development opportunities, obtaining the empowerment of my supervisor, increasing responsibility, Working environment , and job security motivate employees for good performance at moderate level. On the other hand, the following aspects do not influence employee to improve performance because they don't received that kind of rewards: participation in decision making, performance recognition by the superior, providing welfare of the employees, potential promotional opportunities, a personal "thank you" or note from supervisor, manager or co-worker, a formal letter describing accomplishments, opportunity to improve job-related skills or knowledge. Even if the existence of training opportunities motivates employees for good performance as shown above, the training and development (skills related to job) is insignificant. Department-wide acknowledgement in writing or at a staff meeting, public acknowledgement for years of service

to the company, participation in professional or career development opportunities (workshops, conferences, career-counseling, etc.), providing time off, certificate, or gift of recognition from an established recognition program in department, those remaining aspects of non-monetary rewards system do not influence good performance because they do not exist in University Teaching Hospital of Kigali.

The relationship between non-monetary rewards and employee performance in University Teaching Hospital of Kigali

The findings of this study show that there is a correlation between monetary rewards and employee performance. This relationship is very supported by the effectiveness of non-monetary rewards which has also a positive relationship with employee performance. If the organization has an effective non-monetary rewards system, it can influence employees to improve their performance. The degree of effective non-monetary rewards can influence the level of employee performance and the organizational performance as a whole.

Conclusion

In Chapter 1 a brief outline of the research study is given. This includes the objectives of the research, a brief look of what is intended in the literature study. Chapter 2 focuses on the literature study, which includes the main areas under research, namely: rewards, motivation and employee performance. Chapter 3 describes the methodology used in the research and Chapter 4 gives a detailed interpretation of the data research. Summary of findings of the study regarding non-monetary rewards and employee performance, recommendations and conclusion are given in chapter 5. Significant information was achieved that rewards and employee motivation have positive and direct relationship. Simply, change in reward offer will have same effect of change in employee work motivation and with high performance levels. The result of the present study shown that recognition, promotion, training and development, career development were most important and influential variable for employees' performance of UTHK. People are motivated to higher levels of job performance by positive recognition from their managers and peers (Keller, 1999). Creative use of personalized non-monetary rewards reinforces positive behaviors and improves employee retention and performance. These types of recognition can be inexpensive to give, but priceless to receive. The literature study and the results of the analysis of the findings have proved that non-monetary rewards are useful tools that can be utilized to motivate employees to improve performance. UTHK should therefore utilize non-monetary rewards to motivate employees to improve their performance.

Recommendation

To ensure the effectiveness of non-monetary rewards for good performance in University Teaching Hospital of Kigali, the following recommendations should be considered.

It is recommended that management take into consideration the biographical data of employees when designing a non-monetary rewards structure to improve performance. The reason being that different qualification, age, and genders have different needs and therefore will respond differently to the same rewards offered.

The organization is recommended to put in place a non-monetary rewards system that can motivate employee to improve performance consists such as:

Recognition: by giving a personal "thank you", write a note of thanks from supervisor, manager, or co-worker, a formal letter describing my accomplishments, say thank you for making effort consider professional opinions, empowerment, participation in decision making, department-wide acknowledgement in writing or at a staff meeting, public acknowledgement for my years of service to the company, participation in professional or career development opportunities (workshops, conferences, career-counselling, etc.), and certificate or gift of recognition from an established recognition program in my department etc; bidding

Promotion: The organization is recommended to provide opportunities through a job-bidding procedure or during a performance evaluation for

employees to declare their interest in specific promotion opportunities. Notify your employees that they are expected to identify a higher position in which they are interested. Employers must be constantly on guard to be sure that promotion policies that appear to be neutral on paper actually avoid any discrimination when put into practice.

Employee training and development: How you welcome a new employee into your organization is critical. Your employee orientation or on boarding process forms the foundation for a lasting, successful employment relationship. Effective ongoing training and development, whether in the classroom or on-the-job, ensures employee success in their current role. Effective employee training and development guarantees that you have employees ready for their next promotion or lateral move. Your succession planning for each position depends on training and development. Employees are developed and educated through methods other than training classes and seminars. Chief among these are management responsibilities of coaching, mentoring, and building your organization into a learning organization. Find coaching, mentoring, consulting, knowledge management and how to build a learning organization resource. The organization is also recommended to develop a systematic training and development programs (assessing training needs, designing training plans and learning objectives, developing training activities and materials, implementing training program, and evaluating training program).

Career planning and development of staff: Career planning and development of staff denotes human resource department's responsibility

of ensuring that they respond and answer an employee's aspirations as far as what they want to achieve in their working life. Organizations should try as much as possible to dig out such aspirations and match them up with the existing available career opportunities in the organization. This will ensure that employee's needs and interests are answer and therefore when other opportunities ring their way, they may not be able to move up and down. This mechanism addresses what Abraham describes in his Hierarchy of needs theory where he stressed out that employees have diverse needs and move up the hierarchy up to the highest level of self-actualization which was modified by Maicibi (2006).

The management is also recommended:

- To involve the employees when determining the performance standards. When the performance standards have been established, the employees need to be trained to ensure that all employees understand the performance standards.
- To ensure that feedback and recognition regarding employees' performances should take place on a regular basis. Regular feedback will differ from company to company, but it could vary between daily, weekly, monthly and quarterly feedback sessions.

The intervals between feedback and recognition sessions should not exceed three months. The feedback should be in the form of face-to-face discussions to enable the employee to mention any limitations that impacted on his performance. During the course of these sessions the performance standards should be reviewed to set new standards in the event of problems being experienced and to ensure continuous improvement.

Areas for Further Research

Other researchers can take opportunities to research on:

1. Non-monetary rewards system and employee performance in public sectors selected
2. Non-monetary rewards system and employee performance comparing the private sector in relation to the public sector.

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Web: Retrieved from "<http://en.wikipedia.org/wiki/motivation#motivation> Concepts

Web: Retrieved from www.mifotra.gov.rw (Mifotra: Ministry of public service and labour)

APPENDIX I
TRANSMITTAL LETTER



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256- 41- 266613 / +256- 41-267634
Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug.
Website: www.kiu.ac.ug

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

Dear Sir/Madam,

June 4, 2011

**RE: REQUEST FOR MUNYARUGERERO KANEZA MHR/43087/92/1)F
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Art in Human Resource Management. She is currently conducting a field research of which the title is "**Non-Monetary Rewards and Employee Performance in University Teaching Hospital of Kigali**". Your organization has been identified as a valuable source of information pertaining to her research project. The purpose of this letter is to request you to avail her with the pertinent information she may need.

Any information shared with her in your organization shall be treated with utmost confidentiality.

Any assistance rendered to her will be highly appreciated.

Yours truly,


Mr. Malinda Ramadhan
Coordinator
Business and Management (SPGSR)

"Exploring the Heights"

APPENDIX II
CLEARANCE FROM ETHICS COMMITTEE



CENTRE HOSPITALIER UNIVERSITAIRE
UNIVERSITY TEACHING HOSPITAL

Centre Hospitalier Universitaire
de Kigali(CHUK)

Kigali, le 19/07/2011

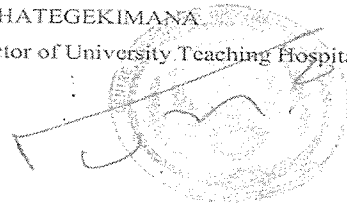
TO WHOM IT MAY CONCERN

I hereby confirm that, Mrs MUNYARUGERERO Kaneza is a student of Kampala International University and she is allowed to conduct her academic research on Non-Monetary Reward and Employee Performance in the University Teaching Hospital of Kigali.

Any assistance to her field research would be highly appreciated.

Regards

Dr Theobald HATEGEKIMANA
General Director of University Teaching Hospital
of Kigali



APPENDIX III

INFORMED CONSENT

Munyarugerero Kaneza

Dear Sir/Madam,

Greetings!

I am a candidate for Masters in Arts of Human Resource Management at Kampala International University with a thesis on Non-Monetary Rewards and Employee Performance in University Teaching Hospital of Kigali. As I pursue to complete this academic requirement, may I request your assistance by being part of this study?

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be for academic be kept with utmost confidentiality.

May I retrieve the questionnaires 2 weeks after you receive them?
Thank you very much in advance.

Yours faithfully

Masters, Candidate

APPENDIX IV
RESEARCH INSTRUMENT

SECTION A: DEMOGRAPHICAL DATA

What is your demographical identification?

Q1. Gender

1= Male

2= Female

Q2. Age

1= less 20

2= 20 – 24

3= 25 – 29

4= 30 – 34

5= 35 – 39

6= 40 – above

Q3. Marital status

1= Single

2= Married

3= Divorced/Separated

4= Widowed

Q4. Education Level attained

1= Secondary (A2)

2= Undergraduate Diploma (A1)

3= Bachelor (A0)/General Practitioner

4= Postgraduate Diploma

5= Masters/Specialist

6= Ph.D

Q5. Qualification

1= Doctor

2= Nurse

3= Paramedic

4= Administrative staff

**SECTION B: INFORMATION RELATED TO CURRENT NON
MONETARY REWARD**

| Score | Response mode | Interpretation |
|--------------|------------------------|-----------------------------------|
| 1 | Strongly agree (SA) | You agree with no doubt at all |
| 2 | Agree (A) | You agree with some doubt |
| 3 | Disagree (D) | You disagree with some doubt |
| 4 | Strongly disagree (SD) | You disagree with no doubt at all |

Please indicate your choice by ticking the response options which are indicate in the box

Q6. The following non-monetary rewards exist at University Teaching Hospital of Kigali.

| Non-monetary rewards | SA | A | D | SD |
|---|----|---|---|----|
| Write a note of thanks | | | | |
| Share information with your supervisor | | | | |
| Say thank you for making effort | | | | |
| Consider your professional opinions | | | | |
| Participation in decision making | | | | |
| Empowerment | | | | |
| Responsibilities | | | | |
| Dry promotion (higher lever in hierarchy with a greater power, responsibility, and prestige with no increase in salary) | | | | |
| Vertical promotion (higher lever accompanied by greater power, responsibilities, position and salary) | | | | |
| Up gradation (The job is promoted in the organisational hierarchy. As a result, the employee obtains additional salary, higher responsibilities, and power) | | | | |
| On-job training(in service) | | | | |
| Off-job training(Out service) | | | | |

| Non-monetary rewards | SA | A | D | SD |
|--|----|---|---|----|
| Career need assessment (test aptitude, abilities, attitudes, etc to have a fair idea of the career needs of people) | | | | |
| Career opportunities (Employees have definite career needs, and organisation chart specific career paths based on job analysis and job design) | | | | |
| Need-Opportunity Alignment (career development programme for today's job and for the future job also) | | | | |

SECTION C: INFORMATION ON THE LEVEL OF EMPLOYEE PERFORMANCE

Please tick your answer in the appropriate box indicate below

Q7. The following motivates me to perform at my best

| Level of employee performance | SA | A | D | SD |
|--|----|---|---|----|
| Existence of training and development opportunities | | | | |
| Job security | | | | |
| Increasing responsibility | | | | |
| Obtaining the empowerment of my supervisor | | | | |
| Participation in decision making | | | | |
| Working environment | | | | |
| Sharing information with my supervisor | | | | |
| Performance recognition by the superior | | | | |
| Providing welfare for the employees | | | | |
| Potential promotional opportunities | | | | |
| A personal "thank you" or note from my supervisor, manager, or co-worker | | | | |
| A formal letter describing my accomplishments | | | | |
| Opportunity to improve my job-related skills or knowledge | | | | |
| Department-wide acknowledgement in writing or at a staff meeting | | | | |
| Public acknowledgement for my years of service to the company | | | | |
| Participation in professional or career development opportunities (workshops, conferences, career- | | | | |

| | | | | |
|--|--|--|--|--|
| counselling, etc.) | | | | |
| Providing time off | | | | |
| Certificate, or gift of recognition from an established recognition program in my department | | | | |

SECTION D: OTHER COMMENTS

Q8. Any additional comments/recommendations concerning non-monetary rewards and/or motivational aspects at your company, please comment in the space provided below.

.....

.....

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.....

.....

.....

APPENDIX V
RESEARCHER'S CURRICULUM VITAE

PERSONAL INFORMATION

Name and surname: MUNYARUGERERO Kaneza
Nationality: Rwandan
Resident of: Rwanda/Kigali/Gasabo/Gisozi
Birth date: 14 February, 1963
Gender: Female
Marital status: Married
Phone numbers: +250788538834, +256784370735
Email: kanezafr@yahoo.fr

PROFESSIONAL EXPERIENCE

June 2001 – Human Resource Manager
Present: Ministry of Health
Kigali/Rwanda

Plan, organize, direct, Control and coordinate human resource management activities such as employee compensation, recruitment, training, performance management, labour relations activities, personnel policies, and administering disciplinary procedures.

December 1999 – Human Resource officer
May 2001: Ministry of Health
Kigali/Rwanda

- Assisting line managers to understand and implement policies and procedures
- Recruiting staff
- Analyzing training needs in conjunction with department managers
- Implementing disciplinary procedures
- Leave Management
- Time sheet Management

1984-1985: Cashier
Center of handicap physical "Shirika Umoja,
Goma, Republic Democratic of Congo

- Receive customers payment
- Issue receipts, refunds, credit, or change due to customers.
- Assist customers by providing information and resolving their complaints.
- Salary advances or Salary payments to Center employees

1983-1984: **Teacher**
 Primary school
 Kinigi/ Democratic Republic of Congo

Teaching all areas of the 5th primary curriculum;
Planning, preparing and presenting lessons

EDUCATION

10th July -10th

August 2010: Postgraduate Certificate in Research Methods and
 Writing Skills
 Centre for Basic Research/Uganda

1990-1996: Degree in social sciences applied, industrial Sociology
 Option in Superior Institute of Sciences Studies
 ISES/ Lubumbashi/Republic Democratic of Congo

1975-1983: Secondary Studies
 Bibwe, Republic Democratic of Congo

1969-1976: Primary education
 Bishusha/ Republic Democratic of Congo

TRAINING COURSES

| | |
|---|--|
| 30th May -17th June 2011: | Project Monitoring and Evaluation: Certificate Makerere University/ Uganda |
| 1st-4th March 2011: | Consulting Skills: The path to launching Professional Consulting : Certificate Kampala International University/Uganda |
| 19th-23th December 2005: | Human Resource Management (part 1): Certificate Rwanda Institute of Administration Management (RIAM)/Rwanda |
| 25th- 29th September 2006: | Human Resource Management (part 2): Certificate RIAM /Rwanda |
| 27th – 31st May 2005 | Quality assurance training |
| 13th- 17th September 2004: | Strategic plan training: Certificate RIAM/Rwanda |

27th – 31st October 2003: Trips studies within the framework of training in Human Resource management in the Public service Paris/France

6th- 26th October 2003: Training in Human Resources Management in the Public service: Certificate Turin/Italy

1996: 3 months of training course at the end of undergraduate studies
Staff management of Assurance National Company SONAS/Lubumbashi/RDC

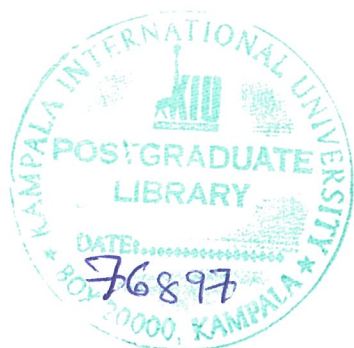
1993: 3 months of training course at the end of undergraduate diploma
Staff management of national company of railroad SNCC/Lubumbashi/RDC

SKILLS

| Skill | Level | Years practiced |
|----------------------------|--------------|--------------------|
| MS Word, MS Excel | Intermediate | More than 10 years |
| Software of pay (Wise 100) | Intermediate | More than 5 years |

LANGUAGES

| Language | Level |
|-------------|-----------|
| Kinyarwanda | Very good |
| Français | Very good |
| English | Good |
| Swahili | Good |



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