

Non Financial Reward and Employee Retention in Private Primary Schools in Kenya (Kiambu County)

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Abstract: Most research which has been undertaken has focused on financial aspects of reward. Little effort has been taken to understand the value of non-financial rewards. The objective of this research was to determine whether private schools in Kenya are utilizing non-financial rewards as a competitive advantage in retraining their employees. A survey was done to the heads and teachers of selected private schools to find out their perception on the use of different non-financial rewards in retaining their services in their institutions. The objectives of this study were achieved through conducting a survey on the employees of selected schools. The results that describe the entire population were used. The major findings were that job flexibility was an important tool because it gives the employee some authority in their working hours. This gives them room to cater for any other eventualities that may arise in their life away from the office hence the job does not become a hindrance to their duties prompting them to serve the institution longer years. The findings under paternity leave were almost at a tie because majority of the respondents had gone through the phase of paternity leave and others had no intention of the same thereby finding it not relevant. This requires an employer to gain knowledge of the employee well enough to ensure he or she offers benefits that are relevant to him. From the results of the research, non-financial rewards took dominance as a factor of employee retention. It is recommended that organizations continually review their reward practices to ensure alignment with the potential impact of changes in the macro environment and to make allowance for different requirements based on the demographic factors of their employees.

Keywords: non-financial rewards, employees, selected private schools.

1. INTRODUCTION

1.1 Background of the study:

The management of remuneration was once straightforward with a strong link between Job level and Pay (Bussin, 2003). It has become very complex due to the pressures of the volatile business world today. Globalization and the increased importance of employing the most talented people all contribute to the complex design of reward programmes (Gross & Friedman, 2004) According to Munsammy and vector (2009), in the current world of work where the war for talent is real, skilled employees have a broader choice of employment, both locally and internationally.

Organizations are increasingly interested in reducing labor costs and increasing productivity. Money, benefits and other different forms of rewards have been used to attract and retain employees to achieve organizational goals around the world (chiu, luk & tang, 2002). According to Aghazadeh (2003), human resource management practices have to change as the business environment changes. The private schools in Kenya have their challenges to contend with. Their teachers are always looking for avenues to join the public service. This is due to various factors like job flexibility, job security, Benefits e.t.c (Meso & Kaino, 2008). Due to these factors and also the turbulence of the global business environment, organizations have no alternative other than to have alternative forms of rewards.

The problem with companies today is that in the case of competition, the emphasis has and is still on financial rewards (kerr-phillips and Thimas (2009). There has been a significant interest in the importance of money as an attraction and retention tool (tang, luna & Surtaso, 2004) Notwithstanding the above, non-financial factors have the potential to improve the competitiveness of organizations in attracting and retaining employees because they are less costly and have a long term focus especially in the case of learning and development. Organisations face negative consequences when they ignore the importance of financial rewards on employee retention (Hijazi, Anwar, & Mehbood, 2007).

1.1.1 Non-financial rewards and employee retention:

Responding to today's workplace demands means among other things that organizations need to understand the preferences and needs of employees and offer more than a good paycheck (Nienaber, 2009). According to Aghazader (2003), the changing expectations of employees present various challenges to managers. (Nienaber, 2009) suggests that employees seek more meaningful and challenging opportunities, an alignment between personal and organization values as well as tolerance to individual preferences and differences. Remuneration is important to employees, but what really impacts people on a daily basis are the quality of their work experience (Ferguson & Brohaugh, 2009). Most companies are not sensitive to the different needs of their employees and do not differentiate between different forms of rewards (Amstrong, 2006). Because Employees are the direct beneficiaries of rewards, their different needs and demographics should be considered before constructing a reward package.

Giancola (2009) argues against generalizing rewards. He argues that instead of generalizing, they should directly ask employees for their preferences and eliminate guesswork about the rewards favored. A powerful similarity of the impact of financial rewards is given by Bussin (2003). He states that a supertanker called Exxon Valdez ran aground in Alaska and poured oil in the ocean. Speedy action was required to rescue wildlife from the spreading oil. Local members of the Eskimo tribe were hired to take care of the stranded whales at \$20 per hour. When the oil spill was cleaned up and the whales released back to the ocean, the Eskimos went back to their occupation which was to hunt the same whales. This shows that Money can only motivate to a certain extent, what matters is the impact the reward has on the individual as a whole.

According to Lawler (1996), while extrinsic rewards such as money are important in the short term, intrinsic rewards in the form of meaningful work tend to sustain motivation in the long-term.

1.2 Statement of the problem:

Financial rewards can only be utilized to a limited degree depending on the capability of the employer (Lawler, 1996). This has been illustrated in the recent strikes by teachers and other workers demanding higher pay. These strikes lead to employers digging deeper in their pockets to sustain the employees in their jobs. Sometimes, the money is not forthcoming leading to some of the workers leaving for greener pastures. These external factors impact the financial viability of organizations and they can be reduced by the use of less costly, convenient and long term non-financial rewards.

The TSC (Teachers service commission) is the government employer. Apart from Job security which many teachers enjoy, it also offers many kinds of allowances like Hardship allowance which is 10% of the basic pay, commuter allowance, house allowance, a generous medical cover e.t.c. The basic pay is sometimes not as high as in private schools but the benefits are adequate. This study seeks to find out whether private schools are utilizing the non-financial rewards as a competitive advantage in retaining their staff.

1.3 Objectives of the study:

1.3.1 General objective

The general objective of this study was to establish the influence of non-financial rewards on employee retention in private schools in Kenya.

1.3.2 Specific Objectives

The specific objectives of this study were:

- i. To establish the effect of job security on employee retention in private schools in Kenya.
- ii. To establish the effect of job flexibility on employee retention in private schools in Kenya.
- iii. To establish the effect of learning and development on employee retention in private schools in Kenya.
- iv. To establish the effect of Paternity leave on employee retention in private schools in Kenya.

1.4 Research questions:

- i. What is the effect of job security on employee retention in private schools in Kenya?
- ii. What is the effect of job flexibility on employee retention in private schools in Kenya?
- iii. What is the effect Learning and development on employee retention in private schools in Kenya?
- iv. What is the effect of Paternity leave on employee retention in private schools in Kenya?

1.5 Justification of the study:

Employee retention has always been a major problem to many organizations. This has been regarded as the most vital issue that many organizations are looking forward to ensure it succeeds. Employees have to be retained in an organization because of various reasons. They include; long lasting employees in an organization gains experience and thus improve on their efficiency, cost of trainings and workshops is reduced, time wastage is minimized because employees know better what is supposed to be done and at what time and so on. This has made it a prerogative of the management of an organization to ensure that employees are retained and the turn-over is reduced.

Financial rewards are the set of forces that directs and makes people persist in their efforts to accomplish a goal. According to the basics of motivation theory people are motivated by unmet needs so in order to motivate a person or employee one must learn what his or her needs are. In my opinion it is clear that not only financial rewards are the key to employee retention but the question is what the best way to motivate an employee is in order to make him/her have confidence of working within his particular company.

An important feature is that employee's good performance will be rewarded with attractive rewards. If the rewards being offered are directly linked to their performance then workers will be motivated to take action and perform well to get their desired rewards. An intended effort will turn into visible effort when people expect their efforts will result in good performance. The important point to note here is that it is not just the financial rewards that cause people to perform well but also the employee needs to know that their efforts will turn into good performance. So it is clearly evident so far that financial rewards are important in motivation of executives but it is not the only factor and must be used in the correct way in order to achieve maximum results. So if the rewards are attractive and linked to performance (instrumentally) people are motivated to take action. Intended effort will turn into actual effort when people believe their hard work will result in good performance. The study was significant to a number of organizations:-

1.6 Limitations of the study:

Respondents were not willing to answer the questions. This resulted to 3 incomplete questionnaires.

2. LITERATURE REVIEW

2.1 Introduction:

This chapter presented a review of literature on Employee retention, job security, job flexibility, paternity leave, and Learning and development. The theory reviewed built a platform of understanding the importance of non-financial rewards within the context of job security, job flexibility, learning and development and paternity leave. The chapter began with a theoretical review followed by a conceptual framework, empirical review and a research gap.

2.2 Theoretical review:

A theory is a set of statements or principles devised to explain a group of facts or phenomena, especially one that has been repeatedly tested or is widely accepted and can be used to make predictions about natural phenomena. The theories reviewed in this study include (Employee satisfaction theory, Maslow's theory of needs, job flexibility, paternity leave, and Learning and development)

2.2.1 Herzberg's Two-Factor Theory:

The two-factor theory of job satisfaction was the result of a five year research program on job attitudes initiated by a grant from The Buhl Foundation. There was an urgent need at the time Herzberg's Two-Factor Theory for more and better insight about the attitudes of people towards their jobs due to the prevalence of job dissatisfaction indicators such as strikes, slow downs, and filing of grievances (Herzberg, Mausner, Peterson, & Capwell, 1957). During the first stage of the program, Herzberg and his colleagues conducted a comprehensive literature review of over 2000 writings published between 1900 and 1955. The literature yielded contradictory results, and the research designs of the studies varied widely in quality and the methodologies used (Herzberg, Mausner, & Snyderman, 1959). Based on their review of the literature, Herzberg et al. (1959) made core assumptions on which to base their hypothesis and research design. First, there was enough evidence to assume that there was some relationship between job attitudes and productivity. Second, the characteristics of dissatisfied workers had been well-defined in the existing literature. Third, the factors related to job attitudes had also been previously well-defined.

Herzberg et al. (1959) developed an initial hypothesis that satisfaction and dissatisfaction could not be reliably measured on the same continuum. Herzberg et al. next conducted an empirical study to test the hypothesis. After two pilot programs, the design and hypothesis were further developed and expanded (Herzberg et al., 1959). The main hypothesis stated that factors leading to positive attitudes and those leading to negative attitudes will differ. The second hypothesis stated that factors and effects involved in long-range sequences of events would differ from those in short-range sequences.

The high sequence events provide contrast to the low sequence events. It was found that a great many things can be a source of dissatisfaction, but only certain factors can contribute to satisfaction (Herzberg et al., 1959). Low sequence factors were rarely found in the high sequences. Salary was the exception to these findings as it was mentioned with similar frequency in both the high and low range stories. However, when viewed within the context of the events, it became apparent to the researchers that salary is primarily a dissatisfier. When salary was mentioned as a satisfier, it was related to appreciation and recognition of a job done well and not as a factor in itself

Snape (2006) seeks to explore the perceptions of scientists regarding the intrinsic and extrinsic factors that motivate them and the role of management in enhancing and maintaining motivation with the purpose of identifying practical recommendations for managers to improve the productivity of scientists. A total of 18 semi-structured interviews were undertaken with randomly selected (stratified sampling) scientists working at a government research institute in the UK. The scientists interviewed were typically motivated by the ability to do high quality, curiosity-driven research and de-motivated by lack of feedback from management, difficulty in collaborating with colleagues and constant review and change. Extrinsic motivators such as salaries, incentive schemes and prospects for promotion were not considered as motivating factors by most scientists. Promotion was not a motivator for most of the scientists and many thought that they would never get promoted again. Efforts should be focused on addressing the hygiene factors (i.e. removing the negatives) rather than introducing new incentives.

Schroder (2008) used the two-factor theory as the theoretical framework for a study of 835 university employees in order to understand the impact of demographical factors on job satisfaction. The researcher found that overall job satisfaction was related to age and educational level, and that levels of intrinsic and extrinsic job satisfaction were not the same for different occupational groups – findings that contradicted Herzberg's findings (Schroder, 2008). The two-factor theory was also tested among construction workers in Bangkok (Ogunlana & Chang, 1998). The study did not provide support for the theory, but it was hypothesized that the conflicting results were due to the lower placement of Thailand's construction workers on Maslow's hierarchy of needs. Because survival was still a basic need of these workers, they were not able to desire self-actualization and place value on Herzberg's motivators (Ogunlana & Chang, 1998).

Under Herzberg's (1966) theory, workers who are satisfied with both motivation and hygiene factors would be top performers, and those who are dissatisfied with both factors would be poor performers. Christopher (2005) found no support for this, and his research concluded that Herzberg's results prove accurate only under his original methodology. Theories of worker motivation address a model connecting job satisfaction, motivation and performance. Considerable importance is attached to these concepts, and there is a need for clarification on how satisfaction and motivation differ from each other. Job satisfaction is an emotional response accompanying actions or thoughts relating to work, whereas motivation is the process that activates behavior. As satisfaction is an attitude, it is possible for a worker to be satisfied with his job but not be motivated. Hence, motivation and satisfaction are not synonymous with each other. It is vital to clarify the distinction between the concepts so that it is easier to understand that motivation leads to satisfaction, which ultimately leads to enhanced performance.

2.2.2 Maslow's hierarchy of needs theory:

Money may be a motivator but not for all employees. This is supported by Maslow's theory of hierarchy of needs. Maslow's (1954) suggests a hierarchy of five needs that exists; psychological needs, social needs, security needs, self esteem and self actualization or fulfillment.

This is illustrated as a pyramid in the figure below.



Fig.1 Maslows hierachy of needs. (Maslow, 1943)

(Cunningham, 2002) states that employees rank recognition, flexibility and training as top priorities in prolonging individual employment, while walker (2001) calls for establishing a supportive working and learning climate for employee retention. Further, career development (Boomer Authority 2007) organization commitment (Patrick Owens, 2006). Communication (Gopinath and Becker, 2000) and superior-subordinate relationship (Zenger, Ulrich, Smallwood, 2000) are also the factors known for prolonged stay of the employees in the organisation.

2.2.3 Victor Vroom's Expectancy Theory:

Vroom's expectancy theory assumes that behaviour results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He stated that effort, performance and motivation are linked in a person's motivation. He uses the variables Expectancy, Instrumentality and Valence to account for this.

Expectancy is the belief that increased effort will lead to increased performance i.e. if I work harder then this will be better. This is affected by such things as: Having the right resources available (e.g. raw materials, time), Having the right skills to do the job, Having the necessary support to get the job done (e.g. supervisor support, or correct information on the job)

Instrumentality is the belief that if you perform well that a valued outcome will be received. The degree to which a first level outcome will lead to the second level outcome. i.e. if I do a good job, there is something in it for me. This is affected by such things as: Clear understanding of the relationship between performance and outcomes – e.g. the rules of the reward 'game', Trust in the people who will take the decisions on who gets what outcome, Transparency of the process that decides who gets what outcome. **Valence** is the importance that the individual places upon the expected outcome. For the valence to be positive, the person must prefer attaining the outcome to not attaining it. For example, if someone is mainly motivated by money, he or she might not value offers of additional time off.

The three elements are important behind choosing one element over another because they are clearly defined: effort-performance expectancy (E>P expectancy) and performance-outcome expectancy (P>O expectancy). **E>P expectancy**: our assessment of the probability that our efforts will lead to the required performance level, **P>O expectancy**: our assessment of the probability that our successful performance will lead to certain outcomes. Crucially, Vroom's expectancy theory works on **perceptions** – so even if an employer thinks they have provided everything appropriate for motivation, and even if this works with most people in that organisation, it doesn't mean that someone won't perceive that it doesn't work for them.

At first glance expectancy theory would seem most applicable to a traditional-attitude work situation where how motivated the employee is depends on whether they want the reward on offer for doing a good job and whether they believe more effort will lead to that reward.

2.2.4 Stacy Adams Equity theory (1963, 1965):

John Stacey Adams' equity theory helps explain why pay and conditions alone do not determine motivation. It also explains why giving one person a promotion or pay-rise can have a demotivating effect on others. When people feel fairly or advantageously treated they are more likely to be motivated; when they feel unfairly treated they are highly prone to feelings of disaffection and demotivation. Employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The belief in equity theory is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization.

Words like efforts and rewards, or work and pay, are an over-simplification - hence the use of the terms inputs and outputs. Inputs are logically what we give or put into our work. Outputs are everything we take out in return. The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization.

2.3 Conceptual framework:

This framework attempts to determine the influence of non-financial rewards on employee retention in private schools in Kenya. These non-financial rewards include job security, job flexibility, paternity leave, and Learning and development.

The study will therefore determine the effects of the independent variables on the dependent variable.

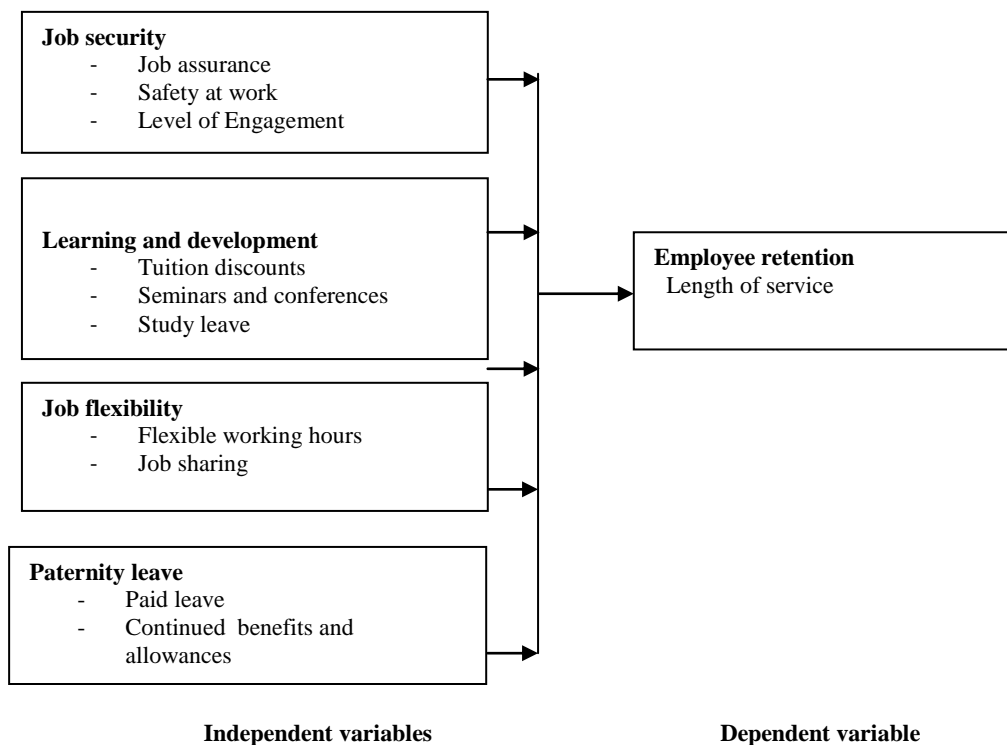


Fig 2.1 conceptual framework

2.4 Empirical Literature:

This section reviews the studies that have been undertaken in the area of Employee retention identifying the objectives of the studies, the methodologies, the findings of the studies and finally identifies the research gap.

2.4.1 Job security:

Job security is basically income security that can be derived from employment, either dependable employment or self-employment. The security is derived from the level of human capital of the individual on the one hand and the functioning of the labour market on the other, Auer (2007). Employment security generally refers to protection against unfair or unjustified dismissals, (Dekker, 2008). According to the most commonly used definition, “employment security means that workers have protection against arbitrary and short notice dismissal from employment, as well as having long-term contracts of employment and having employment relations that avoid casualization” (ILO 1995, p.18).

Wilthagen, 1998, Wilthagen & Tros, 2004), state that employment security is not only important for the purpose of providing income security but also that we should not neglect or underestimate “the non pecuniary benefits of employment - the sense of social participation that it provides, and the psychological effects on self-confidence and self-respect that employment brings.

2.4.2 Learning and development:

According to Gratton and Ghoshal (2003), human capital is made up of intellectual capital, social capital and emotional capital. Learning and development have often been hailed as a core organization strategy influencing both employee retention and human capital growth. Economists have different interpretations of the term “human capital” in different ways. According to (Anis et al., 2010) In this age when the technology is changing so rapidly that any skill becomes obsolete in quick time and to keep pace with the evolving technology every company who wants to remain competitive need to give training to their employees to remain competitive. Most of them agree that human capital comprises of skills, ability, experience and knowledge. Human capital refers to the intangible resource of ability, effort, and time that workers bring to invest in their work.. According to the resource-based view (RBV) of the organization, competitive advantage depends on the valuable, rare and hard-to-imitate resources. Human capital is such an invaluable resource that it is one of the most important determinants whether the organization can be successful in today’s fierce competition. Thus, in order to create valuable virtues, many employers have shifted from the financial capital to the intellectual capital focus.

Villegas (2006) explained that training has a direct relationship with employee retention. Training helps organization to increase employee retention and decrease turn over. When employees are ingoing process of training, they feel that organization is interested in them and want to develop their career. He feels that organization consider them so important and capable, that’s why the employer is investing on them.

2.4.3 Job flexibility:

The ability to have a flexible schedule is often as valuable to an employee as salary, benefits and perks, *Aequus* Partners. (2010.) Research shows that flexible work arrangements may reduce stress because employees working flexibly are more satisfied with their jobs, more satisfied with their lives, and experience better work-family balance. As such, the freedom that comes with the ability to have some control over work hours is attractive to many staffers. This can reduce turnover because employees develop a greater sense of job satisfaction and are less likely to leave (bussin, 2003).

Job Flexibility refers to any working schedule that is outside of a normal working pattern, Arthur, M. M. (2003). This means that the working hours, instead of being repetitive and fixed, can involve changes and variations. It can mean the employee has variables such as when they are required to work or even report to their place of work.

2.4.4 Paternity leave:

To qualify for paternity leave, a person must be a male person and an employee. That is to say, ‘be employed for a salary or wages’, as employees are defined in the Act. Your employment rights are protected while on paternity leave. This includes your right to: pay rises, build up (accrue) holiday, return to work. (<https://www.gov.uk/paternity-pay-leave>)

However, a casual employee is not included as the Act seems to define an ‘employee’ and ‘casual employee’ separately. Logically, paternity and by extension a leave based on claims of paternity can only accrue to: the biological father of a baby, husband or partner to the baby’s mother. Under section 29 of the Employment Act, women employees are entitled to three (3) months maternity leave with full pay besides the normal annual leave aforesaid. On the other hand, male employees are entitled to two (2) weeks paternity leave . In Teachers service commission, A male teacher can apply for paternity leave of up to 10 days within the period of spouse’s maternity leave. Where a teacher has more than one wife, he will be entitled to the leave in respect to the one whose name appears in the National Health Insurance Fund (NHIF) Card. Paternity leave is only applicable to a man whose recognised wife delivers a baby. What this means is that paternity leave is not open to any man, but only those who are married and whose wives are recognised by the employers. Section 29 (8) deals with the issue of paternity leave and again the wording suggests that it is a mandatory provision. It states: "A male employer shall be entitled to two weeks paternity leave with full pay." This also means the male employee must be allowed to proceed on paternity leave as provided above

2.4.5 Employee retention:

As human capital plays an important role in organization’s success, more and more employers are aware of the fact that it is of great importance to keep talented employee in the organization. Employee retention is a serious and critical problem for all types of organizations. As per the term “employee retention”, it first appeared on the business scene in the 1970s and early 80s (Mckeown, 2002). Successful employee retention helps preserve the knowledge within an organization. If the employee leaves the organization, a knowledge gap is generated. In addition, the organization will be faced with a significant loss such as reduction in organizational performance if the turnover of talented employees is high. The reason for this is that it is costly to replace the intelligent capital via recruiting and training. In order to preserve the human capital, it is necessary for the organization to analyze why the employees leave the organization and come up with employee retention solutions.

According to a seminal study conducted by Armstrong (1988), retention at work operates in two ways. First, people can motivate themselves by doing work that intrinsically motivates them and which leads them to expect that their goals will be achieved. Secondly, higher management can provide a motivating environment through such methods as pay and bonus schemes. He called the former the intrinsic motivation while the latter the extrinsic motivation

2.4 Research Gap:

Various research studies have been conducted internationally and locally on employee retention and the factors that influence it. The problem with most of these studies is that they have not looked at the different demographics of the employees. They have generalized the employees and the rewards have not been specific to different individuals. This study therefore sought to fill this gap by including the different employee demographics in the study because different employees have different needs.

3. RESEARCH METHODOLOGY

3.1 Introduction:

This chapter presents the methodology that was used to carry out the study. This included the study design, target population, data collection tools and data collection technique, data analysis method and presentation. This research methodology aimed at enabling the researcher to obtain and process the data.

3.2 Research Design:

The study used descriptive research design. Beck (2003), and Kothari (2004) define research design as the overall plan for obtaining answers to the questions being studied and from which the study adopted descriptive survey approach in collecting data from the respondents. A descriptive study aims at describing or defining a subject often by creating a profile of a group of problems, people or events through the collection of data and tabulation of the frequencies on research variables or their interaction. A descriptive research should define questions, people surveyed, and the method of analysis prior to beginning data collection.

3.3 Population of study:

Target population in statistics is the specific population about which information is desired. According to Ngechu (2004), a population is a well defined or set of people, services, elements, events or households that are being investigated. This definition ensures that population is homogeneous. The population targeted ten private schools in Kiambu County with a total of 98 respondents.

Table 3.1 Target population

School	Population	Sample
Moi Academy	14	14
Bishop Njuguna Academy	11	11

Elija Kagiri Academy	10	10
Primrose Academy	8	8
Bambini Schools	7	7
Choice Imani International School	8	8
Juja road Academy	13	13
Thika road Academy	10	10
Kensington Academy	9	9
Muthiga Academy	8	8
Total	98	98

3.4 Sample size and sampling frame:

The sample size consisted of 98 respondents who were the teachers and headteachers of selected schools.

3.5 Data collection instruments and procedure:

Qualitative data was collected, hence calling for a primary data source. Primary Data was collected using questionnaires. Questionnaires were preferred because they are economical in terms of time, energy and finances (Kothari, 2004) Questionnaires were circulated to the employees and collected later (DOPU). According to Cooper and Schindler (2006) the use of Drop-off/Pick-up method results in significantly high response rates. The questionnaires were constructed using closed and open ended questions. Open ended type of questionnaire allowed respondents to state responses as they wished while closed ended ones only allowed specific answers to the questions asked.(such as Yes and No or Likert scales)

3.6 Data Analysis:

This is a process used to make sense of the data. Statistical package for social sciences (SPSS) data analysis software was used to analyzed by use of descriptive and inferential statistics. Descriptive statistics such as mean, frequencies, standard deviation and percentages were used to profile sample characteristics and major patterns emerging from the data. The study also used correlation analysis to establish the relationship between the dependent variable and the independent variables. Quantitative data was presented using tables.

3.7 Pilot Test:

A pilot test is a method that is used to test the design and/or methods and/or instrument before carrying out the research. It involves conducting an initial test of data collection instruments and processes to spot and eradicate errors. The purpose of pilot testing is to establish the accuracy and appropriateness of the research design and instrumentation (Saunders, Lewis & Thornhill, 2009). Cooper and Schindler (2008) state that the purpose of pilot testing is to detect weaknesses in design and implementation and to provide proxy for data collection of a probability sample. Sekaran (2008) reinforces that pilot testing is necessary for testing the reliability of instruments and the validity of a study. Researchers seek to make research questionnaire consistent, clear and understandable by all. In addition, the questionnaire should achieve its goals. Therefore, reliability and validity was measure. To check the validity and reliability of the questionnaires in gathering the data required for purposes of the study, a pilot study was carried out.

Cooper and Schindler (2008) state that the size of a sample to be used for pilot testing varies depending on time, costs and practicality, but he same would tend to be 5-10 per cent of the main survey. Cooper and Schindler (2008) states that the respondents in a pilot test do not have to be statistically selected when testing the validity and reliability of the instruments. In this study, the data collection instrument, was a questionnaire, 10% of the questionnaires were tested to ensure that they were relevant and effective. Therefore, 30 questionnaires were piloted to respondents not part of the sample.

3.7.1 Validity:

Validity refers to whether a questionnaire is measuring what it purports to measure (Bryman & Cramer 1997). McMillan & Schumacher (2006) describe validity as the degree of congruence between the explanations of the phenomena and the realities of the world. While absolute validity is difficult to establish, demonstrating the validity of a developing measure is very important in research (Bowling, 1997). This study used both construct validity and content validity. For construct validity, the questionnaires were divided into several sections to ensure that each section assessed information for a specific objective, and also ensured that the same closely ties to the conceptual framework for the study. To ensure content validity, the questionnaires were subjected to thorough examination by two randomly selected NHIF managers. The two managers were asked to evaluate the statements in the questionnaire for relevance and whether they are meaningful, clear and whether they are free of offensive expressions. On the basis of their evaluation, the questionnaires were adjusted appropriately before subjecting them t the final data collection exercise. Their reviewed comments were used to ensure that content validity was enhanced.

3.7.2 Reliability:

Reliability is the consistency of responses; the degree to which an instrument measures in the same way each time under the same conditions. Reliability is broadly defined as the degree to which measures are free from error and therefore yield consistent results (Zikmund, 2003) Reliability can be computed through different methods like test-retest reliability, internal consistency reliability and equivalent forms reliability. In this study, questionnaire reliability was checked by using internal

consistency method to measure the correlation between each item in the questionnaire and others. Twenty customers were picked randomly to fill questionnaires to measure its reliability. Cronbach alpha was then calculated for all statements in the questionnaire. Likert scale questionnaires use Cronbach alpha method (Nunnally, 1978). Cronbach alpha is a correlation coefficient between two sets of data. The results were used to establish the reliability of the questionnaire as a research tool. According to Cooper and Schindler (2008) reliability coefficient refers to the scores obtained on a test. A reliability coefficient of zero indicates that the test scores are unreliable. On the other hand the higher the reliability of coefficient, the more reliable or accurate the test scores. A reliability coefficient is a numerical value that can range from zero to one. For research purposes, tests with a reliability score of 0.7 and above is accepted as reliable, whilst for clinical decision making, test scores of between 0.8 and 0.9 are acceptable. (Cooper & Schindler, 2008).

The results of the final reliability tests are laid on Table 3.1 which shows that all the variables satisfied the benchmark reliability coefficient of 0.7 which is recommended for a newly developed tool.

Table 3.1 Reliability Test Results

Variable	Cronbach Alpha Coefficient
CustomerSatisfaction	0.681
CorporateGovernance	0.738
CRM	0.806
Employee Empowerment	0.693
Information Management	0.764
Overall Cronbach alpha	0.736

4. RESEARCH RESULTS

4.1. Introduction:

This chapter presents a detailed analysis of the research results through descriptive, frequencies and inferential statistics. The response sample consisted of 98 respondents of which 3 were incomplete. The measuring instrument was a questionnaire consisting of four key elements. Part A dealt with seven demographic items, Part B focused on the different reward elements and components utilized by organizations, Part C focused on specific attraction and retention mechanisms and Part D tested individual preferences for specific reward elements.

4.1.1. Gender Profile of the Sample:

Table 1: Gender Profile

Male	64	67.4%
Female	31	32.6%
Total	95	100%

There was a higher response rate from males at **67.4%** compared to the women with a response rate of **32.6%**. Table 1 above depicts the gender profile of the sample.

4.1.2. Ethnicity Profile of the Sample:

Table 2 below represents the racial group of the sample with the majority of the respondents reporting their race as African at **48.4%**.

Table 2: Ethnic Profile

Ethnic Profile	Frequency	Percent
White	23	24.2%
Indian	14	14.7%
African	46	48.5%
Total	95	100%

4.1.3. Age Profile of the Sample:

Table 3: Age Profile

Age profile	Frequency	Percent
18 – 29	8	8.4%
30-39	33	34.7%
40-49	31	32.6%
50-59	23	24.3%
Total	95	100%

The largest portion of the sample fell into the age category 30 to 39 years which is **34.7%** of the sample. This is the age group which has very many needs in life because its middle age and there is need for growth and investment. The 40 to 49 years age group followed this which was 32.6% of the population. This is depicted in table 3 above.

4.1.4. Education Profile of the Sample:

Table 4: Education Profile

Education Profile	Frequency	Percent
Diploma	5	5.2%
Degree	39	41.1%
Post-graduate	50	52.6%
Other	1	1.1%
Total	95	100%

Of the respondents, **93.7%** reported that to have a tertiary education (Degree and Diploma). This was impressive because they clearly understood the importance of rewards and their implication in their lives.

4.1.5. Job level Profile of the Sample

Table 5. Job Level of the Sample

Teachers	49	51.6%
Deputy head teachers	20	21.1%
Headteachers	26	27.3%
Total	95	100%

The majority of the respondents were teachers as shown in table 5 above. Teachers are also the most affected when it came to transferring from one school to another.

4.1.6. Years of Service:

This tested the number of years an employee had worked in the organization. The majority of the respondents (**35.9%**) had worked for between 5 – 10 years of service. This was closely followed by **28.4%** of the respondents who had between 2 to 5 years of service as shown in the table below.

The fact that an employee has reached 5 years in an organization shows that they are not transferring from the school to another without a genuine reason that compels them to do that. This is shown in table 7 below.

Table 7: Years of Service

Years of service	Frequency	Percent
0-2 yrs	16	16.8%
2-5 yrs	27	28.4%
5-10 yrs	34	35.9%
10+ years	18	18.9%
Total	95	100%

4.2 Analysis of the Reward Preferences:

In **Part B** of the questionnaire, respondents were requested to indicate the extent to which different reward elements are important to their respective Institutions. The questions covered different non-financial reward components as determined by the literature review.

The Table below shows the percentage and the number of respondents in brackets behind the percentage figure.

The highest percentage of each component is indicated in bold.

Table 8: Results of reward preferences

	Not important	Least important	important	Extremely important	n/a
Job flexibility					
Flexible workhrs	18.9% (18)	20.0% (19)	25.3% (24)	25.3% (24)	10.5%(10)
Job sharing	30.5% (29)	29.5% (28)	17.9% (17)	3.2% (3)	18.9% (18)
Paternity leave	18.9% (18)	26.3% (25)	28.4% (27)	15.8% (15)	10.5%(10)
Continued allowances	37.9% (36)	46.3% (44)	7.4%(7)	6.3%(6)	2.1% (2)
Job security	4.1% (4)	11.5% (11)	40.0% (37)	45.3% (43)	.0%
Safety at work	9.5% (9)	9.5% (9)	48.4% (46)	26.3% (25)	6.3% (6)
Level of Engagement	13.7% (13)	27.4% (26)	34.7% (33)	17.9% (17)	6.3% (6)
Learning					

Opportunities					
Tuition Reimbursement	9.5% (9)	10.5% (10)	41.1% (39)	34.7% (33)	4.2% (4)
Tuition Discounts	10.5% (10)	26.3% (25)	24.3% (23)	20.0% (19)	18.9% (18)
Study leaves	10 % (10)	26.1% (23)	27.3% (25)	20.0% (19)	18.9% (18)

4.2.1 Job security and Employee retention:

In order to make a good conclusion, the two upper sides and the two lower sides of the table were combined. **80 respondents classified it as an important component of employee retention while 15 thought it was not important. Safety at work and level of engagement were also used to indicate the extent of job security.** Under safety at work 71 out of 95 respondents indicated it was important and 50 out of 95 respondents classified level of engagement as important. This they explained was because it made them feel respected and valued as part of the institution and made them work harder and longer. Therefore, job security was indicated as an important component of employee retention.

4.2.2 Job flexibility and Employee retention:

Under this component, two variables were used to measure the amount of flexibility in the job. Flexible working hours and job sharing. Under job flexibility, flexible working hours was rated important by 48 respondents while job sharing was rated by 20 respondents only as important. Most of the respondents classified job sharing as not important in employee retention. This was due to the fact that job sharing can lead to mistakes which can be traced back to the employee even when done by a different employee.

4.2.3 Paternity leave and Employee retention:

Paternity leave was a factor that had differing responses. Majority of the respondents thought it was not applicable to their situation i.e 53 respondents out of 95. These were the ones who had passed through the phase or were not intending to go through it. 80 respondents also classified the continued allowances during the period of paternity leave as not important.

4.2.4 Learning and development and Employee retention:

In the category of learning and development, I tested three variables, i.e. tuition discounts, tuition reimbursements and study leave. 72 said tuition reimbursement was important while 19 said it was not important. Under tuition discounts, 42 said it was important while 35 said it was not important. 44 respondents classified study leave as important while 33 said it was not an important factor. This showed that tuition reimbursement was the most preferred component under learning and development in employee retention.

Part C of the questionnaire requested respondents to indicate which reward categories has the greatest impact in retaining employees. Respondents were requested to select only one of five categories. The results are reflected in Table 9 below.

Table 9: Part C - Retention Rank Order

Rank order	Reward category	Frequency	%
1	Learning and development	42	44.2%
2	Job security	20	21.5%
3	Job flexibility	13	13.7%
4	Paternity leave	11	10.5%
5	Financial rewards	10	10.1%
	Total	95	100%

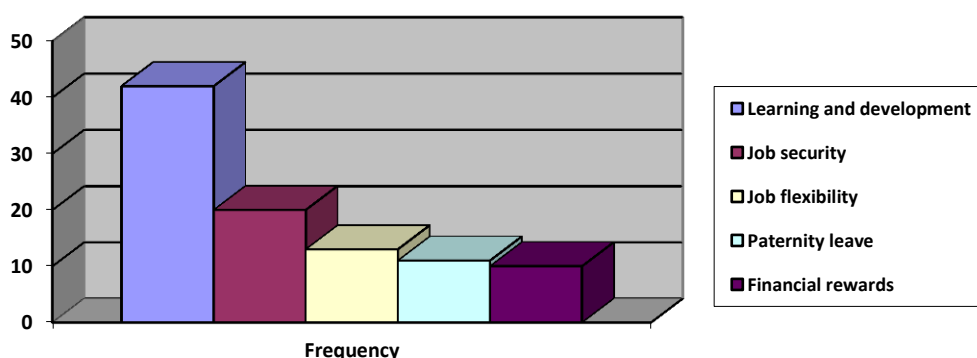


Fig.3 Retention rank order

As can be seen from the table above and figure above, Learning and development had 42 respondents naming it number one retention factor which was contributing to 44.2% of the population. Job security was chosen by 20 respondents as their main retention factor making it number 2, job flexibility was chosen by 13 respondents, paternity leave was chosen by 11 respondents and financial rewards was chosen by 10 respondents. This led to financial rewards being ranked number 5 and the last among the variables as a retention factor.

Part D of the questionnaire assessed individual preferences for different reward categories. Respondents were requested to rank their individual preferences from 1 to 5, with 1 being the most preferred and 5 the least preferred.

The results of the analysis are indicated in Table 10 below.

Table 10: Part D - Individual Reward Preferences

Rank order	Category	Average	Response count
1	Learning	3.70	95
2	Job security	3.77	95
3	Job flexibility	3.45	95
4	Paternity leave	3.36	95
5	Financial	2.47	95

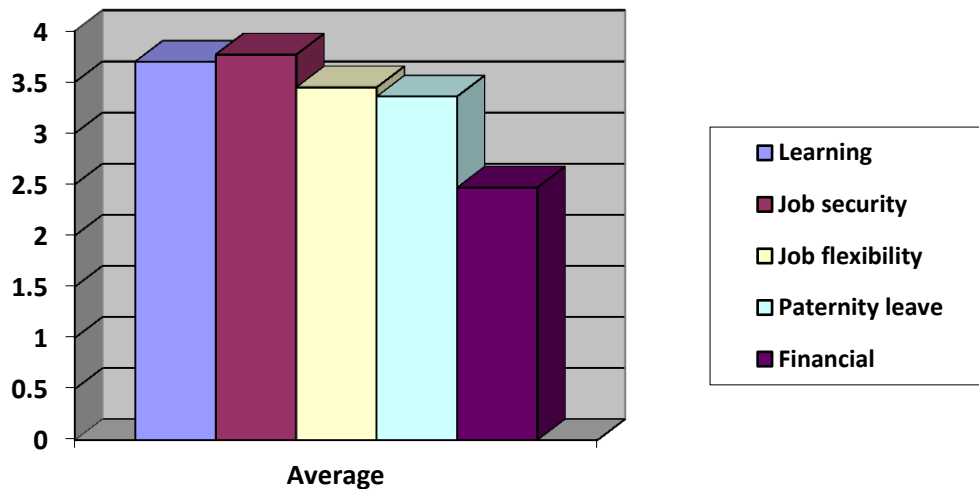


Fig.4 Order of reward preferences

As seen in the table above, majority of the respondents classified Learning and development as the primary reward preference with an average response of 3.70. This was followed by Job security which was ranked second with an average response count of 3.77. Job flexibility was ranked third and paternity leave as fourth while financial rewards were ranked last at number 5.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction:

The primary purpose of the study was to determine the extent to which private primary schools are utilizing non-financial rewards to retain employees by answering the research questions. This chapter will provide an in-depth discussion of the research findings from both the literature review and the questionnaire and attempt to integrate these findings into a meaningful conclusion.

5.2 Summary of findings:

5.2.1 Relationship between Job flexibility and employee retention

Flexible working hours was an important component as majority rated it as important (24) and extremely important(24). This made up 48 out of 95 respondents. Therefore, this components is an important tool because it gives the employee some authority in their working hours. This gives them room to cater for any other eventualities that may arise in their life away from the office hence the job does not become a hindrance to their duties. Employees can serve the organization for a long time because of being flexible and free. Job sharing was not important to the majority. This was because bad outcomes can still be traced to the employee who delegated the job even if done by a different employee.

5.2.2 Relationship between Paternity leave and employee retention

27 respondents said it was important, 17 said it was extremely important. This made up a total of 44 out of 95 respondents. The benefits offered during the period was the most preferred by 44 respondents. This was due to the fact that the allowances went a long way and acted as a gift to welcoming the newborn and reassuring the employee that the job was not at risk during the period of paternity leave. The results under this category were almost at a tie because majority of the respondents had gone through the phase of paternity leave and others had no intention of the same thereby finding it not relevant.

5.2.3 Relationship between Job security and employee retention

This was rated extremely important by 43 respondents out of 95. Their safety at the workplace was rated as important by many of them i.e 46 respondents. This showed that safety at the workplace was a good indicator of job security for the employee. Under the aspect of level of engagement, there was almost a tie by the respondents where 26 thought it was least important while 33 said it was important. This aspect was not considered a big indicator of job security as respondents thought it really did not count as a factor in securing their jobs.

5.2.4 Relationship between learning and development and employee retention

In this category, respondents rated tuition reimbursement as a preferred component in employee retention with 39 respondents rating it as important and 33 as extremely important component. This made up a total of 72 respondents out of 95. This was the category with the highest number of respondents choosing it as a factor of employee retention. Employees felt that their growth was important in their career prospects and also for promotion purposes in their places of work.

5.3 Conclusion:

From the results of the research, non-financial rewards took dominance as a factor of employee retention. This was indicated by the table 9 where majority rated learning and developments as number 1 and job security as number 2. Financial rewards were number 5 and were not a motivator in retaining the employees. This clearly shows that financial rewards can attract employees but can not retain them for long. Employees in most of the schools indicated they have been transferring from one school to another after 5 years due to the need for growth and the threat of losing the job in future especially in private institutions. Guaranteed Remuneration is offered as an attraction mechanism and employees view the same as the primary factor in their decision to join but not to retain them.

5.4 Recommendations:

Given the context and results of this study, it is safe to say that there is a place for non-financial rewards. It is recommended that organizations continually review their reward practices to ensure alignment with the potential impact of changes in the macro environment and to make allowance for different requirements based on the demographic factors of their employees. The fact that most of the employees differed in their opinions of some rewards like paternity leave shows that different employees have different needs and some rewards may not satisfy them therefore, an employer should diversify their rewards to include the different demographics of his employees.

5.5 Suggestions for Further Research:

The study suggests that non-financial rewards have a dominant place in rewarding employees. However, given the size of the sample and possible impact of the economic downturn, further investigation is warranted. Hence, further studies could look at retesting these results by using a bigger sample in less demanding economic circumstances.

APPENDIX - A

QUESTIONNAIRE:

This research is meant for academic purposes. It will try to find out the influence of non-financial reward systems on Employee retention in private schools in Kenya. You are requested to kindly provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

Part A.

Demographic Profile:

1. Please tick your Gender

Male Female

2. Please tick your racial group

African White Indian

3. Please tick your age

18-29 50 – 59 30 – 39 40 – 49 60+

4. What is your highest qualification?

Degree Diploma Post graduate

Job Profile:

1. Please tick your Job position.

Principal Deputy principal Teacher

2. How long have you been working for your current employer?

0-2 yrs 5-10 yrs 2-5 yrs 10 yrs+

3. Are you provided with any non-financial rewards in your job?

Yes No Don't Know

4. Do you desire to be provided with non-financial rewards in your work?

Yes No Not applicable

Part B: Reward Preferences.

The following questions are aimed at determining how important rewards are to you. Please indicate your preference on the 1 to 4 scale provided. 1= not important while 4 means extremely important. Please tick the appropriate box.

	1. Not important	2. Least important	3. Important	4. Extremely important
Job Flexibility				
Flexible working hrs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job sharing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Security				
Level of engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Paternity leave				
Continued allowances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning and development				
Tuition reimbursement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuition discounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART C. Individual’s perspective on retention.

Please indicate which of the following non-financial rewards has the greatest impact in retaining your services to the organization. Please tick only one category.

Financial rewards	<input type="checkbox"/>
Job security	<input type="checkbox"/>
Job flexibility	<input type="checkbox"/>
Learning and development	<input type="checkbox"/>
Paternity leave	<input type="checkbox"/>

Part D. Individual preference for reward categories.

If you have the opportunity to structure your own reward package, which categories are the most preferred to you? Please rank your preferences from 1 to 4: 1= most preferred; 4= least preferred. Indicate the numbers 1 to 6 in each category. A number may not be used more than once.

	1. Most preferred	2. Preferred	3. Not preferred	4. Least preferred
Job flexibility	<input type="checkbox"/>			
Job security	<input type="checkbox"/>			
Paternity leave	<input type="checkbox"/>			
Learning and development	<input type="checkbox"/>			

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