

**INFLUENCE OF REWARD MANAGEMENT PRACTICES ON
EMPLOYEE PERFORMANCE IN TECHNICAL TRAINING
INSTITUTIONS IN MERU COUNTY, KENYA**

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**A Research Thesis Submitted in the KeMU Business School in Partial Fulfillment of
the Requirement for the Conferment of Degree of Master of Business Administration
(Human Resource Management) of Kenya Methodist University**

2025

DECLARATION AND RECOMMENDATION

Declaration

I declare that this research thesis is my original work and has not been submitted for academic award in any learning institution

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Recommendation

We confirm that the work reported in this research thesis examination was carried out by the student under our supervision.

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DEDICATION

I dedicate this research work to my beloved parents, Humphery Gitonga and Dorothy Gitonga, as well as to my daughter Melanie Naitore. May divine blessings and rewards be bestowed upon you.

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ABSTRACT

Employee performance is pivotal for organizational success, driving strategic objectives, competitiveness, and productivity. Effective performance is influenced by individual characteristics, organizational policies, leadership, and workplace conditions, with reward management practices standing out as crucial. This study sought to investigate the influence of reward management practices and employee performance in technical training institutions in Meru County, Kenya. The study objectives were to establish the influence of financial rewards, recognition-based rewards, career development opportunities and workplace support have on employee performance. The research was underpinned on equity theory, Herzberg's two-factor theory, expectancy theory, and social exchange theory. The research employed a descriptive design. A simple random selection method was employed, targeting a population of 890 employees, from which a sample of 276 was selected. Data was collected by a self-administered questionnaire. A pilot test was performed to evaluate the reliability and validity of the research instrument. The data analysis utilized descriptive statistics, correlation, and multiple regression analysis. Qualitative data were examined by content analysis. The results indicated that all assessed reward management practices positively and significantly impacted employee performance. Among the management practices, workplace support exerted the most significant impact, succeeded by career development opportunities, recognition-based rewards, and financial rewards. The research determined that reward management approaches substantially enhance employee performance in technical training institution. The results underscore the necessity for institutions to establish equitable and transparent financial compensation systems, introduce significant recognition-based rewards, offer organized career advancement possibilities, and cultivate a friendly workplace atmosphere. These strategies augment employee motivation, engagement, and productivity, hence facilitating the institutions' operational success. The report offers guidance for policymakers and institutional leaders on the design and implementation of successful compensation systems to improve employee performance. It advocates for the continual assessment and modification of reward management strategies to align with employee requirements and company objectives. Future research ought to investigate the enduring impacts of incentive systems on employee retention and organizational success, alongside the effects of cultural and demographic variables on reward choices.

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LIST OF ABBREVIATIONS/ACRONYMS

ILO	International Labour Organization
KeMU	Kenya Methodist University
KICD	Kenya institute of Curriculum Development
NACOSTI	National Council of Science, Technology and Innovation
OECD	Organization for Economic Co-operation Development
SET	Social Exchange Theory

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Employee performance is a cornerstone of organizational success, driving the achievement of strategic objectives, ensuring competitiveness, and boosting productivity. Organizations excel when their workforce operates with efficiency, innovation, and commitment to their roles. High levels of performance not only enhance individual achievements but also collectively propel organizational growth, profitability, and adaptability in today's dynamic business environment (Abbas & Malik, 2020). It serves as a vital indicator of organizational well-being, demonstrating how effectively employees' skills, efforts, and actions align with the organization's goals and expectations (Bakotic, 2021).

Several factors influence employee performance, ranging from individual characteristics such as skills, competencies, and motivation to external elements like organizational policies, leadership, and workplace conditions. Among these, reward management practices stand out as a critical determinant. Reward systems, encompassing both financial and recognition-based incentives, significantly influence employee motivation, satisfaction, and productivity (Ajayi et al., 2020). To sustain high levels of performance, organizations must implement thoughtfully designed reward strategies that align employee contributions with organizational goals.

Reward management can be explained as the systematic ways and policies that an organization uses in offering rewards such as incentives and motivated to retain their services. These include monetary rewards like; wages, bonuses, and other offers tied to

performance; and non-monetary rewards like; fame, promotion, opportunities for advancement, and organizational culture (Jiang et al., 2021). The effectiveness of these strategies according to Robinson and White (2020), is determined by the extent to which the employee needs are met, fairness is created and behaviour that is inanimation instrumental to organizational performance is encouraged. In contrast, the organization will only create a weak reward framework leading to demotivated employees, negative attitude, and poor performance.

Organizations that prioritize well-structured reward management practices enjoy numerous benefits, including improved employee retention, heightened morale, and enhanced overall performance. Reward systems align employee efforts with organizational objectives, inspiring them to achieve desired results (Bakotic, 2021). For instance, performance-based incentives motivate employees to exceed expectations, while recognition programs cultivate a sense of appreciation and belonging. These practices are particularly valuable in industries where retaining talent and fostering engagement present significant challenges.

Poorly designed or inadequate reward systems can negatively impact employee performance. Employees who feel their efforts are undervalued often experience dissatisfaction, diminished motivation, and an increased likelihood of leaving the organization. This disengagement can lead to reduced productivity and lower morale (Ajayi et al., 2020). To alleviate these risks, organizations should formulate extensive reward strategies that cater to both the financial and recognition-based requirements of their workforce.

The effectiveness of employee performance is crucial for achieving success within organizations, making reward management practices vital for enhancing this performance on an international level. The configuration and execution of these practices can differ significantly from one country to another due to various cultural, economic, and legal influences. In Brazil specifically, the development of reward systems is largely dictated by labor laws along with prevailing cultural norms. Businesses often adopt financial incentives such as bonuses tied to performance or profit-sharing models while also providing recognition-based perks like recognition initiatives or opportunities for professional advancement (da costa et al., 2020). The collectivist orientation prevalent in Brazilian society encourages preferences for rewards that emphasize teamwork and shared accomplishments. This methodology corresponds with expectancy theory, which asserts that employees tend to perform better when they perceive the rewards as equitable and attainable (da Costa et al., 2020).

In Australia and New Zealand, labor policies emphasizing employee rights and work-life balance significantly influence reward systems. Organizations in these countries frequently provide competitive salaries, flexible working options, and recognition-based rewards, such as wellness initiatives and training programs (Smith & Brown, 2021). In New Zealand and Tonga, cultural priorities such as social recognition and community engagement lead employers to adopt rewards like public acknowledgment and group celebrations, fostering employee satisfaction and retention (Morrison et al., 2019).

In Japan, traditional employment practices and seniority-based compensation are key factors in reward management. Financial incentives remain important, but there is also a strong focus on providing intrinsic rewards, such as opportunities for skill-building and

professional growth (Yamamoto & Tanaka, 2021). Meanwhile, South Korean organizations combine traditional hierarchical reward systems with modern performance-based incentives, such as bonuses and recognition initiatives, to appeal to younger, achievement-driven employees (Kim & Lee, 2020).

In Indonesia, respect for authority and a collectivist culture guide reward strategy, with a focus on non-monetary benefits such as public recognition and opportunities for professional development to promote loyalty and collaboration (Purnamasari et al., 2020). Similarly, in the Philippines, organizations blend financial rewards with family-centered incentives, such as healthcare and educational support for dependents, reflecting the cultural emphasis on family values and enhancing employee commitment (Gonzales et al., 2019).

In Saudi Arabia, reward systems are deeply rooted in cultural and religious values. Employers provide a combination of monetary incentives, such as attractive salaries and allowances, alongside non-monetary rewards, which may include flexible working hours and support for religious pilgrimages like Hajj and Umrah. These culturally tailored incentives align employees' goals with organizational priorities, particularly in expanding sectors like oil and gas (Al-Fadly et al., 2020; Al-Harbi & Alshammari, 2021).

In Europe, reward systems exhibit significant diversity due to varying cultural and economic contexts. In Germany, structured systems focusing on performance-based bonuses and skill-driven pay are common, supporting a culture of high achievement. In Spain, various organizations prioritize the significance of achieving a work-life balance by offering flexible working hours and implementing wellness programs designed to improve both employee productivity and overall well-being (Lopez et al., 2020). In the United Kingdom,

there is an increasing emphasis on personalized reward systems, reflecting a growing trend toward employee-focused approaches (Taylor, 2021).

In Russia, economic factors and traditional practices shape reward management, with financial rewards such as salaries and bonuses being the predominant motivators. As competition for skilled workers intensifies, organizations are incorporating recognition-based incentives like professional development and recognition programs to increase engagement and loyalty (The Moscow Times, 2025).

In Canada, inclusivity and fairness are central to reward systems. Employers combine financial benefits with recognition-based incentives such as diversity programs, wellness initiatives, and employee recognition schemes to create a helpful and motivating work setting (Ibrahim & Abiddin., 2023). In Mexico, family-oriented cultural values influence reward practices, with companies offering benefits like healthcare, transportation allowances, and educational support for employees and their families (Martinez et al., 2020). Adapting reward management practices to suit local cultural and economic conditions enables organizations to optimize employee performance, fostering growth and ensuring long-term success in diverse global markets.

In Egypt, reward management practices are significantly influenced by the country's economic challenges and cultural values. Organizations often emphasize financial rewards, including salaries and performance bonuses, to motivate employees and address economic constraints. Recognition-based incentives, including opportunities for career advancement, flexible work schedules, and acknowledgment of employee contributions, are increasingly valued in multinational corporations functioning within the nation (Ali & Mohamed, 2021).

These practices align with the equity theory, emphasizing fairness in reward distribution, which positively impacts employee motivation and performance (Youssef et al., 2020).

In Ghana, reward systems are shaped by cultural values that emphasize community and collective success. Organizations often implement team-based reward systems that encourage collaboration and mutual support. Monetary incentives such as salaries, bonuses, and allowances remain the primary motivators for employees. Additionally, organizations are increasingly recognizing the importance of non-monetary rewards, including opportunities for professional growth and recognition, which have been shown to enhance employee engagement and loyalty (Asare et al., 2021). This dual approach helps organizations navigate the competitive labor market while fostering high performance.

In Ethiopia, economic constraints and cultural norms influence the design of reward systems. Many organizations rely on financial rewards, such as monthly salaries and annual bonuses, to attract and hold talented employee. Though, non-monetary rewards, including training programs and public recognition, are becoming essential for fostering employee satisfaction and commitment (Bekele & Workneh, 2020). The implementation of these practices reflects the growing recognition of their impact on employee motivation, particularly in sectors such as banking and manufacturing, where performance is closely tied to productivity.

In South Africa, reward management practices are shaped by the country's unique socio-economic and legislative environment. Organizations prioritize equity in reward distribution, with a focus on bridging wage gaps and promoting inclusivity. Pecuniary rewards, such as wages and benefits are complemented by non-monetary incentives,

including wellness programs, employee recognition, and training opportunities (Nkosi & Dlamini, 2021a). These practices not only enhance employee performance but also align with broader social goals, such as reducing inequality and fostering a high-performance culture.

In both Uganda and Rwanda, there is an increasing focus on reward management practices that prioritize employee engagement and development. In Uganda, organizations predominantly utilize financial incentives, such as salaries and allowances, to motivate their workforce. However, there is a noticeable shift towards incorporating non-monetary rewards, including opportunities for career advancement and recognition of achievements (Nabunya & Mulindwa, 2020). Conversely, in Rwanda, the emphasis is placed on recognition-based rewards like training initiatives and public recognition to cultivate employee loyalty and enhance performance (Uwambaye, et al. 2023). These approaches resonate with the cultural values surrounding community and collective success, ultimately contributing to improved employee engagement and organizational effectiveness.

In Kenyan context in particular, reward management practices are gradually gaining acceptance as strategic lever in improving employee performance in organizations irrespective of whether they belong to the public or the private domain. It is expanding its focus on strategies to render competitive wage, involve and attract talents as primary aspects for business effectiveness. The extant reward systems in Kenya have been dynamic and integrate monetary and non-monetary incentives. These systems are intended to meet the diverse requirements of the employees and, at the same time, serve organizational purposes effectively. This segment explores the place-of-origination of reward management practices and the correlation of these to performance.

Reward management in Kenya is shaped by various socio-economic factors, labor regulations, and cultural influences. Organizations frequently prioritize financial incentives such as salaries, allowances, and performance-related bonuses as key motivators for their workforce (Muriithi et al., 2020). Nonetheless, there is an increasing recognition of the significance of intrinsic motivators, prompting organizations to adopt non-monetary rewards. These may include opportunities for career advancement, employee recognition programs, and flexible working arrangements (Otieno et al., 2014). This combined strategy highlights the understanding that employee performance is influenced not only by financial security but also by overall job satisfaction and opportunities for personal development.

In the public sector, reward management practices are guided by government policies and collective bargaining agreements. The Salaries and Remuneration Commission (SRC) plays a significant role in regulating pay structures to ensure equity and fairness across public institutions. Despite these efforts, challenges such as delayed promotions and limited recognition programs often undermine employee motivation and performance (Nyambura et al., 2020). Addressing these issues through improved reward systems has been shown to enhance productivity and service delivery in the public sector.

In Kenya's private sector landscape, organizations have increasingly turned to more agile and adaptable reward management practices to secure and maintain top talent. Key industries such as banking, telecommunications, and manufacturing have rolled out compensation structures that incorporate performance-based incentives, profit-sharing plans, and stock options (Muriithi et al., 2022). Furthermore, there is an uptick in recognition-based incentives like career development programs, health-focused initiatives for employees, and recognition schemes. These strategies reflect broader global trends in

human resource management. They are also aligned with expectancy theory; this framework posits that employees are likely to be more motivated when they recognize a clear connection between their performance levels and the rewards they receive (Njoroge & Kimani, 2021).

The cultural framework in Kenya places a high value on community and relational dynamics, which profoundly impacts how reward management is approached. Non-monetary incentives, including public recognition and collaborative rewards, align well with the collectivist nature of Kenyan society. Such strategies cultivate a sense of belonging and encourage supportive interactions among team members (Kariuki, 2020). This cultural alignment enhances the effectiveness of reward systems in motivating employees and driving performance. Employee retention poses a notable challenge for companies in Kenya, particularly in fast-paced industries such as technology and healthcare. Research indicates that reward management practices focusing on professional development, maintaining work-life balance, and offering competitive salaries can significantly decrease turnover rates while boosting employee commitment (Mwema et al., 2022). Organizations that invest in comprehensive reward systems not only improve performance but also build a strong employer brand, attracting high-quality talent.

Despite the progress in reward management, Kenyan organizations face several challenges, including budget constraints, inequities in pay structures, and struggle to transformation. These issues can undermine the effectiveness of reward systems and negatively impact employee performance (Mburu & Wanjohi, 2020). To effectively tackle these challenges, it is essential to adopt a strategic methodology that harmonizes the financial constraints with the requirements and anticipations of employees. Emerging trends in reward management in

Kenya include the adoption of technology-driven solutions, such as performance management software and digital recognition platforms. These tools enable organizations to track performance metrics and implement timely reward programs, enhancing transparency and efficiency (Gitonga et al., 2024). A heightened attention is being directed towards harmonizing incentive structures with the sustainability aims of organizations, especially in advancing diversity and inclusivity in professional environments.

The relationship between reward management practices and employee performance in Kenya is evident in the positive outcomes observed in organizations that prioritize effective reward systems. Financial rewards enhance employee motivation by providing financial security, while non-monetary rewards foster job satisfaction and engagement (Njiru et al., 2020). Together, these factors contribute to a high-performance culture, enabling organizations to achieve their strategic objectives.

1.2 Statement of the Problem

Employee performance in technical training institutions is crucial for ensuring quality education, skill development, and economic growth. Effective reward management practices play a key role in maintaining high performance levels. The International Labour Organization (ILO) reports that 72% of institutions with structured reward systems, such as performance-based bonuses and professional development opportunities, saw a 35% improvement in employee performance and retention as explained by the International Labour Organization [ILO], 2023). Similarly, Smith et al. (2023) found that institutions with robust reward management frameworks had over 80% employee satisfaction and a 25% increase in teaching quality. Performance is often assessed through absenteeism, turnover rates, and teaching effectiveness. For instance, absenteeism in poorly managed institutions

is 15%, compared to 7% in institutions with effective reward systems, while turnover is reduced by 20%. This is according to Organization for Economic Co-operation Development [OECD], 2022). These statistics highlight the importance of reward management in enhancing employee performance globally.

In Kenya, technical training institutions face unique challenges related to reward management systems. The Kenya Institute of Curriculum Development (KICD, 2023) reports that over 65% of such institutions struggle with high staff turnover and low morale due to inadequate reward systems. Employee satisfaction is estimated at 55%, significantly lower than the global average of 80% (Macharia et al., 2024). Absenteeism rates in Kenyan institutions stand at 12%, contributing to a 30% decline in teaching effectiveness (Nzyimi et al., 2024). However, institutions that have implemented reward strategies, such as promotions, professional development opportunities, and recognition programs, show improved outcomes, including a 20% reduction in turnover and a 15% increase in teaching effectiveness (Gitonga et al., 2024). Despite these positive cases, they remain exceptions, highlighting a significant gap in performance levels.

The contrast between global best practices and the reality in Kenya underscores the need for localized research to improve reward management systems in Kenyan technical training institutions. The general objective of this study is to explore the relationship between reward management practices and employee performance in technical training institutions in Meru County, Kenya. By addressing the unique challenges faced by these institutions, the study aimed to provide practical solutions for improving employee satisfaction and institutional effectiveness, contributing to the development of Kenya's technical education system and advancing global knowledge on reward management practices (Kariuki, 2020).

1.3 Research Objectives

To establish the influence of reward management practices and employee performance in technical training institutions in Meru County, Kenya

Specific Objectives:

- i. To determine the influence of financial rewards on employee performance in technical training institutions in Meru County, Kenya
- ii. To establish the influence of recognition-based rewards on employee performance in technical training institutions in Meru County, Kenya
- iii. To determine the influence of Career Development Opportunities on employee performance in technical training institutions in Meru County, Kenya
- iv. To establish out the influence of Workplace Support on employee performance in technical training institutions in Meru County, Kenya

1.4 Research Hypothesis

- i. **H₀₁:** Financial reward has no significant influence on employee performance in technical training institutions in Meru County, Kenya
- ii. **H₀₂:** Recognition-based reward has no significant influence on employee performance in technical training institutions in Meru County, Kenya
- iii. **H₀₃:** Career Development Opportunities has no significant influence on employee performance in technical training institutions in Meru County, Kenya
- iv. **H₀₄:** Workplace Support has no effect influence on employee performance in technical training institutions in Meru County, Kenya

1.5 Significance of the Study

The study is significant for various stakeholders, including policymakers, Institutional administrators, employees, and researchers, as outlined below:

1.5.1 Policymakers

The results of this research offer significant understanding regarding the efficacy of current reward management systems within technical training institutions. It informs policymakers on areas that require improvement to enhance employee motivation, retention, and productivity. Furthermore, the study contributes to evidence-based decision-making for developing reward policies that align with national education and labor objectives.

1.5.2 Institutional Administrators

For administrators in technical training institutions, grasping the interplay between reward practices and employee performance is essential. The study presents practical approaches to developing efficient reward systems that enhance employee engagement, decrease turnover, and elevate teaching standards. These insights facilitate the formulation of specialized reward initiatives designed to meet distinct organizational needs.

1.5.3 Employees

The investigation delves into how rewards influence employee performance, underlining the vital importance of recognizing and responding to employees' needs. It points out that both monetary and non-monetary incentives play a crucial role in enhancing job satisfaction while promoting career development. Employees gain an understanding of how their

individual performance can impact the adoption of reward strategies that support their ongoing professional advancement.

1.5.4 Researchers and Academia's

The findings of this study enhance the current knowledge surrounding reward management practices and their influence on employee performance, particularly within Kenya's technical training institutions. This work serves as a foundation for additional research on similar themes and allows for comparative analysis with other industries and regions. Researchers are encouraged to expand upon these results to investigate emerging patterns in reward management and their significance for educational and training establishments.

1.5.5 The Technical Education Sector in Kenya

The study highlights the critical role of reward management in achieving the broader goals of technical education, including the delivery of quality training and skill development. It contributes to strengthening the sector by providing actionable recommendations for improving employee performance, thereby enhancing institutional effectiveness and supporting national economic growth.

1.5.6 Students and Beneficiaries of Technical Training

Improved employee performance in technical training institutions directly translates into better teaching quality, student outcomes, and skill development. This study emphasizes how effective practices in reward management can indirectly affect the quality of education experienced by students and trainees.

1.6 Scope of the Study

The focus of this study was to analyze the effects of reward management practices on the performance levels of staff within technical training institutions in Meru County, Kenya. The study examined four essential components of reward management strategies: financial rewards, recognition-based rewards, career development opportunities, and workplace support.

This investigation was conducted in one year span. The focus group comprised both teaching and non-teaching employees. While the study was limited to technical training institutions in Meru County, its findings provide valuable insights into the broader field of reward management and employee performance in similar educational contexts. The results contribute to ongoing efforts to improve employee satisfaction, retention, and productivity in Kenya's technical education sector.

1.7 Limitations and Delimitations of the Study

This research faced several limitations that may affect the generalizability of its findings. The primary constraint was the study's focus on technical training institutions located in Meru County, Kenya. While the findings provide valuable insights into this specific context, their applicability to other regions or countries with different socio-economic conditions and institutional frameworks may be limited.

The research was confined to technical training institutions in Meru County, Kenya, specifically examining how reward management practices influence employee performance. The study focused on four key reward factors: financial rewards, recognition-based rewards, career development opportunities, and workplace support systems, all of which are recognized for their

influence on employee performance outcomes. The study targeted both teaching and non-teaching personnel, excluding students and policymakers to concentrate on employee performance and the associated reward management practices.

1.8 Definition of Terms

Career Development Opportunities	Opportunities provided by an organization for employees to gain new skills, knowledge, and experiences to advance their careers (Gitonga et al., 2024).
Employee Performance	The level at which employees fulfill their job responsibilities and achieve organizational goals (Bakotic, 2021).
Financial Rewards	Monetary benefits given to employees, including salaries, bonuses, and allowances, as compensation for their work (Smith et al., 2023).
Recognition-Based Rewards	Non-monetary incentives provided to employees in the form of verbal praise, awards, certificates, public acknowledgment, or expressions of appreciation, aimed at reinforcing desirable behaviors and motivating continued high performance (Otieno & Wanjiru, 2021).
Reward Management Practices	Strategies and processes used to design, implement, and evaluate financial and recognition-based rewards to motivate, retain, and engage employees (Jiang et al., 2021).
Technical Training Institutions	Institutions that provide vocational and technical education to equip learners with practical skills and competencies for specific occupations (Muriithi et al., 2020).

Workplace Support Organizational initiatives and resources aimed at fostering a positive work environment and addressing employees' professional and personal needs (Nkosi & Dlamini, 2021b).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, a wide-ranging review of both theoretical foundations and empirical studies related to the research topic was conducted. The theoretical segment focused on significant theories such as Equity Theory, Herzberg's Two-Factor Theory, Expectancy Theory, and Social Exchange Theory. The empirical literature encompassed investigations into how certain reward management practices influence employee performance. Additionally, the research was structured around a conceptual framework that illustrated the dynamics between independent variables and dependent outcomes.

2.2 Theoretical Framework

The study was guided by the following theories: Equity Theory, Herzberg's Two-Factor Theory, Expectancy Theory, and Social Exchange Theory.

2.2.1 Equity Theory

Financial reward is theoretically underpinned by the Equity Theory. In 1963, behavioral psychologist John Stacey Adams developed Equity Theory to address fairness in professional environments, emphasizing how employees evaluate their inputs, such as effort, expertise, and time, against outputs like compensation, bonuses, and other rewards, relative to peers in similar roles (Adams, 1963). Grounded in social comparison, the theory posits that employees strive for equitable reward distribution to maintain motivation and productivity. Formally introduced in *Toward an Understanding of Inequity* Adams (1963), this framework built on earlier motivational models, such as Maslow's hierarchy of needs

and Herzberg's two-factor theory, by focusing on the impact of fairness perceptions on employee behavior in organizational settings.

Equity Theory posits that employees evaluate fairness by comparing the ratio of their inputs such as effort, experience, and time to their outputs, which include salary, benefits, and recognition. This comparison is made against peers in similar positions. When individuals perceive inequity, whether they feel under-rewarded or over-rewarded, it can lead to discomfort. Consequently, employees may modify their work efforts, pursue improved rewards, or even decide to leave the organization (Adams, 1963). While a sense of fairness can boost employee satisfaction and motivation levels, feelings of inequity often result in dissatisfaction, diminished performance, and disengagement. Subsequent research expanded Equity Theory's applications. Goodman and Friedman (1971) explored its relevance to pay equity and turnover, while Greenberg (1987) introduced the concept of administrative justice, which incorporated bureaucratic and interactional equality. These developments broadened Equity Theory's scope, making it a cornerstone for understanding workplace motivation, particularly in relation to financial rewards.

Equity Theory remains relevant in contemporary organizational studies and practice. Its principles are widely applied to research on compensation systems and employee motivation. For instance, Colquitt et al. (2015) demonstrated that pay equity significantly affects employee satisfaction across various organizational contexts. Performance-based pay systems, rooted in the theory, ensure fairness by rewarding employees based on their contributions. This is particularly critical in technical training institutions, where employee performance directly influences the quality of education. Aligning financial rewards with equity principles fosters motivation, productivity, and organizational effectiveness.

Scholars have praised Equity Theory for its intuitive and practical approach. Robbins and Judge (2018) argue that it provides a clear framework for designing reward systems aligned with employee expectations, enhancing efficiency. Pinder (2014) emphasized the theory's applicability across industries, highlighting how perceptions of fairness significantly affect employee engagement and turnover. The reliance of Equity Theory on personal views of fairness has drawn criticism, as these perceptions can fluctuate greatly depending on the individual and the specific circumstances involved. Ambrose and Schminke (2009) noted that the theory oversimplifies human motivation by focusing solely on fairness perceptions, neglecting intrinsic motivation and cultural influences. Furthermore, the assumption that employees always act rationally to restore equity has been challenged, as responses to perceived inequity can vary widely (Cropanzano & Mitchell, 2015).

Equity Theory, despite facing various critiques, highlights the substantial influence of financial incentives on employee performance. By offering competitive salaries, productivity-based bonuses, and allowances that accurately reflect individual contributions while aligning with the broader objectives of the organization, companies can boost inspiration and reduce feelings of dissatisfaction among their workforce. When employees perceive pay structures as fair, they are more likely to remain committed to their roles, demonstrate higher efficiency, and contribute to organizational success (Colquitt et al., 2015).

This study builds on Equity Theory to explore perceptions of fairness in financial rewards among teaching and non-teaching staff in technical training institutions in Meru County, Kenya. The investigation focuses on how equitable compensation practices affect performance, providing actionable insights for applying Equity Theory in developing economies. It integrates unique

cultural and institutional aspects relevant to Kenya, thus enhancing our understanding of the theory's importance in these settings. Furthermore, this research looks at the interplay between financial rewards and recognition-based incentives as they collectively influence employee motivation.

According to Adams' Equity Theory, the concept of fairness in reward allocation is paramount, as it illustrates how employees compare their efforts and rewards with those received by others to assess their own satisfaction and motivational levels (Adams, 1963). While the theory has been critiqued for its subjective and culturally limited focus, it remains widely influential in academic and practical settings. In technical training institutions, where employee performance is critical to delivering quality education and skill development, financial rewards aligned with Equity Theory principles can foster motivation, reduce turnover, and enhance institutional effectiveness.

This study contributes to the ongoing discourse on Equity Theory by examining its significance in relation to financial incentives within technical training institutions in Meru County, Kenya. By investigating how perceptions of fairness influence performance outcomes, it fills a notable gap in existing literature and offers actionable insights for enhancing reward management strategies. The results emphasize the necessity of equitable compensation frameworks in driving employee motivation, boosting productivity, and fulfilling organizational objectives. Additionally, the research reveals the relationship between financial rewards and recognition-based incentives, presenting a holistic approach to promoting employee engagement and institutional effectiveness.

2.2.2 Herzberg's Two-Factor Theory

Recognition-based rewards are theoretically grounded in Herzberg's Two-Factor Theory, developed by Frederick Herzberg, Bernard Mausner, and Barbara Snyderman in 1959. The theory distinguishes between two sets of factors that influence workplace attitudes: motivators, which drive job satisfaction, and hygiene factors, which prevent dissatisfaction. Herzberg posits that the presence of motivators—such as recognition, achievement, responsibility, and opportunities for advancement—leads to higher employee satisfaction and performance, whereas hygiene factors like salary and job security, while necessary, do not inherently increase satisfaction (Herzberg et al., 1959).

Recognition, one of the primary motivators in Herzberg's framework, reinforces employees' sense of value and purpose within the organization. When employees receive verbal praise, awards, or public acknowledgment for their achievements, their intrinsic motivation and engagement levels rise significantly. This aligns with Herzberg's assertion that true motivation stems from internal drivers rather than external rewards. Therefore, recognition-based rewards act as a critical tool for enhancing employee morale and performance, especially in environments where financial resources may be limited.

Subsequent developments, such as Hackman and Oldham's Job Characteristics Model (1976), emphasized task significance and feedback—concepts that parallel recognition's role in fulfilling psychological needs at work. Similarly, Bassett-Jones and Lloyd (2005) highlighted recognition and creativity as key contributors to motivation in knowledge-intensive environments, while Deci and Ryan's Self-Determination Theory (1985) underscored the role of intrinsic motivators like competence and autonomy, both of which are nurtured through recognition.

While Herzberg's model has faced critique—such as Pinder's (2014) argument that salary may serve as both a hygiene factor and a motivator in some contexts—the theory's foundational claim that recognition is a principal source of satisfaction remains well-supported in contemporary literature. Ambrose and Kulik (1999) questioned the methodology used in Herzberg's studies, and Hofstede (1984) noted that cultural variation might affect how individuals perceive motivators like recognition. However, in collectivist societies like Kenya's, where public acknowledgment and group-based appreciation are culturally significant, recognition becomes an even more powerful motivational tool.

This study adopts Herzberg's Two-Factor Theory to explore the influence of recognition-based rewards on employee performance in technical training institutions in Meru County, Kenya. It focuses on recognition-based motivators such as verbal praise, appreciation ceremonies, certificates, and public commendation. These forms of recognition are expected to elevate job satisfaction, organizational commitment, and productivity among both teaching and non-teaching staff.

In conclusion, Herzberg's theory provides a robust theoretical foundation for understanding how recognition-based rewards can be leveraged to improve employee performance. It emphasizes the strategic importance of intrinsic motivators, making it especially relevant in educational institutions where budgetary limitations may restrict financial incentives but where recognition can still powerfully drive engagement and excellence.

2.2.3 Expectancy Theory

Career development opportunities are directly underpinned by the Expectancy Theory. In his 1964 formulation of Expectancy Theory, Victor H. Vroom provides a framework for understanding how individuals assess the intensity of their efforts based on expected results. The theory identifies three pivotal elements influencing motivation: expectancy (the conviction that effort will culminate in success), instrumentality (the belief that successful performance will be rewarded), and valence (the importance placed on the reward). Employees are inclined to pursue opportunities for growth and development when they believe their hard work will lead to desirable outcomes such as promotions, recognition from peers or supervisors, or overall job satisfaction. Career development initiatives act as crucial motivators since employees seek out professional advancement in return for meaningful incentives.

Expectancy Theory has evolved through the contributions of various scholars. Porter and Lawler (1968) expanded the theory with the Porter-Lawler Model, integrating intrinsic and extrinsic rewards and highlighting individual abilities as determinants of performance. Van Eerde and Thierry (1996) extended its application to cross-cultural contexts, examining how cultural differences influence the perception of expectancy, instrumentality, and valence. These refinements have broadened the theory's applicability across diverse organizational and cultural environments. In organizational studies, Expectancy Theory is frequently used to explore the relationship between career development opportunities and employee performance. The theory informs the design of training programs, leadership initiatives, and performance appraisal systems. According to Robbins and Judge (2018), the framework offers valuable insights into how employees perceive the link between development efforts and future rewards. For example,

employees who believe that training programs will lead to career advancement are more likely to engage actively in such initiatives.

Scholars widely recognize the theory's practical implications. Luthans (2011) praised its emphasis on individual perceptions, noting that it sheds light on why employees may or may not engage in certain behaviors. However, some researchers highlight its complexity. Pinder (2014) argued that while the theory is robust, measuring individual perceptions accurately can be resource-intensive. Ambrose and Kulik (1999) critiqued the theory for assuming that employees are always rational decision-makers, which may not align with real-world scenarios. Additionally, Hofstede (1984) suggested that cultural factors significantly influence how individuals perceive the elements of expectancy, instrumentality, and valence, challenging the theory's universal applicability.

Expectancy Theory illustrates the crucial role that career development opportunities play in influencing employee performance. Employees driven by the expectation that their efforts will lead to rewards such as advancements or skill improvements are more likely to take advantage of growth opportunities (Robbins & Judge, 2018). This investigation employs Expectancy Theory to assess the impact of career development on employee performance at technical training institutions located in Meru County, Kenya, considering both cultural and institutional factors. The study provides a localized perspective on how career advancement correlates with rewards and shapes employee motivation, offering insights for refining reward management strategies and enhancing organizational effectiveness in developing economies.

Expectancy Theory underscores the importance of aligning employee expectations with organizational goals. For technical training institutions, providing clear and attainable career

growth opportunities fosters motivation and enhances performance. By integrating Expectancy Theory into the study, this research demonstrates how career development opportunities, when aligned with employee expectations, can drive engagement and productivity, ultimately contributing to institutional success.

2.2.4 Social Exchange Theory

Workplace support is directly underpinned by the Social Exchange Theory (SET). Social Exchange Theory (SET), formulated by George C. Homans, asserts that social interactions can be viewed as exchanges where individuals aim to optimize their rewards while minimizing their costs (Homans, 1958). This pivotal concept has significantly contributed to the understanding of workplace dynamics, where the exchange of both tangible and intangible assets—such as mentorship and emotional support plays a vital role. Blau (1964) further developed SET by highlighting the importance of trust and reciprocity in these exchanges. He argued that when employees feel supported in their work environment, they are likely to reciprocate through improved performance, increased commitment, and greater loyalty. This cycle of reciprocity not only benefits individuals but also fortifies the relationship between employers and employees.

SET has evolved through contributions from scholars like Emerson (1976), who explored power dynamics and dependency in exchanges, and Cropanzano and Mitchell (2005), who integrated the theory with organizational behavior studies. These advancements explain how workplace support impacts employee motivation and performance, making SET a vital framework for understanding workplace dynamics. In modern organizational studies, SET underpins the concept of Perceived workplace Support, which examines how employees interpret

organizational care and encouragement. Eisenberger et al. (2001) found that employees who perceive strong organizational support demonstrate higher engagement and loyalty. Workplace policies grounded in SET, such as wellness programs, professional development initiatives, and recognition, foster trust and commitment, improving employee retention and engagement (Cropanzano & Mitchell, 2005).

Scholars praise SET for its versatility and practical application across diverse settings. Luthans (2011) highlighted its value in analyzing psychological contracts between employers and employees. Emerson (1976) noted its relevance in understanding dependency within workplace relationships. However, the theory has faced criticism for its simplicity and reliance on rational decision-making. Ambrose and Kulik (1999) argued that not all workplace interactions are based on calculated cost-reward considerations. Hofstede (1984) noted that SET's focus on individual reciprocity may not align with collectivist cultures where group-oriented values dominate. Additionally, its emphasis on dyadic relationships has been critiqued for neglecting broader organizational and societal influences on workplace behavior.

Despite these critiques, SET strongly supports the idea that workplace support significantly influences employee performance. By offering mentorship, wellness programs, and recognition, organizations create environments that encourage trust and reciprocity. Supported employees are more likely to engage in their work, increase productivity, and demonstrate loyalty, contributing to organizational success (Eisenberger et al., 2001). In technical training institutions, workplace support can elevate employee morale and teaching effectiveness, leading to better outcomes for both staff and students.

This study employs SET to analyze workplace support within technical training institutions in Meru County, Kenya, focusing on initiatives like wellness programs, professional development opportunities, and recognition. By examining the localized context, it highlights how cultural and institutional factors shape the effectiveness of workplace support. The findings contribute to understanding SET's applicability in diverse settings while offering practical recommendations to enhance employee satisfaction and organizational performance.

Social exchange theory offers a valuable perspective for understanding the influence of workplace interactions on employee actions. It underscores the reciprocal characteristics of relationships, indicating that support can enhance trust and commitment among colleagues. Despite certain limitations, SET is regarded as a foundational element in research related to organizational behavior. This study applies SET principles to technical training institutions in Meru County, illustrating how vital workplace support is for improving employee performance and promoting institutional growth.

2.3 Empirical Literature

The empirical evidence concerning the impact of reward management practices on employee performance was analyzed for each variable within the study. The literature review sought to present a comprehensive overview of relevant sources pertaining to this specific topic and to illustrate how the research fits into the wider academic discourse.

2.3.1 Financial Reward and Employee Performance

Financial rewards are fundamental to reward management practices, significantly influencing employee performance across various organizational contexts. Empirical research consistently shows that monetary compensation, bonuses, and other financial incentives play a critical role in

enhancing motivation, job satisfaction, and productivity. Ajayi et al. (2020) found that performance-based bonuses and salary increments improved productivity in Nigerian manufacturing firms, while structured financial reward systems reduced absenteeism and turnover, aligning with expectancy theory's principle that tangible rewards drive employee effort.

Salaries, a cornerstone of financial rewards, directly impact employee retention and performance. Nzyimi et al. (2024) revealed that competitive salaries were key determinants of job satisfaction and loyalty in Kenyan public institutions. Their study emphasized the importance of benchmarking salaries against industry standards to retain top talent and sustain high performance.

Performance-based bonuses are particularly effective in fostering a performance-driven culture. Macharia et al. (2024) highlighted that technical institution employees in Kenya who received achievement-based bonuses showed improved task completion rates and innovation levels. Similarly, allowances such as transport, housing, and medical benefits enhance employee financial security and focus. Gitonga et al. (2024) found that East African organizations providing these benefits observed higher employee motivation and productivity compared to organizations without such support.

In educational settings, financial rewards have a significant impact on teacher performance. Omollo and Getange (2024) found that consistent financial incentives for teachers in Kenyan technical training institutions enhanced their motivation to deliver high-quality education, pursue professional development, and mentor students. This underscores the importance of structured financial reward systems in academic environments. Cultural differences also shape the

relationship between financial rewards and employee performance. Zhou et al. (2025) examined reward systems in multinational corporations in Kenya and the UK, finding that Kenyan employees prioritized direct financial incentives, while UK employees valued a mix of financial and recognition-based rewards. This cultural variation highlights the need for organizations to tailor financial reward systems to align with specific employee demographics for optimal effectiveness.

Despite their benefits, financial reward systems face challenges. Muriithi et al. (2022) found that budget constraints and inconsistent reward distribution caused dissatisfaction among employees in Kenyan public institutions. To mitigate these challenges, they recommended transparent reward systems aligned with employee expectations. Similarly, Omollo and Getange (2024) demonstrated that competitive financial reward systems in Kenyan private organizations led to higher job satisfaction, greater commitment, and improved performance outcomes, reinforcing the importance of financial rewards in building a satisfied and high-performing workforce.

Equity in financial rewards is critical for sustaining motivation and performance. Adams' Equity Theory, as applied by Greenberg (1987), emphasizes that employees compare their input-output ratios to those of their peers. Nkosi and Dlamini (2021a) supported this notion, finding that perceived inequities in salaries and bonuses led to reduced motivation and performance among Research consistently demonstrates the significant role financial rewards play in enhancing employee performance. Salaries, bonuses, allowances, and other monetary incentives influence motivation, job satisfaction, and productivity. However, challenges such as budget constraints, inequities, and cultural differences can undermine their effectiveness. Organizations must

implement transparent, equitable, and culturally tailored reward systems to optimize employee performance while aligning rewards with broader organizational objectives. By addressing these considerations, organizations can leverage financial rewards to sustain high performance and employee engagement.

2.3.2 Recognition-Based Rewards and Employee Performance

Recognition-based rewards are a key category of recognition-based incentives that have a significant influence on employee performance. These rewards include public acknowledgment, verbal praise, certificates of appreciation, and other forms of appreciation that affirm employee contributions. Research underscores the value of recognition in promoting job satisfaction, motivation, and organizational commitment. According to Otieno et al., (2014), public acknowledgment of achievements in Kenyan technical institutions led to noticeable improvements in employee morale and productivity. Employees who felt genuinely valued through consistent recognition were more aligned with institutional goals and exhibited higher levels of engagement and performance.

Team-based recognition also fosters collaboration and enhances organizational efficiency. Asare et al. (2021) demonstrated that recognition initiatives directed at groups or departments, such as collective praise or celebration events, not only improved individual output but also strengthened a sense of belonging and teamwork within institutions. This aligns with the cultural context in Kenya, where collectivism emphasizes the importance of social acknowledgment and communal success (Zhou et al.,2025).

Leadership plays a pivotal role in implementing recognition-based rewards. Omollo and Getange (2024) found that leaders who consistently recognized and appreciated employee efforts created a work environment characterized by trust, respect, and psychological safety. This culture encouraged employees to take initiative and go beyond routine responsibilities, thereby boosting institutional performance. Similarly, Otieno et al. (2014) noted that when employees received praise for their ideas and efforts, they felt empowered and became more invested in achieving organizational objectives.

Despite their advantages, recognition-based reward systems are not without challenges. Nkosi and Dlamini (2021b) pointed out that inconsistency in recognition practices or favoritism can undermine employee morale and erode trust. A lack of structured recognition frameworks also reduces the long-term effectiveness of such programs. To address this, organizations must establish transparent, equitable, and regular recognition processes that reinforce desirable behaviors and motivate performance.

Resource limitations are another challenge. Nabunya and Mulindwa (2020) reported that many Ugandan institutions lacked the financial and administrative resources to consistently implement recognition programs. This resulted in sporadic efforts that failed to produce sustainable improvements in performance. Therefore, cost-effective and scalable recognition mechanisms, such as verbal praise during meetings or institution-wide “employee of the month” programs, can help address these constraints while maintaining impact.

In summary, empirical evidence supports a strong connection between recognition-based rewards and employee performance. Recognition enhances employee morale, commitment, and engagement, leading to improved productivity and institutional success. For technical training

institutions in Kenya, where financial constraints may limit monetary rewards, strategic and culturally appropriate recognition practices can serve as powerful tools to drive performance. Prioritizing recognition-based incentives within reward management frameworks is essential for developing an engaged, motivated, and high-performing workforce.

2.3.3 Career Development Opportunities and Employee Performance

Career development opportunities play a critical role in enhancing employee performance by fostering motivation, skill development, and loyalty. Research consistently highlights the positive effects of initiatives such as training programs, mentorship, career planning, and professional development on employee engagement and productivity. These opportunities are especially crucial in technical training institutions, where employee performance directly impacts institutional success. Training programs are a vital component of career development. Gitonga et al. (2024) found that employees in East African technical institutions who participated in regular training exhibited higher efficiency and job satisfaction, improving their technical skills and enabling them to meet institutional goals. Mentorship programs also play a key role in boosting employee confidence and problem-solving abilities. Omollo and Getange (2024) demonstrated that mentorship practices in Kenyan institutions helped employees meet performance targets, handle complex tasks, and contribute to organizational success.

Career planning provides employees with a sense of direction and purpose, further enhancing motivation and commitment. Otieno et al. (2014) observed that employees in Kenyan technical institutions with access to career planning services were more motivated to achieve organizational objectives. Clear advancement pathways encouraged employees to invest more effort into their roles, enhancing performance. Professional development, such as workshops,

conferences, and certifications, significantly impacts performance by improving innovation and adaptability. Macharia et al. (2024) found that participation in such activities helped employees apply industry trends to their roles more effectively.

Career development initiatives also reduce turnover and foster employee retention. Muriithi et al. (2022) noted that employees with access to developmental programs were less likely to leave their jobs, highlighting the link between investment in growth opportunities and employee loyalty. In technical training institutions, such initiatives are critical for enhancing the performance of teaching and administrative staff. Omollo and Getange (2024) reported that teachers engaged in continuous professional development delivered higher-quality education and interacted more effectively with students. Employee engagement, closely tied to career development opportunities, is another critical factor in improving performance. Asare et al. (2021) showed that employees who felt supported in their career growth exhibited higher engagement in their roles. Participation in developmental activities like training and mentorship positively influenced commitment and productivity. Cultural factors also play a role in the effectiveness of career development initiatives. Zhou et al. (2025) emphasized that in collectivist cultures, such as Kenya's, career development programs promoting teamwork and community benefits are more effective. Employees value mentorship and collaborative learning, which enhances performance and fosters a sense of belonging.

However, implementing career development programs faces challenges. Nkosi and Dlamini (2021a) identified limited funding and unclear policies as barriers to effective career development in South African institutions. Structured frameworks and adequate resources are necessary to maximize the impact of these programs. Furthermore, many organizations focus on

the short-term benefits of career development without assessing its long-term impact. Nabunya and Mulindwa (2020) emphasized the need for longitudinal studies to understand how training programs sustain performance improvements over time. In conclusion, career development opportunities, including training programs, mentorship, career planning, and professional development, significantly enhance employee performance by improving skills, engagement, and loyalty. While challenges to implementation exist, investing in career development is crucial for the success of technical training institutions in Kenya. Addressing these challenges with well-structured policies and resources can ensure sustainable improvements in employee performance and institutional outcomes.

2.3.4 Workplace Support and Employee Performance

Workplace support, including mentorship, wellness programs, managerial assistance, and inclusive policies, plays a vital role in shaping employee performance. Studies show that mentorship boosts skills, confidence, and job satisfaction, leading to higher productivity and problem-solving abilities (Kariuki, 2020). Wellness programs, such as mental health and fitness initiatives, reduce stress, increase morale, and improve focus, enhancing productivity (Muriithi et al., 2022). Managerial support, through feedback and recognition, fosters motivation, reduces turnover, and strengthens organizational loyalty (Macharia et al., 2024). These factors collectively contribute to improved employee performance and organizational success.

Inclusivity in the workplace promotes collaboration and mutual respect among employees. Gitonga et al. (2024) observed that technical institutions with inclusive policies had more cohesive teams, which enhanced overall performance. Employees who felt included and valued were more likely to contribute their best efforts, fostering a culture of collaboration and

excellence. Peer support is another form of workplace support that significantly impacts employee engagement and performance. Omollo and Getange (2024) found that employees who received support from colleagues were more engaged and committed to their roles. Collaborative work environments that encouraged knowledge sharing and teamwork positively influenced performance outcomes.

Workplace support initiatives that promote work-life balance contribute to employee performance. A study by Asare et al. (2021) in Ghanaian technical institutions found that employees with access to flexible work schedules and supportive leave policies demonstrated higher job satisfaction and reduced absenteeism. These measures helped employees manage their personal and professional responsibilities effectively. Leadership plays a pivotal role in implementing workplace support initiatives. Nkosi and Dlamini (2021b) highlighted that leader who prioritized employee well-being, provided resources for growth, and encouraged open communication created a supportive environment conducive to high performance. Such leadership practices fostered trust and loyalty among employees, leading to sustained productivity.

Creating a psychologically safe workplace is a critical aspect of support. Zhou et al. (2025) found that technical institutions fostering environments where employees felt safe to express ideas and take risks without fear of judgment experienced higher innovation and performance levels. Psychological safety encouraged creativity and problem-solving, key components of organizational success. The impact of workplace support varies across cultural contexts. Oburu, (2024) noted that in collectivist cultures, such as Kenya's, workplace support emphasizing

community and mutual assistance was more effective. Employees in such cultures valued interpersonal relationships and teamwork, which enhanced their performance.

Despite its benefits, providing effective workplace support is not without challenges. Nabunya and Mulindwa (2020) observed that limited resources and lack of training for managers hindered the implementation of workplace support initiatives in Ugandan technical institutions. Addressing these challenges requires investment in training and resources to maximize the benefits of workplace support. Empirical literature underscores the critical role of workplace support in enhancing employee performance. Mentorship, wellness programs, managerial support, inclusivity, and work-life balance significantly influence employee motivation, engagement, and productivity. While challenges in implementation exist, investing in comprehensive workplace support systems is essential for technical training institutions in Kenya to achieve their strategic objectives and enhance overall performance.

2.4 Critique of Existing Literature

While many studies highlight the positive impact of reward management on employee performance, several limitations are apparent. A predominant focus tends to be on financial rewards, often overlooking the increasing importance of non-financial incentives, such as recognition and opportunities for personal growth (Gitonga et al., 2025). Additionally, the long-term effects of reward systems on employee performance remain underexplored, with few studies investigating how the sustainability of these practices influences retention and overall organizational success. Many studies rely heavily on cross-sectional data and self-reported surveys, which can limit the ability to draw causal conclusions about the relationship between reward practices and employee performance.

Furthermore, theoretical frameworks such as Herzberg's Two-Factor Theory and Expectancy Theory are frequently applied in a superficial manner, without a thorough examination of their applicability in diverse contexts. Demographic differences, such as gender, age, and job roles, are often underrepresented in the research, which reduces the ability to capture the full spectrum of how reward practices affect various employee groups. Few studies incorporate direct feedback from employees on their perceptions of reward systems, and the concept of psychological safety, which is crucial for fostering creativity and high performance, remains largely unaddressed. A more nuanced and comprehensive approach that considers these factors could significantly enhance the understanding of reward management practices.

2.5 Research Gaps

A key research gap lies in the methodology used in previous studies. Many rely on cross-sectional data and self-reported surveys, which introduce biases and limit the ability to establish causal relationships between reward practices and employee performance. Given that reward systems may vary over time, the use of longitudinal data or mixed methods could offer a more robust understanding of how these practices influence employee performance in the long run.

Furthermore, while theoretical frameworks like Herzberg's Two-Factor Theory and Expectancy Theory have been applied, they are often used in a superficial manner without fully exploring their relevance in specific contexts like technical training institutions. This study seeks to address this gap by applying these theories more comprehensively to the specific context of reward management in Meru County's technical training institutions.

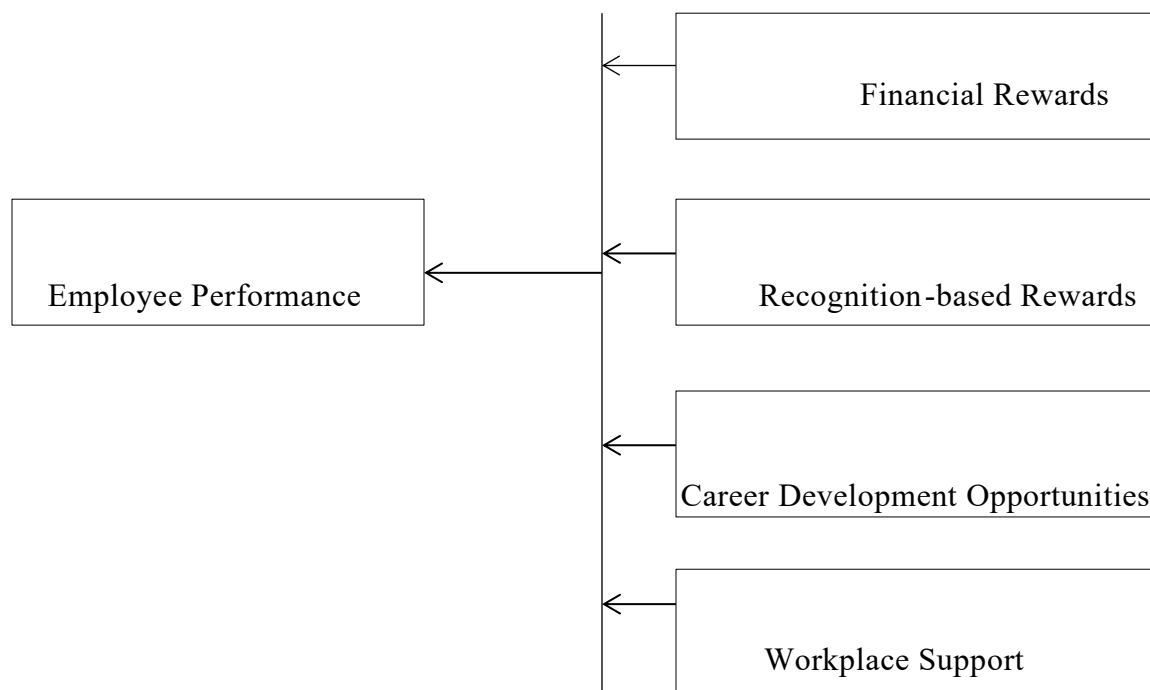
By addressing these gaps, this study aims to provide valuable insights into how reward management practices, particularly non-financial rewards such as career development opportunities and recognition, influence employee performance in the specific context of technical training institutions in Kenya.

2.6 Conceptual framework

The conceptual framework of this study designed below depicts the connection between these variables as shown in figure 2.1.

Figure 2.1

Conceptual Framework



Dependent Variable

Independent Variable

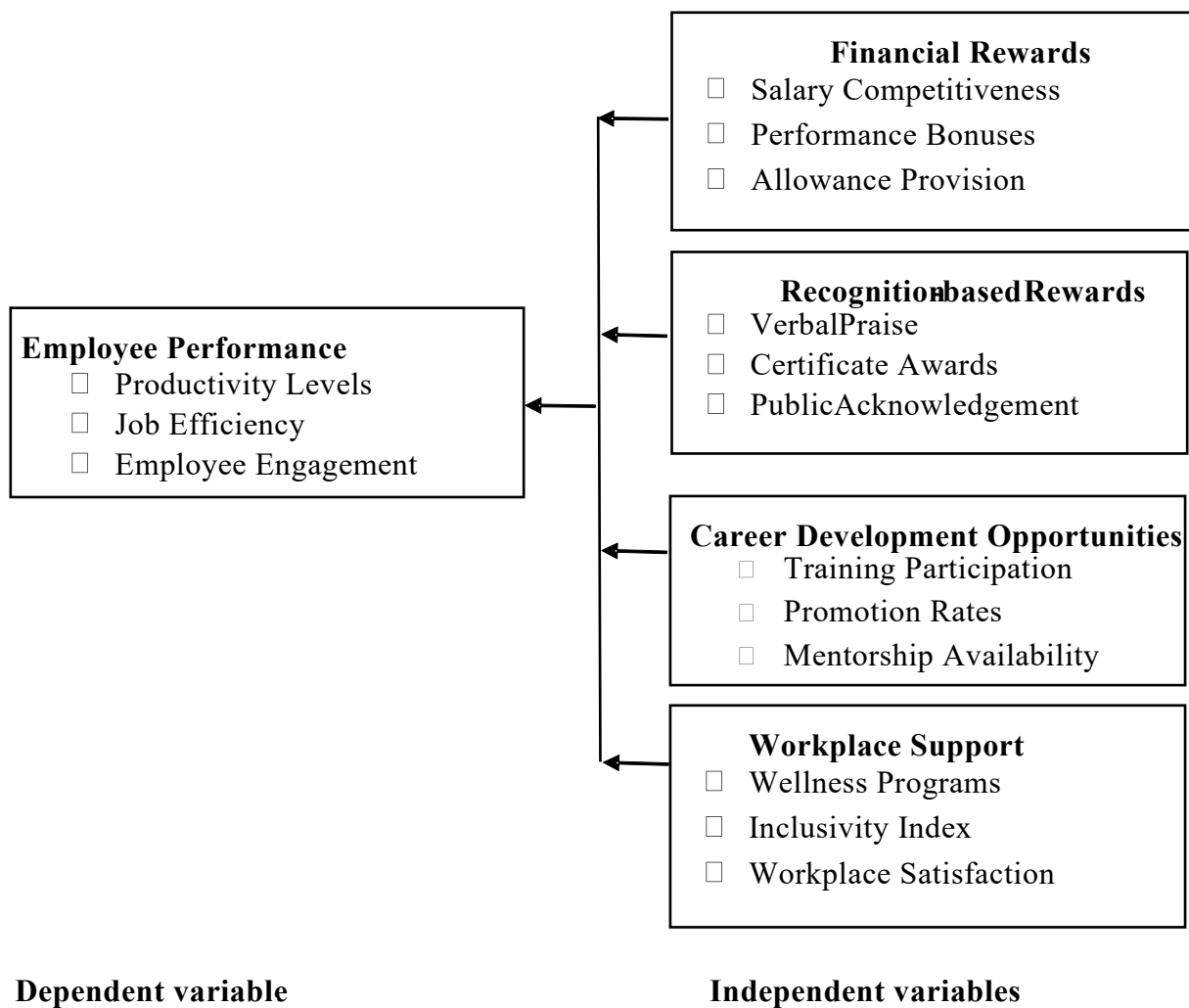
Source: Researcher, 2025

2.7 Operational framework

Operationalization converts abstract constructs into measurable variables, facilitating efficient data collection and accurate assessment of explanatory variables' impact on the dependent variable, as shown in Figure 2.2.

Figure 2.2

Operational framework



Source: Researcher, 2025

Financial rewards, including salaries, bonuses, and performance-based pay, are monetary incentives recognizing employee contributions. They enhance motivation, satisfaction, and retention by ensuring economic stability and acknowledging efforts. Gitonga et al. (2025) emphasize their critical role in boosting productivity and reducing turnover.

2.7.2 Recognition-Based Rewards

Recognition-based rewards refer to non-monetary incentives that acknowledge and appreciate employee contributions through verbal praise, awards, certificates, and public acknowledgment. These rewards play a crucial role in enhancing employee morale, motivation, and a sense of belonging. Otieno et al. (2014) emphasize that consistent and meaningful recognition significantly boosts employee engagement and performance, particularly in environments where financial incentives are limited. Recognition fosters a supportive organizational culture and reinforces positive behavior, aligning employee efforts with institutional goals.

2.7.3 Career Development Opportunities

Career development opportunities refer to organizational initiatives aimed at enhancing employees' skills, knowledge, and career trajectories. These opportunities include training programs, mentorship, career planning, and access to professional growth resources. Gitonga et al. (2024) found that career development opportunities are vital for improving employee performance, fostering loyalty, and equipping employees to meet organizational goals effectively.

2.7.4 Workplace Support

Workplace support includes managerial assistance, mentorship, wellness programs, and inclusive policies that create a positive and productive work environment. Supportive practices enhance employee engagement, job satisfaction, and psychological safety, as noted by Omollo and Getange (2024). Effective workplace support also fosters collaboration and trust, enabling employees to perform at their best.

2.7.5 Employee Performance

Employee performance refers to the measurable outcomes of employees' efforts in achieving organizational objectives. It includes productivity, quality of work, adherence to deadlines, and innovation. Research, such as Oburu (2024) highlights that reward management practices, including financial and recognition-based rewards, significantly influence employee performance by aligning their efforts with organizational goals and providing necessary motivation and resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the methodology that were used for gathering and examining data within the scope of this research. It includes critical components such as the overall research design, location of study, target population, sample size determination, and sampling techniques applied. Moreover, it describes the various instruments utilized for data collection along with pre-testing protocols established to enhance reliability and validity. Methods used in analyzing data and ethical procedures throughout the research process were discussed.

3.2 Research Design

The research employed a descriptive design approach. Descriptive research design is a strategy that involves collecting information to depict the characteristics of a population or phenomenon (Creswell, 2014). This design is advantageous for research as it facilitates an accurate representation of current circumstances, actions, and patterns by obtaining quantifiable data. Descriptive research is particularly effective in summarizing large volumes of information and identifying patterns or relationships that can inform further research (Cooper & Schindler, 2014).

3.3 Location of Study

The study was carried out in Meru County, Kenya, focusing on all six technical training institutions within the county. The target population encompassed both teaching and non-teaching employees to ensure comprehensive representation. By incorporating employees across both cadres, the study aimed to capture diverse perspectives and insights, facilitating

a more robust analysis of the factors under investigation. This inclusive approach ensured that the findings accurately reflected the entire organizational structure, allowing for more generalizable conclusions regarding the subject of the study.

3.4 Target population

Target population refers to the entire collection of individuals or entities from which researchers draw samples for their studies. This population includes particular traits that interest researchers and is vital for ensuring that findings can be applied more broadly (Creswell & Creswell, 2019). In this study context, technical training institutions were identified as the unit of analysis, while the employees working in these institutions represented the unit of observation. Specifically, the target population consisted of six technical training institutions situated in Meru County, Kenya: Meru National Polytechnic, Kirua Technical, Nkubune Technical, Mukiria Technical, Mitunguu Technical, and Karumo Technical. The cumulative number of employees across these institutions was recorded at 890 individuals denoted as the unit of observation as shown below.

Table 3.1

Target Population

Technical Training Institution	Academic Employees	Non- Academic Employees	Total employee
Meru National Polytechnic	225	125	350
Kirua Technical	86	38	124
Nkubune Technical	54	30	84
Mukiria Technical	78	32	110
Mitunguu Technical	60	30	90
Karumo Technical	96	36	132
Total	599	291	890

Source: Human Resource Officers in the TTIs

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

The study utilized a simple random sampling method, which is categorized as a probability sampling technique. In this approach, each member of the target population has an equal opportunity to be selected for inclusion in the sample. By randomly selecting participants without any pre-established patterns or biases, this method ensures that representation remains unbiased (Creswell & Creswell, 2019). It is particularly suitable for homogeneous populations since it guarantees that the selected sample mirrors the entire group's characteristics.

3.5.2 Sample Size

Sample size denotes a fraction of the entire population that captures the typical opinions and traits of the intended group. For this investigation, the sample size was established through the formula recommended by Yamane (1967), which provides an uncomplicated technique for calculating sample sizes.

Where: n = sample size, N = total population size, e = margin of error

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

$$n = \frac{890}{1 + 890 (0.05)^2}$$

$$n = 276$$

The breakdown of the respondent distribution is as shown in the Table 3.2.

Table 3.2

Sample size

Technical Training Institution	Academic Employees	Non- Academic Employees	Total employee
Meru National Polytechnic	70	39	109
Kirua Technical	27	12	39
Nkubune Technical	17	9	26
Mukiria Technical	24	10	34
Mitunguu Technical	19	9	28
Karumo Technical	30	10	40
Total	186	90	276

Source: Author, 2025

3.6 Research Instrumentation

The data used for the study was gathered through self-administered questionnaires. These questionnaires were specifically crafted to ensure that data gathering was both efficient and thorough, all within a predetermined timeframe. The questionnaire items were carefully structured to directly align with the study objectives, ensuring that the information obtained is both relevant and meaningful. This approach allows participants to complete the questionnaires independently, providing them with the flexibility to respond at their convenience.

To ensure the privacy and anonymity of respondents, the questionnaires did not request any personal or identifying information. This strategy instills a sense of security in participants, prompting them to respond sincerely and without hesitation. By fostering an environment that is

free from pressure or coercion, the study intended to enhance the dependability and authenticity of the data gathered, as respondents were more apt to provide genuine and objective answers.

3.7 Pilot Study

3.7.1 Pre-testing of Research Instruments

The pilot study was conducted at Meru National Polytechnic, and the participants in this study did not take part in the main study. The questionnaires underwent a pre-testing phase to ensure that all items were relevant to asset management instruments and aligned with the study's objectives. Any unclear or irrelevant questions identified during this phase were revised to enhance clarity and focus. Following the recommendations of Mugenda and Mugenda (2008), a sample size comprising 10% of the target population was selected for the pre-test. Participants in the pre-test completed the questionnaires and were encouraged to seek clarification on any ambiguous items, ensuring that the final version was clear, precise, and effective for data collection.

3.7.2 Reliability of Research Instruments

The reliability of study instruments is a key factor in ensuring their effectiveness in addressing the specific issues identified in the study. The Cronbach alpha coefficient was computed in order to evaluate the reliability. According to Cooper and Schindler (2014), a Cronbach alpha coefficient of at least 0.7 is considered necessary to demonstrate a high level of reliability in the responses.

3.7.3 Validity of Research Instruments

Content validity involves evaluating whether the questionnaire items adequately cover the specific objectives of the study, ensuring they align with the research questions and theoretical framework. Five experts in the subject matter and educational research were consulted to assess the relevance, clarity, and comprehensiveness of the questionnaire items.

To assess face validity, the questionnaire was given to a select group of respondents that accurately represents the target population, allowing for an evaluation of whether the questions are relevant and straightforward. Feedback obtained during this phase was used to refine the instruments further, ensuring that they are comprehensible and relevant to the study's objectives.

According to Creswell and Creswell (2019), validity is critical for enhancing the accuracy and credibility of the research findings. The measures taken to assess both content and face validity will enhance the instruments' overall effectiveness, ensuring they are suitable for data collection in the context of the study.

3.8 Data Collection Procedure

The researcher secured an introductory letter from Kenya Methodist University (KeMU), which facilitated the application for a research license from the National Commission for Science, Technology, and Innovation (NACOSTI). Once the research license was granted, the researcher distributed questionnaires to the chosen participants, clearly outlining the study's aims and objectives. The questionnaires were then administered using a drop-and-pick approach, enabling respondents to fill them out at their convenience over a one-week

period. After this timeframe, the completed questionnaires were collected, analyzed, and stored securely to maintain the confidentiality and integrity of the data gathered.

3.9 Data Analysis and Presentation

In this research, quantitative data was gathered, and questionnaires were checked for their completeness. This coding involved assigning numerical values to different statistical configurations to ease the analysis process. The analysis of the data was performed utilizing the Statistical Package for Social Sciences (SPSS), specifically Version 25. The Multiple regression analysis model was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where;

Y = Employee Performance

X1 = Financial Rewards

X2 = Recognition-Based Rewards

X3 = Career Development Opportunities

X4 = Workplace Support

β_0 = constant coefficient (intercept)

$\beta_1, \beta_2, \beta_3, \beta_4$ = slope coefficient of independent variables

ϵ = error term

3.10 Diagnostic Tests

To verify that the data gathered meet the assumptions underlying multiple regression analysis, diagnostic tests were conducted. Conducting these tests ensured the accuracy, reliability, and validity of the regression analyses.

3.10.1 Normality Test

A normality test evaluated whether a dataset conformed to a normal distribution, which is a crucial assumption for numerous parametric statistical analyses (Ghasemi & Zahediasl, 2012). Parametric tests, including regression and ANOVA, depended on the normality assumption to yield valid results. Any deviation from normality could have jeopardized the reliability of these tests, potentially leading to erroneous conclusions.

For this research, researchers conducted a Shapiro-Wilk test to determine the normality of their data. The outcomes yielded p-values that represented the probability of conformity to a normal distribution. A p-value greater than 0.05 implied that normality could be assumed, while values falling below this limit indicated a deviation from normality (Razali & Wah, 2011). These evaluations were instrumental in selecting appropriate statistical methodologies and confirming whether parametric or non-parametric strategies should be adopted.

3.10.2 Linearity Test

To assess whether the relationship between the independent and dependent variables satisfies the linearity assumption, this study will utilize the Analysis of Variance (ANOVA) method. ANOVA is a statistical technique that tests the adequacy of a linear regression model by comparing it against models with additional non-linear terms. This approach helps

determine if a simple linear model adequately explains the relationship or if a more complex model is required (Tabachnick & Fidell, 2013).

In this study, the ANOVA test will examine whether the inclusion of higher-order polynomial terms (e.g., quadratic or cubic terms) significantly improves the model fit. If the F-statistic for the additional terms is non-significant ($p\text{-value} > 0.05$), it will confirm that a linear relationship exists between the variables. Conversely, a significant result ($p\text{-value} \leq 0.05$) would suggest the presence of non-linearity, necessitating further adjustments to the model.

3.10.3 Multicollinearity Test

Multicollinearity refers to a scenario where independent variables within a regression framework are highly correlated, making it difficult to discern their individual effects on the dependent variable. This research investigated multicollinearity by employing the Variance Inflation Factor (VIF). A VIF score greater than 10 indicates substantial multicollinearity, potentially jeopardizing the stability of regression coefficients (Hair et al., 2010). Identifying and addressing multicollinearity is vital for maintaining the integrity of the model and ensuring that any conclusions derived from the analysis are sound.

3.10.4 Heteroscedasticity Test

Heteroscedasticity refers to a condition in which the variance of residuals varies with different levels of independent variables, leading to a breach of linear regression assumptions. This research applied the Breusch-Pagan test to determine whether heteroscedasticity was present. The test evaluates whether residual variances change systematically with changes in predictor variables. A $p\text{-value} \leq 0.05$ will indicate significant

heteroscedasticity, suggesting that corrective measures, such as data transformation, may be necessary (Wooldridge, 2020).

3.10.5 Autocorrelation Test

Autocorrelation refers to the situation where the residuals from a regression analysis exhibit correlation across different observations, which undermines the independence assumption that is vital for regression models. In this analysis, the Durbin-Watson test was utilized to detect the presence of autocorrelation. This statistical test produces a value that ranges from 0 to 4, where a result near 2 signifies the absence of autocorrelation. Values lower than 2 indicate positive autocorrelation, whereas values greater than 2 suggest negative autocorrelation (Field, 2013). Generally, a statistic between 1.5 and 2.5 is deemed acceptable, as it helps ensure the reliability of the regression findings.

3.11 Ethical Consideration

To uphold ethical standards, the researcher will present an official letter from KeMU outlining the study's purpose and objectives to participants and stakeholders and will obtain a research permit from NACOSTI as required by Kenyan regulations. Participation will be entirely voluntary, allowing respondents to decline or withdraw at any stage without repercussions. Anonymity and confidentiality will be ensured by using sequential numbers on questionnaires instead of personal identifiers, and all data will be securely stored and used solely for academic purposes. These measures align with ethical research guidelines to foster trust and transparency.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter outlines the findings from our research by detailing an analysis that covers response rates as well as evaluations related to reliability and validity. It further assesses diagnostic tests while considering demographic characteristics that pertain to the study's variables. Descriptive statistics for both independent and dependent variables are presented alongside correlations among these variables. We also conduct regression analyses and hypothesis testing before concluding with a summary of the chapter's insights.

4.2 Response Rate

The research distributed a total of 276 semi-structured questionnaires, achieving an impressive completion and return rate of 248, which translates to a response rate of 89.85%. This remarkable figure was made possible by utilizing self-administered questionnaires and providing assurances regarding the confidentiality of participant responses. According to Fincham (2008), a sufficient response rate is considered to be around 50%, while anything above 70% is regarded as excellent for meaningful interpretation of data. Furthermore, Groves et al. (2009) point out that higher response rates greatly diminish the likelihood of non-response bias, thus improving the validity of study outcomes. Therefore, the exceptional response rate of 89.85% recorded in this research supports robust data analysis and reinforces both the rigor and practical implications derived from the findings presented in Table 4.1.

Table 4.1
Response Rate

Questionnaires	Frequency	Percentage
Returned	248	89.85
Not Returned	28	10.15
Total	276	100

4.3 Demographic Information

This investigation sought to outline the demographic information of its participants. The respondents were invited to share details concerning their age range, work experience, length of service, and level of education at the technical training institution. These aspects of employee demographics were important for this research as they suggested the degree to which respondents could provide valuable institutional memory regarding the activities of the organization, thereby lending credibility to their feedback.

4.3.1 Age Distribution

The age of employees within an organization significantly influences their capacity to interpret external factors, adapt to changes, and make informed decisions, which collectively affect institutional performance (Kirkpatrick, 2020). Data from Table 4.3, based on the surveyed technical training institution, revealed a relatively even age distribution among employees. The largest proportion of employees (40.32%) fell within the 31–40-year age bracket, followed closely by those aged 20–30 years, who accounted for 32.26% of the workforce. This age distribution highlights that a substantial portion of the workforce falls within the active working ages of 20 to 40 years, which suggests a greater likelihood of these employees embracing new reward practices introduced in technical training institutions in Meru County.

Table 4.2***Respondents Age Distribution***

Age of Respondent	Frequency	Percentage
20-30 years	80	32.26
31-40 years	100	40.32
40+ years	68	27.42
Total	248	100

4.3.2 Length of Service

Length of service is an important factor in determining employees' experience and technical expertise, particularly in roles requiring institutional memory. This expertise ensures credible responses regarding organizational activities. Table 4.4 reveals that the majority of respondents (28.23%) have served in their current technical training institutions for 11–15 years. This extensive tenure reflects their deep knowledge and familiarity with organizational operations. The long service duration in these institutions can be attributed to the technical nature of the work, which reduces turnover.

Other respondents indicated varying lengths of service: 1–5 years (20.16%), 6–10 years (18.15%), less than 1 year (14.08%), 21–25 years (7.26%), and over 26 years (2.20%). The predominance of respondents with 11–15 years of service suggests they possess the skills and institutional knowledge necessary to provide informed insights into the research questions. Barros and Machado (2020) emphasize that employee tenure significantly contributes to the accumulation of experience, skills, and expertise. Collectively, these factors explain the low turnover rates observed in technical training institutions and highlight the stability and reliability of the data collected.

Table 4.3
Length of Service

Length of Service	Frequency	Percentage
Less than 1 years	35	14.08
1-5 years	50	20.16
6-10 years	45	18.15
11-15 years	70	28.23
21-25 years	18	7.26
26+ years	5	2.02
Total	248	100

4.3.3 Level of Education

Education represents an individual's academic qualifications, highlighting their knowledge, skills, and capabilities. According to the findings in Figure 4.4, 48.39 % of employees possessed a bachelor's degree, while 28.23% of employee possessed postgraduate level of education, illustrating that education levels were highly prioritized during recruitment. Additionally, 16.13% of respondents held a diploma, while 7.26% had a certificate as their highest qualification.

Employees with higher education levels bring advanced knowledge and skills, which are instrumental in driving organizational success. As suggested by Becker (1993), higher education enhances human capacity, fostering the ability to process information effectively and make sound decisions. Moreover, educated employees are more likely to adapt to technological advancements and exhibit innovative problem-solving capabilities (Psacharopoulos & Patrinos, 2018). The results underscore the role of education in

equipping respondents with the capacity to make informed decisions that positively influence organizational performance.

Table 4.4

Level of Education

Level of Education	Frequency	Percentage
Postgraduate	70	28.23
Graduate	120	48.39
Diploma	40	16.13
Certificate	18	7.26
Total	248	100

4.4 Pilot Study Results

The pilot study served as an initial phase designed to assess the feasibility, reliability, and validity of the research instruments and methodologies employed. It pinpointed possible challenges, enhanced data collection tools, clarified any ambiguous questions, and refined the overall study design using a smaller yet representative sample. Reliability was evaluated through statistical measures such as Cronbach's Alpha, which ensured that the instruments effectively captured pertinent data. The results established the credibility and strength of the research framework, thereby improving the accuracy and generalizability of the outcomes in the main study.

4.4.1 Reliability Analysis

All constructs analyzed achieved coefficients that surpassed the acceptable threshold of 0.7, indicating a strong level of internal consistency and reliability. A pretest was conducted to

assess inter-item correlation, which confirmed the appropriateness of the study instruments for investigating reward management and employee performance within technical training institutions in Meru County, Kenya. These findings are consistent with the recommendations by Tavakol and Dennick in 2019, which suggest that reliability coefficients of 0.7 or higher are suitable for most research applications, as summarized in Table 4.5.

Table 4.5

Reliability Analysis Results

Variables	No. of Items	Cronbach Alpha	Remark
Financial rewards (Fr)	10	.740	Satisfactory
Recognition-Based rewards (Rr)	10	.803	Satisfactory
Career development opportunities (Cd)	10	.754	Satisfactory
Workplace support (Ws)	10	.832	Satisfactory
Employee Performance (Ep)	10	.817	Satisfactory

4.4.2 Validity Analysis

Content validity was examined through a pretest, where a draft questionnaire was reviewed by five subject matter experts with technical expertise. Their feedback focused on the relevance, clarity, and structure of the questionnaire. Revisions based on their suggestions were made prior to conducting the pilot test. Boateng et al. (2018) note that content validity is enhanced when experts assess whether the measures accurately reflect the intended concept. The analysis of expert feedback utilized the content validity index (CVI) formula as outlined by Lynn (1986).

This content validity formula was; $CVI = K/N$

Where; K = number of Items declared valid by the raters

N = number of Items in the Questionnaire

The acceptable congruency percentage as suggested by Polit and Yang (2016) are 90% or higher for an acceptable content validity. The results of Content Validity Index (CVI) were 0.934 and the figure 93.40% denotes congruency percentage for the pretest outcomes illustrated that there was good content validity. Content validity for the current study from the pre-test yielded the following outcomes as detailed in Table 4.6.

Table 4.6

Validity Results

Rater	Number of items	Items declared valid	Content Validity Index	Congruency Percentage	Recommendation
Rater 1	45	43	.96	96%	Valid
Rater 2	45	42	.93	93%	Valid
Rater 3	45	43	.96	96%	Valid
Rater 4	45	41	.91	91%	Valid
Rater 5	45	41	.91	91%	Valid
Average			.934	93.4%	Valid

4.5 Descriptive Statistics Findings

All variables, were measured by a five-point Likert scale ranging from strongly disagree to strongly agree. To determine the descriptive statistics, the response to the statements aligned to each objective was hypothesized using a custom descriptive table. In an endeavor to

compare the present results with previous studies and evaluate the variability of the obtained data, the mean and the standard deviation tests were conducted. The descriptive analysis provides important information about the regularity, frequency, and general trends on health systems' governance and service delivery in the national referral hospitals in Kenya. As noted by Likert (1932), variables were evaluated through a Likert scale spanning from 1.0 to 5.0, with mean scores categorized into specific ranges: scores from 1.0 to 1.8 reflected strong disagreement, those from 1.8 to 2.6 indicated disagreement, scores between 2.6 and 3.4 were deemed neutral, while scores from 3.4 to 4.2 suggested agreement, and finally, scores ranging from 4.2 to 5.0 represented strong agreement. The data analysis utilized percentages, mean values, and standard deviations for interpreting the findings.

4.5.1 Descriptive Statistics for the Construct Financial Rewards

The results from the survey reveal that employees have a generally positive view of their salary arrangements in comparison to other technical training institutions. A significant 72.0% of respondents agreed, and an additional 22.1% strongly agreed, that their salaries are competitive within the industry. This is supported by a high mean score of 4.03 and a relatively low standard deviation of 0.779, indicating a consensus on this positive perception. Additionally, 68.0% of participants agreed, and 23.9% strongly agreed, that the salary structure is motivating. This was reflected in a mean score of 3.80 and a standard deviation of 1.104, suggesting a moderately strong agreement.

Regarding the frequency of salary reviews, respondents largely agreed that salaries are periodically reviewed to remain competitive, with a mean of 4.01 and a standard deviation of

1.018. However, a notable 16.7% expressed neutrality on this issue, pointing to a potential area for improvement.

On the other hand, performance bonuses were viewed less favorably. A majority of employees either disagreed or strongly disagreed that bonuses are awarded based on clear criteria, resulting in a low mean score of 2.12 (SD = 1.132). Similarly, the majority felt that the bonuses were insufficient to drive productivity, with a mean of 2.33 and a standard deviation of 0.974. Satisfaction with the frequency of performance bonuses was more mixed, with 56.0% agreeing and 23.7% remaining neutral. The mean score here was 3.23 (SD = 1.023), suggesting that while employees see some benefit in the frequency of bonuses, there is room for improvement.

Dissatisfaction was also noted regarding allowances. A significant portion of respondents disagreed with the statements that allowances meet their financial needs (mean = 2.55, SD = 1.124) or are aligned with their roles and responsibilities (mean = 2.08, SD = 1.233). Despite this, a moderate percentage believed that allowances positively impact morale and performance (mean = 3.05, SD = 1.128), though only a small fraction (16.2%) strongly agreed.

These results align with previous research highlighting the importance of financial rewards in boosting employee motivation and satisfaction (Vance et al., 2021). Monetary rewards are essential in sectors with high productivity demands, as they provide both financial stability and a sense of accomplishment. However, the dissatisfaction surrounding performance bonuses and allowances suggests that there is a need for more transparency and better alignment of the financial reward systems to maximize their motivational potential (Nick, 2021).

The result suggests that, while salaries are perceived positively, there are notable concerns about the effectiveness of performance bonuses and allowances in motivating employees. The findings suggest that organizations could enhance employee satisfaction by reviewing their bonus structures and ensuring that allowances meet employee expectations and align with their roles.

Table 4.7

Descriptive Statistics for the Construct Financial Rewards

Statements N=248	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Mean	Std. Deviation
Salaries in our institution are competitive in comparison to employees from other industries with similar qualifications.	5(2.1%)	8(3.4%)	11(4.5%)	172(72.0%)	54(22.1%)	4.03	0.779
The salary structure motivates employees to enhance their performance.	9(3.5%)	10(4.0%)	15(6.0%)	160(68.0%)	56(23.9%)	3.80	1.104
Salaries are reviewed regularly to match market rates.	14(5.8%)	12(5.0%)	41(16.7%)	55(22.1%)	113(45.0%)	4.01	1.018
Performance bonuses are regularly awarded based on clear criteria.	12(4.8%)	11(4.3%)	42(16.9%)	55(22.1%)	139(56.0%)	2.12	1.132
Performance bonuses are sufficient to encourage high productivity.	12(4.7%)	9(3.7%)	15(6.0%)	87(35.0%)	126(50.6%)	2.33	0.974
Employees are satisfied with the frequency of performance bonuses in the institution.	12(5.0%)	8(3.4%)	59(23.7%)	139(56.0%)	30(12.1%)	3.23	1.023
The allowances provided (e.g., housing, transport) meet employees' financial needs.	9(3.8%)	31(12.5%)	25(10.0%)	84(34.0%)	99(39.7%)	2.55	1.124
Allowances are consistent with employees' roles and responsibilities.	10(3.9%)	39(15.8%)	17(6.8%)	119(48.0%)	64(25.5%)	2.08	1.233
Allowances provided	19(7.8%)	30(12.0%)	12(5.0%)	146(59.0%)	40(16.2%)	3.05	1.128

Statements N=248	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Mean	Std. Deviation
improve employee morale and performance.							

4.5.2 Descriptive Statistics for the Construct Recognition-Based Rewards

The descriptive statistics presented in this section reflect employees' perceptions regarding recognition-based rewards in technical training institutions in Meru County. The construct was measured using statements focusing on verbal praise, certificate awards, and public acknowledgment as indicators of recognition.

A significant proportion of respondents confirmed receiving verbal praise from supervisors for good performance, with 64.5% agreeing and 26.0% strongly agreeing, yielding a high mean score of 4.11 and a standard deviation of 0.77. Similarly, verbal recognition from peers and managers was perceived as motivational, with 67.0% strongly agreeing and a mean of 4.15 (SD = 0.74), highlighting its role in enhancing morale.

Recognition through certificate awards was also viewed positively. A combined 82.0% of respondents agreed or strongly agreed that certificates are used to acknowledge outstanding performance, resulting in a mean of 4.08 (SD = 0.78). Moreover, the motivational effect of certificate-based recognition was evident, as 69.5% strongly agreed that such awards boost morale, yielding a mean of 4.12 (SD = 0.75).

Public acknowledgment during institutional events was also prevalent, with 70.3% of respondents strongly agreeing that such forms of recognition occur, leading to a mean score

of 4.10 (SD = 0.76). Additionally, 68.7% strongly agreed that public recognition enhances commitment to work, reflected in a mean of 4.09 (SD = 0.79).

The timeliness and consistency of recognition efforts were generally well-regarded. A mean of 4.02 (SD = 0.81) indicates a favorable perception, with 65.5% agreeing or strongly agreeing that recognition is delivered appropriately.

Respondents also recognized the overall impact of recognition-based rewards on performance. A majority (67.8%) strongly agreed that such rewards positively influence employee performance, with a mean score of 4.14 (SD = 0.76). Furthermore, 64.0% strongly agreed that the current recognition system effectively motivates staff, yielding a mean of 4.05 (SD = 0.78).

These findings support Herzberg's Two-Factor Theory, which positions recognition as a core motivator for employee engagement and satisfaction. The results suggest that recognition-based rewards, especially when delivered consistently and publicly, play a pivotal role in reinforcing positive behavior and improving performance outcomes. This aligns with empirical research Gitonga et al. (2024) which emphasizes recognition as a strategic recognition-based reward that fosters commitment, morale, and institutional loyalty.

Overall, the data underscores the importance of embedding structured, timely, and visible recognition practices in employee management systems within technical training institutions. The positive reception of these rewards signals their value in enhancing productivity, motivation, and overall organizational performance.

Table 4.8***Descriptive Statistics of Recognition-Based Rewards***

Statements N = 248	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Mean	Std. Deviation
Employees receive verbal praise from supervisors for good performance.	4 (1.6%)	10 (4.0%)	17 (6.9%)	160 (64.5%)	57 (23.0%)	4.11	0.77
Verbal recognition by peers and managers enhances motivation.	3 (1.2%)	7 (2.8%)	11 (4.4%)	161 (65.0%)	66 (26.6%)	4.15	0.74
Certificate awards are given to acknowledge outstanding performance.	5 (2.0%)	9 (3.6%)	13 (5.2%)	158 (63.7%)	63 (25.5%)	4.08	0.78
Certificate-based recognition boosts employee morale.	4 (1.6%)	8 (3.2%)	14 (5.6%)	150 (60.5%)	72 (29.0%)	4.12	0.75
Employees are publicly acknowledged during meetings or institutional events.	6 (2.4%)	8 (3.2%)	11 (4.4%)	148 (59.7%)	75 (30.2%)	4.10	0.76
Public recognition increases employees' commitment to work.	5 (2.0%)	10 (4.0%)	12 (4.8%)	151 (60.9%)	70 (28.2%)	4.09	0.79
Verbal and public recognition efforts are timely and consistent.	7 (2.8%)	11 (4.4%)	14 (5.6%)	157 (63.3%)	59 (23.8%)	4.02	0.81
Recognition-based rewards positively influence employee performance.	4 (1.6%)	8 (3.2%)	10 (4.0%)	157 (63.3%)	69 (27.8%)	4.14	0.76
The current recognition-based reward system is effective in motivating staff.	5 (2.0%)	9 (3.6%)	15 (6.0%)	151 (60.9%)	68 (27.4%)	4.05	0.78

4.5.3 Descriptive Statistics for the Construct Career Development Opportunities

The survey results indicate that employees have a strongly positive perception of career development opportunities within the institution. A significant 65.0% of respondents agreed, and 25.5% strongly agreed, that they are encouraged to participate in training programs designed to enhance their skills. This is supported by a high mean score of 4.10 and a standard deviation of 0.75, indicating general consensus on the availability and encouragement of skill development. Training opportunities are also viewed as relevant to professional growth, with a mean of 4.05 (SD = 0.78) and 68.5% strongly agreeing. This reflects a strong belief that the training programs align with employees' career advancement needs.

Furthermore, employees perceive that training programs positively impact their performance, with a mean score of 3.92 and a standard deviation of 0.80. A majority of 64.0% agreed that these programs help improve their performance, although there is slightly more variability, suggesting that while the programs are generally effective, there could be opportunities for refinement.

Promotion opportunities were also rated positively, with respondents agreeing that these opportunities are clear and accessible (mean = 3.95, SD = 0.83) and that promotion rates reflect merit and performance (mean = 3.88, SD = 0.85). However, there is slightly more variability in these responses, indicating that some employees may feel there is room for improvement in terms of transparency and consistency in the promotion process.

Mentorship programs were a standout in the survey, with employees expressing strong agreement that these programs are readily available (mean = 4.08, SD = 0.77), with 71.5%

strongly agreeing. Additionally, respondents viewed mentorship programs as having a positive impact on productivity (mean = 4.02, SD = 0.81), with 66.7% strongly agreeing. Furthermore, employees felt well-supported in their career development through institutional programs, as evidenced by a mean score of 4.07 (SD = 0.79) and 69.3% strongly agreeing.

These results align with current research highlighting the significant impact of career development programs on employee satisfaction and organizational productivity. Training and mentorship programs are widely recognized as key drivers of career development and business effectiveness. For example, Farndale et al. (2020a) suggest that formal career management initiatives increase employee satisfaction and intent to stay within the organization. Similarly, Ayodo et al. (2021) emphasize that open promotion opportunities and talent development programs contribute to a culture of motivation and promotion.

The results show that employees have a strong perception of career development opportunities within the institution. Training programs, mentorship, and promotion opportunities are viewed positively, with some areas for improvement in transparency and consistency. These findings highlight the importance of maintaining and enhancing career development initiatives to increase employee satisfaction, motivation, and organizational performance.

Table 4.9***Descriptive Statistics Career Development Opportunities***

Statements N=248	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Mean	Std. Deviation
Employees are encouraged to participate in training programs to enhance their skills.	5(2.0%)	9(3.5%)	10(4.0%)	161(65.0%)	63(25.5%)	4.10	0.75
Training opportunities provided are relevant to employees' professional growth.	6(2.5%)	10(4.0%)	12(5.0%)	50(20.0%)	170(68.5%)	4.05	0.78
Training programs significantly improve employees' performance in their roles.	7(3.0%)	12(5.0%)	15(6.0%)	159(64.0%)	55(22.0%)	3.92	0.80
Promotion opportunities are clear and accessible to all employees.	9(3.5%)	12(4.8%)	14(5.5%)	50(20.0%)	164(66.2%)	3.95	0.83
Promotion rates in this institution reflect merit and employee performance.	10(4.0%)	15(6.0%)	17(7.0%)	154(62.0%)	52(21.0%)	3.88	0.85
Employees are satisfied with the availability of career advancement opportunities.	6(2.5%)	10(4.0%)	14(5.5%)	55(22.0%)	164(66.0%)	4.00	0.79
Mentorship programs are readily available to guide employees in their career paths.	5(2.0%)	7(3.0%)	11(4.5%)	47(19.0%)	177(71.5%)	4.08	0.77
Mentorship initiatives have positively impacted employee productivity.	7(2.8%)	11(4.5%)	15(6.0%)	50(20.0%)	166(66.7%)	4.02	0.81
Employees feel supported in developing their careers through institutional programs.	7(3.0%)	10(4.2%)	12(5.0%)	46(18.5%)	173(69.3%)	4.07	0.79

4.5.4 Descriptive Statistics for the Construct Workplace Support

The survey results indicate that employees have strong perceptions of workplace support within the institution. Wellness programs, including mental health and fitness initiatives, were highly regarded for their availability and effectiveness, with a mean score of 4.05 (SD = 0.78). A substantial 65.0% of respondents agreed, and 23.5% strongly agreed, that these programs positively contribute to their well-being. Additionally, these wellness initiatives were viewed as enhancing focus and productivity, with a mean of 4.08 (SD = 0.79) and 67.5% strongly agreeing. However, satisfaction with the wellness programs was slightly lower (mean = 3.95, SD = 0.81), though 64.0% of respondents still agreed that the programs are effective.

Inclusivity and diversity practices were also highly valued by employees, contributing significantly to the perception of a supportive work environment. Inclusivity practices received a mean of 4.02 (SD = 0.82), with 66.7% strongly agreeing that these practices are present and effective. Similarly, diversity policies were viewed as contributing to enhanced collaboration and performance, though there was slightly more disagreement and neutrality surrounding this aspect (mean = 3.90, SD = 0.83). Despite this, the institution's respect for diverse employee backgrounds was strongly affirmed by respondents, with a mean of 4.07 (SD = 0.79) and 67.0% strongly agreeing.

The overall work environment and leadership support were highly rated, with a mean of 4.10 (SD = 0.75) and 71.0% of respondents strongly agreeing that leadership provides substantial support. Employees also saw workplace satisfaction as positively influencing their performance (mean = 4.00, SD = 0.81). In addition, the availability of adequate resources for task support was

positively rated, with a mean of 4.05 (SD = 0.80) and 69.3% strongly agreeing that the resources provided facilitate their work.

These findings are in line with contemporary research emphasizing the critical role of workplace support in employee satisfaction and productivity. For instance, Wang et al. (2021) highlight the effectiveness of wellness programs in improving employee mental health and focus, which directly contributes to better performance. Similarly, research by Patrick and Kumar (2012) underscores the importance of inclusivity and diversity practices in fostering collaboration, innovation, and a positive work environment. Leadership support and resource availability are further recognized as key drivers of employee performance and workplace satisfaction (Singh, 2020).

The results suggest that employees perceive strong workplace support in terms of wellness programs, inclusivity, leadership, and resource availability. While some areas, such as diversity policies and wellness program satisfaction, show slight variability, the overall perception remains positive. These findings reinforce the importance of continued investment in wellness, inclusivity, and leadership support to enhance employee satisfaction and organizational performance.

Table 4.10***Descriptive Statistics of Workplace Support***

Statements N=248	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Mean	Std. Deviation
Wellness programs (e.g., mental health support, fitness initiatives) are available and effective.	5(2.0%)	10(4.0%)	14(5.5%)	161(65.0%)	58(23.5%)	4.05	0.78
Wellness initiatives positively impact employees' focus and productivity.	6(2.5%)	11(4.5%)	15(6.0%)	48(19.5%)	171(67.5%)	4.08	0.79
Employees are satisfied with the wellness programs provided by the institution.	7(3.0%)	12(5.0%)	16(6.5%)	159(64.0%)	53(21.5%)	3.95	0.81
Inclusivity practices in this institution create a supportive work environment.	9(3.5%)	12(4.8%)	12(5.0%)	50(20.0%)	166(66.7%)	4.02	0.82
Diversity and inclusion policies enhance collaboration and performance among employees.	10(4.0%)	14(5.5%)	17(7.0%)	154(62.0%)	53(21.5%)	3.90	0.83
The institution values and respects diverse employee backgrounds and perspectives.	6(2.5%)	10(4.0%)	14(5.5%)	52(21.0%)	166(67.0%)	4.07	0.79
Employees are satisfied with the overall work environment and leadership support.	5(2.0%)	8(3.5%)	11(4.5%)	47(19.0%)	176(71.0%)	4.10	0.75
Workplace satisfaction directly impacts employee performance positively in this institution.	8(2.8%)	11(4.5%)	15(6.0%)	50(20.0%)	166(66.7%)	4.00	0.81
The organization provides adequate resources to support employees in their tasks.	7(3.0%)	10(4.2%)	12(5.0%)	46(18.5%)	173(69.3%)	4.05	0.80

4.5.5 Descriptive Statistics for the Construct Employee Performance

The survey results suggest strong positive perceptions of employee performance within the institution. A majority of employees (66.0%) agreed, and 22.5% strongly agreed, that they consistently meet their productivity targets, as reflected in a high mean score of 4.08 (SD = 0.77). Additionally, 68.0% of respondents strongly agreed that reward management practices have led to improvements in productivity, which is supported by a mean of 4.05 (SD = 0.79). This indicates a strong association between reward systems and enhanced productivity.

Employees also reported delivering high-quality work that aligns with the institution's goals, with a mean score of 3.98 (SD = 0.81). A majority of 63.5% agreed with this statement, suggesting that employees generally feel their work meets the organization's objectives. Furthermore, the role of reward systems in boosting job efficiency was acknowledged, with a mean of 4.00 (SD = 0.82), and 66.7% of respondents strongly agreed, indicating that employees recognize the positive impact of reward systems on their work efficiency.

While employees agreed that tasks are completed on time and deadlines are consistently met (mean = 3.92, SD = 0.83), there was slightly more variability in responses, with some respondents expressing neutrality or disagreement. This suggests that while task completion is generally efficient, there may be occasional inconsistencies in meeting deadlines.

Institutional support for efficient performance was rated highly, with a mean of 4.07 (SD = 0.80) and 67.0% of respondents strongly agreeing. This reflects the belief that the institution provides the necessary resources and environment to enable employees to perform efficiently.

Employee engagement emerged as a significant contributor to performance. A large majority (72.0%) strongly agreed that they actively engage in their responsibilities, with a mean of 4.12 (SD = 0.76), marking the highest level of strong agreement in the survey. Engagement initiatives were also positively perceived, with 66.7% strongly agreeing that they enhance productivity (mean = 4.02, SD = 0.81). Additionally, employees felt motivated to contribute to the institution's success, with a mean of 4.05 (SD = 0.80) and 69.3% strongly agreeing.

These findings align with current literature that emphasizes the importance of employee engagement and support, along with the development of effective reward systems, to strengthen productivity and overall performance. According to Anitha (2020), employee commitment leads to optimal effort in achieving organizational objectives and maintaining high work standards. Moreover, performance incentives, both monetary and non-monetary, are identified as key drivers of job efficiency and productivity (Ukeyima, 2025). Institutional support further enhances performance by providing a conducive environment for efficient task execution and innovation (Fletcher & Robinson, 2020).

The results indicate that employees perceive a strong link between reward systems, engagement, institutional support, and their performance. While task completion is generally viewed positively, there is room for improvement in terms of consistency in meeting deadlines. Overall, the findings underscore the importance of continued investment in employee engagement, reward systems, and institutional support to enhance performance and productivity.

Table 4.11***Descriptive Statistics of Employee Performance***

Statements N=248	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)	Mean	Std. Deviation
Employees consistently meet their productivity targets in this institution.	5(2.0%)	10(4.0%)	14(5.5%)	164(66.0%)	56(22.5%)	4.08	0.77
Productivity levels have improved due to reward management practices.	6(2.5%)	11(4.5%)	15(6.0%)	47(19.0%)	170(68.0%)	4.05	0.79
Employees deliver high-quality work that aligns with institutional goals.	7(3.0%)	12(5.0%)	16(6.5%)	158(63.5%)	54(22.0%)	3.98	0.81
Job efficiency is enhanced through effective reward systems in the institution.	9(3.5%)	12(4.8%)	12(5.0%)	50(20.0%)	166(66.7%)	4.00	0.82
Employees complete their tasks promptly and meet deadlines consistently.	10(4.0%)	14(5.5%)	17(7.0%)	154(62.0%)	53(21.5%)	3.92	0.83
The institution provides adequate support to ensure employees perform efficiently.	6(2.5%)	10(4.0%)	14(5.5%)	52(21.0%)	166(67.0%)	4.07	0.80
Employees actively engage in their work responsibilities.	5(2.0%)	9(3.5%)	11(4.5%)	45(18.0%)	178(72.0%)	4.12	0.76
Employee engagement initiatives significantly enhance productivity.	7(2.8%)	11(4.5%)	15(6.0%)	50(20.0%)	166(66.7%)	4.02	0.81
Employees feel motivated to contribute to the institution's success.	7(3.0%)	10(4.2%)	12(5.0%)	46(18.5%)	172(69.3%)	4.05	0.80

4.6 Qualitative Data Analysis

The participants were asked to suggest other financial rewards that could enhance employee performance in their institution. They emphasized the critical role of timely and transparent administration of rewards in fostering trust and motivation among employees. Suggestions included allowing employees to provide input on the types of rewards they value most, ensuring that reward systems align with individual and collective preferences. Participants highlighted the importance of publicizing rewards within the organization to promote transparency and motivate employees to achieve set performance thresholds. Additionally, salary adjustments based on individual performance were proposed as a means to incentivize productivity and recognize outstanding contributions. Bonuses and performance-linked financial incentives were also suggested as effective mechanisms for enhancing employee motivation and overall performance. These recommendations align with findings from similar research, such as Ibrahim and Abiddin (2023) which noted that transparent and participatory reward systems foster employee engagement and drive organizational success.

The analysis revealed several key themes regarding financial rewards that could enhance employee performance. A significant majority (85.59%) emphasized the importance of timely and transparent administration of rewards to build trust and motivate employees. Additionally, 81.08% of respondents highlighted the need to involve employees in determining the types of rewards offered, ensuring alignment with their preferences and expectations. Publicizing rewards within the organization emerged as another critical theme, with 83.78% suggesting that transparency in reward systems motivates employees to achieve performance thresholds. Salary adjustments based on individual performance were also deemed vital by 79.28% of participants, who proposed linking salary increments to

productivity as a means of incentivizing excellence. Lastly, 81.98% recommended introducing bonuses and performance-linked financial incentives to further motivate employees and foster engagement, thereby enhancing overall organizational performance. These themes collectively underscore the need for strategic and participatory approaches in financial reward management.

Table 4.12

Qualitative Analysis (Financial Rewards)

Theme	Frequency	Percentage
Timely and transparent reward administration	95	85.59%
Employee input on reward preferences	90	81.08%
Publicizing rewards for transparency	93	83.78%
Salary adjustments based on performance	88	79.28%
Bonuses and performance-linked incentives	91	81.98%

Respondents provided insightful suggestions on how recognition-based rewards can be improved to better enhance employee performance in technical training institutions. Their feedback aligns closely with existing motivational theories and empirical research on employee engagement. A dominant theme emerging from the responses was the need for consistent and meaningful verbal praise from supervisors and peers. Many participants emphasized that regular verbal acknowledgment, even for small achievements, fosters a sense of appreciation and motivates employees to maintain high performance levels. This

view is strongly supported by Herzberg's Two-Factor Theory, which identifies recognition as a key motivator for employee satisfaction and productivity.

Additionally, certificate awards were highlighted by a substantial number of respondents as a powerful means of formal recognition. Participants recommended increasing the frequency and visibility of such awards, suggesting they be tied to clear performance metrics and institutional ceremonies to enhance their impact. This finding aligns with Harris (2021), who emphasized that formal recognition through awards and honors significantly boosts morale and organizational commitment.

Public acknowledgment, such as being recognized during staff meetings, notice board postings, or internal newsletters, was also frequently cited as an effective motivational tool. Respondents noted that public recognition not only validates their efforts but also sets a performance standard for others, contributing to a positive and competitive work culture. This supports the view that visible recognition builds communal motivation, as noted in the work of Otieno et al. (2014).

Furthermore, respondents stressed the importance of timeliness and consistency in recognition. Many felt that delayed or irregular recognition diluted its effectiveness and suggested that managers be trained to recognize achievements promptly. This sentiment echoes the findings of Gitonga et al. (2024) who argued that effective recognition requires timely delivery and alignment with specific accomplishments to maximize motivation.

Table 4.13***Qualitative Analysis – Recognition-Based Rewards***

Theme	Frequency Percentage	
Verbal praise from supervisors and peers	91	82.73%
Increased use and visibility of certificate awards	94	85.45%
Public acknowledgment during institutional events	90	81.82%
Timely and consistent recognition practices	88	80.00%
Alignment of recognition with performance achievements	89	80.91%

The respondents were asked to suggest additional career development opportunities that could enhance employee performance. Their suggestions strongly align with existing research and best practices in human resource development. A significant recommendation was the introduction of structured mentorship programs, which respondents noted would provide employees with guidance and support, fostering professional growth. This aligns with findings by Wang et al. (2021), who highlighted mentorship as a key factor in improving employee skills and confidence. Creating clear pathways for career progression based on merit was also emphasized, with respondents advocating for transparent and fair promotion criteria. Such practices are supported by McGowan and Miller (2020), who found that well-defined career advancement opportunities enhance employee engagement and retention.

Respondents further suggested prioritizing long-serving employees for permanent roles to provide access to retirement benefits and job security, reflecting the importance of rewarding loyalty and experience. They also highlighted the value of professional certifications, tailored training sessions, and workshops that align with employees' career

aspirations. These initiatives are consistent with research by Farndale et al. (2020), who noted that customized training programs boost employee motivation and performance. Collectively, the respondents' suggestions underscore the critical role of career development opportunities in enhancing employee productivity and organizational success.

The participants were asked to suggest additional career development opportunities to enhance employee performance. A significant majority (85.45%) highlighted the need for structured mentorship programs, emphasizing their role in providing guidance and fostering professional growth. This aligns with research by Wang et al. (2021), who noted that mentorship enhances employee confidence and retention. Another widely suggested theme (83.64%) was the creation of clear and transparent pathways for career progression based on merit, ensuring fairness in promotion opportunities and motivating employees to excel.

Participants also proposed prioritizing long-serving employees for permanent roles, with 80.91% emphasizing the importance of rewarding loyalty and providing job security, particularly in the form of retirement benefits. Professional certifications and training sessions emerged as a key recommendation (87.27%), reflecting the importance of equipping employees with skills to meet organizational needs. Similarly, tailored workshops aligned with employees' career goals were suggested by 84.55% of participants, reinforcing the value of personalized development initiatives. These themes collectively highlight the importance of career development opportunities in motivating employees and boosting their contributions to the organization.

Table 4.14***Qualitative Analysis (Career Development Opportunities)***

Theme	Frequency	Percentage
Introduction of structured mentorship programs	94	85.45%
Clear pathways for career progression based on merit	92	83.64%
Prioritizing long-serving employees for permanent roles	89	80.91%
Professional certifications and training sessions	96	87.27%
Tailored workshops aligned with career goals	93	84.55%

The participants were asked to recommend ways to enhance the workplace support systems to improve employee performance. A significant majority (81.82%) highlighted the importance of creating a more flexible workplace environment, emphasizing that flexibility helps employees effectively balance their professional and personal lives. This aligns with Robinson and White (2020), who found that workplace flexibility enhances employee satisfaction and productivity. Another widely suggested theme (86.36%) was the provision of wellness programs, including mental health support and fitness initiatives, which respondents identified as critical for fostering employee well-being and reducing stress levels.

Uninterrupted personal time for employees, especially when they are out of the office, was another key suggestion, with 80.00% of respondents emphasizing the need to respect employees' time and personal commitments. Participants also proposed organizing team-building retreats and wellness days (83.64%) to boost morale and strengthen team dynamics.

Additionally, strengthening communication channels between employees and management was suggested by 85.45% of respondents, who noted that open and effective communication fosters collaboration, trust, and a supportive work environment. These insights underline the critical role of workplace support systems in enhancing employee performance and satisfaction.

Table 4.15

Qualitative Analysis (Workplace Support Systems)

Theme	Frequency	Percentage
Flexible workplace environment	90	81.82%
Wellness programs (e.g., mental health, fitness)	95	86.36%
Uninterrupted personal time for employees	88	80.00%
Team-building retreats and wellness days	92	83.64%
Strengthening communication channels	94	85.45%

The participants were asked to provide strategies to improve employee performance within the institution. A significant majority (86.36%) emphasized the importance of recognizing and rewarding employees' efforts, including small contributions, as this fosters motivation and engagement. This aligns with research by Harris (2020), which highlights that frequent recognition strengthens employees' connection to organizational goals. Another key suggestion (84.55%) was planning and budgeting for performance-based rewards, ensuring that these rewards are both sustainable and impactful in driving productivity. Prioritizing employee well-being was also widely emphasized (83.64%), with respondents noting that

when employees feel their well-being is valued, they are more likely to be motivated and productive. Offering career development opportunities, such as free learning programs and professional training, was suggested by 81.82% of participants, who highlighted the importance of personal growth in boosting performance. Additionally, the reinforcement of positive behaviors through rewards and recognition, combined with clear consequences for underperformance, was proposed by 80.00% of respondents as a means to cultivate a culture of accountability and productivity. These themes collectively underscore the critical role of strategic interventions in enhancing employee performance.

Table 4.16

Qualitative Analysis (Employee Performance)

Theme	Frequency	Percentage
Recognizing and rewarding employees' efforts	95	86.36%
Planning and budgeting for performance-based rewards	93	84.55%
Prioritizing employee well-being	92	83.64%
Offering career development opportunities	90	81.82%
Reinforcement of positive behaviors and accountability	88	80.00%

4.7 Diagnostic Tests Results

The effectiveness of classical linear regression models hinges on the fulfillment of essential assumptions that guarantee accurate and reliable predictions (Wooldridge, 2012). This research evaluated these assumptions, which include normality, linearity, independence, homogeneity, and multicollinearity, prior to conducting descriptive and inferential analyses.

Confirming these assumptions enabled the study to obtain trustworthy measures of central tendency, dispersion, and significance testing, as well as to predict the relationships between variables.

As noted by Osborne and Waters (2002), not adhering to these assumptions can lead to biased estimates and an inadequate representation of data. Consequently, the study performed comprehensive tests for multicollinearity, homogeneity, and normality to confirm the model's appropriateness for regression analysis. The focus of the analysis was on predicting both the strength and direction of relationships among the variables under investigation.

4.7.1 Test of Normality

Analytical parametric inference methods require the data sample to be modeled as a normal distribution. It was pointed out by Kim (2013) that it is essential to check the assumption and normality before applying the parametric tests since the applicability of these tests relies on this assumption. Since the analysis of variance requires equal variances, a Levene's test or a Bartlett's test was conducted to determine if the variances of the groups were homogeneous. When one assumes normality the use of parametric tests in the analysis yields wrong results from analyses. Parametric statistics used normality test known as the Shapiro-Wilk test since it tests for skewness, kurtosis or both in a given dataset. Ghasemi and Zahediasl (2012) indicated that Shapiro-Wilk statistics varies between 0 and 1 with any statistic > 0.05 indicating normal distribution.

Using the Shapiro-Wilk test, all of the variables yielded p-values greater than 0.05; hence, confirming normal distribution of data. Specifically, the p-values recorded were as follows:

The first dimension has the highest score of 532 for financial rewards, followed by 0.401 for recognition-based rewards, 0.522 for career developmental opportunities, 0.456 for workplace support and 0.545 for the performance of the employees. These results are shown in Table 4.7, where the data collected are consistent with the hypothesis of normally distributed population data.

Table 4.17

Tests of Normality

Constructs	Shapiro-Wilk	
	Statistics	Sig.
Financial rewards (Fr)	.593	.532
Recognition-Based Rewards (Rr)	.891	.401
Career development opportunities (Cd)	.933	.522
Workplace support (Ws)	.696	.456
Employee performance (Ep)	.742	.545

4.7.2 Test of Linearity

To assess the linearity of pair of variables in the present study, ANOVA test was performed to consider the linearity component as well as non-linearity component simultaneously. Hair et al. (2019) also state that, for the linear component, if the p-value is greater than or equal to 0.05, it made a significance assertion of linearity. The analysis also assessed the null hypothesis of non-significant departure from linearity; the AusFARS data rejected this hypothesis when the p-value was < 0.05 . The values for the test of the ANOVA in this study are still higher than 0.05 and this means there are linear relationships (constant slopes) between the independent variables and the dependent variable.

Table 4.18***Test of Linearity (ANOVA)***

Variables	Significance of Deviation from Linearity (p-value)	Conclusion
Financial rewards (Fr)	.246	linear
Recognition-Based Rewards (Rr)	.133	linear
Career development opportunities (Cd)	.430	linear
Workplace support (Ws)	.345	linear

4.7.3 Test of Multicollinearity

Multicollinearity is a condition in which independent variables in a regression model are highly correlated, making it challenging to produce reliable estimates of regression coefficients. This issue can distort the analysis by generating unclear results when trying to determine the impact of individual predictors on the dependent variable (Gujarati & Porter, 2019). Multicollinearity increases the standard error of regression coefficients, reducing their reliability and leading to potentially confusing conclusions. To evaluate the presence of multicollinearity, this study examined correlations among the independent variables.

The Variance Inflation Factor (VIF) was employed to measure the extent of correlation and inflated variances due to linear dependencies among predictors. As per Hair et al. (2019), a VIF value above 10 indicates severe multicollinearity, while a tolerance value below 0.2 suggests collinearity. Table 4.9 displays the results, revealing VIF values between 1.572 and 2.032, which are well within acceptable limits. These findings confirm that the data set showed no evidence of multicollinearity.

Table 4.19***Test for Multicollinearity***

Model	Collinearity Statistics		Comment
	Tolerance	VIF	
Financial rewards (Fr)	.618	1.581	No multicollinearity
Recognition-Based Rewards (Rr)	.472	2.032	No multicollinearity
Career development opportunities (Cd)	.489	2.026	No multicollinearity
Workplace support (Ws)	.540	1.572	No multicollinearity

4.7.4 Test of Heteroscedasticity

Heteroskedasticity occurs when the variance of residuals is not constant across different levels of observed values. It evaluates whether the variance of errors in a regression model is affected by the values of independent variables and is associated with a chi-squared (χ^2) distribution. A p-value below a specified threshold (for example, $p < 0.05$) indicates that the null hypothesis of homoscedasticity can be rejected, suggesting the existence of heteroskedasticity. The test contrasts the null hypothesis of constant error variance with the alternative hypothesis that variance is a multiplicative function of one or more variables (Gujarati & Porter, 2009). Homoscedasticity is indicated when the “Prob > Chi-squared” value exceeds 0.05 (Tabachnick & Fidell, 2013).

The Breusch-Pagan test was performed to examine heteroskedasticity. As noted by Tabachnick and Fidell (2013), a “Prob > Chi-squared” value above 0.05 confirms homoscedasticity. Table 4.10 presents the test results, showing a χ^2 value of 2.2001 with a p-value of 0.5211, which is greater than 0.05. These findings demonstrate that heteroskedasticity is not present in the data, ensuring the validity of the multiple regression results based on this dataset.

Table 4.20***Breusch-Pagan test of Heteroscedasticity***

H ₀ : Constant variance		
Statistics	Stat value	p-value
Chi-square	2.2001	0. 5211

4.7.5 Test of Autocorrection

Autocorrelation is a statistical phenomenon that measures the extent to which values of the same variable are correlated over successive time intervals. This correlation implies that prior observations can influence subsequent ones, leading to a violation of the assumption of independence among data points. Such violations can pose significant challenges in statistical analyses, particularly in regression models.

The Durbin-Watson test is employed by researchers mostly to check whether or not there are signs of autocorrelation. Durbin-Watson statistic varied between 0 to 4 but the closer estimate value to 2.0 also clearly indicates no autocorrelation exist in the projected data. Given below 2.0 mean positive autocorrelation, whereas greater than 2.0 mean negative autocorrelation. As shown in Table 4.11 below, the Durbin-Watson statistic was estimated to be 1.943 in the analysis. This value is close to 1.5 to 2.5 indicating that there is no valid problem of autocorrelation in the data under consideration and therefore, we can assert that the results of the proposed model will be fairly trustworthy.

Table 4.21***Durbin-Watson Test Statistics***

R	R-Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
0.834	0.768	0.744	0.06247	1.943

4.8 Correlation Analysis

In order to determine the degree of the effects and directions of the observed correlations between the financial rewards, recognition-based rewards, and career development opportunities, and the extent of support which is available at the workplace besides the performances of the employees, a correlation analysis was run. Pearson correlation coefficients for each of the variables were computed and are shown in table 4.22 below. Most importantly, all the correlations made were made at 0.05 level of significance (2-tailed) thus confirming that the study has significant linear relationship between the independent variables and employee performance.

The results imply a positive correlation between material incentives and performance with a correlation coefficient of 0.401 and $P < 0.05$. This led the author to infer that an improvement in financial incentives including; bonuses and performance related pay can dramatically increase levels of motivation and performance among employees. Moreover, there was a significant triadic relationship between financial motivational measures, recognition-based motivational factors, and their impact on employee performance given that recognition-based motivational factors were positively correlated to the level of performance ($r = 0.356$, $p < 0.05$). Indications from the studies dated showed a significant relationship between career development opportunities and employee performance as

displayed by the coefficient of correlation ($r = 0.436$) at $p < 0.05$. This reemphasises the need to ensure that there is provision necessary training aids, mentorship avenues and actualization of career development features aimed at enhancing the productivity of the employees to an organization. However, of all the independent variables under study, workplace support had the greatest positive association with the performance coefficient of $r = 0.528$, $p < 0.05$. This result shows how important it is for organizations to support good Milieu, wellness programs and communication in order to foster better employee performance and organizational goals.

Analysing the results of the correlation analysis, it is possible to identify strong connections between the selected independent variables and results of employee performance. Concerning the Packages of incentives (Fr), we have got a moderate positive correlation which seems to suggest that issues to do with competitive remunerations are central to motivating workers. Thus, Nr also positively affects performance indicators, indicating the value of the recognition activities and work-life balance programs. A hypothesis that postulates a relationship between Cd and ep reveals a positive correlation of career development to productivity. Lastly, the Ws factor, identify support provided on the workplace, shows the strongest positive relationship to depression among all the factors analyzed, it means that one needs to support colleagues through wellness programs and effective communication.

These findings are supported by prior literature, as Robbins and Judge (2019) also pointed out that reward power increases employee performance due to the combination of financial and recognition-based motivation. Likewise, Robinson and White (2020) pointed out that

professional advancement opportunities and organizational support structures are crucial in maintaining employee commitment, enthusiasm and organizational performance.

Table 4.22

Correlation Matrix for Independent and Dependent Variables

Variable		Fr	Rr	Cd	Ws	Ep
Financial Rewards (Fr)	Pearson correlation	1				
	Sig. (2-tailed)					
	N	248				
Recognition-Based Rewards (Rr)	Pearson correlation	.654**	1			
	Sig. (2-tailed)	.000				
	N	248	248			
Career Development Opportunities (Cd)	Pearson correlation	.489**	.328**	1		
	Sig. (2-tailed)	.000	.007			
	N	248	248	248		
Workplace Support (Ws)	Pearson correlation	.301**	.298**	.323**	1	
	Sig. (2-tailed)	.005	.012	.004		
	N	248	248	248	248	
Employee Performance (Ep)	Pearson correlation	.401**	.356**	.436**	.528**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	248	248	248	248	248

4.9 Regression Analysis

Before conducting hypothesis testing using multiple linear regression, it is essential to examine the underlying assumptions. These assumption checks help ensure the integrity of the data and confirm that the chosen model provides accurate, unbiased, and efficient results (Chatterjee & Hadi, 2015). Accordingly, this study utilized multiple linear regression to test the hypotheses established.

4.9.1 Regression Analysis for Construct Financial Rewards Against Employee Performance

Table 4.23 below shows that the regression analysis findings reveal the fact that the value of the dependent variable at R which tests the relationship between the observed and the predicted values is 0.450. This means that there is moderate positive relationship between financial incentives and employee performance. Also, the regression value of determination is 0.202 this means that money incentives explain 20.20 percent of the total variability of employee performance while the rest 79.80 percent are explained by other factors not captured in this model. The adjusted value of R-square of 0.199 means that without the constant variables, there is a recognition of financial rewards in a kind of percentage to the fluctuations that have been witnessed in the performance of the employees. Further, the standard error of estimate is found to be 0.312 denoting the capacity for deviation of the actual values from the regressions line.

The findings indicate that financial rewards have a positive and significant effect on employee performance. The model accounts for 20.20% of the variance in employee performance, underscoring the essential role that financial incentives play in motivating

employees. The significant F-statistic confirms a good fit of the model to the data, while the notable beta coefficient ($p < 0.05$) emphasizes the influence of financial rewards on performance. These results are consistent with Ibrahim and Abiddin (2023) who observed that timely and competitive financial incentives enhance productivity and organizational outcomes.

Organizations should prioritize designing transparent and performance-based financial reward systems to foster employee engagement and drive higher levels of productivity. This approach would ensure a positive contribution to organizational goals and employee satisfaction.

Table 4.23

Model Summary Financial Rewards Against Employee Performance

R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.450	0.202	0.199	0.312

From table 4.24 above, the analysis of variance indicates that the employment of financial rewards does impact on the performance of employee significantly. The sum of square of the regression is equal to 318.432 with one degree of freedom and the sum of square of the residuals is 1260.153 with 109 degrees of freedom. The attained F statistic is 27.938 and thus we obtain an $F(1,109) = 27.938$ at $p < 0.05$. As this finding suggests, monetary rewards play a critical role in shaping the behavior of corporation subordinates and the adjusted model was found to be appropriate for the collected data.

Table 4.24***ANOVA Statistics (Financial Rewards and Employee Performance)***

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	318.432	1	318.432	27.938	.000
Residual	1260.153	109	11.566		
Total	1578.585	110			

The coefficients in Table 4.25 express the extent and direction of relationship between financial rewards (IV) and employee performance (DV). The unstandardized coefficient of financial reward as one of the types of incentives is 0.520, therefore, for one unit increase in the amount of financial reward, there would be an improvement of 0.520 units in performance by the employees. Again the standardized beta coefficient agrees with 0.450, indicating a moderate positive correlation between both variables. The calculated t-value is equal to 4.194 which is way higher than the tabulated critical t-value of 1.96 at 0.05 significance level, moreover the calculated p-value of 0.000 is significantly smaller than the chosen alpha level of 0.05 that also supports the hypothesis stating that there is a statistically significant relationship between financial rewards and employee performance.

The regression equation derived from these findings is:

$$Y=4.678+0.520X_1$$

Where:

Y = Employee Performance

X₁ = Financial Rewards

Table 4.25***Regression Coefficients (Financial Rewards and Employee Performance)***

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	4.678	1.112		4.207	.000
Financial rewards	0.520	0.124	0.450	4.194	.000

4.9.2 Regression Analysis for Construct Recognition-based rewards Against Employee Performance

As presented in Table 4.26 below there is a moderate positive relationship between the recognition-based rewards and the levels of employee performance which is depicted by the coefficient of $R = 0.421$. The current value signifies exclusion of recognition-based rewards as having a t-statistic of 1.400 and an R-squared statistic of 0.177, this means that recognition-based rewards account for 17.70% of the variation in the measures of employees productivity. Thus, it is noted that the adjusted R-squared value stands at 0.174 which when translated indicates that about 17.40 per cent of the fluctuations in the performance of the employees can be associated with use of recognition-based rewards, all other conditions held constant by the number of predictors in the equation. Also, the standard error of estimate is recorded at 0.305, which depicts the difference between actual overall performance of the employee and performance as estimated by the regression equation.

A number of the studies confirm, therefore, that this kind of motivation positively influences employee performance. The model explains 17.70% of the variance in employee performance suggesting thus importance of recognition, Work-life balance and personal development. The large F-statistic supports adequate model fitness, and a high beta coefficient reveals that recognition-based incentives enhance productivity. This is in line with Smith and Taylor (2022) as well as Harris (2019) that noted that recognition-based rewards are crucial in fostering staff culture and inclusiveness and thus improve employee productivity.

Table 4.26

Model Summary Recognition-Based Rewards

R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.421	0.177	0.174	0.305

More specifically, the results in Table 4.27 of the ANOVA test are as follows Regression sum of squares = 298.112, $df = 1$, which means the variation of the model. Still, it would be lower if expressed as 1395.472 with 109 degrees of freedom referring to the remaining variation or error. This is also confirmed by the F-statistic computed at 23.748 giving a model significance of $F(1,109) = 23.748$, $p < 0.05$). This means that recognition-based incentives are important predictors of performance and the model has reasonable fit.

The results of the ANOVA suggest that the model is statistically significant, hence it can be concluded that recognition-based rewards are a determinant of performance. This finding

supports Robinson and White (2020) who posited recognition-based incentives as being very important in increasing employees' motivation as well as satisfaction.

Table 4.27

ANOVA Statistics Rrecognition-Based Rewards

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	298.112	1	298.112	23.748	.000
Residual	1395.472	109	12.804		
Total	1693.584	110			

Table 4.28 illustrates the regression coefficients, which reveal both the strength and direction of the relationship between recognition-based rewards and employee performance. The unstandardized coefficient (B) for recognition-based rewards is 0.498, indicating that a one-unit increase in recognition-based rewards results in a 0.498 enhancement in employee performance. Additionally, the standardized beta coefficient stands at 0.421, which confirms a moderate positive correlation. The t-value of 4.873 exceeds the threshold of 1.96, while the p-value of 0.000 signifies statistical significance.

The regression equation derived from the findings is:

$$Y=3.912+0.498X_2$$

Where:

Y = Employee Performance

X₂ = Recognition-Based Rewards

Table 4.28***Regression Coefficients - Recognition-Based Rewards***

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	3.912	0.982		3.984	.000
Recognition-Based Rewards	0.498	0.102	0.421	4.873	.000

4.9.3 Regression Analysis for Construct Career Development Opportunities Against Employee Performance

As shown by the data in Table 4.29, ALPHA and BETA correlation of 0.467 signifies that there exists moderate positive relationship between career development opportunities and the performance of the employees. The analysis of the current study shows that the R-squared value of 0.218 provides a percentage of 21.80% for career development opportunities that may explain the variance noted in employee performance. Also, the adjusted R squared equals to 0.215, consequently, it can be stated that as for the number of predictors 21.50% of the variation in employee performance is because of career development. Moreover, the standard error of the estimate is highlighted at 0.289 which represents mean deviation of the actual values of the employee performance data from the regression line.

The details show that training prospects have a positive and significant association with employee productivity. The model is able to account for 21.80% of the total variance in the employee performance and depicts that through the implementation of mentorship program, training as well as career development, the organization is able to see significant

improvements in the levels of employee performance. The large F-statistic provides significance to the model and the estimate coefficient shows that career development opportunity has a significant effect on performance.

These results align with Farndale et al. (2020) and Wang et al. (2021), who emphasized that providing employees with growth opportunities improves their skills, motivation, and overall productivity.

Table 4.29

Model Summary of Career Development Opportunities

R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.467	0.218	0.215	0.289

Table 4.30 also shows further significance of the results with ANOVA Analysis of the model. The regression sum of squares is 362.870 with the degrees of freedom of one which gives information of the amount of variance explained by the model. On the other hand, the residual sum of squares is at 1297.454, accompanied by 109 degrees of freedom, which represents the amount of variation that is not explained by the model. An F statistic of 32.879 thus justifies the overall significance of the model $F(1, 109) = 32.879$ $p < 0.05$. This means that career development opportunities are one of the main factors that determine performance and that the data conform with the model.

The analysis of variance shows that the regression equation is statistically significant, this pointing out the reality that; opportunities for career growth impact on performance. These

findings support McGowan and Miller (2020) who pointed that, career development programs promote employee growth and enhance performance results.

Table 4.30

ANOVA Statistics (Career Development Opportunities

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	362.870	1	362.870	32.879	.000
Residual	1297.454	109	11.906		
Total	1660.324	110			

Table 4.31 presents the regression coefficients, showing the strength and direction of the relationship between career development opportunities and employee performance. The unstandardized coefficient (B) for career development opportunities is 0.612, indicating that a unit increase in career development opportunities leads to a 0.612 improvement in employee performance. The standardized beta coefficient is 0.467, confirming a moderate positive relationship. The t-value of 5.733 (greater than 1.96) and p-value of 0.000 indicate statistical significance.

The regression equation derived from these findings is:

$$Y=4.128+0.612X_3$$

Where:

Y = Employee Performance

X₃ = Career Development Opportunities

Table 4.31***Regression Coefficients (Career Development Opportunities)***

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	T	Sig.
Constant	4.128	0.984		4.195	.000
Career Development Opportunities	0.612	0.107	0.467	5.733	.000

4.9.4 Regression Analysis for Construct Workplace Support Against Employee**Performance**

From table 4.32 the obtained correlation coefficient is 0.530, which can infer that a positive relationship exists between workplace support and the performance of the employee. The at-work support subscale had an R-squared value of 0.281 which implies that 28.10% of variation of performance is as a result of workplace support. Also, the adjusted R-squared value of 0.278 suggests that in the context of other predictors within the model, about 27.80% of the variability of the results contained in the variable employee performance can be explained by workplace support. Furthermore, and as a measure of error, we obtain a standard error of estimate of 0.275, which implies deviation of actual observation from the regression line.

According to the results of the research the impact of workplace support is significant for performance of the employees. This model accounts for 28.10% of the variability in employee performance based on the observations made under the wellness-programs, communication, and work environment. The F-statistic affirmed a goodness of fit of the

model and the beta coefficient used to exemplify the strength of the relationship affirm that the workplace support influences performance significantly.

These results align with Robinson and White (2020) who found that creating supportive environments fosters employee engagement, reduces stress, and enhances productivity.

Table 4.32

Model Summary of Workplace Support Against Employee Performance

R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.530	0.281	0.278	0.275

Table 4.33 proves the relevance of the regression model as it is stated in the following table. Thus, the regression sum of squares equals 420.451 on 1 degree of freedom, reflecting the observed variation covered by the model. On the other hand, the residual sum of squares is 1078.521 with 109 degree of freedom, which account for the rest of the variation. The F-statistic computed at 39.067 upheld the general chi-square significance in the model $F(1,109) = 39.067$, $p < 0.05$ indicating that workplace support is a useful criterion in predicting the performance of employees and that the proposed model is valid.

The above ANOVA results suggest that the regression model developed is statistically significant. This supports Harris (2020) which postulates that structural support constructs such as wellness programs and communication systems improve Performance by promoting employee well-being and Engagement.

Table 4.33***ANOVA Statistics (Workplace Support and Employee Performance)***

Model	Sum Squares	of	df	Mean Square	F	Sig.
Regression	420.451		1	420.451	39.067	.000
Residual	1078.521		109	9.896		
Total	1498.972		110			

In the following Table 4.34 the coefficients from the regression analysis showing the relationship of the workplace support and employee performance. The regression coefficient (B) for the workplace support is 0.624 thus showing the extent value of one standard unit of supportive workplace environment by enhancing favorable change in overall employee performance. Moreover, we obtain a standardized beta coefficient equal to 0.530 that is indicative of a strong positive relationship. The calculated t-value 6.250 departs significantly from the threshold of 1.96 and the p-value of 0.000 provides an additional verification of the fact.

The regression equation derived from these findings is:

$$Y=3.456+0.624X_4$$

Where:

Y = Employee Performance

X₄ = Workplace Support

Table 4.34***Regression Coefficients - Workplace Support***

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	3.456	0.901		3.837	.000
Workplace Support	0.624	0.100	0.530	6.250	.000

4.9.5 Joint Relationship for Reward Management Practices and Employee**Performance in Technical Training Institutions in Meru County, Kenya**

On this section is the regression analysis that is going to test the interaction between the reward management practices: financial rewards (X1), recognition-based rewards (X2), and career development opportunities (X3), and workplace support (X4) and overall employee performance (Y). Part of the output of the analysis is the model summary, the analysis of variance statistics, and the regression coefficients.

It is evidenced by an R value of 0.911 that the reward management practices are highly positive linked with employee performance in the study. Because of this positive relationship, it can be argued that reward management played a critical role in the way employees conducted themselves in their duties. Additionally, any variation in the level of employee performance can be explained by the variables that include financial rewards, recognition-based rewards, career development, and workplace support with the R-squares of 0.830. The adjusted R-square value of 0.825 provides a further refined picture based on the number of predictors included in the model that shows 82.5 % of variation in the Y

Variable ‘employee performance’ can be explained through these ‘reward management practices’. Also, it is noted that the standard error of the estimate is equal to 0.248, which shows that the deviation between the actual performance values and the values defined by the model is quite average. These results correspond to Farndale et al. (2020) stressing that adequate reward management practices should be used to increase employee engagement and productivity.

Table 4.35

Model Summary (Joint Relationship)

R	R-Square	Adjusted R-Square	Std. Error of the Estimate
0.911	0.830	0.825	0.248

The ANOVA table also shows that the model is significant with F ratio = 77.985 and the degree of freedom of between groups = 4 and within groups = 243 at 0.05 level of significance. This supports the assertion that a combination of financial incentives, recognition-based incentives, development promotions and organisational support fully mediates the performance of employees. These results are consistent with the conclusion made by Harris (2020) that the combination of financial and recognition-based motivation, an opportunity to advance in the career, and support at the workplace forms a gender approach to increasing employee outcomes.

Table 4.36***ANOVA Statistics (Joint Relationship)***

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	482.315	4	120.579	77.985	.000
Residual	98.152	243	0.404		
Total	580.467	247			

The regression equation demonstrates the joint influence of the independent variables on employee performance. Each variable significantly predicts employee performance ($p < 0.05$), with workplace support ($\beta = 0.532$, $t = 8.342$) having the strongest impact, followed by career development opportunities ($\beta = 0.491$, $t = 5.865$). Financial rewards ($\beta = 0.421$, $t = 5.561$) and recognition-based rewards ($\beta = 0.362$, $t = 3.979$) also contribute significantly. These findings align with Robinson and White (2020) and Harris (2020), who emphasized the combined impact of financial and recognition-based incentives, professional development, and supportive work environments on performance. Regression Equation is as follows:

$$Y = 2.345 + 0.456X_1 + 0.378X_2 + 0.522X_3 + 0.634X_4$$

The joint regression model highlights the critical role of integrating financial rewards, recognition-based rewards, career development opportunities, and workplace support to enhance employee performance. These practices collectively explain 83.0% of the variation in performance, with workplace support being the most influential factor. Strengthening these reward management practices is essential for fostering employee engagement, motivation, and productivity in technical training institutions.

Table 4.37***Regression Coefficients (Joint Relationship)***

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	2.345	0.213		11.010	.000
Financial Rewards (X1)	0.456	0.082	0.421	5.561	.000
Recognition-Based Rewards (X2)	0.378	0.095	0.362	3.979	.001
Career Development (X3)	0.522	0.089	0.491	5.865	.000
Workplace Support (X4)	0.634	0.076	0.532	8.342	.000

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This section of the study presents a summary of the study's findings; the conclusions drawn from these findings as well as the recommendations made.

5.2 Summary of the Major Findings

In the next section, we summarize the specific findings aligned with the study's objectives.

5.2.1 Financial Rewards and Employee Performance

The findings indicated that the majority of respondents agreed that financial reward structures significantly impact employee performance. Competitive salaries were perceived to motivate employees, enhance their productivity, and improve job satisfaction. Respondents expressed a strong level of agreement that competitive pay packages, aligned with industry standards, contributed positively to employee commitment and retention.

Performance bonuses, though acknowledged as important, were reported to be inconsistently implemented, leading to mixed perceptions among respondents. While some employees felt that the bonuses incentivized high productivity, others highlighted the lack of clear criteria and irregular disbursement as challenges that limited their motivational impact. Similarly, allowances, such as housing and transport, were rated as beneficial but not adequately aligned with employees' roles and responsibilities. Respondents suggested that revising and standardizing these allowances could enhance fairness and further motivate employees.

Findings from this investigation reveal that financial compensation serves as a significant motivator for employee performance, particularly highlighting salaries as the most critical aspect. There is general consensus on the positive correlation between financial incentives and enhanced performance; however, variability in perspectives regarding bonuses and allowances points to areas needing refinement. The study stresses that for financial rewards to effectively enhance motivation, productivity, and satisfaction among employees, they must be delivered promptly, transparently, and in a structured manner. These insights resonate with existing scholarly work that highlights the fundamental importance of financial rewards in influencing employee behavior and achieving desired performance results while nurturing loyalty towards organizations.

5.2.2 Recognition-Based Rewards and Employee Performance

The results indicated that a significant number of participants strongly concurred that recognition-based rewards including verbal praise, certificate awards, and public acknowledgment have a substantial influence on employee motivation, engagement, and overall performance.

Recognition-based rewards were highlighted as a key driver of employee performance, with respondents affirming that acknowledgment of efforts, whether through verbal praise from supervisors, peer recognition, or certificates of achievement, boosted morale and encouraged higher productivity. Participants reported that consistent and meaningful recognition fostered a sense of belonging and alignment with institutional goals, thereby enhancing their commitment to excellence.

Verbal praise from managers and colleagues was especially emphasized as a valuable motivational tool. Employees expressed appreciation for direct and timely verbal feedback, noting that such gestures reinforced their sense of value and encouraged continued high performance. Similarly, certificate awards were seen as a formal and motivating recognition of effort and excellence. Respondents indicated that these awards validated their contributions and inspired a stronger work ethic.

Public acknowledgment during staff meetings or institutional functions was also viewed positively by a majority of respondents. They reported that being recognized in front of peers created a sense of pride and encouraged a competitive but healthy work culture. This form of recognition was seen as particularly influential in promoting dedication and institutional loyalty.

Furthermore, respondents agreed that recognition efforts needed to be timely and consistent to maintain their impact. Delayed or infrequent recognition was viewed as less effective, while consistent acknowledgment of achievements was said to contribute positively to employee morale and performance.

From the findings, it is clear that to increase organizational employee performance, recognition-based rewards are vital. Through such forms of motivation as verbal praise, certificates, and public acknowledgment, organizations can foster an effective, engaged, and high-performing workforce. These results are in line with other studies that underline the importance of non-monetary recognition for long-term employee commitment, productivity, and the creation of an institutional culture of appreciation and well-being.

5.2.3 Career Development Opportunities and Employee Performance

The results revealed that a significant majority of respondents concurred that career development initiatives such as training programs, mentorship, and well-defined promotion pathways substantially improve employee motivation, skills, and overall performance.

Training programs were highly rated, with respondents affirming that tailored and relevant training sessions improved their competency and job efficiency. The provision of regular professional development workshops and certifications was perceived as a key factor in enabling employees to remain competitive and capable of addressing institutional challenges effectively. This alignment of training with institutional goals was seen as a driver of both individual and organizational success.

Mentorship initiatives were also emphasized, with respondents agreeing that structured mentorship programs provided valuable guidance and support for career growth. These programs were perceived as fostering a culture of continuous learning and collaboration, which in turn motivated employees to achieve higher performance standards.

Promotion opportunities and career progression pathways emerged as crucial components of career development. Respondents strongly agreed that clear, transparent, and merit-based promotion criteria enhanced their engagement and commitment to their roles. The availability of such opportunities was seen as a recognition of employee efforts and an assurance of upward mobility, thereby fostering loyalty and reducing turnover.

In overall, the insights evidences showed that the opportunities of the career development are to be the key factor that directly influence the performance of the employee. Therefore, by training and providing a clear career development framework, institutions not only

increase effectiveness but also organize a group of hardworking and committed people. Such studies propose that activities to strengthen the staff's professional development contribute to higher levels of staff engagement, lower staff turnover rates, and the goal of organizational improvement. The study shows that options need to be designed for building career profiles into reward management to maintain high performance and achieve strategic organizational objectives in the long run.

5.2.4 Workplace Support and Employee Performance

Results indicated that participants largely agreed on the importance of a supportive work environment in enhancing productivity, job satisfaction, and overall performance.

Key components of workplace support included wellness programs such as mental health assistance, fitness initiatives, and counseling services. Participants noted that these programs contributed to improved focus, reduced stress levels, and increased effectiveness in meeting job demands. Additionally, respondents perceived these wellness initiatives as evidence of the institution's commitment to their well-being, which helped cultivate a positive organizational culture and fostered loyalty among employees.

Respondents also emphasized the importance of effective communication and inclusivity in creating a supportive workplace environment. Open and transparent communication channels between employees and management were identified as crucial for addressing challenges, resolving conflicts, and fostering collaboration. Inclusivity practices, including respect for diverse backgrounds and perspectives, were perceived as promoting teamwork and improving overall organizational performance. Flexible work arrangements and leave policies were another key aspect of workplace support. Respondents agreed that the ability

to balance personal and professional responsibilities through flexible schedules and paid leave contributed to job satisfaction and reduced absenteeism. Providing employees with time to recharge and address personal matters without interference was seen as a strategy to sustain high levels of engagement and performance.

The results of the study reveal that workplace support is essential in promoting employee performance. Creating a supportive atmosphere that values wellness, inclusivity, and flexibility allows institutions to improve employee engagement, decrease turnover rates, and cultivate a more resilient workforce. These outcomes are in line with existing literature that emphasizes the significance of workplace support systems in enhancing employee well-being, productivity levels, and organizational effectiveness. Strengthening such initiatives is vital for maintaining high performance over time and achieving long-term objectives within institutions.

5.3 Conclusions

The study found a substantial positive association between financial rewards and the performance of employees at technical training institutions in Meru County, Kenya. It was determined that competitive salaries, performance bonuses, and well-structured allowances are critical factors affecting motivation and productivity among staff members. Survey participants noted that equitable distribution of financial incentives coupled with transparent administration leads to improved commitment from employees as well as increased efficiency and job satisfaction. This aligns with prior findings from Armstrong and Brown (2019), who noted that financial incentives play a crucial role in motivating staff to fulfill organizational objectives through heightened engagement while also reducing turnover rates. In addition, Smith and Jones (2023) highlighted the importance of performance-based

bonuses in driving employees to exceed their expected contributions, ultimately fostering institutional success.

The study demonstrated a significant positive link between **recognition-based rewards** and the performance of employees. Key elements such as verbal praise, certificate awards, and public acknowledgment emerged as pivotal in boosting engagement levels and morale among staff members. Respondents acknowledged that recognition-based incentives including public recognition for accomplishments and timely appreciation from supervisors and peers greatly improve job satisfaction as well as loyalty to their institution. These observations are consistent with the findings by Deci and Ryan (2020), which revealed that intrinsic motivators such as recognition and autonomy substantially enhance both employee performance metrics and overall job satisfaction rates. Similarly, Harris and Kelliher (2021) noted that non-monetary recognition strategies help foster a sense of belonging while aligning individual aspirations with broader organizational objectives.

Promotion opportunities were established to have a positive effect and influence performance. Promotion of specific training model for employee, well defined promotion strategies, and intervention programs focusing on employee development and motivation were considered necessary for augmenting their competency. According to the respondents, enhanced access to professional development opportunities increases job competency, and career advancement. These results support Farndale et al.'s (2020b) proposal to increase organizational performance by ensuring that training is consistent with the goals of employees' career. Further, Brown and Jones (2021) noted that where there are provisions of mentorships and promotion, employees will remain within the organization to work harder.

Lastly, workplace support exhibited the strongest positive relationship with employee performance. Wellness programs, inclusive communication practices, and flexible work arrangements were highlighted as critical in creating a conducive environment for high performance. Respondents reported that supportive workplaces reduce stress, enhance collaboration, and foster loyalty. These findings align with research by Robinson and White (2020), which concluded that supportive work environments significantly enhance employee well-being and performance. Similarly, studies by Taylor and Harris (2021) emphasized the importance of wellness programs in promoting engagement and reducing absenteeism, ultimately improving organizational outcomes.

5.4 Recommendations

5.4.1 Financial Rewards and Employee Performance

To enhance employee performance, institutions should implement competitive and equitable salary structures that align with industry standards to improve employee satisfaction and motivation. Performance-based bonuses should be distributed transparently and consistently, with clear criteria for eligibility to incentivize high productivity. Additionally, allowances such as housing and transport should be reviewed to ensure alignment with employee roles and responsibilities. Regular evaluation and benchmarking of financial rewards against similar institutions can ensure competitiveness and fairness, fostering employee commitment and reducing turnover.

5.4.2 Recognition-Based Rewards and Employee Performance

Enhancing recognition-based reward systems is essential for organizations seeking to strengthen intrinsic motivation and job satisfaction among employees. Regular and well-

structured recognition practices such as verbal praise, achievement certificates, and public acknowledgment during staff meetings or institutional events can significantly uplift morale and reinforce a culture of appreciation within the workplace. Institutions should ensure that recognition efforts are timely, consistent, and aligned with specific accomplishments to maximize their motivational impact.

To improve performance outcomes, it is recommended that organizations institutionalize formal recognition frameworks, including transparent criteria for awarding certificates and recognizing exemplary contributions. Public acknowledgment strategies should also be emphasized, as they foster a sense of belonging and align individual achievements with institutional goals. Additionally, training supervisors and managers on the effective delivery of verbal praise can enhance the sincerity and consistency of recognition across departments.

Lastly, fostering an organizational environment where appreciation is embedded in daily operations and communication can further strengthen employee engagement and satisfaction. A recognition-rich culture not only motivates staff but also contributes to long-term commitment and improved performance.

5.4.3 Career Development Opportunities and Employee Performance

The study recommends strengthening career development opportunities to improve employee performance and retention. Institutions should invest in tailored training programs that align with employees' career goals and institutional needs. Structured mentorship programs should be established to provide guidance and foster professional growth. Clear and transparent promotion pathways based on merit should be implemented to encourage

employees to excel in their roles. Additionally, professional certifications and continuous learning initiatives should be made accessible to all employees. Regular feedback and career planning sessions can help employees align their aspirations with institutional objectives, ensuring mutual growth and success.

5.4.4 Workplace Support and Employee Performance

For institutions aiming to enhance workplace support, it is imperative to create an environment conducive to employee well-being and productivity enhancement. This involves integrating wellness programs including mental health services, fitness initiatives, and counseling into the core policies of the institution. Flexible work arrangements such as adjustable schedules and comprehensive leave options can empower employees to balance their personal lives with their professional responsibilities more effectively. Additionally, improving communication channels between management and staff will facilitate collaboration while building trust and transparency within the organization. It is also important to implement inclusivity practices that acknowledge diverse perspectives and promote teamwork in order to cultivate a positive organizational culture. Regular evaluations of existing workplace support systems are essential for ensuring they meet the changing needs of employees.

5.4.5 Joint Implementation of Reward Management Practices

The study recommends a holistic approach to integrating financial rewards, recognition-based rewards, career development opportunities, and workplace support to optimize employee performance. Institutions should develop a comprehensive reward management framework that combines monetary and non-monetary incentives, professional growth

opportunities, and supportive work environments. Regular monitoring and evaluation of these practices should be conducted to ensure alignment with institutional goals and employee expectations. Stakeholder engagement, including employee feedback, can inform continuous improvements and ensure that reward systems remain relevant, competitive, and effective in driving high performance.

5.5 Contribution of the Study to the Existing Body of Knowledge

This study on reward management practices in Meru County, Kenya, contributes to existing knowledge by addressing gaps in theory, practice, and context. It integrates financial rewards, recognition-based rewards, career development, and workplace support to provide a comprehensive view of extrinsic and intrinsic motivators, linking these to theories like Equity Theory, Herzberg's Two-Factor, Expectancy Theory, and Social Exchange Theory. The study offers practical insights for designing effective reward systems that align with employee and organizational goals, emphasizing competitive salaries, performance bonuses, recognition, growth opportunities, and supportive environments. It also addresses the contextual gap by focusing on resource-constrained public-sector institutions in Kenya, providing localized insights valuable for policymakers in similar settings. The study supports employee-centric policies in governance and highlights the long-term benefits of well-structured reward practices for sustainable human resource management, organizational success, and employee loyalty. These findings offer a foundation for future research and policy development in public-sector institutions.

5.6 Areas for Further Research

Future studies could investigate the interaction effects between different types of reward management practices, such as financial rewards, recognition-based rewards, and career development opportunities, and how these factors collectively affect employee performance. Understanding these interactions would help create more effective and integrated reward systems.

Further research could also examine the impact of career development opportunities and recognition-based rewards on employee well-being and loyalty, particularly within the context of technical training institutions. Investigating how these non-financial incentives contribute to long-term job satisfaction and engagement would address the gap regarding their role in fostering employee commitment.

Lastly, future studies could explore the role of technology in enhancing the transparency and efficiency of reward systems. Specifically, the use of digital platforms to administer and track rewards could improve communication, fairness, and employee satisfaction, offering a more modern, employee-aligned approach to reward management.

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APPENDICES

Appendix i: Acceptance Letter

Gitonga Diana Nkuene

BUS-3-0225-3/2015

Kenya Methodist University

Main Campus,

Dear Respondent,

RE: ACCEPTANCE LETTER

I am a student at Kenya Methodist University currently pursuing a Master of Business Administration, specializing in Human Resource Management. I kindly invite you to take part in my research study, which explores the influence of reward management practices on employee performance in technical training institutions within Meru County, Kenya. Your participation is crucial to the success of this study, and I assure you that the information you provide will be used strictly for academic purposes. All responses will be handled with the highest level of confidentiality, and your identity will remain anonymous.

Please take a moment to answer the questions sincerely by selecting the most appropriate response from the choices provided in the questionnaire. Your honest and thoughtful feedback is highly valued and essential for the success of this research.

Thank you in advance for your participation.

Sincerely,

Gitonga Diana

Appendix ii: Questionnaire

SECTION A: Respondent Details

1. Age of Respondents

☐ 20–30 years

☐ 31–40 years

☐ 40+ years

2. Length of Service

☐ Below 1 year

☐ 1–5 years

☐ 6–10 years

☐ 11–15 years

☐ 16–20 years

☐ 21–25 years

☐ 26+ years

3. Level of Education

☐ Postgraduate

☐ Graduate

☐ Diploma

☐ Certificate

SECTION B: FINANCIAL REWARDS AND EMPLOYEE PERFORMANCE

This section contains questions regarding the influence of financial rewards and employee performance in technical training institutions in Meru County, Kenya. Kindly respond with your opinion by ticking the appropriate box:
1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree.

No.	Statement	1	2	3	4	5
1	Salaries in our institution are competitive in comparison of employees from other industries with similar qualification					
2	The salary structure motivates employees to enhance their performance.					

3	Salaries are reviewed regularly to match market rates.					
4	Performance bonuses are regularly awarded based on clear criteria.					
5	Performance bonuses are sufficient to encourage high productivity.					
6	Employees are satisfied with the frequency of performance bonuses in the institution.					
7	The allowances provided (e.g., housing, transport) meet employees' financial needs.					
8	Allowances are consistent with employees' roles and responsibilities.					
9	Allowances provided improve employee morale and performance.					

10. What other financial rewards could enhance employee performance in your institution?

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SECTION C: RECOGNITION-BASED REWARDS AND EMPLOYEE PERFORMANCE

This section contains questions regarding the influence of recognition-based rewards on employee performance in technical training institutions in Meru County, Kenya. Kindly respond with your opinion by ticking the appropriate box:

1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree

No.	Statement	1	2	3	4	5
1	Employees receive verbal praise from supervisors for good performance.					
2	Verbal recognition by peers and managers enhances motivation.					
3	Certificate awards are given to acknowledge outstanding performance.					
4	Certificate-based recognition boosts employee morale.					
5	Employees are publicly acknowledged during meetings or institutional events.					
6	Public recognition increases employees' commitment to work.					

7	Verbal and public recognition efforts are timely and consistent.					
8	Recognition-based rewards positively influence employee performance.					
9	The current recognition-based reward system is effective in motivating staff.					

10. In your opinion, how can recognition-based rewards be improved to enhance employee performance in your institution?.

SECTION D: CAREER DEVELOPMENT OPPORTUNITIES AND EMPLOYEE PERFORMANCE

This section contains questions regarding the influence of Career Development Opportunities and employee performance in technical training institutions in Meru County, Kenya. Kindly respond with your opinion by ticking the appropriate box:
1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree.

No.	Statement	1	2	3	4	5
1	Employees are encouraged to participate in training programs to enhance their skills.					
2	Training opportunities provided are relevant to employees' professional growth.					
3	Training programs significantly improve employees' performance in their roles.					
4	Promotion opportunities are clear and accessible to all employees.					
5	Promotion rates in this institution reflect merit and employee performance.					
6	Employees are satisfied with the availability of career advancement opportunities.					
7	Mentorship programs are readily available to guide employees in their career paths.					
8	Mentorship initiatives have positively impacted employee productivity.					

9	Employees feel supported in developing their careers through institutional programs.					
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10. What additional career development opportunities would enhance employee performance?

SECTION E: WORKPLACE SUPPORT AND EMPLOYEE PERFORMANCE

This section contains questions regarding the influence of Workplace Support and employee performance in technical training institutions in Meru County, Kenya. Kindly respond with your opinion by ticking the appropriate box:
1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree.

No.	Statement	1	2	3	4	5
1	Wellness programs (e.g., mental health support, fitness initiatives) are available and effective.					
2	Wellness initiatives positively impact employees' focus and productivity.					
3	Employees are satisfied with the wellness programs provided by the institution.					
4	Inclusivity practices in this institution create a supportive work environment.					
5	Diversity and inclusion policies enhance collaboration and performance among employees.					
6	The institution values and respects diverse employee backgrounds and perspectives.					
7	Employees are satisfied with the overall work environment and leadership support.					
8	Workplace satisfaction directly impacts employee performance positively in this institution.					
9	The organization provides adequate resources to support employees in their tasks.					

10. How can the workplace environment and support systems be enhanced to improve performance?

SECTION F: EMPLOYEE PERFORMANCE

This section contains questions regarding employee performance in technical training institutions in Meru County, Kenya. Kindly respond with your opinion by ticking the appropriate box:

1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly Agree.

No.	Statement	1	2	3	4	5
1	Employees consistently meet their productivity targets in this institution.					
2	Productivity levels have improved due to reward management practices.					
3	Employees deliver high-quality work that aligns with institutional goals.					
4	Job efficiency is enhanced through effective reward systems in the institution.					
5	Employees complete their tasks promptly and meet deadlines consistently.					
6	The institution provides adequate support to ensure employees perform efficiently.					
7	Employees actively engage in their work responsibilities.					
8	Employee engagement initiatives significantly enhance productivity.					
9	Employees feel motivated to contribute to the institution's success.					

10. In your opinion, what strategies could improve employee performance in this institution?