

## Recognition Strategy and Performance of Non-Teaching Staff at University of Eldoret in Kenya



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**ABSTRACT:** Non-academic staff contribute significantly to the effective functioning of universities across the globe, supporting the institution's mission of education, research, and service to society. Their roles are diverse and essential, helping to create a supportive and conducive environment for academic excellence and student success. Their performance is aligned with broader national development priorities and the global agenda set forth by the SDGs. Their contributions are essential for advancing education, fostering innovation, promoting sustainable development, and building inclusive societies. By recognizing and supporting the role of non-academic staff, governments and institutions can better harness their potential to contribute to positive social, economic, and environmental outcomes. By facilitating access to quality education, they help build the knowledge and skills necessary for individuals to participate effectively in society and contribute to economic development. Unlike academic staff, whose work is more closely tied to research and teaching, the roles of non-academic staff, may not always be as directly connected to the core mission of the institution. This disconnect has led to several challenges that demotivate the work of non-teaching staffs. The purpose of this study was to examine the extent to which employee recognition strategy has influenced the performance of non-academic staff in the UOE, in Kenya. The study based on a quantitative research approach and underpinned by Maslow Theory of Motivation. The researcher used a correlational research design to establish the relationship between the study variables. The target population of this study comprised all the 208 permanent non-teaching staff in the university of Eldoret from which 137 were picked as sample size of the study Yamane formula. Stratified random sampling and simple random samplings were used to select respondents for the study. The study used structured self-administered questionnaires as its main primary data collection tool. Descriptive and inferential statistics were used to analyze data with the aid of the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics included percentages, frequencies, mean and standard deviation. Inferentially, regression analysis was applied to get the changes in dependent variable caused by the influence of independent variables. Analyzed data was presented in form of tables, suitable graphs based on the APA format. The study results revealed that there was positive linear effect of influence of recognition on employee's performance ( $\beta_1=0.798$ ,  $p=0.000<0.05$ ). The study concluded that there is a significant relationship between recognition and performance of non-academic staff in the University of Eldoret.

**KEYWORDS:** Recognition, Performance, Non-teaching staff, University, Strategy.

### 1.0 INTRODUCTION

The non-teaching staff in Finnish universities played a crucial role in supporting the academic mission of these institutions. They were responsible for various administrative, technical, and support functions that were essential for the smooth operation of universities (Juusola, 2020). In the early days, these staff members were primarily involved in tasks such as maintenance, cleaning, and clerical work. Their contributions were vital for creating a conducive environment for teaching and research activities (Tapanila, Siivonen & Filander, 2020). As the education system in Finland evolved, so did the roles and responsibilities of non-teaching staff in universities. With the expansion of higher education and the increasing complexity of university operations, the importance of non-teaching staff grew significantly. They became indispensable for managing administrative tasks, providing technical support, and ensuring the efficient functioning of various university departments (Ostinelli & Crescentini, 2024; Tapanila, Siivonen & Filander, 2020).

Over time, there has been a growing recognition of the valuable contributions made by non-teaching staff in Finnish universities. Efforts have been made to enhance their professional development opportunities, improve working conditions, and provide avenues for career advancement. Training programs, workshops, and seminars are now offered to help non-teaching staff acquire

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new skills and stay updated with best practices in their respective fields. Moreover, many universities in Finland have established mechanisms to recognize outstanding performance among non-teaching staff. Awards, incentives, and public acknowledgments are often given to individuals who demonstrate exceptional dedication, innovation, and efficiency in their roles. This recognition not only boosts morale but also motivates non-teaching staff to continue delivering high-quality services to support the academic community (Garaba, 2022; Klausen, et al. 2024). In contemporary Finnish universities, non-teaching staff members are integral parts of the academic ecosystem. They collaborate closely with teaching faculty, researchers, and students to ensure that all aspects of university operations run smoothly. Their expertise is valued not only for maintaining day-to-day activities but also for contributing to strategic decision-making processes within institutions (RyanSheehan, 2023).

The non-teaching staff in universities in India play a crucial role in the functioning of these institutions. They are responsible for various administrative, technical, and support services that are essential for the smooth operation of the university. In the early days of universities in India, non-teaching staff were not given much recognition and importance. They were mainly considered as support staff who were responsible for carrying out administrative tasks such as maintaining records, handling correspondence, and providing general assistance to the teaching staff. Their performance was not evaluated, and they did not have any job security or career growth opportunities (Bokil, Kulkarni & Joshi, 2022). After independence, there was a significant change in the recognition and performance of non-teaching staff in universities. The government recognized the importance of non-teaching staff in the functioning of universities and introduced various measures to improve their working conditions and performance. The University Grants Commission (UGC), which was established in 1956, played a crucial role in this regard. The UGC introduced various guidelines and regulations to ensure that non-teaching staff were given due recognition and their performance was evaluated periodically. The UGC also introduced various training programs to enhance the skills and knowledge of non-teaching staff (Mittal, 2023; Bokil, Kulkarni & Joshi, 2022). In 1980s and 90s there was a significant increase in the number of universities in India, and this led to an increase in the demand for non-teaching staff. UGC introduced various measures to ensure that non-teaching staff were recruited through a transparent and fair process. UGC also introduced various performance evaluation mechanisms to ensure that non-teaching staff were performing their duties effectively. The UGC further introduced various schemes to provide career growth opportunities for non-teaching staff (Pathak, 2022). In the 21st century, there has been a significant change in the role of non-teaching staff in universities in India. Non-teaching staff are now considered as important members of the university community, and their performance is evaluated regularly. The UGC has introduced various measures to ensure that non-teaching staff are given due recognition and are provided with opportunities for career growth. The UGC has also introduced various training programs to enhance the skills and knowledge of non-teaching staff (Bokil, Kulkarni & Joshi, 2022). Despite the measures taken by the UGC to recognize and improve the performance of non-teaching staff, they still face various challenges that are related to intrinsic and extrinsic motive (Harshé, 2022).

The history of non-teaching staff in Nigerian universities dates back to the establishment of the first university in the country. The University of Ibadan marked the beginning of tertiary education in Nigeria. Initially, non-teaching staff played a crucial role in supporting the academic activities of the university, such as administrative tasks, maintenance, security, and other essential services (Majekodunmi, 2022). Over time, the roles and responsibilities of non-teaching staff in Nigerian universities have evolved significantly. From being primarily involved in administrative and support functions, non-teaching staff now play diverse roles across various departments within the universities. Despite their contributions, non-teaching staff in Nigerian universities have faced numerous challenges resulting from inadequate motives over the years. The lack of adequate recognition and appreciation for their efforts has sometimes led to dissatisfaction among non-teaching staff members ((Okotoni & Kugbayi, 2024). In recent years, there have been efforts by university authorities and relevant stakeholders to address the issues surrounding the recognition and performance of non-teaching staff. Some universities have implemented policies aimed at improving the welfare, career progression opportunities, training programs, and recognition schemes for non-teaching staff members. These initiatives are intended to enhance motivation, productivity, and overall job satisfaction among non-teaching staff (Antiado, et al. 2020).

Ethiopia has a long history of higher education, with the establishment of the country's first modern university, Addis Ababa University. Initially, non-teaching staff roles were often overlooked or undervalued compared to academic positions (Woldegiorgis, 2021). Over time, there has been a gradual shift towards recognizing the importance of non-teaching staff in university operations. The roles and contributions of administrative, technical, and support staff have become more acknowledged as essential for the smooth functioning of academic institutions. Despite improvements in recognition, non-teaching staff in Ethiopian universities still face various challenges (Mulat & Ravi, 2021). In recent years, there have been efforts to address these challenges and enhance the recognition and performance of non-teaching staff. Reforms such as revising job classifications, implementing performance evaluation systems, providing training opportunities, and promoting inclusivity in university governance have been introduced (Yimam, 2022).

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In Tanzania, the recognition and performance of non-teaching staff in universities have evolved over the years, reflecting changes in educational policies, administrative structures, and societal expectations. During the colonial era, education in Tanzania was primarily focused on serving the interests of the colonial powers. Non-teaching staff played crucial roles in supporting the functioning of educational institutions but often received limited recognition for their contributions. Their work was essential for the smooth operation of universities, yet they were often marginalized in terms of status and benefits compared to academic staff (Lupeja & Komba, 2021; Garaba, 2022). After gaining independence, efforts were made to improve the working conditions and recognition of non-teaching staff within universities. Policies were introduced to address issues related to job security, career progression, training opportunities, and fair remuneration for non-teaching employees. Despite these reforms, non-teaching staff in Tanzanian universities continued to face challenges related to job satisfaction, professional development, and recognition. However, there have been initiatives aimed at enhancing the status of non-teaching staff (Garaba, 2022). In recent years, there has been a growing awareness of the importance of recognizing and supporting non-teaching staff in universities as integral members of the academic community. Efforts are being made to provide training opportunities, improve working conditions, and create pathways for career advancement for non-teaching employees. By acknowledging their contributions and investing in their professional development, universities in Tanzania can enhance overall institutional effectiveness and foster a more inclusive and supportive work environment (Paschal & Mkulu, 2021).

Non-teaching staff in Kenyan universities played a crucial role in supporting the academic and administrative functions of these institutions. They have historically been essential for the smooth functioning of these institutions. They handle various tasks related to administration, maintenance, security, and other support services that are vital for the overall operations of the university. Their contributions are essential for the effective functioning of Kenyan universities and the advancement of teaching, research, and innovation (Wambui, 2022; Kereto, 2021). In the past, non-teaching staff in Kenyan universities often faced challenges that have influenced their service delivery. This has affected their morale and performance, leading to inefficiencies in university operations (Ileri, 2021; Serem & Ongesa, 2023). The attempts by the Kenyan government to improve the performance of non-teaching staff in universities have not yielded sufficient results. Despite the critical roles they play, the support staff in Kenyan universities have continued to face several challenges that have affected their service delivery. This has particularly affected the staff in the University of Eldoret who have resorted to industrial action to demand better rewards from their employer (Serem & Ongesa, 2023). It is against this background that this study was conducted to establish the extent to which employee recognition strategy has influenced the performance of non-teaching staff in the University of Eldoret in Kenya.

### 1.1 Statement of the Problem

Non-academic staff play a crucial role in the overall performance of universities. While academic staff primarily focus on teaching, research, and academic administration, non-academic staff provide essential support services that enable the smooth functioning of the institution. The performance of universities is greatly enhanced by the contributions of non-academic staff, who provide vital support services, infrastructure, and administrative functions that enable academic staff and students to thrive. A well-coordinated effort between academic and non-academic staff is essential for the effective functioning of higher education institutions (Wambui, 2022; Tapanila, Siivonen & Filander, 2020). Intrinsically motivated non-academic staff influences the quality-of-service delivery, innovation, commitment, collaboration, adaptability, and overall organizational climate. Fostering intrinsic motivation among non-academic staff through supportive leadership, recognition of achievements, opportunities for professional development, and a positive work environment can yield significant benefits for the university as a whole (Manalo, & Apat, 2021).

In spite of these, the performance of non-academic staff at the University of Eldoret (UoE) has been interrupted due to industrial disputes involving both the employer and employees. This has had a negative influence on the normal operations and performance of the institution. The staffs at the UoE have constantly complained about inappropriate reward systems. This has resulted in industrial actions including strikes, despite the signing of Collective Bargaining Agreement with the administration of the university (Serem & Ongesa, 2023). If this problem is not adequately addressed, employees' performance will continue deteriorating and this will compromise the quality of services offered in the university. This study was therefore purposively carried out to assess the influence of recognition strategy on the performance of the non-teaching staff in the UoE in Kenya.

### 1.2 Objective Of The Study

To examine the extent to which recognition strategy influences performance of non-academic staff at University of Eldoret in Kenya.

### 1.3 Hypothesis of the Study

**H<sub>01</sub>:** There is no significant relationship between recognition strategy and performance of non-academic staff at UoE in Kenya

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## 2.1 Underpinning Theory

This study was based on Maslow theory of motivation. Abraham Maslow proposed this theory, suggesting that individuals have a hierarchy of needs ranging from physiological needs to self-actualization needs. Abraham Maslow's theory of motivation, often referred to as Maslow's Hierarchy of Needs, was first proposed in his paper "A Theory of Human Motivation," which was published in the Psychological Review journal in 1943. According to Maslow, recognition addresses higher-level needs such as esteem and self-actualization, motivating individuals to strive for personal and professional growth. Recognition in the workplace can be closely linked to Maslow's Hierarchy of Needs, particularly in the context of esteem needs and self-actualization. Recognition in the workplace directly addresses external esteem needs by providing employees with acknowledgment, praise, and validation for their contributions and accomplishments. When employees receive recognition for their work, they feel valued and respected by their peers and supervisors, which enhances their sense of self-worth and contributes to their overall job satisfaction. Recognition in the workplace can serve as a catalyst for self-actualization by empowering employees to develop their talents, pursue challenging goals, and engage in meaningful work. When employees receive recognition for their achievements and contributions, they are more likely to feel motivated to continue striving for excellence and to explore new opportunities for growth and development. In this way, recognition fosters a supportive work environment that encourages employees to reach their highest levels of performance and satisfaction.

Based on this theory, the study endeavored to establish whether the mechanisms instituted by UoE at workplace align with Maslow's theory in addressing employees' esteem needs for recognition and appreciation, as well as their aspirations for self-actualization and personal fulfillment.

## 2.2. Recognition Strategy and Non-Teaching Staff Performance in Universities

Mbuthia (2016) examined the influence of recognition at work among the support staff in government aided institutions in Kenya. The purpose of this study was to establish the influence of work commitment among the non-academic staff at Jomo Kenyatta University of Agriculture and Technology. The study adopted a descriptive survey in which data was collected by use of structured questionnaires. The study was conducted with the aim of examining the effect of recognition on work commitment by non-teaching staff in public universities in Kenya, through a descriptive survey of Jomo Kenyatta. The research established that most majority of respondents accepted that recognition had a positive significant effect on workplace commitment. The study further found a strong positive relationship between supervisory recognition and employers' commitment at work. This research concluded that recognition positively influenced employees' performance at workplace. The findings of this study explain the importance of recognizing the workers for their output and therefore require a lot of emphasize.

Mugizi, et al. (2020) assessed the association existing between workers' motivational rewards and commitment of non-teaching members in a government sponsored higher institution of learning in Uganda. This study was engaged in analyzing the association between both intrinsic and extrinsic motives on job commitment of the non-academic members of staff. The research utilized a quantitative research approach. This research was based on correlational research design to measure the nature of relationship existing between the independent and dependent variables. Primary data collection was done by use of a questionnaire survey. Descriptive and inferential statistics techniques were used for data analysis through measures of central tendency, and regression as well as correction respectively. From the analysis, it was established both intrinsic and extrinsic rewards had positive and significant relationship on work commitment. The study therefore concluded that both rewards are fundamental for adequate work commitment by employees.

Ngozi and Ayokunle (2023) assessed the effect of recognition and mentorship on the retention on support staff in the institutions of higher learning in Ogun State, Nigeria. The study used a descriptive research design and a study population 218 non-academic staff chosen from 2 institutions of higher learning universities using random sampling techniques. The study collected primary data by use of self-administered research instruments. The researcher analyzed primary data using descriptive statistics as well as inferential statistics. This study's results established a significant correlation between employees' recognition and mentorship on retention of non-teaching.

Olatunde (2017) sought to establish the effect of recognition and advancement on the performance of non-teaching staff in government aided higher institutions of learning in the North Central States of Nigeria. This research used a descriptive survey design and a target population of 7,592 non-teaching staff members from which a sample size of 759 support staff was selected for the study. A self-administered questionnaire was used to collect data while descriptive and inferential statistics were used to analyze data. The hypothesis was tested at 0.05 level of significance. This study established that recognition and advancement positively and significantly influence the performance of the support staff in the public institutions of higher learning.

Njoya (2017) carried out research to establish the influence of reward and recognition on workers' performance in Kenyatta University, Nairobi campus. The study used a descriptive research design. Data was collected using questionnaire from a sample

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size of 360 support staff. A Stratified random sampling and purposive random sampling were used to select units of analysis. A response rate of 92% was obtained justifying the study. Collected data was analyzed using Pearson Product Moment Correlation Coefficient were used to determine relationships between reward, recognition and employee job performance. The findings indicated that there a significant positive relationship between the independent and dependent variables.

Buyondo (2023) examined the relationship between salary, recognition and organizational atmosphere and performance of workers. A multi-dimensional questionnaire was used to collect primary data from the respondents. The target population comprised non-teaching members from government and private owned institutions of higher learning. Factor analysis and regression analysis were used for data analysis. This study's findings established that both organizational atmosphere and recognition influenced performance of non- teaching staff in the universities.

Okon, Nsikan and Orok (2023) sought to find out the influence of worker's wellbeing, and recognition on performance of support staff in selected Federal Universities, South-South geopolitical zone, Nigeria. The study adopted a survey research design in which data was collected using structured questionnaires. the target population was made up 19649 support staff from which a sample size of 392 was chosen using Yamane formula. The study selected units of analysis using stratified and random sampling techniques. Both descriptive statistics and linear regression were used to analyze data. From the study's findings, it was revealed that there is a significant relationship between recognition and employees' performance.

Matovu (2017) assessed the influence of motivation on the performance of university staff in Uganda. This research utilized both a cross-sectional and a descriptive research design. This study adopted design a quantitative research approach. A sample of 313 was selected from the target population and these comprised members of university staff from both public and private universities in Uganda. The study utilized a multiple linear regression model to determine the influence of the independent variables on the dependent variable. The study found out a positive significant relationship between recognition and the performance of university staff.

### 3.0 RESEARCH METHODOLOGY

#### 3.1 Research Design

The study adopted a quantitative research approach. In this approach quantitative data involved the use of close-ended questions based on structured questionnaires. This was based on a case study design since the unit of observation was a single institution. A descriptive research design was used to systematically and accurately describe the opinions of the non-teaching staff of EoU on how recognition influenced their performance. The responses were described statistically in quantifiable terms. This study was conducted at the UoE purposively because it is one of the public universities in Kenya that has faced challenges emanating from the conflict between the management and workers relating to unsatisfactory motivational levels. The target population for this study was all the 208 non-teaching permanent employees who had been working for the last five years at the institution. These were purposively selected because they had the knowledge and experience to respond on the research questions. They were drawn from various categories as shown in Table 1.

**Table 1: Target Population**

Category	Target population	Percentage
Administrators	20	9.6
Operations officers	82	39.4
Communication officers	26	12.5
Customer service officers	30	14.4
ICT officers	23	11.1
Finance officers	27	13.0
<b>Totals</b>	<b>208</b>	<b>100.0</b>

**Source:** University of Eldoret (2022)

A sample size of 137 respondents was obtained from the target population of 208 using Yamane formula (1967) as represented Table 2.

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

Where:

n = sample size required

N = population size (208)

e<sup>2</sup> = level of precision (0.05)<sup>2</sup>

n=137

**Table 2: Sample Size**

Category	Target population	Sample size
Administrators	20	13
Operations officers	82	54
Communication officers	26	17
Customer service officers	30	20
ICT officers	23	15
Finance officers	27	18
<b>Totals</b>	<b>208</b>	<b>137</b>

Source: Research (2023)

Stratified random sampling technique was used to select samples proportionally since the target population was heterogeneous. Then the researcher used simple random sampling technique to select the individual respondents randomly from each stratum. This was done by use of computer-generated random numbers. The selected subjects then became units of analysis for the study. According to Gupta (2008) a sample is regarded as large if and when it exceeds 30 and therefore 137 was considered an appropriate size for this study. A self-structured questionnaire was used to collect primary data for the study. The closed ended questions were framed on a likert scale of 1 to 5. These were suitable in collecting quantitative data. The filled-up questionnaires were collected using drop-pick later method. In order to ascertain reliability and validity of the questionnaires, the researcher did pilot study by distributing 14 questionnaires to staff in Moi University, who were not part of the sample used in the final study. The pilot respondents represented 10% of the sample size (Mugenda and Mugenda, 2003). The results of the piloted research instruments enabled the researcher to determine the consistency of responses made by respondents and adjust the items accordingly by revising the questionnaire items. To test validity, the research questions were tested and pretested to randomized sample for accuracy by use of content validity. This ensured that the questions accurately measured what was needed. The Cronbach's alpha was used to determine the reliability of the research instrument. The internal consistency reliability was established to be 0.713. This value was above 0.7 thus the research instruments were reliable to be used to collect data (Castillio, 2009). The researcher used relevant procedure to collect data from the respondents. Collected data were organized and edited to remove any inconsistencies, and errors that would have made analysis difficult. Descriptive and inferential statistics was used to analyze the data with the aid of the Statistical Package for Social Sciences (SPSS) version 25. Descriptive statistics included percentages, frequencies, and measures of central tendency. Inferentially linear regression analysis was applied to establish the extent to which recognition influenced performance of non-teaching staff at UoE. The hypothesis was tested at 0.05 significant level. This provided the basis of rejecting or accepting the null hypothesis. The analyzed data was displayed using tables.

The model  $y = \alpha + \beta_1 X_1 + u$  was subjected to a test using linear regression to establish whether recognition was a predictor of performance of non-academic staff.

Where Y = dependent variable (performance of non-teaching staff)

X<sub>1</sub> = independent variable (Recognition)

α = constant

β<sub>1</sub> = the coefficient of the independent variable

u = the error term.

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To ensure research ethics, the researcher adhered to all requirements, relevant rules and procedures of conducting a study. The respondents participated in this study voluntarily and their identities were not revealed.

### 4.0 FINDINGS

This study had the following findings

#### 4.1 Response Rate

Out of 137 questionnaires issued to the respondents, 118 questionnaires were dully filled and returned. This translated to 86 % response rate. This response rate was considered adequate for the study (Mugenda and Mugenda, 2003).

#### 4.2 Descriptive Analysis of Recognition strategy on Employees Performance

The study sought to assess the influence of recognition strategy on employees on performance at university of Eldoret. Participants were asked to provide their opinions on a 5-point Likert scale ranging from 1 - 5, where 1=strongly disagree 2 = disagree 3 =neutral 4 =agree and 5 =strongly agree

The analysis of the average scores from the responses was carried out on a continuous scale. Scores below 1.5 were categorized as strongly disagree, scores between 1.5 and 2.4 were considered as disagree, scores between 2.5 and 3.4 were seen as neutral," scores between 3.5 and 4.5 were interpreted as "agree," and scores above 4.5 were regarded as "strongly agree." A total of six statements were utilized to assess the impact of employee recognition on performance at the University of Eldoret, and participants' responses were collected using a 5-point Likert scale as shown in Table 3.

**Table 3: Respondents' Opinions on the Influence of Recognition Strategy on Employees Performance**

Statement		SA	A	N	D	SD	Mean	Sd
1. Employees are offered certificate of merit to appreciate the job well done	F	35	41	8	22	12	3.55	1.37
	%	29.7	32.7	6.8	18.8	10.2		
2. The management has set aside a special day for recognizing workers' performance	F	36	49	7	15	11	3.71	1.28
	%	30.5	41.5	5.9	12.7	9.3		
3. Employees exemplary do well their work are accorded job status in the institution	F	30	49	5	22	12	3.53	1.32
	%	25.4	41.5	4.2	18.6	10.2		
4. Employees who perform well at their duties are offered sponsored trips to motivate them	F	30	48	10	16	14	3.54	1.32
	%	25.4	40.7	8.5	13.6	11.9		
5. The management verbally recognizes employee for their good job performance	F	35	42	8	22	11	3.58	1.34
	%	29.7	35.6	6.8	18.6	9.3		
6. Employees' recognition of their effort has positively improved their output	F	33	46	6	20	13	3.56	1.35
	%	28.0	39.0	5.1	16.9	11.0		

Source: Researcher (2023)

According to the information on Table 9, the descriptive statistics findings on home literacy practices showed that 41(34.7%) of the respondents agreed that employees are offered certificate of merit to appreciate the job well done while 35(29.7%) of the respondents strongly agreed that employees are offered certificate of merit to appreciate the job well done. A small proportion 22(18.6%) of the respondents disagreed, and 12(10.2) of the respondents strongly disagreed that employees are offered certificate of merit to appreciate the job well done. The study findings father revealed that the respondents agreed that employees are offered certificate of merit to appreciate the job well done with mean rating of 3.55 and standard deviation of 1.36. According to the study done by Niyivuga, Otara and Tuyishime, (2019) established that M&E practices, including staff self-evaluation, students–staff evaluation, peer evaluation, and evaluation by supervisor, are applied at varying emphasis.

Furthermore, 85(72.0%) of the respondents agreed and 26(22.0%) of the respondents disagreed that the management has set aside a special day for recognizing workers' performance. However, respondents agreed that the management has set aside a special day for recognizing workers' performance with mean rating of 3.71 and Standard deviation of 1.28. The study done by Song, Tucker, Murrell and Vinson, (2018) suggest that public disclosure of RPF, along with the validation of the best practices being shared, can improve worker productivity.

Further, 79(66.9%) of the respondents agreed that employees exemplary do well their work are accorded job status in the institution and those who disagreed are 34(28.8%). The study findings revealed that participants agreed with the statement that employees exemplary do well their work are accorded job status in the institution with mean rating of 3.53 and the Standard deviation of 1.32.

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Similarly, 78(66.1%) of the participants agreed that employees who perform well at their duties are offered sponsored trips to motivate them. However, 30(25.5%) of the respondents disagreed that Employees who perform well at their duties are offered sponsored trips to motivate them. Further, the study findings revealed that participants agreed towards the statement that employees who perform well at their duties are offered sponsored trips to motivate them with mean rating of 3.54 and the standard deviation of 1.32

Moreover, 77(65.3%) of the respondents agreed that the management verbally recognizes employee for their good job performance and on the other hand 33(27.9%) of the respondents disagreed that the management verbally recognizes employee for their good job performance. Additionally, the study results further revealed that the respondents agree that the management verbally recognizes employee for their good job performance with mean rating of 3.58 and a standard deviation of 1.34.

Finally, 79(67.0%) of the respondents agreed that employees' recognition of their effort has positively improved their output. However, 33(27.9%) of the respondents disagreed that employees' recognition of their effort has positively improved their output. Analysis on mean and standard deviation of 3.55 and 1.35 respectively revealed the respondents agreed with the employees' recognition of their effort has positively improved their output.

### 4.3 Linear Regression Analysis of Recognition Strategy on Employee's Performance

The linear regression analysis examines how the performance of employees, which is the dependent variable, is affected by the independent variable of recognition strategy. The subsequent sections present the outcomes of this analysis

**Table 4: Model Summary**

R	R Square	Adjusted R Square	Std. Error of the Estimate
.769 <sup>a</sup>	.592	.588	.63345

Source: Researcher (2023)

The coefficient of determination ( $R^2$ ) and correlation coefficient (R) shows the degree of association between recognition strategy and employee's performance at the university of Eldoret. The results of the linear regression in Table 4 indicate that  $R^2 = 0.591$  and  $R = 0.769$ . R value indicates that there is a strong linear relationship between recognition and employee's performance at the university of Eldoret. The  $R^2$  indicates that explanatory power of the independent variables is 0.591. This means that about 59.1% of recognition strategy explains employee's performance at the university of Eldoret. This implies that recognition strategy had an influence on employee's performance at the university of Eldoret.

The analysis of variance was employed in the study to determine if the model's predictive capabilities surpassed those of the mean, as illustrated in Table 5.

**Table 5: Model Fitness**

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	67.321	1	67.321	167.777	.000 <sup>b</sup>
Residual	46.546	116	0.401		
Total	113.867	117			

Source: Researcher (2023)

From Table 4 the F-test offers a comprehensive evaluation of the significance of the established regression model. The F-value signifies the importance of all the variables in the equation, confirming the overall significance of the regression. The F-statistics produced ( $F = 167.777$ ) was significant at  $p=0.000$  thus confirming the fitness of the model and therefore, there is statistically significant relationship between recognition strategy and employee's performance at university of Eldoret

Table 6 Displays the  $\beta$ -value estimates and illustrates the predictor's contribution to the model.



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**Table 6: Regression Coefficients**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	0.924	0.221		4.176	0.000
Recognition	0.798	0.061	0.769	12.953	0.000

**Source:** Researcher (2023)

The study results in Table 6 revealed that there was positive linear effect of recognition on employee’s performance. Since ( $\beta_1=0.798$ ,  $p=0.000<0.05$ ), the study rejected the null hypothesis  $H_{01}$  and concluded that there is a statistically significant relationship between recognition strategy and performance of non-academic staff at UoE in Kenya. These results reveal that an increase in recognition strategy increases performance of non-academic staffs by 0.789 units. Therefore, the coefficients generated the regression equation as expressed by;

$$Y = 0.924 + 0.798X_1 \dots\dots\dots \text{Equation 4.1}$$

### 4.4 Hypothesis Testing

To determine whether recognition influences performance of non-teaching staff,  $H_0$  hypothesis which states that “There is no significant relationship between recognition strategy and the performance of non-teaching staff at UoE” was tested.

**Decision rule:** If the calculated p value is found to be less than the critical value of 0.05, then the null hypothesis is rejected. Regression results indicated in Table 5 confirm the appropriateness of the model fit for this data since the computed p value of 0.000 was much smaller compared to critical value of 0.05. These findings implied the existence of a significant relationship between recognition strategy and performance of non-teaching staff. This led to a rejection of the null hypothesis and the adoption of an alternative hypothesis which states that, “There is a significant relationship between recognition strategy and performance of non-teaching staff” is accepted.

### 4.5 Discussion of Findings

The research findings were discussed based on the data analysis

#### 4.5.1 Recognition Strategy and Performance of Non-Teaching Staff

The regression analysis indicates that there is statistically a significant relationship between the recognition strategy and performance of non-teaching staff at UoE since the p value obtained was 0.000 which is less than the critical value of 0.05 as shown in Table 6.

The findings of this study concur with Ngozi and Ayokunle (2023) who assessed the effect of recognition and mentorship on the retention on support staff in the institutions of higher learning This study’s results established that recognizing the effort of the staff motivates them to increase their output and as a result reduce turnovers in the organization. The results are further in total agreement with Mugizi, et al. (2020) who assessed the relationship existing between workers’ motivational rewards and commitment of non-teaching members in the universities. This study analyzed the relationship between both intrinsic and extrinsic motives on job commitment of the non- academic members of staff. From the analysis, it was established that both intrinsic and extrinsic rewards enhance work commitment. The study therefore concluded that both rewards and recognition are important elements of enhancing commitment by employees at work.

These findings agree with Matovu (2017) who assessed the influence of recognition on the performance of university staff in Uganda. The study found out a positive significant relationship between recognition and the performance of university staff. The findings also concur with Okon, Nsikan and Orok (2023) whose study sought to find out the influence of worker’s wellbeing, and recognition on performance of support staff. From the study’s findings, it was revealed that recognition is fundamental in motivating employees to improve their performance at work. These findings are further in agreement with Buyondo (2023) who conducted a study to examine the relationship between salary, recognition and organizational atmosphere and performance of workers. This study’s findings established the importance of recognition in enhancing performance of workers in the universities. The findings of this study concur with Njoya (2017) who carried out research to establish the influence of reward and recognition on workers’ performance. They analyzed data to determine relationships between reward, recognition and employee job performance. Their findings indicated that there is a significant positive relationship between recognition and performance of the support staff working in the university. This study’s findings agree with Olatunde (2017) who sought to establish the effect of

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recognition and advancement on the performance of non-teaching staff in government aided higher institutions of learning. The study established that recognition and the desire for career advancement reinforce workers to work hard and improve their performance.

### 5.0 CONCLUSION

This study demonstrates a clear and statistically significant relationship between the implementation of recognition strategies in the workplace and the overall performance of the organization. It has been established that employees who feel recognized and appreciated for their contributions exhibit higher levels of engagement, satisfaction, and productivity. This, in turn, translates into tangible benefits for the organization, including increased efficiency, innovation, and profitability. The findings underscore the critical role that recognition plays in fostering a positive work environment and driving organizational success. By acknowledging and rewarding the efforts of employees, organizations can cultivate a culture of appreciation and motivation, which ultimately leads to improved performance outcomes.

### 6.0 RECOMMENDATIONS

Based on this study that has established a positive significant relationship between recognition strategy at work and organizational performance, the followings are some recommendations for management:

Develop and implement comprehensive recognition programs that go beyond simple rewards or bonuses. Include both formal and informal recognition initiatives that acknowledge various forms of contributions, such as individual achievements, team successes, and innovative ideas.

Recognize that different employees may be motivated by different forms of recognition. Tailor recognition initiatives to the preferences and values of diverse employee groups. This might involve conducting surveys or focus groups to understand what types of recognition are most meaningful to employees.

Ensure that recognition practices are consistent and transparent across the organization. Employees should understand the criteria for recognition and feel confident that their efforts will be fairly acknowledged. Avoid favoritism or bias in the recognition process. Equip managers and supervisors with training and resources to effectively implement recognition strategies. Provide guidance on how to deliver meaningful recognition, such as specific examples of impactful recognition gestures or behaviors.

Communicate the importance of recognition to all levels of the organization. Help employees understand how their contributions contribute to the success of the organization and how recognition reinforces desired behaviors and outcomes.

Integrate recognition into the organization's performance management processes. Ensure that recognition efforts are aligned with performance goals and tied to desired outcomes. This might involve incorporating recognition metrics into performance evaluations or setting specific recognition targets.

Celebrate successes and milestones publicly to reinforce a culture of recognition and appreciation. Recognize achievements in team meetings, company-wide communications, or through social media channels. Highlighting success stories can inspire and motivate others to excel.

Encourage and facilitate peer-to-peer recognition within the organization. Provide platforms or channels where employees can acknowledge and thank their colleagues for their contributions. Peer recognition can foster a sense of camaraderie and collaboration among team members.

Continuously monitor and evaluate the effectiveness of recognition initiatives. Solicit feedback from employees to assess their satisfaction with recognition practices and their perceived impact on motivation and performance. Use data and feedback to refine and improve recognition strategies over time.

The leadership should lead by example by actively participating in and promoting recognition efforts. When leaders demonstrate their commitment to recognizing and valuing employee contributions, it sets a powerful tone for the entire organization.

By implementing these recommendations, management can leverage the positive relationship between recognition strategy and organizational performance to foster a more engaged, motivated, and productive workforce.

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