

Influence of Employee Recognition on Job Satisfaction among Non-Teaching Staff in Technical and Vocational Education and Training Institutions in Meru County, Kenya

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Abstract

Job satisfaction among non-teaching staff is an important human resource outcome in Technical and Vocational Education and Training institutions because support employees sustain administration, student services, technical operations, security, maintenance, and institutional coordination. Despite their contribution, limited empirical attention has focused on how employee recognition influences job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County, Kenya. This article examined the influence of employee recognition on job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County. The study was guided by Herzberg's Two-Factor Theory and adopted a descriptive and correlational research design. The target population comprised 235 non-teaching staff, from which 148 respondents were selected using stratified random sampling and simple random sampling. Primary data were collected using a structured questionnaire, and 130 valid responses were analyzed using descriptive statistics, Pearson correlation, and simple linear regression. The findings showed that employee recognition was practiced at a moderate-to-high level, with verbal appreciation and management recognition being stronger than formal awards and appreciation events. Employee recognition had a positive and statistically significant relationship with job satisfaction ($r = 0.657$, $p = 0.000$). Regression results further showed that employee recognition explained 43.2% of the variation in job satisfaction and had a positive, statistically significant effect on job satisfaction ($\beta = 0.641$, $t = 9.867$, $p = 0.000$). The null hypothesis was rejected. The study concluded that employee recognition significantly improves job satisfaction among non-teaching staff. The study recommended that Technical and Vocational Education and Training institutions institutionalize structured recognition programmes combining supervisor feedback, verbal appreciation, public acknowledgment, formal awards, certificates, management recognition, and appreciation events.

Keywords: *Employee recognition, job satisfaction, non-teaching staff, performance-based incentives, Technical and Vocational Education and Training institutions, Kenya*

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1. Introduction

Non-teaching staff are critical to the effective functioning of Technical and Vocational Education and Training institutions because they provide operational support that sustains teaching, learning, and service delivery (Ngure, 2020). These employees perform administrative, clerical, financial, technical, security, maintenance, records management, and student-support functions that enable institutions to operate effectively (Okolie et al., 2020). Although teaching staff are directly involved in instructional delivery, institutional effectiveness also depends on the quality of support services provided by non-teaching employees (Ngure, 2020). Job satisfaction among non-teaching staff is therefore important because it influences employee motivation, morale, institutional commitment, retention intention, service enthusiasm, and quality of support services (Spector, 2022).

Technical and Vocational Education and Training institutions have become central to Kenya's skills-development agenda because they equip learners with practical and labour-market-oriented competencies that support employability, entrepreneurship, industrial development, and national growth (Ngure, 2020). In Meru County, these institutions depend on non-teaching staff to support admissions, records management, procurement, finance, laboratory services, information services, general administration, security, and maintenance of learning facilities (Okolie et al., 2020). When non-teaching staff feel appreciated and valued, they are more likely to demonstrate commitment, responsiveness, teamwork, and positive work attitudes (Robbins & Judge, 2022). Conversely, limited appreciation may reduce morale and weaken the quality of support services provided to students, trainers, management, and other institutional stakeholders (Spector, 2022).

Employee recognition is a non-financial performance-based incentive that involves acknowledging employee effort, contribution, commitment, and good performance (Armstrong & Taylor, 2023). Recognition may be expressed through verbal appreciation, formal awards, supervisor feedback, public acknowledgment, management recognition, certificates, and appreciation events (Orajaka, 2021). In Technical and Vocational Education and Training institutions, recognition is particularly important because many non-teaching employees perform essential but less visible roles that contribute to institutional performance (Ngure, 2020). Recognition affirms employee value, strengthens a sense of belonging, and communicates that the institution notices and appreciates employee contribution (Lee et al., 2022). Human resource management literature shows that recognition may improve motivation, morale, institutional commitment, and job satisfaction by making employees feel respected, valued, and included in institutional success (Alrawahi et al., 2020).

1.1 Problem Statement

Non-teaching staff in Technical and Vocational Education and Training institutions are expected to experience high job satisfaction because they provide administrative, clerical, technical, security, maintenance, finance, records management, and student-support services that sustain institutional operations and service delivery (Ngure, 2020). Job satisfaction among these employees is important because it influences work motivation, morale, institutional commitment, retention intention, service enthusiasm, and overall employee performance (Spector, 2022). Effective employee recognition systems are therefore expected to strengthen job satisfaction by acknowledging employee contribution, reinforcing positive work behaviour, and making employees feel valued within the institution (Armstrong & Taylor, 2023).

Despite this expectation, non-teaching staff may experience limited appreciation, inadequate formal awards, weak supervisor feedback, insufficient public acknowledgment, and inconsistent management recognition (Orajaka, 2021). Such weaknesses may reduce morale and weaken job satisfaction among support employees who depend on recognition to feel valued for their institutional contribution (Peramatzis & Galanakis, 2022). In educational institutions, support employees often perform essential but less visible duties, and limited recognition may affect their sense of value, institutional commitment, and willingness to provide quality support services (Okolie et al., 2020). Since recognition is considered a motivator that enhances satisfaction, weak recognition practices may limit employee motivation, commitment, and service enthusiasm among non-teaching staff (Herzberg et al., 1959).

Previous studies have examined recognition and job satisfaction in universities, public institutions, private organizations, and general employee populations (Orajaka, 2021). Peramatzis & Galanakis, 2022 examined employee recognition and job satisfaction among non-academic staff in Nigerian public universities. Munyoki and Were (2021) examined performance-based rewards and employee satisfaction in Kenyan public institutions. However, limited empirical evidence exists on the influence of employee recognition on job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County, Kenya (Ngure, 2020). This study therefore addressed the contextual and empirical gap by focusing on employee recognition and job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County, Kenya.

1.2 Research Objective

To evaluate the influence of employee recognition on job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County, Kenya.

1.3 Research Hypothesis

H₀₁: Employee recognition has no statistically significant influence on job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County, Kenya.

2. Literature Review

2.1 Theoretical Review

The study was anchored on Herzberg's Two-Factor Theory, which was developed by Herzberg, Mausner, and Snyderman (1959) to explain why employees experience satisfaction or dissatisfaction in the workplace. The theory classifies workplace factors into hygiene factors and motivators (Herzberg et al., 1959). Hygiene factors include salary, working conditions, supervision, institutional policies, interpersonal relations, job security, and administrative practices (Alrawahi et al., 2020). These factors reduce dissatisfaction when they are adequately provided, but they may not necessarily create strong job satisfaction because they mainly address the work environment rather than employees' internal psychological needs (Lee et al., 2022).

Motivators include recognition, achievement, responsibility, advancement, personal growth, and meaningful work (Herzberg et al., 1959). These factors directly enhance job satisfaction because they address employees' need for appreciation, accomplishment, responsibility, and career development (Peramatzis & Galanakis, 2022). Recognition is therefore considered a key motivator because it makes employees feel that their effort, contribution, and performance are noticed and valued by the organization (Lee et al., 2022). In institutional work settings,

motivators are important because employees are more likely to experience satisfaction when their contributions are acknowledged, and their achievements are appreciated (Alrawahi et al., 2020).

Herzberg's Two-Factor Theory was relevant to the current study because employee recognition was the main independent variable, while job satisfaction was the dependent variable. In Technical and Vocational Education and Training institutions, non-teaching staff perform administrative, technical, clerical, security, maintenance, finance, records management, and student-support duties that contribute to institutional effectiveness (Ngure, 2020). Recognition practices such as verbal appreciation, supervisor feedback, management recognition, formal awards, public acknowledgment, certificates, and appreciation events may therefore enhance job satisfaction by making non-teaching staff feel respected, valued, and included in institutional success (Orajaka, 2021).

The theory further explained why recognition may be especially important among non-teaching staff in Technical and Vocational Education and Training institutions. Although non-teaching staff support essential institutional operations, their contribution may be less visible than teaching functions, which may affect how they perceive appreciation and institutional support (Okolie et al., 2020). Herzberg's theory suggests that when such employees receive recognition for their contribution, they are more likely to experience higher morale, motivation, commitment, and job satisfaction (Herzberg et al., 1959). Recent studies have also confirmed that recognition and other motivator factors remain significant predictors of job satisfaction in contemporary workplaces (Peramatzis & Galanakis, 2022).

Despite its relevance, Herzberg's Two-Factor Theory has some limitations. The distinction between hygiene factors and motivators may not apply uniformly across all occupations, institutions, and cultural contexts because employees may interpret rewards, recognition, working conditions, and advancement differently depending on their work environment and expectations (Alrawahi et al., 2020). In addition, some factors, such as pay, supervision, and recognition, may function as both hygiene factors and motivators depending on how employees experience them (Lee et al., 2022). Nevertheless, the theory was suitable for the study because it directly linked employee recognition to job satisfaction and explained how acknowledgment of employee contribution may enhance satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions (Herzberg et al., 1959).

2.2 Empirical Review

2.2.1 Employee Recognition and Job Satisfaction

Employee recognition is widely regarded as an important non-financial incentive because it communicates appreciation, affirms employee contribution, and reinforces positive work behaviour within an organization (Armstrong & Taylor, 2023). Recognition may be formal or informal and may include verbal appreciation, formal awards, certificates, supervisor feedback, public acknowledgment, management recognition, and appreciation events (Orajaka, 2021). Recognition is important because it makes employees feel visible, respected, and valued in the workplace (Lee et al., 2022). In educational institutions, recognition may be especially important for support employees whose contribution is essential to institutional operations but less visible than instructional duties (Ngure, 2020).

Empirical evidence has consistently linked employee recognition to job satisfaction across different organizational contexts. Alrawahi et al. (2020) examined the application of Herzberg's Two-Factor Theory to job satisfaction and established that recognition,

responsibility, and advancement were important determinants of satisfaction. Lee et al. (2022) analyzed determinants of job satisfaction using the two-factor theory and found that motivator factors, including recognition and advancement opportunities, had substantial effects on job satisfaction across different industries. Peramatzis and Galanakis (2022) reported that achievement, recognition, responsibility, and advancement contributed to employee motivation and satisfaction. These findings indicate that recognition may influence how employees evaluate their work, supervisors, institutional support, and overall workplace experience.

Recognition has also been found to influence job satisfaction by strengthening employee self-worth, morale, and attachment to the organization (Peramatzis & Galanakis, 2022). When employees receive timely supervisor feedback, verbal appreciation, and public acknowledgment, they are more likely to perceive that their effort contributes to organizational goals (Armstrong & Taylor, 2023). Such perceptions may improve employee commitment and reduce feelings of neglect, especially among employees whose roles are operational or supportive in nature (Okolie et al., 2020). Therefore, recognition may serve both motivational and relational functions by reinforcing performance while also strengthening the employee–institution relationship (Lee et al., 2022).

In African and education-sector contexts, Orajaka (2021) found a positive relationship between employee recognition and job satisfaction among non-academic staff in selected public universities in South East Nigeria. This finding is relevant to the present study because non-academic and non-teaching employees perform support functions that sustain institutional operations, student services, administration, and service delivery (Ngure, 2020). Okolie et al. (2020) observed that weak institutional support and inadequate incentives affected motivation in African Technical and Vocational Education and Training institutions. These findings suggest that recognition may be particularly important in educational institutions where support staff contribute to service delivery but may not always receive adequate visibility or appreciation (Orajaka, 2021).

In Kenya, empirical studies have shown that employee satisfaction is influenced by reward systems, recognition practices, and human resource management approaches (Munyoki & Were, 2021). Munyoki and Were (2021) reported that performance-based rewards influenced employee satisfaction in Kenyan public institutions, suggesting that employees are more satisfied when institutions acknowledge performance and contribution. Ngure (2020) noted that effective human resource management practices were important for strengthening institutional performance in Technical and Vocational Education and Training institutions in Kenya. These findings imply that recognition may contribute to job satisfaction among non-teaching staff by improving morale, commitment, and responsiveness to institutional responsibilities.

Despite the contribution of previous studies, several gaps remained. Many studies examined recognition and job satisfaction in hospitals, universities, general public institutions, or mixed employee populations, while limited attention was given to non-teaching staff in Technical and Vocational Education and Training institutions in Meru County (Alrawahi et al., 2020). In addition, some studies examined broad reward systems rather than isolating employee recognition through specific indicators such as verbal appreciation, formal awards, supervisor feedback, public acknowledgment, management recognition, and appreciation events (Munyoki & Were, 2021). The current study addressed these gaps by examining the influence of employee recognition on job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County, Kenya.

2.3 Conceptual framework

The conceptual framework illustrates the proposed relationship between the independent and dependent variables, as presented in Figure 1.

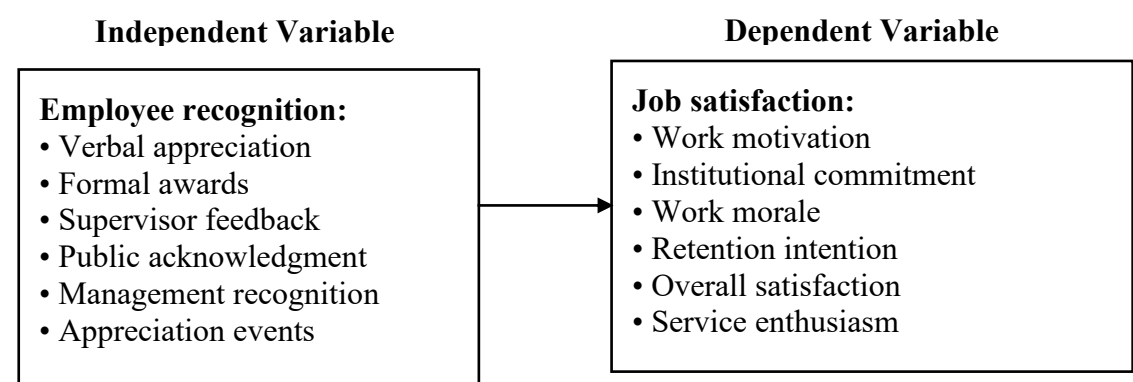


Figure 1: Conceptual Framework

3. Methodology

The study adopted a positivist research philosophy because it sought to examine the influence of employee recognition on job satisfaction using objective and measurable data (Creswell & Creswell, 2023). A quantitative research approach was used because the study relied on numerical responses obtained from structured questionnaire items. A descriptive research design was applied to summarize employee recognition practices and job satisfaction among non-teaching staff. A correlational research design was also used to determine the relationship between employee recognition and job satisfaction (Kothari, 2004).

The target population comprised 235 non-teaching staff working in selected Technical and Vocational Education and Training institutions in Meru County, Kenya. The respondents included administrative and clerical staff, technical support staff, security staff, maintenance staff, and other support staff. These categories were appropriate because they had direct experience with employee recognition practices and job satisfaction within their institutions. Proportionate stratified random sampling was used to group respondents according to institution. Simple random sampling was then applied within each stratum to select respondents. The sample size of 148 respondents was determined using the Yamane (1967) formula.

Primary data were collected using a structured questionnaire. The questionnaire contained demographic items and Likert-scale statements measuring employee recognition and job satisfaction. Employee recognition was measured using indicators such as verbal appreciation, formal awards, supervisor feedback, public acknowledgment, management recognition, and appreciation events. Job satisfaction was measured using work motivation, institutional commitment, work morale, retention intention, overall satisfaction, and service enthusiasm. A pilot study involving non-teaching staff in Technical and Vocational Education and Training institutions outside Meru County was conducted to assess the suitability of the research instrument.

Content validity was established through expert review to ensure that the questionnaire items were clear, relevant, and aligned with the study objective. Reliability was assessed using Cronbach’s Alpha coefficient, with a threshold of 0.70 considered acceptable (Cronbach, 1951). The collected data were analyzed using SPSS. Descriptive statistics were used to

summarize the study variables, while Pearson Product-Moment Correlation and simple linear regression were used to examine the relationship and predictive effect of employee recognition on job satisfaction. Diagnostic tests for normality, linearity, multicollinearity, homoscedasticity, and independence of errors confirmed that the data satisfied the assumptions of regression analysis (Field, 2024). Statistical significance was evaluated at the 5% level.

4. Results and Discussion

4.1 Response Rate

The study targeted 148 non-teaching staff from selected Technical and Vocational Education and Training institutions in Meru County, Kenya. Out of the 148 questionnaires distributed, 130 were duly completed and returned, yielding a response rate of 87.6%. The remaining 18 questionnaires, representing 12.4%, were either incomplete or not returned and were therefore excluded from the final analysis. The response rate was considered adequate because it provided sufficient data for examining the influence of employee recognition on job satisfaction among non-teaching staff.

Table 1: Response Rate

Response Category	Frequency	Percentage (%)
Returned questionnaires	130	87.6
Unreturned/incomplete questionnaires	18	12.4
Total distributed questionnaires	148	100.0

The high response rate strengthened the reliability of the findings by ensuring that the analysis was based on responses from most of the sampled non-teaching staff. Therefore, the returned questionnaires provided an appropriate basis for the subsequent descriptive, correlation, and regression analyses.

4.2 Descriptive Analysis of Employee Recognition

The study examined the extent to which non-teaching staff perceived employee recognition practices to be present in Technical and Vocational Education and Training institutions in Meru County. Employee recognition was assessed as a non-financial incentive that may influence job satisfaction. The findings indicated that employee recognition was generally practiced at a moderate-to-high level, as reflected by a composite mean of 3.49 and a standard deviation of 0.967.

Among the recognition indicators, verbal appreciation by supervisors recorded the highest mean score ($M = 3.68$, $SD = 0.890$), followed by management recognition of non-teaching staff contribution ($M = 3.63$, $SD = 0.910$). Supervisor feedback that recognized employee contribution also recorded a relatively high mean score ($M = 3.57$, $SD = 0.930$). These results suggest that informal recognition practices, particularly verbal appreciation, supervisor feedback, and management acknowledgment, were more commonly experienced by non-teaching staff.

However, formal recognition practices appeared to be less developed. Formal awards recorded a lower mean score ($M = 3.34$, $SD = 1.020$), while appreciation events recorded the lowest mean score ($M = 3.29$, $SD = 1.050$). Public acknowledgment of non-teaching staff also recorded a moderate mean score ($M = 3.41$, $SD = 1.000$). These findings imply that although employees received some level of recognition, structured and formal recognition systems

required improvement. The findings are consistent with Herzberg's Two-Factor Theory, which identifies recognition as an important motivator that can enhance job satisfaction.

Table 2: Descriptive Analysis of Employee Recognition

Statement	N	Mean	SD
Supervisors verbally appreciate non-teaching staff for good performance.	130	3.68	0.890
The institution gives formal awards to recognize good performance.	130	3.34	1.020
Supervisors provide feedback that recognizes employee contribution.	130	3.57	0.930
Non-teaching staff are publicly acknowledged for good performance.	130	3.41	1.000
Management recognizes the contribution of non-teaching staff.	130	3.63	0.910
The institution organizes appreciation events for employees.	130	3.29	1.050
Composite Mean	130	3.49	0.967

4.3 Descriptive Analysis of Job Satisfaction

The study examined the level of job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County. The findings indicated that respondents generally reported positive job satisfaction, as shown by a composite mean of 3.65 and a standard deviation of 0.898. This suggests that most respondents expressed favourable perceptions regarding their work motivation, institutional commitment, morale, retention intention, overall satisfaction, and service enthusiasm.

Among the job satisfaction indicators, institutional commitment recorded the highest mean score ($M = 3.72$, $SD = 0.870$), followed closely by general job satisfaction ($M = 3.71$, $SD = 0.880$). Service enthusiasm also recorded a high mean score ($M = 3.68$, $SD = 0.890$), while motivation to perform duties effectively had a mean of 3.66 ($SD = 0.900$). These findings suggest that non-teaching staff were generally committed to their institutions and willing to provide quality support services.

Retention intention recorded a mean score of 3.60 ($SD = 0.920$), indicating that respondents were moderately willing to continue working in their institutions. Work morale recorded the lowest mean score ($M = 3.54$, $SD = 0.930$), although it remained within the positive range. The relatively lower rating for morale suggests that additional human resource practices, particularly stronger recognition systems, may be necessary to improve the emotional and motivational aspects of job satisfaction among non-teaching staff.

Table 3: Descriptive Analysis of Job Satisfaction

Statement	N	Mean	SD
I am motivated to perform my duties effectively.	130	3.66	0.900
I am committed to this institution.	130	3.72	0.870
My morale at work is high.	130	3.54	0.930
I intend to continue working in this institution.	130	3.60	0.920
I am generally satisfied with my job.	130	3.71	0.880
I am enthusiastic about providing quality service in this institution.	130	3.68	0.890
Composite Mean	130	3.65	0.898

4.4 Bivariate Correlation Analysis

Pearson correlation analysis was conducted to determine the direction and strength of the relationship between employee recognition and job satisfaction among non-teaching staff. The results presented in Table 4 show a positive and statistically significant relationship between employee recognition and job satisfaction ($r = 0.657$, $p = 0.000$). Since the p-value was less than 0.05, the relationship was statistically significant.

The correlation coefficient of 0.657 indicates a strong positive relationship between employee recognition and job satisfaction. This means that higher levels of employee recognition were associated with higher levels of job satisfaction among non-teaching staff. Therefore, recognition practices such as verbal appreciation, supervisor feedback, public acknowledgment, management recognition, formal awards, and appreciation events were positively associated with motivation, morale, commitment, retention intention, and overall satisfaction.

The findings support Orajaka (2021), who reported that employee recognition improved job satisfaction among non-academic staff in Nigerian public universities. The results also agree with Alrawahi et al. (2020), Lee et al. (2022), and Peramatzis and Galanakis (2022), who established that recognition and other motivator factors strengthen employee satisfaction. In addition, the findings support Herzberg's Two-Factor Theory, which identifies recognition as a motivator that enhances job satisfaction.

Table 4: Pearson Correlation Analysis

Category	Employee Recognition (X ₁)	Job Satisfaction (Y)
Employee Recognition (X ₁)		
Pearson Correlation	1	.657**
Sig. (2-tailed)		.000
Job Satisfaction (Y)		
Pearson Correlation	.657**	1
Sig. (2-tailed)	.000	

Correlation is significant at the 0.05 level (2-tailed).

4.5 Bivariate Linear Regression Analysis

Bivariate linear regression analysis was conducted to determine whether employee recognition significantly influenced job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County. The null hypothesis stated that employee recognition had no statistically significant influence on job satisfaction.

The model summary presented in Table 5 shows that employee recognition had a strong positive relationship with job satisfaction ($R = 0.657$). The coefficient of determination was $R^2 = 0.432$, indicating that employee recognition explained 43.2% of the variation in job satisfaction. The remaining 56.8% was explained by other factors not included in the regression model.

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.657	.432	.427	.507

- a. Dependent Variable: Job Satisfaction
- b. Predictors: (Constant), Employee Recognition

The ANOVA results presented in Table 6 show that the regression model was statistically significant, $F(1, 128) = 97.350$, $p = 0.000$. Since the p-value was less than 0.05, the model was significant at the 95% confidence level. This means that employee recognition significantly predicted job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County.

Table 6: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	24.979	1	24.979	97.350	.000
Residual	32.843	128	.257		
Total	57.822	129			

- a. Dependent Variable: Job Satisfaction
- b. Predictors: (Constant), Employee Recognition

The regression coefficients presented in Table 7 show that employee recognition had a positive and statistically significant influence on job satisfaction ($\beta = 0.641$, Beta = 0.657, $t = 9.867$, $p = 0.000$). This implies that improvements in employee recognition practices were associated with improvements in job satisfaction. Since the p-value was below 0.05, the null hypothesis was rejected. The findings therefore suggest that employee recognition is a significant non-financial incentive for strengthening job satisfaction among non-teaching staff.

Table 7: Linear Regression Coefficients

Predictor	Unstandardized Coefficients (β)	Std. Error	Standardized Coefficient (Beta)	t	Sig.
Constant	1.408	.230	—	6.122	.000
Employee Recognition	.641	.065	.657	9.867	.000

Dependent Variable: Job Satisfaction

5. Conclusion

The study established that employee recognition had a positive and statistically significant influence on job satisfaction among non-teaching staff in Technical and Vocational Education and Training institutions in Meru County, Kenya. The findings showed that recognition practices such as verbal appreciation, supervisor feedback, management recognition, public acknowledgment, formal awards, and appreciation events contributed to employees' sense of value and respect within their institutions. The study therefore concluded that employee recognition is an important non-financial incentive for improving work motivation, morale, institutional commitment, retention intention, service enthusiasm, and overall job satisfaction among non-teaching staff.

6. Recommendations

Technical and Vocational Education and Training institutions should institutionalize structured employee recognition programmes for non-teaching staff. These programs should include verbal appreciation, supervisor feedback, public acknowledgment, management recognition, certificates of recognition, formal awards, and appreciation events. Supervisors should also be encouraged to provide timely, constructive feedback that recognizes good performance and reinforces employees' contribution to institutional goals.

Human resource departments should develop clear recognition guidelines showing the criteria, frequency, and forms of recognition available to non-teaching staff. Recognition practices should be fair, transparent, consistent, and inclusive of administrative, clerical, technical, security, maintenance, and other support employees. In addition, the Ministry of Education and the Technical and Vocational Education and Training Authority should support institutional policies that promote non-financial incentives as part of broader employee satisfaction and performance management strategies.

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