

Case Study

The effects of motivation on client satisfaction: A case of Kigali Independent University ULK, Rwanda

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Employee's motivation is a strong factor of employees' performance, thus, client satisfaction. In the quest to causation of client satisfaction, the present study examined the relationship between employees' motivation and client satisfaction at Kigali Independent University ULK. Though the qualitative and quantitative methods, the primary and secondary data were collected and analysed. From the results, the research questions were answered. The population was composed of 350 respondents among them, there are 120 employees and 230 clients of Kigali Independent University ULK. Primary data was collected using structured questionnaires measured on the likert type interval scales. Confirming the researcher's expectations and previous study results, significance of employee's motivation and client satisfaction was supported. In congruence with previous studies, the study found support for a positive effect of employee's motivation which was predicted by financial incentives: salaries, bonuses, retirement and pension benefits, and medical insurance. The non-financial incentives were also identified such as appreciation of the work done, employees competition, promotion, knowledge of the

results, autonomy, working conditions and participation in the decision making as the main motivating factors to employees which determines the client satisfaction of Kigali independent University ULK. In addition, the relationship between factors other than motivation such as recruitment and selection, training and development, discipline and employees' evaluation were considered as motivating variables in this research and they affect as well the client of Kigali Independent University ULK. On the basis of the results of this thesis, it was concluded that employee's motivation has direct and indirect effect on client satisfaction at Kigali independent University ULK. Based on the study findings, it becomes apparent the client satisfaction was predominantly dependent on intrinsic and extrinsic factors of motivation. The future research may work by comparing the effects of employee's motivation to client satisfaction by comparing private and public higher learning institutions in East African community.

Key Words: Client satisfaction, employee's motivation, Kigali Independent University ULK

INTRODUCTION

Motivation is derived from the Latin word *movere* which means to move (Kreitner and Kinicki, 1988). Motivation was defined by Robbins, (1993) as "the willingness to exert high level of effort towards organizational goals, conditioned by the effort's ability to satisfy some individual needs". Furthermore, motivation represents

those psychological processes that cause the arousal, direction and resolution of voluntary activities that are goal oriented (Al Araimi, 2013). Bartol and Martin, (1998) define motivation as "a force that energizes behavior, gives direction to behavior, and underlies the tendency to persist." Many research magnified the importance of

motivation in the individual and organizational levels. Tietjen and Myers, (1998) found that motivation is related to satisfaction of employees. Amabile, (1998) found that motivation is correlated with individual performance which leads to client satisfaction. Further, at an organizational level, Nahavandi and Malekzadeh, (1999) associate the concept of motivation with management issues related to organizational performance which causes the client satisfaction. They define motivation as a state of mind, desire, energy or interest that translates into action. In today's highly competitive labor market, there are major evidences that organizations, regardless of their orientations, are focusing on retaining their best employees (Ramlall, 2004). Furthermore, motivation of employees is an essential element for any organization (Rafikul and Zaki, 2008). However, even with these clear evidences of the importance of motivation, there is a lack of research on motivation of employees in higher learning institutions especially in Rwanda. Even with the growth in research literature in motivation of employees in the different sectors, there is a considerable uncertainty as to the relevance of these researches to specific client satisfaction in academic contexts. Moreover, motivation of employees in Kigali Independent University ULK was not discussed before.

According to Richard et al. (1979), managers and organizational researchers cannot avoid a concern with the behavioral requirements of organization. In addition to the necessity to acquire financial and physical resources, every organization needs people in order to function. He states that organizations have three behavioral requirements in this regard: people must be attracted not only to join the organization but also to remain in it; people must perform the tasks for which they are hired, and must do so in some form of creative, spontaneous, and innovative behavior at work. In other words, for organization to be effective, according to this reason, it must come to grips with the motivational problems of stimulating both the decision to participate and the decision to produce at work. For the service industry, the performance is related to the quality of service delivery and client satisfaction. A comprehensive understanding of the way in which organizations function requires that at least some attention be directed towards the question of why people behave as they do on the job. Understanding of the topic of motivation is thus essential in order to comprehend more fully the effects of variation in other factors such as management style, job design, and recruitment and salary systems as they relate to satisfaction. It is of the great importance to show the importance of employee's motivation to client satisfaction.

In approaching the complex problem of motivation, it is natural and useful to present a corresponding definition of the framework in which this process manifests itself, its goal being, in fact, closely related to other category, namely motivation. In the literature, motivation has been regarded in a wide range of approaches, existing

definitions that start from aspects referring to the processes that motivation presupposes and others that lead to a structural description of motivation (Gârdan et al., 2012). Thus, seen from the procedural perspective, motivation represents a concept that refers directly to a series of stages of manifestation of the human behavior in action. In this context, we talk about motivation seen as a corollary of the factors that determine the initiation of a certain behavior, directs this behavior, and establishes a certain intensity and a certain degree of persistence in time (Bernstein et al. 2008).

Regarded synthetically, motivation is a concept that germinates the features that refer to: the individuals' capacity of directing the motivational process, the existence of a well-defined purpose related to motivation, the behavior associated to motivation presents variability. This behavior is stimulated positively or negatively. As far as the employee's motivation is concerned, one must have in mind the fact that it must be seen on three levels person's motivation (because of the social and cultural background before being hired, the unique features of each individual etc.), motivation within work teams/groups (the degree of integration in a group, the empathy, the possibilities of promotion etc.), and the motivation at the organization level (Gârdan et al. 2012).

The individual's motivation will determine the degree of involvement at the team level, the correlation of the teams and the organizational culture creating the premises for increasing the motivation at the organizational level. Also, a general motivating environment, motivational practices generalized in the entire organization and a structure of management and decision having at its disposal instruments and means favourable to motivation will determine an overhand impulse for motivation at the team level and, finally, at the individuals' level within the organization (Gârdan et al. 2012). It is demonstrated that the activities associated to the work itself mostly represents an expression of the individual's integration within the groups. In this way, in order to increase the performance at the organization level, the awareness of the employees regarding their own membership in the team, with a correspondingly degree of consistency and satisfaction associated to each individual is necessary. Motivation within the entire organization depends on a series of factors, of which the organization's type of structure, the organizational environment and the organizational culture stands out. The structure of an organization refers to the way in which the organization divides its work into specific tasks and realizes their coordination. The structure type of an organization is the way in which the decisional processes are organized and the associated channels can be sustainable or inhibitory factors for the employee's motivation (Gârdan et al., 2012).

Motivation is a prerequisite for better service delivery. It is defined as an intrinsic process that psychologically directs the behaviour of an individual (Grafham et al.,

2004). Motivation is also described as the strength within an individual that accounts for the level of direction and amount of effort used at work (Johns, 1996). According to Locke and Latham, (2004), motivation is not only an inherent factor in the individual but also a group incentive to act or not to act. Nahavandi and Malekzadeh, (1999) relate motivation to organizational performance. They define motivation as a driver of stable mind, aspiration, force or interest within the individual that translate into action. It can be inferred from these definitions that to motivate someone to stimulate the person's interest or cause him to desire to do something. From the manager's point of view, the objective is to have the employee behave in ways that are in the organization's best interest. Through motivation, an employee can build up a positive work attitude by working hard, being punctual and consistent to work and contributing meaningfully to the fulfillment of the organization's mission. In all human organizations, it is motivation that strengthens, directs and sustains human behavior (Huitt, 2003). An important addition to these definitions is that motivation may be influenced by factors that are intrinsic or extrinsic to the individual. However, since the intrinsic factors are relatively hard to define, emphasis has often been placed on the extrinsic factors, which include the ability of managers to satisfy an employee's needs (Adzei and Atinga, 2012).

The employee's motivation is strongly related to the employee's satisfaction and thus to the client satisfaction. Past research has shown a real employee-client service profit chain (Heskett et al., 1994). From this point of view, organization that have a strong and well defined organizational culture, with a proper internal communication can achieve a level of harmonization between their employee's values and the organizational values. Thus the degree of motivation and the involvement of employees at the service delivery level can be significant high meaning that a high level of client satisfaction.

Employees' action and behavior play a vital role in shaping the perception clients carry in their minds with regard to the company. Companies spend large amounts of money to create client loyalty but often ignore the critical aspect of enhancing employee motivation in order to achieve their financial and nonfinancial goals. In the conditions of intense competition that companies operate in today, especially in higher learning Institutions in Rwanda, employees can play a very important role in winning clients' hearts and minds. With the emergence of globalization, competition among companies has reached a higher level as companies are exposed to other companies within their own countries and around the world. Organizations are investing heavily in acquisition of advanced technologies, developing new processes, and introducing new products to serve their clients. Organizations have set up new departments and hired consultants to develop strategies for competing effectively

in the global market. Every day we come across new promotional schemes operated by companies to stay ahead of competition. At the same time many organizations focus on their employees to gain a competitive edge, as technology, processes and organizational structure can be copied but the value that competent and dedicated employees can bring to companies cannot be easily taken away. These facts make employee motivation one of the important determinants of client satisfaction. Employee motivation is affected by both personal characteristics as well as workplace environment. Organizations benefit from "engaged workers" in a number of ways. Two-way communication helps to shape employee perceptions and aid the company in understanding employees better. Employee satisfaction has positive influence on client satisfactions in the service industry (Harter et al., 2002).

As compared to marketing campaigns launched by a company to attract clients or build brand impression, clients are more influenced by the employee's behavior during interaction. One of the key concepts in marketing is client satisfaction which is an important factor in theory as well as practice. Hays and Hill, (1999) claimed that client satisfaction is difficult in services from manufacturing due to direct interaction of employee and clients which resulted in inconsistency and intangibility of services. They claimed that employee motivation is an important determinant of service quality which leads to client satisfaction.

According to Hart et al. (1990) mistakes in the service sectors are inevitable and any service provider can make errors in the provision of services. Consequently, it is necessary to take service recovery measures when a service failure occurs to reduce the damages to the clients (Kau and Loh 2006) and to restore client satisfaction and loyalty (Smith and Wagner 1999). Webster and Sundaram, (1998) stated that though the existence of the service provider depends on the delivery of defect free services, but sometimes even the tightest quality control fails and service organization cannot resist service failures. They also said that consumer oriented service providers know how to recover from service failure. Service failure can be caused by various factors like unavailability of service, delayed service and low quality service (Bitner et al., 1990), complaint handling (Tax and Brown 1998) and disconfirmation due to service delivery (Bell and Zemke, 1987).

There are very few studies published in the area of employee's motivation and client satisfaction related to higher learning Institutions (Muhammad et al., 2014). The purpose of this study, therefore, is to examine the effects of employee's motivation to client satisfaction in Kigali Independent University ULK. This study aims to assess the factors which motivate the employees and how their satisfaction in turn motivates them to deliver the quality service to clients and consequently, the client satisfaction.

Table 1.Categories of respondents.

Category of respondents	Total of this category in the population in the area of study	No. of respondents from this category actually chosen for the study	Percentage of this number in as far as the actual total no. of respondents is concerned	How the respondents were chosen from the total population/ Sampling method used
Senior Managers	8	3	30%	Purposive sampling will be used
Directors	11	1	Randomly	Purposive sampling will be used
Heads of departments	10	7	Randomly	Purposive sampling will be used
Teaching staff	77	37	Randomly	Purposive sampling will be used
Administrative staff	76	34	Randomly	Purposive sampling will be used
Supporting staff	196	38	Randomly	Purposive sampling will be used
Clients	12281	230	Randomly	Purposive sampling will be used
Total		350		

METHODOLOGY

Study area

Kigali Independent University ULK has two campuses; the first one is located in Gisozi sector, Kacyiru District in Kigali City, the capital city of Rwanda.

The second campus is located in Gisenyi sector, Rubavu District in Western province. In this study, the survey concerns staff, managers and students, selected from Kigali Independent University ULK prospective students, graduates, and parents or guardians.

The population of focus comprised 120 employees of which 98 are male and 22 are female. Among them 28 employees have age between 21 and 30, 62 have age between 31 and 40, 9 of them have age between 41 and 50 and 21 have age between 51-60 years.

The population was also composed of 230 clients among them 117 were male and 113 were female. Among them 55 clients have age of 20 and less, 158 have age between 21 and 30, 9 of them have age between 31 and 40 and 8 of them have age of 41 and above.

Sampling procedure

In this study, purposive sampling technique was used based on the researcher's knowledge of population, so as to get employees and clients who are equipped with the information regarding the research under study. Primary data gathered employees and clients of Kigali Independent University ULK using a self-administered questionnaire which was distributed during lecture period.

Prior trained research assistants were engaged during the data collection process. Bird (1989) observes that reliability is a bare minimum for valid studies of personality, attitudes and values.

It was difficult to make contact with all staff. For this reason, the sample was chosen mainly by making contact with 120 staff and 230 of clients.

The purposive sampling was used, and respondents were chosen according to Gender, Education levels, ages, position/post, department and especially who were able to give the information needed.

The researcher interviewed the top managers, deans, directors, and heads of departments and other key informants (Table 1).

Questionnaires

One of the instruments used to obtain data for this study is the questionnaire, which was formulated from the review of related literature and conceptual framework using the independent and dependent variables. The questionnaire contained both close-ended questions and open-ended questions. Closed questions are included since they are easier to analyze since they are in an immediate usable form, are easier to administer because each item is followed by alternative answers, and are economical to use in terms of time and money (Mugenda and Mugenda, 2003). However, since their responses are limited, the respondent is compelled to answer questions according to the researcher's choices. For this reason, the questionnaire also incorporated some open-ended questions whose advantages, according to Mugenda and Mugenda (2003), include the following: they permit a greater depth of response; they are simpler to formulate mainly because the researcher does not have to labour to come up with appropriate response categories; they can stimulate the respondent to think about his feeling or motives and to express what he

Table 2. ULK employees' perception on motivation factors at their workplace.

Variables	Answers													
	Strongly agree		Agree		Tend to agree		Tend to disagree		Disagree		Strongly disagree		Total	
	fi	%	fi	%	fi	%	fi	%	fi	%	Fi	%	fi	%
1 Which kind of motivation (Financial) given to the Kigali Independent University ULK employees of the various grades during 2005-2015														
a Wages and salaries	82	68.3	14	11.7	4	3.3	7	5.8	6	5.0	7	5.8	120	100
b Bonus	83	69.2	5	4.2	7	5.8	5	4.2	6	5.0	14	11.7	120	100
c Retirement benefits	80	66.7	12	10.0	6	5.0	5	4.2	8	6.7	9	7.5	120	100
d Medical insurance	94	78.3	5	4.2	4	3.3	5	4.2	6	5.0	6	5.0	120	100
2 Which kind of motivation (Non-Financial) given to the Kigali Independent University ULK employees of the various grades during 2005-2015														
a Appreciation of work done	77	64.2	14	11.7	7	5.8	5	4.2	7	5.8	10	8.3	120	100
b Competition	77	64.2	3	2.5	13	10.8	8	6.7	9	7.5	10	8.3	120	100
c Group incentive	71	59.2	9	7.5	11	9.2	8	6.7	11	9.2	10	8.3	120	100
d Knowledge of the results	76	63.3	8	6.7	8	6.7	5	4.2	12	10.0	11	9.2	120	100
e Participation in management	72	60	10	8.3	8	6.7	9	7.5	10	8.3	11	9.2	120	100
f Opportunities for career growth	77	64.2	7	5.8	9	7.5	7	5.8	12	10.0	8	6.7	120	100
g Suggestion system	27	22.5	56	46.7	10	8.3	9	7.5	7	5.8	11	9.2	120	100
e Job Enrichment	34	28.3	51	42.5	10	8.3	9	7.5	8	6.7	8	6.7	120	100
3 Which kind of motivation (core job dimension) given to the Kigali Independent University ULK employees of the various grades during 2005-2015														
a Skill variety	27	22.5	62	51.7	10	8.3	6	5.0	9	7.5	6	5.0	120	100
b Task identity	34	28.3	53	44.2	11	9.2	8	6.7	8	6.7	6	5.0	120	100
c Task significance	28	23.3	13	10.8	55	45.8	10	8.3	8	6.7	6	5.0	120	100
d Autonomy	32	26.7	11	9.2	50	41.7	8	6.7	8	6.7	11	9.2	120	100
e Feedback	30	25.0	13	10.8	51	42.5	7	5.8	8	6.7	11	9.2	120	100
4 Which kind of motivation (work scheduling) given to the Kigali Independent University ULK employees of the various grades during 2005-2015														
a Compressed work week	35	29.2	6	5.0	57	47.5	6	5.0	6	5.0	10	8.3	120	100
b Flexible working hours	30	25.0	14	11.7	51	42.5	8	6.7	8	6.7	9	7.5	120	100
c Job sharing	31	25.8	52	43.3	10	8.3	9	7.5	6	5.0	12	10.0	120	100
d Part- time work	27	22.5	55	45.8	14	11.7	7	5.8	6	5.0	11	9.2	120	100

considers to be most important. The interview has three types: unstructured, structured and semi-structured. The unstructured interview requires a high level of interviewing skills. The unstructured interview has broad, open-ended questions, relies heavily on probing, and uses notes as the question form. The structured interview requires the lowest level of interviewing skills. The structured interview has primarily closed ended questions, does not use probing questions, and

has a set questionnaire that interviewer fills out. Lastly, the semi- structured interview has a mix of closed and open ended questions, uses some probing and has a set questionnaire with allotted spare for probing answers (Lussier, 2011). Participants who have certain characteristics in common that relate to the topic, such as managers, employees, clients, and, generally, the participants are from different departments were selected. Permission from the

Kigali Independent University ULK where this study was conducted was obtained before data collection.

RESULTS AND DISCUSSION

This section treated the background information on the respondents, in terms of the age of respondents, it was noticed that that mature

Table 2. Contd

5	Which kind of motivation (employee empowerment) given to the Kigali Independent University ULK employees of the various grades during 2005-2015														
a	Participation	31	25.8	55	45.8	8	6.7	8	6.7	8	6.7	10	8.3	120	100
b	Innovation	26	21.7	58	48.3	6	5.0	11	9.2	10	8.3	9	7.5	120	100
c	Information	31	25.8	50	41.7	8	6.7	8	6.7	9	7.5	14	11.7	120	100
d	Reward	27	22.5	11	9.2	9	7.5	11	9.2	10	8.3	52	43.3	120	100
e	Accountability	37	30.8	51	42.5	10	8.3	7	5.8	9	7.5	6	5.0	120	100
6	Which kind of motivation (quality of work life) given to the Kigali Independent University ULK employees of the various grades during 2005-2015														
a	Adequate and fair compensation	28	23.3	59	49.2	11	9.2	8	6.7	7	5.8	7	5.8	120	100
b	A safe and healthy environment	37	30.8	53	44.2	6	5.0	11	9.2	6	5.0	7	5.8	120	100
c	Jobs are aimed at developing and using employee's skills and abilities	32	26.7	61	50.8	8	6.7	5	4.2	8	6.7	6	5.0	120	100
d	Growth and security	31	25.8	56	46.7	10	8.3	10	8.3	7	5.8	6	5.0	120	100
e	Job aimed at expanding employee's capabilities	30	25.0	61	50.8	6	5.0	8	6.7	9	7.5	6	5.0	120	100
f	Rather than leading to their obsolescence	34	28.3	54	45.0	9	7.5	10	8.3	6	5.0	7	5.8	120	100
g	An environment in which employees develop self-esteem and a sense of identity	28	23.3	59	49.2	9	7.5	7	5.8	9	7.5	8	6.7	120	100
h	Protection and respect for employee's rights to privacy, dissent, equity, etc.,	38	31.7	50	41.7	9	7.5	6	5.0	9	7.5	8	6.7	120	100
i	A sensible integration of job career and family life and leisure time	27	22.5	60	50.0	13	10.8	6	5.0	8	6.7	6	5.0	120	100

persons mainly composed the sample. In terms of sex of respondents, male respondents were more represented than female at Kigali Independent University ULK. This was justified by historical background of the country, where the ladies were marginalized especially in terms of education. The work experience variable was also considered and it was realized that the seniority express employee satisfaction and leads to quality service and client satisfaction. For the variable of qualification, it was realized that majority of respondents have master's degree and above

shows that Kigali Independent University ULK has highly qualified personnel. The respondents were from senior management, directors, Heads of departments, lecturers, administrative staff and supporting staff. The permanent and part-time staffs were also involved. On the side of clients, the majority was between 21-30 years old. This is justified by the normal age of university studies. In terms of sex, the male and female were represented. The students were from different classes and different faculties and different departments (Table 2).

The financial and non-financial factors of motivation were assessed. The respondents appreciated the remuneration of ULK but they mentioned that, motivation is not enough to get motivated. In Kigali Independent University ULK the bonuses are given especially to the best performers and the lecturers get more on supervision of memoire. It was noticed that the retirement and pension benefits are more motivating to the old employees than young ones. The medical insurance is not too much motivating to employees of Kigali Independent University

considers to be most important. On the issue of appreciation of the work done, the respondents point out it is one of the motivating factors at Kigali Independent University ULK by word of mouth or a letter of merit which goes with financial implications. But on the other hand, the respondents said that the appreciation of the work done appears for people with significant and results oriented responsibilities, but others occupying position with little or non-significant contribution in the ULK mandate are not appreciated for their achievements. At Kigali Independent University, the employees' competition is very high because the compensation is based on performance. It helps both employees and institutions, to get upgraded in academic ranks, it requires publication and to get promoted to the high level position, it depends on performance. All of these affect positively the client satisfaction. On the other hand, an administrative employee consulted in this research said that, this motivational tool was efficient in its initial stage whereby all employees were competing to be recognized, since the reward was not significant in terms of monetary value the level of competition decreased. He added that to deliver the quality service is not due to competition, but for stable conscience.

The respondents said that all results achieved are recognized. And this increases the commitment of staff. But on the other hand, the respondents said that some employees work hard and sometimes the credits are given to their supervisors. They emphasized that when an employee delivers the best for two or more consecutive years without a recognition it demotivates, and directly impact the performance. The respondents said that the employees participate in the decision making regardless their level, but in different capacities. Kigali Independent University ULK applies the participatory management style.

At Kigali independent University ULK there is career growth opportunities for academic as well as administrative staff. They said that there are many people who started as a simple employee but now they are in senior position. The job enrichment is considered as a factor of motivation because the respondents consider it as a trust from the employee, but they said that it affects negatively the client satisfaction when the employees are overloaded. The respondents said that it is one of the main causes of poor performance. The respondents said that at Kigali Independent University ULK, the autonomy can have either positive or negative effects on the client satisfaction according to the personality of the employee and the management style at ULK, feedback as part of core job dimension is underpinned in the staff, but need improvement to increase the awareness of feedback as part of core job dimension to cover the overall staff. It is clear that in ULK participation in management as component of employee empowerment. The respondents said that the inclusive participatory management is the management style applied at Kigali Independent

University ULK, the respondents said that they sign the performance contract every semester as one way of accountability and at the level of Kigali Independent University ULK prepares accountability day every semester, and invite the students, and other stakeholders. The respondents said that ULK is the first university in Rwanda which has the modern infrastructure and good equipment, they confirmed the existence of the safety and healthy in this university. The respondents said that ULK facilitates its staff to continue their studies and improve their skills and they get internal and external training opportunities. They said that, when you work for ULK, you get all the facilities to continue your studies either at ULK or abroad.

THE MEASURES, OTHER THAN MOTIVATION, THAT THE KIGALI INDEPENDENT UNIVERSITY ULK UNDERTOOK, OR OUGHT TO HAVE UNDERTAKEN, DURING 2005-2015 TO IMPROVE ITS CLIENT SATISFACTION

Two methods internal and external methods of recruitment were assessed (Table 3). The respondents said that, for the teaching staff, they recruit the best lecturers from various universities in Rwanda and in the region, yet for the administrative task, they recruit internally either by promotion or transfer of those who are familiar with Kigali Independent University ULK culture for the purpose of giving quality service to the clients. At ULK, the pre-selection is done based on job description and job specification and it is to them an extra-motivation to improve client satisfaction because they get the right persons to the right places. The respondents confirmed that the recruitment selection in general is done in transparency, because you sit for interview and the panel composed of internal and external interviewers tell you the results before it gets even to the top management. The respondents said that mostly, Kigali Independent University ULK recruits at the beginning of academic year, and it is its culture that it starts the year with a seminar with all the staff among them, the new comers.

The respondents said that the training is done either internally or externally at Kigali independent University ULK. And all of them confirmed that on-the-job-training has positive effects on client satisfaction. They said that in most cases the Higher education council (HEC) organizes some training on assessment, and they said that this increase the client satisfaction. They said that they get many trainings to cope up with the new technology. The respondents that Kigali Independent University ULK facilitates it employees to get knowledge by sending them in various universities abroad in order to develop their knowledge and skills and in return to develop ULK.

The respondents said that there is a disciplinary committee at ULK, which is composed by Director of

Table 3. Views of the respondents on ways of enhancing ULK employee’s motivation for improved client satisfaction.

Variables	Answers													
	Strongly agree		Agree		Tend to agree		Tend to disagree		Disagree		Strongly disagree		Total	
	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%
1 Fair recruitment procedure as a way for enhancing the ULK employees motivation for improved client satisfaction														
A Recruitment is done either internally or externally	34	28.3	61	50.8	6	5.0	5	4.2	6	5.0	8	6.7	120	100
B Internal recruitment is done by promotion, transfer, demotion, job rotation, etc.	31	25.8	58	48.3	9	7.5	6	5.0	6	5.0	10	8.3	120	100
C External recruitment is done through advertisement on newspaper, university website, internal memo, etc.	39	32.5	52	43.3	7	5.8	6	5.0	6	5.0	10	8.3	120	100
D The pre- selection is done based on job description and job specification	34	28.3	59	49.2	9	7.5	6	5.0	6	5.0	6	5.0	120	100
E The selection is done with transparency	42	35.0	52	43.3	8	6.7	6	5.0	6	5.0	6	5.0	120	100
F The successful candidate is notified immediately after tests	35	29.2	59	49.2	7	5.8	7	5.8	6	5.0	6	5.0	120	100
G There is induction program to new staff	37	30.8	51	42.5	9	7.5	6	5.0	7	5.8	10	8.3	120	100
2 Training and Development as a way for enhancing the ULK employees’ motivation for improved client satisfaction														
A The training is done while working	37	30.8	54	45.0	5	4.2	8	6.7	7	5.8	9	7.5	120	100
B The training is conducted outside the work	25	20.8	58	48.3	9	7.5	8	6.7	10	8.3	10	8.3	120	100
C The training is provided on technical skills	32	26.7	54	45.0	8	6.7	5	4.2	7	5.8	14	11.7	120	100
D The development is based on general knowledge	31	25.8	58	48.3	8	6.7	6	5.0	8	6.7	9	7.5	120	100
E The training is provided in short period of time	32	26.7	59	49.2	6	5.0	5	4.2	8	6.7	10	8.3	120	100
3 The disciplinary action as a way for enhancing the ULK employee’s motivation for improved client satisfaction														
A Is fair (based on the quality and quantity of the evidence)	27	22.5	61	50.8	8	6.7	7	5.8	8	6.7	10	8.3	120	100
B Is consistent (the same penalty is imposed in similar situations)	28	23.3	62	51.7	8	6.7	7	5.8	7	5.8	8	6.7	120	100
C Is uniform (written policies, procedures, an, and job descriptions)	30	25.0	57	47.5	12	10.0	6	5.0	7	5.8	8	6.7	120	100
D Is objective (criteria to demonstrate the validity and legality of actions)	35	29.2	53	44.2	10	8.3	7	5.8	7	5.8	8	6.7	120	100
E Is prepared (Conduct an and let the employee respond to the charges before imposing any disciplinary action)	33	27.5	60	50.0	8	6.7	5	4.2	8	6.7	6	5.0	120	100
4 HR Evaluation as a way for enhancing the ULK employee’s motivation for improved client satisfaction														
A The evaluation is done fairly year	27	22.5	61	50.8	5	4.2	7	5.8	8	6.7	12	10.0	120	100
B Is based on the performance contract	35	29.2	49	40.8	13	10.8	5	4.2	9	7.5	9	7.5	120	100
C The achievements are compared to the set standards	27	22.5	59	49.2	10	8.3	2	1.7	13	10.8	9	7.5	120	100
D The performance goes with increase of the salary	32	26.7	59	49.2	7	5.8	8	6.7	6	5.0	8	6.7	120	100

Source: Primary data, 2015.

Administration and finance, Director of Quality and the direct supervisor of a person who committed the disciplinary case. The disciplinary committee invites the person for hearing then proposes the sanction to the senior management to take action. The respondents said that all disciplinary

procedures are clearly indicated in internal regulations and respects the labor law, but they said that some employees do not read the internal regulations and the labor law. The heads of departments said that, in matter of evaluation, they sign the performance contracts in which the

indicators of evaluation are clear. Everyone knows his marks. But for the teaching staff, the assessment from the students is taken into consideration. The respondents said that for employees’ evaluation, they compare what was to be done and what the employee has achieved.

Table 4. The factors determining the client satisfaction at Kigali Independent University ULK.

No	Variables	Answers														
		Strongly agree		Agree		Tend to agree		Tend to disagree		Disagree		Strongly disagree		Total		
		fi	%	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%	
1	Factors of Client satisfaction															
a	Employees who are helpful, polite, friendly and positive with clients	74	32.2	113	49.1	4	1.7	10	4.3	3	1.3	26	11.3	230	100	
b	When dealing with clients, employees smile, make eye contact and sound enthusiastic	133	57.8	52	22.6	5	2.2	6	2.6	9	3.9	25	10.9	230	100	
c	Employees who are clean, neat, and appropriately dressed	59	25.7	83	36.1	47	20.4	6	2.6	7	3.0	28	12.2	230	100	
d	Determine the clients' needs and make them explicit	129	56.1	58	25.2	5	2.2	10	4.3	5	2.2	23	10.0	230	100	
e	Speak clearly	107	46.5	80	34.8	4	1.7	6	2.6	10	4.3	23	10.0	230	100	
	Show personal interest	58	25.2	86	37.4	47	20.4	7	3.0	5	2.2	27	11.7	230	100	
f	Show sympathy with clients making complaints- listen to what the client has to say, establish the facts, agree what needs to be done, keep the client informed	150	65.2	37	16.1	4	1.7	10	4.3	5	2.2	24	10.4	230	100	
g	Provide information immediately or the clients know when they can expect it	86	37.4	99	43.0	6	2.6	6	2.6	9	3.9	24	10.4	230	100	
h	Keep promises	106	46.1	35	15.2	48	20.9	8	3.5	5	2.2	28	12.2	230	100	
i	Answer telephones promptly	88	38.3	100	43.5	5	2.2	10	4.3	4	1.7	23	10.0	230	100	
j	Reply to letters, faxes, e-mails and voicemail messages quickly	176	76.5	9	3.9	5	2.2	6	2.6	10	4.3	24	10.4	230	100	
k	Concentrate on the needs of clients, not on what is easiest to sell.	86	37.4	100	43.5	4	1.7	8	3.5	5	2.2	27	11.7	230	100	
l	Attractive infrastructures and equipment	150	65.2	38	16.5	3	1.3	10	4.3	5	2.2	24	10.4	230	100	
m	Quality product or service	127	55.2	57	24.8	6	2.6	6	2.6	10	4.3	24	10.4	230	100	
n	Value for money	152	66.1	38	16.5	5	2.2	6	2.6	2	0.9	27	11.7	230	100	
o	Reliability	131	57.0	55	23.9	3	1.3	11	4.8	6	2.6	24	10.4	230	100	
p	Responsiveness	148	64.3	39	17.0	4	1.7	6	2.6	10	4.3	23	10.0	230	100	
q	Access	128	55.7	57	24.8	7	3.0	6	2.6	5	2.2	27	11.7	230	100	
r	Courtesy	149	64.8	36	15.7	9	3.9	8	3.5	5	2.2	23	10.0	230	100	
s	Communication	128	55.7	56	24.3	7	3.0	11	4.8	5	2.2	23	10.0	230	100	
t	Credibility	150	65.2	37	16.1	4	1.7	6	2.6	10	4.3	23	10.0	230	100	
u	Fair treatment	129	56.1	59	25.7	4	1.7	10	4.3	2	0.9	26	11.3	230	100	
v	Claims procedures	150	65.2	37	16.1	9	3.9	6	2.6	2	0.9	26	11.3	230	100	
2	Indicators of client satisfaction															
a	I am happy about my decision to come to this university	128	55.7	59	25.7	5	2.2	6	2.6	5	2.2	27	11.7	230	100	
b	I believe I made the right choice of this university	152	66.1	36	15.7	4	1.7	11	4.8	1	0.4	26	11.3	230	100	
c	Overall I am satisfied by the decision to work with this university	130	56.5	57	24.8	7	3.0	9	3.9	1	0.4	26	11.3	230	100	
d	I consider this university to be reputable	149	64.8	36	15.7	5	2.2	13	5.7	1	0.4	26	11.3	230	100	
e	I will recommend this university to others	131	57.0	56	24.3	9	3.9	7	3.0	1	0.4	26	11.3	230	100	

Source: Primary data, 2015.

Therefore, the achievements are compared to the set standards for employees' evaluation.

An evaluation of the level of client satisfaction at Kigali Independent University ULK

The respondents said that ULK students know their right and with ULK principles, the staffs try their level best to serve well the students. Instead, they said that there are some staff who are not polite and helpful (Table 4). The respondents said that mostly, the staff of Kigali Independent University ULK seems to have a high level of ownership, yet some other respondents who disagree and seem to be unsatisfied, is due to the factors that some staff works as mercenaries especially visiting staff. In the weekend, they may teach very few hours when there are no University authorities, they may teach few hours. The respondents who disagree and seem to be unsatisfied explained that some of lecturers with French background have the linguistic barriers which are manifested in difficulties in English language. The respondents said that mostly, the staffs of Kigali Independent University ULK seem to have a high level of ownership, yet some other respondents who disagree and seem to be unsatisfied, is due to the factors that some staff works as mercenaries' especially visiting staff. The respondents said that the ULK employees pay attentions to their complaints because of the system of rooting slip. They said that even on the door of each and every staff there is the phone of hierarchical authority so that in case you are not happy of the service, you call him/her. The respondents said that, with the rooting slip system, they know when they will get the service they are looking for, and that in most cases they get SMS form the concerned service before the due time that the document is available. On the other hand, some other respondents who disagree and seem to be unsatisfied, is due to the fact that sometimes they do not get the HODs especially when they are teaching. Some respondents disagree and seem to be unsatisfied, is due to the fact that some visiting lecturers who supervises their dissertations do not respect appointments. The respondents said that the employees respond to their call promptly, even though, they do not call them often, because they are available at their office, but on the other hand, the respondents said that it depends, then you call him or her when he or she is teaching, he will tell you that he or she will call you back and sometimes, they do not. The respondents said that it depends on a person to another, they said that because ULK has a wireless, when you send an e-mail, they see it and respond immediately, when it is a letter, it depends on the issue, when it is a claim, or academic document, the time of the response may not be the same. The respondents said that in general, the employees concentrate on their needs, but sometimes, especially during break time, when students are asking

services at the sometime, the employees may loose concentration. The respondents said that the modern infrastructures and equipment of Kigali Independent University ULK are impressive and factors of satisfaction. They said that the quality is expensive, but ULK has made it to the best of their satisfaction. The respondents said that Kigali Independent University ULK delivers quality service and product that is why have chosen it. And they said that it was ranked as the first University in Rwanda. The respondents said that the regulation of ULK requires all lecturers to be present in week days except when they are off. The fact that they all have offices; they are always accessible. The respondents said that at Kigali independent there is a total fairness due to the anonymity of the names, the students' names are not used, they only use the roll numbers.

On that issue, the respondents said that they can give it a hundred percent. The respondents said that ULK is a private university which means that to join it is a choice, they said that the fact that it is the first private university which was created after the genocide against Tutsi and its reputation, they are proud for it.

And one of them said that it is the best choice she has made for her life. Some respondents who disagree and seem to be unsatisfied, is due to it toughness in dressing and behavior by avoiding miniskirts, shorts, tight trousers etc. One said that it acts like religious institution yet it is independent. The respondents said that to them, it is reputable but they said that due to aggressive competition of higher learning institutions, some people said that it has not high quality, but to them they consider it as anti-campaign.

Conclusion

The results of this study are of significant value for higher learning Institutions managers. Based on the findings of this study managers will be able to motivate their employees in order to restore student satisfaction. Our study contributes to the literature by supplementing and extending prior findings in several ways. The current study addresses this challenge by investigating a specific kind of motivation in this context, namely the motivation to Kigali Independent University ULK. The study have shown that teaching staff motivation affects students' achievement positively; it increases overall productivity of the institution.

Recommendations

From the findings of this study, it is recommended that academic managers and policy makers pay attention to employee's motivation in order to get quality service which leads to client satisfaction.

This study only addressed few on the commonly

mentioned motivating factors grouped into intrinsic and extrinsic factors of motivation. The effects of these variables on client satisfaction may differ based on context. Further, many more factors define client satisfaction in higher learning institutions beyond what is covered in this study. Further, there is need to explore how employee's motivation translate into client satisfaction. Although this study focused on effects of employees 'motivation to client satisfaction private higher learning institution, future research should explore relationship between employees 'motivation and client satisfaction in public higher learning institutions.

AUTHORS` DECLARATION

We declare that this study is an original research by our research team and we agree to publish it in the Journal.

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