

**FACTORS PERCEIVED TO INFLUENCE LECTURERS'  
PERFORMANCE AT THE INSTITUTE OF HUMAN RESOURCE  
MANAGEMENT (IHRM)**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT  
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## DECLARATION

I declare that this is my original work and has not been submitted to any other college or university for award of a degree.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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This research project has been presented for examination with my approval as the university supervisor.

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I acknowledge the most high God for giving me this chance, considering where I started, my God and Lord I don't take it for granted, but see your favour. My husband Wanjau, you are the best, your support both financial and moral is over whelming, without you I don't know. Thank you my dear.

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## **DEDICATION**

I would like to dedicate my work to my dear late dad Mzee Mbaabu for his persistent encouragement that I should pursue my education to greater heights. Dad I will always love you and miss you, and I will do my best to carry out your wishes. To my beloved late juju, I know I am what I am today because of you .I will cherish your memories for ever.

## **ABSTRACT**

This study aims at analyzing the perceived factors that influence lecturers performance at the institute of human Resource Management (IHRM). The research is based on two theories: Vroom Expectancy theory and Porter and Lawler Expectancy theory. From the two theories, the study considers the following factors in the literature review: Rewards, abilities and traits of employees, motivation and performance of employees, role perception, and job satisfaction. The study adopted descriptive research design to obtain information .Census sampling was used and questionnaires were administered to the respondents. Data is analyzed using descriptive statistics such as mean, percentages and standard deviation. Data is reported using frequency tables and pie charts. The study findings show that employees rewards, training and, motivation play a key role in their performance. Therefore management should ensure that these factors are well taken care of if they are to achieve satisfactory employee performance.

## TABLE OF CONTENTS

DECLARATION .....	ii
ACKNOWLEDGEMENT .....	iii
DEDICATION .....	iv
ABSTRACT.....	v
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the study .....	1
1.1.1 Concept of Perception .....	3
1.1.2 Employee Performance.....	4
1.1.3 Factors that influence employee performance.....	6
1.1.4 Institute of Human Resource Management.....	7
1.2 Research problem.....	9
1.3 Research objective .....	10
1.4 Value of the study .....	10
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>12</b>
2.1 Introduction.....	12
2.2 Theoretical Foundation of the Study.....	12
2.3 Factors perceived to influence lecturers performance .....	14
2.3.1 Rewards .....	14
2.3.3 Motivation and performance .....	20

2.3.4 Role perception.....	21
2.3.5 Job satisfaction .....	22
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>24</b>
3.1 Research Design.....	24
3.2 Population of the Study.....	24
3.3 Data collection .....	25
3.4 Data Analysis .....	25
<b>CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION .....</b>	<b>26</b>
4.1 Introduction.....	26
4.2 Demographics .....	26
4.2.1 Gender .....	26
4.2.2 Age distribution .....	27
4.2.3 Level of Education.....	27
4.2.4 Department .....	28
4.2.5 Length of Service.....	29
4.3 Perceived factors that influence lecturers Performance in IHRM .....	30
4.3.1 Rewards .....	30
4.3.2 Abilities and personalities .....	31
4.3.3 Motivation .....	32
4.3.4 Role of Perception .....	33
4.3.5 Job Satisfaction.....	34
4.4 Summary and Discussion of findings .....	35

<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS ..</b>	<b>36</b>
5.1 Introduction.....	36
5.2 Summary of findings.....	36
5.3 Conclusion of the study .....	38
5.4 Recommendations of the study.....	39
5.5 Limitations of the Study.....	40
5.6 Suggestions for Further Research .....	40
<b>REFERENCES.....</b>	<b>41</b>
<b>APPENDICES .....</b>	<b>44</b>
Appendix I: Letter of Introduction .....	44
Appendix I: Questionnaire.....	45



## LIST OF TABLES

Table 4.1 Education Level .....	28
Table 4.2 Length of service .....	29
Table 4.3 Rewards .....	30
Table 4.4 Abilities and Personality.....	31
Table 4.5 Motivation.....	32
Table 4.5 Role Perception.....	33
Table 4.6 Job Satisfaction .....	34

## LIST OF FIGURES

Figure 4.1: Gender of the respondent .....	26
Figure 4.2: Age distribution.....	27
Figure 4.3: Department .....	28

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the study**

Performance has been the concern for each and every organization dealing with provision of services or goods. The objective of business owners is profitability. Your organization's success depends on your employees' performance; poor performance is detrimental to your company's success. Creating a well-rounded approach to managing and coaching your work force requires the expertise of a human resources leader and the support of your company's executive leadership. The success performance of the organization is greatly dependent on the existing human resource or the employees. The more productive the employees are, the more the organization will excel in its area of interest. Successful organizations sustain their performance in the face of both internal and external challenges over time, rather than simply achieving high performance levels over the short-term or during good economic periods.

Emphasis on performance was right from the time of scientific management by Taylor (1911), where he outlined that for employees to perform, an organization must have clear standards of performance and that employees should be compensated according to their performance; among other things he contributed. Not forgetting Fayol (1916), fourteen principles of management which were geared towards the successful performance of the organization. Mayo (1932), also conducted the Hawthorne studies with the aim of establishing what really he would do to better employees' performance. Smith(1978 ), in her study noted that performance is not a matter of chance, it is a matter of choices. It is not a thing to be waited for ,it is a thing to be achieved. Performance management must examine how results are attained because this provides

information necessary to consider what needs to be done to improve those results when an organization understands the importance of performance, it can go long way in helping employee increase their value to the company. High performance result from appropriate behavior especially discretionary behavior and the effective use of the required knowledge, skills and competences.

The organizational performance is also influenced through a favourable work climate, which is the "weather" in an organization, because progressive HRM practices foster employee's well being and motivation and this in turn leads to enhanced performance, denotes (Stem, 2006). How managers and the Human Resource Management department perform and treat their staff is crucial for a good work climate and thus the organizational performance. "One example would be to protect staff from arbitrary treatment, perhaps through formal grievance procedures explains( Ichniowski, 1994) To provide employees with the needed support (back-up), challenges to for fill their needs and stretch their abilities and clarity will increase motivation and loyalty because it is important to know their roles and responsibilities within the overall organization to be able to work effectively.

Successful organizations sustain their performance in the face of both internal and external challenges over time, rather than simply achieving high performance levels over the short-term or during good economic periods. The concept of sustainable organization performance brings together two major streams of work associated with driving organization performance: high-performance working practices and high-performing individuals. Sustainable organization performance takes both of these issues

to the next stage to identify how individual performance and effort is directed within a facilitative environment to enable its translation into performance that is sustainable over the long term.

### **1.1.1 Concept of Perception**

Khank (2007), defined perception as, the process of interpreting the messages of our senses to provide order and meaning to the environment. Perception describes the way people filter, organize and interpret sensory information. Accurate perception allows employees to interpret what they see and hear in the workplace effectively to make decisions, complete tasks and act in ethical manner. Faulty perceptions lead to problems in the organization, such as stereotyping, that lead people to erroneously make assumptions. Kurtz (2010), summarizes perception as the process which attributes meaning to incoming stimuli through the human senses. Therefore it constitute two factors; the stimuli and the individual factors. When employees perceive that the organization's practices reflect a commitment to quality and are based to seeing employees as assets, they have higher productivity, commitment and satisfaction.

Wertheimer (1923), described perception as a mental process involving the selection, organization, structuring and interpretation of information in order to make inferences and give meaning to it. It is our own unique image of how we see and experience the real world. Sensations such as sight, touch, smell, feel and taste are the inputs to the perception process, where it takes the inputs from the senses and turns or transforms them into outputs. These outputs are information, patterns and meanings which may become inputs to a further system that has action or behavior as its outputs. Sensation or

the way that stimuli are received and transmitted are probably similar for different people. This does not mean though that two people will see the same situation in the same way. The stimuli is received and processed may differ. For example, what a manager may consider to be perfectly fair criticism of a subordinate's performance, the subordinate may see as victimization.

Too often managers misunderstand the behavior of employees because they tend to rely on their own perception of situation and forget that employees perception may be different, explains (Slocum, 2007). Executive leadership white paper (2012), indicate that there a positive and significant relationship between individual perceptions of engagement and both forms of contextual performance (one regarding co-workers and the other the organization.) In their study, results highlight the intervening role that individual perceptions of engagement play in transmitting the perceptions of one's work context into performance behaviors that support the performance of the organization. Taken together, the pattern of these relationships suggests support for an indirect relationship between climate perceptions and contextual performance.

On the other hand, Schneider(2005), observes what can impact employee perception include the nature of working condition, the policies and procedures of the business in general, and how much trust and respect is present between managers, employees, the benefits paid and how much they relate to the work assigned.

### **1.1.2 Employee Performance**

Performance is when employee is achieving a goal in a highly effective and efficient manner and when that goal is closely aligned with achieving the overall goals of the organization, notes (Campbell, 1990) Too often managers misunderstand the behavior

of employees because they tend to rely on their own perception of situation and forget that employees' perception may be different, explains (Slocum, 2007). Performance is an extremely important criterion that relates the organizational outcomes and success. Employees' performance is the job-related activities expected of a worker and how well those activities were executed. It involves all aspects which directly or indirectly affect and relate to the work of the employee. Performance must be directed towards organizational goals that are relevant to the job or role.

Employees are rational people; they think what they think about what they have to do to be rewarded and how much rewards mean to them before they perform their jobs. Most people make decisions about how much to produce, how hard to work and quality of workmanship (job performance decision). Individuals do what they perceive will lead to desired outcomes and avoid what they perceive will lead to undesirable outcomes, says (Vroom, 1964). Employee engagement served as an intervening mechanism among workgroup members as it did in the individual level model in the relationship between climate perceptions and contextual performance, (Armstrong, 2010). These results suggest evaluations of leader behaviors by employees do influence the extent to which employees perceive the organization positively. Introducing collective perceptions of leadership characteristics as a source of variation explained, in part, the degree to which perceptions of engagement affect performance behaviors. These patterns of relationships among perceptions of engagement and performance behaviors highlight that, perceptions of engagement driven by contextual factors and those directed at the individual are strongly associated, yet their link to different sets of performance behaviors indicates their differentials.

### **1.1.3 Factors that influence employee performance**

Porter and Lawler (1968), presented a model which relates efforts, performance, reward and satisfaction. Where in his words, effort is the amount of energy exerted by an employee on a given task or how hard they try. How much effort an employee will put in a task is determined by two factors: The value of reward and perception of effort-reward probability. The value placed on a reward depends on its degree of attractiveness and desirability, for example, rewards such as friendship, promotion , pay, recognition and praise will be given different values by different people, and some will be unwilling to give up, say, friendship for greater pay as a supervisor. Herzberg (1950), stated that for many years, managers concentrated on the hygiene factors (salaries/ wages, working conditions, company policies, rules, interpersonal relations and type of supervision). When they are faced with morale problem which affects performance, the typical solution they rush to is to improve on those factors .This approach does not work alone because these are maintenance factors. The motivators which improve performance are: achievement, recognition, works itself, responsibility and advancement. In their approach, Latham and Locke (2003), observed that, people are more motivated and achieve higher performances when they are set specific goals, when these goals stretch them, when the goals have been agreed between superior and subordinates and when employees receive feedback on their progress at regular intervals. All the steps of goal theory fits together, if any stage is abused the theory will not work. The essence of their approach is to bring individuals to share the goals of the organization. Ouchi (1981), argues that, employees will be motivated to higher levels of performance if they are



involved in meaningful participation in decision making in their organization. He concluded that a participating employee is a well motivated employee.

According to the White Paper (2012), employee performance on the job is affected by how that employee perceives the broader organizational climate. The implication of this is that managers can improve employee performance by clarifying and properly managing internal policies, procedures and practices regarding employees and their work. Results show that the expected relationships between leadership styles of managers did influence individual employee engagement. There was support for the relationship between generalized leader engagement and the task performance of individuals. These results suggest that transformative leadership behaviors (ones that attempt to align employee goals and values with those of the organization) can further enhance the positive influence of supervisor engagement on employee performance behaviors. Delaney et al (1996), states that how the workplace is structured should affect organizational performance to the degree that skilled and motivated employees are directly involved in determining what work is performed and how this work gets accomplished. Examples for a good structure would be internal labor markets giving opportunities to employees to improve their position within their organization, employee participation systems, and work teams. These systems are proven by many researchers to be effective for improving organizational performance.

#### **1.1.4 Institute of Human Resource Management**

After completion of 12 years of primary and secondary school, graduates have a variety of choices. If they performed well, they can go to a public university colleges based on their financial standing and scholarship availability. Only the top performers have this

option. The second choice is to attend a private college, which costs more and has fewer scholarships. The third choice is to go to a vocational school or a teacher training institution, or to join the job market. There are several middle-level colleges, both public and private that offer national and international diploma awards in a wide field of professions. These are mainly located in the larger towns. There are five public universities, which mainly admit KCSE (Kenya Certificate of Secondary Education) students. In addition, there are eight private universities that mainly offer business, humanities, and other arts courses. Postsecondary education centers in Kenya known as polytechnics started as shadow system forms of education. In the late 1990s, the village polytechnic centers seemed to lose drive and significance, mainly due to a poor economy. While no longer viewed as village polytechnics, as most are located in cities.

The Institute of Human Resource Management, IHRM, is the professional body of Human Resource Management practitioners in Kenya. Established in 1987, IHRM was to provide a vehicle to bring together HR practitioners who would be in a position to promote and develop the HR profession in Kenya. The mission of the institute is to promote training, development and optimum use of people at work to the mutual benefit of the individual, employing organization, and society at large.

Members of the Institute, both individual and corporate, are drawn from public and private sectors of the economy. The Institute is registered with the Ministry of Education (No.MST/PC/656/2006), while the Institutes programmes have been approved by the Commission for Higher Education (CHE). IHRM College programmes are: Masters Degree in Human Resource Management, Higher Diploma in Human

Resource Management, Diploma in Human Resource Management, Executive Certificate in Human Resource Management, and Diploma in Business Administration.

## **1.2 Research problem**

Work force performance and productivity remains one of the main element for success in most organizations. Knowing what factors influence performance is a preliquisite to improve productivity. Over the years researchers have found that productivity and performance is affected by relatively few influencers and workers are generally aware of what those influencers are, notes (Armstrong, 2006). Institute of Human Resource Management is committed to developing human resource required for the management of people at the work place in both the public and private sector in the economy. To achieve this, among other things, the institute needs to have lecturers who are committed towards performance and achievement of the organization's goals.

The Institute of Human Resource Management performs very well in national examination, lecturers here are committed to their work, where lateness and absenteeism is significantly low. The lecturers students relationship is quiet recommendable and generally there is good human relations between management and the lecturers. The lecturers also finishes syllabus in time and meets deadlines set, for instance setting and marking examination.

Several studies have been done in relations to employees' performance. Manana (2005), in his article, why teachers should perform, concluded that, teachers performance is looked at as one of the ways in which academic excellence in schools and colleges can be enhanced, motivates students to work hard, reflects lecturer's

competence and brings out lecturers as agents of social change. In his article "Human resource factors that influence lecturers performance in technical training and vocational institutions", Ngugi (2012), concluded that human resource factors have remained one of the major factors affecting lecturers performance in technical and vocational training through out all the training institutions. The state of training in technical and vocational training has been outdated over past few years. Training in this institute has continued to show levels of poor performance and graduates facing job placement. Few studies have focused on lecturers' performance and this then leads to the research question: What factors influence lecturers' performance at the Institute of Human resource management? The need arises to examine what causes the lecturers performance, hence this research.

### **1.3 Research objective**

The study seeks to analyze factors perceived to influence lecturer's performance at the Institute of Human Resource Management (IHRM).

### **1.4 Value of the study**

Study findings will give learning institutions and IHRM in particular the room for improving the lecturer's performance. Based on the findings, the institute can implement this to better the performance of its staff.

The study will also benefit the Ministry of Education as it will shed light on the areas that need improvement as far as this sector is concerned in order to improve both lecturers and students performance. This will assist in identifying the areas that needs to

be reviewed in order to ensure effective performance of lecturers and teachers in general.

To other researchers, it will create basis for further research on the influence of lecturers performance. The study will enrich scholars with new knowledge, theories, and methodologies needed and in future add their research knowledge on influences of performance, thereby fill the gaps that this study has left.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter present in depth background of the empirical review of other research papers, text books, journals and magazines carried out by various authors to the study. It will enable the researcher and other reader's solid background understanding of perceived factors that influence lecturer's performance in Institute of Human Resource Management.

### **2.2 Theoretical Foundation of the Study**

As the study seeks to establish the factors perceived to influence lecturers performance at the Institute of Human Resource Management, this research will be based on two theories: Vroom Expectancy theory and Porter and Lawler Expectancy theory. Vroom expectancy theory (1964), suggests that people are motivated to perform better by expectation that certain actions will achieve an outcome they see as desirable. He argue that employees perform well when they see a connection between effort, performance and reward. It is founded on the basic notion that people will be motivated to exert a high level of effort when they believe there is relationships between the effort they put forth, the performance they achieve and the outcomes or rewards they receive. That people are motivated to work when they believe that they can achieve things they want from their jobs. In theory, extra effort lead to improved job performance and improved job performance will lead to outcomes such as promotion, extra responsibility and more pay. Vroom then postulates that motivation to perform a certain act depends on the product of valences for the outcome, taking into account instrumentality, times the expectancies.

Where in Vrooms' terms, valence is the strength of preference for a particular outcome, that is, the value of outcome one places on a particular outcome or reward. It ranges from a negative valence, where the individual strongly prefers not to attain the outcome, to positive valence where the individual strongly prefers to attain the outcome, through "zero" valence where individual is indifferent to the outcome. Instrumentality is the extent to which one outcome will lead to another, for example, improved performance in the present job will lead to promotion. It is a belief that performance is related to rewards. Expectancy is the extent of the probability that a particular effort or action will lead to a particular outcome. Vroom further notes that all the three variables must have high positive values to imply motivated performance choices. If any one of the variables approaches to zero level, the possibility of the so motivated performance also touches zero level. But valence or value people place on various rewards varies. For example one employee prefers salary to benefits, whereas another person prefers just the reverse. The valence for the same reward varies from situation to situation.

Porter and Lawler(1968), relates efforts, performance, reward and satisfaction. He further notes that performance is the measurable output of the individual and depends not just upon effort, but upon person's abilities, personalities traits and role perceptions. Rewards are desirable outcomes and may be intrinsic (given to the worker by him or her self, example, Feeling of achievement) or extrinsic (given by someone else, example, Salary and conditions). Porter and Lawler believe that intrinsic rewards are much more likely to produce positive attitudes about satisfaction that affect performance. Satisfaction is derived from the extent to which actual rewards fall short, meet or exceed the individuals expectations (perceived equity). The key to this lies in "expectations"

rather than the actual rewards themselves. Thus if actual rewards are below what is perceived to be, say, adequate or fair( and this includes views about what the organization should provide as a reward for a given level of performance), the individual will be satisfied. In addition satisfaction is more dependent on performance than performance is on satisfaction. A dissatisfied worker can still produce acceptable levels of outputs, but poor performance is unlikely to bring about necessary to produce satisfaction. In Porter and Lawler model, satisfaction is only one variable in motivation.

### **2.3 Factors perceived to influence lecturers performance**

According to Bates and Holton (1995), performance is a multi-dimensional construct, the measurement of which varies depending on a variety of factors. Job performance is conceptualized to consist of more than one kind of behavior. Ghosh (2000), further explains that performance depends not only on the amount of effort exerted, but also on the persons abilities and the way they perceive the role they should take. As noted below the most frequently mentioned factors that influence employee's performance are: compensation, training, communication, leadership and employee discipline.

#### **2.3.1 Rewards**

According to Vroom (1964), individuals have their own needs and ideas about what they desire from their work (rewards). They work on these needs and ideas when making decisions about what organization to join and how hard to work. Rewards includes a pay increase, promotion and acceptance by coworkers, job security, reprimands and dismissals. Managers should be sure that the changes in outcomes or rewards are large enough to motivate significant efforts. Trivial rewards may result in



minimal efforts, if any, to improve performance. Rewards must be large enough to motivate individuals to make the effort required to substantially change performance. Mullins (2010), on the other hand denotes Perceived equitable rewards is the level of rewards people feel they should fairly receive for a given standard of performance. Most people have an implicit perception about the level of rewards they should receive commensurate with the requirements and demands of the job and contributions expected of them.

Porter and Lawler(1968), observes that rewards may be of two kinds: intrinsic and extrinsic rewards. Example of intrinsic rewards are such as a sense of accomplishment and self actualization. Extrinsic rewards may include conditions and status. Intrinsic rewards are much more likely to produce attitudes about satisfaction that related to performance. Services rendered by individuals to organizations have to be paid for. Rewards generally comprises cash payments which include wages, bonus and shared profits. Good compensation plans have a salutary effect on the employees argues (Aquinas, 2006). Giving satisfactory and fair amount of compensation probably can eliminate most of the labor disputes. They are happiest in the work, cooperative with management and productivity is up. Although there can be both monetary and monetary forms of compensation, it is the monetary forms of compensation which is most basic element by which individuals are attracted to an organization and persuaded to remain.

Reward systems will also affect organizational performance through increasing quality of products and services, as it is proven that in companies with a focus on enhancing human capital the quality of their outcomes is much higher than in organizations without a progressive Human Resource Management policy, notes Gelade (2003).

Especially in the service industry, where the products are intangible, inseparable and that is why highly dependent on the staff, which delivers them. The quality of the service is highly influenced by the motivation, spirit, training and choice of staff.

In accordance with Bernardin (2010), the term rewards refers to all forms of financial returns and tangible benefits that employees receive as part of an employment relationship. Research suggests that reward system can influence a company's success or failure in three ways. First, the amount of pay and the way it is packaged and delivered to employees can motivate, energize and direct behavior. Second, compensation plays an important role in an organizations ability to attract and retain qualified, high-performance workers unless applicants find job offers to be appropriate in terms of the amount and type of compensation, they may not consider employment with a particular firm. Thirdly, the cost of compensation can influence firm success. The instrumental meaning of money relates directly to what money buys: better houses, better educations for children, better vacation clothes, cars. In job situations money motivates behavior when it rewards people in relation to their performance or contributions, when it is perceived as being fair and equitable and when it provided rewards that employees truly value. Employees' satisfaction with pay is correlated with original commitment and trust in management, while it is inversely related to absenteeism and lateness, seeking alternative employment opportunities, terminating employment with the organization.

Nzuve (2010), observed that compensation structure needs to attract and motivate men having characteristics necessary to success in a particular industry. Compensation serves as a means of satisfying some of the basic human needs and thus motivating

people to expend energy in many ways. Salary and wages should be adequately related to the attainment and continuance of high performance by individuals. They should encourage staff to make full use of their abilities and develop their potential, and to strive to achieve the objectives of their jobs and of the company. In his approach, Oresi (2012), asserted that, wage incentives are paid to improve motivation and productivity of employees. It implies motivation and productivity of employees. It implies monetary inducements offered to employees to perform beyond acceptance standards. It is related directly to the productivities and profitably of the organization.

Employee compensation system plays an important role for managing human resources better, notes (Ghosh, 2008). A monetary reward made available in appropriate relationship to job behavior influence the level of motivation and thus induces a maximum contribution to the company's effort. There is much evidence to suggest that people can achieve higher levels of task performance when there is the prospect of achieving a monetary reward commensurate with their efforts. Unless a particular type of monetary compensation programmed actually does operate, an effective motivations not certain it appears that many people are paid in ways that do little to arouse motivation and as a result, the potential value of the payment process as a motivator is often lost. The complicating factor is that, money itself has different meanings for different people; the most carefully designed pay system cannot motivate a person for whom money has little value.

### **2.3.2 Abilities and traits**

Porter and Lawler (1968), suggested that effort does not lead directly to performance but is influenced by individual characteristics, factors such as intelligence, skills,

knowledge, training, and personality affects ability to perform a given activity. If a person lacks the right ability or personality or has inaccurate role perception of what is required of them, the exertion of large amount of energy may still result in low level of performance or task accomplishment.

In his approach, Bernardin (2010), defined training as any attempt to improve employee performance on a currently held job or one related to it. This usually means charges me specific knowledge, skills, attitudes or behaviors. Development refers to learning opportunities designed to help employees grow such opportunities do not have to be limited to improving employee's performance on their current job. Performance is a functional of a worker's knowledge, skills and abilities. Competences and performance are surely correlated as competences are diagnostic and can be used to assess the potential to perform. A report found that employers are very concerned about the skill levels of new entrants to the workforce (and feel that many are deficient in their skill of work readiness).

Purpose instruction can help employees increase their level of performance on their present assignment. Increased operational productivity and increased company profit, observes (Mamoria, 2010). Better informed workers are less likely to make operational mistakes. Training is the corner stone of sound may for it makes employees more effectives and productive. There is ever present need for training men so that new and changed techniques may be taken advantage of and improvements affected in the methods. It mounds the employees attitudes and here them to achieve better cooperation with the company and greater loyalty to it. The management is benefited in the sense that higher standards of quality are achieved, a satisfactory original structure is built up,

authority can be delegated and stimulus for progress applied to employees. Training heightens the moral of the employees, for it helps in reducing disasters, action, complaints, grievances and absentees, reduces rate of turnover. Further, trained employees make a better and economical use of materials and equipment's, therefore wastage and spoilage are lessened, and the need for constant supervision is reduced, unless the right type of people are hired even the best plan, organizational charts and control systems would not do much good.

An effective organization requires that it has available within itself a pool of individuals, who are qualified to accept increasing responsibilities to move into other jobs with reasonable facility many programs are directed towards developing knowledge and skills that will be useful to employees in performing either their present jobs or possible future jobs, contended (Nzuve, 2010). In words of Ghosh (2008), it is through training that the gap between performance of the organization and felt need of a changing society can be neutralized. It reduces the gap by increasing employee's capacity to cope with the ever changing demands of the work situation. If employees are to remain employed, they must engage in training programs to update themselves with the new process and production techniques. The object of training is thus to bridge the gap between the present performance and the desired performance.

In his study, Huselid (1995), found that Providing formal and informal training experiences such as basic skills training, on-the job experience, coaching, mentoring and management development can further influence employees' performance. On the other hand, Oresi (2012), argues that, purpose of training is to bridge the gap between job requirements and present competence of an employee. Training is aimed at

improving the behavior and performance of a person. The objective of training is to assist employees to function more effectively in their present positions by exposing them to latest concepts, information and techniques and developing the skills required in their particular fields. Training help to improve the level of performance and develop positive attitudes among employees hence increasing jobs with enthusiasm.

### **2.3.3 Motivation and performance**

Khankar (2010), defines motivation as ones willingness to exert effort towards accomplishment of goals. It is willing to exert high levels of efforts towards organizational goals, conditioned by efforts, ability to satisfy some individual needs. It account for an individual intensity direction and persistence of effort towards attaining a goal. Motivation lead to high level of performance, observes (Kondalkar, 2007). Highly motivated employee would be regular for work and have a sense of belonging for the organization; quality of products / services will improve, wastage will be minimal and there will be increased productivity and performance level will be high.

Mullins (2010), denotes that peoples behavior is determined by what motivates them .Their performance is a product of both ability level and motivation. Motivation is necessary for job performance .It is clearly evident that if the manager is to improve performance of work in an organization, attention must be given to the level of motivation of it's members. Motivation can be intrinsic or extrinsic. Extrinsic motivation is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service ,the work environment and conditions of work. Intrinsic motivation is related to psychological rewards such as opportunity to use ones ability, a

sense of challenge and achievement, receiving appreciation, positive recognition and being treated in caring and considerate manner. Lack of motivation has adverse effect on organization's performance. Gitman and McDaniel (2009), stated that lack of motivation in an organization equates to less work being accomplished. This reduces productivity, which is detrimental to the organization performance, as well as future success. Because of this aspect, it is proven that employee motivation in organization is fundamental in ensuring that companies are productive, which contributes to better performance. Motivation of employees contributes to building of an organizations stability in terms of performance on the market, notes (Werner and Desimone, 2009). Organizations whose employees have low motivation are completely vulnerable to both internal and external challenges because its employees are not going to extra mile to maintain the organizations stability. An unstable organization ultimately underperforms, explains (Lauby, 2007).

#### **2.3.4 Role perception**

Mullins (2010), refer role perception as the way in which individuals view their work and the role they should adopt .This influences the type of effort exerted, the direction and the level of action in which is believed to be necessary for effective performance. As well skills and abilities individual should have an idea of what their role involves that often go beyond the formal job description. Role perception are influenced by our past experiences and expectations communicated. On the other hand Kondlkar (2007), explains that performance will depend upon role perception as defined in the standing orders, policy instructions, the level of efforts, skills ability, knowledge and intellectual

capacity of the individual. Managers must explain to the employees the role they play in the organization.

Employee need to understand what is expected of them and how these expectations affects performance. Managers should be sure that desired level of performance set for employees can be attained .If the employees feel that the level of performance necessary to get a reward is higher than they can reasonably achieve, their motivation to perform will be low, observes (Slocum, 2007). According to Latham and Locke (1990), having a goal improves performance because a goal makes clear the type and level of performance expected. Employee with unclear goals or no goals are prone to work slowly, perform poorly, exhibit lack of interest, and accomplish less than employees whose goals are clear and challenging. In addition, employees with clearly defined goals appear to be more energetic and productive. They get things done on time and the move on to other activities. With clear and challenging goals, employee behaviors are more likely to be focused on job related tasks, high levels of performance and goal achievement. A goal serves as a motivator because it allows people to compare their present performance with that required to achieve the goal. To the extent that people believe they will fall short of goal, they will feel dissatisfied and work harder to attain it as long as they believe that it will be achieved.

### **2.3.5 Job satisfaction**

Robbins (2011), explains that job satisfaction is the feelings or attitude an individual has towards his or her job .Job satisfaction is high when an individual takes a favorable view of his or her work activities and achievements .Happy workers are more likely to be productive workers. There is a general agreement that job dissatisfaction can have



harmful effects on both job holders and the organization. An individual with low job satisfaction will suffer stress and frustration. Mayo (1932), argued that increasing job satisfaction could increase the productivity and performance of the workers. The results of Hawthorne studies indicated that satisfaction was likely to cause better performance, are more committed, have low rate of turnover, absenteeism and withdrawal behavior. Mullins (2011), further noted that job satisfaction is more of an attitudes and internal state which is necessary to achieve high level of motivation and performance. The level of job satisfaction is affected by two broad factors: Intrinsic factors arising from the performance of the job itself. These includes whether the job has variety whether it is changing, whether it allows the job holder to use wide range of talents or skills, influence decisions affecting the job. Extrinsic factors While on the other hand Herzberg (1964), observed that if job satisfaction is linked with motivation ,performance also increases. He further to show that the elements which give job whether the job holder has control over the work situation and whether his or her views satisfaction have little to do with money or the status, and far more to do with achievement and responsibility within the job, work itself, growth, recognition and advancement. Individuals can gain personal satisfaction from working in a group with high morale.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

This chapter describes the methodology and designs that the researcher used in conducting the research. This will include the research design, population of the study, data collection and data analysis.

### **3.1 Research Design**

The researcher uses descriptive research design to obtain information because it identifies and describes phenomena of interest without changing any aspect measuring the situation as it is. The design focuses on the respondents' views and describes affairs as they are at the same time sought to establish factors associated with certain occurrences, conditions or type of behavior (Kothari, 2004).

### **3.2 Population of the Study**

Mugenda and Mugenda (2003), explains that a target population should have some observable characteristics to which the researcher intends to generalize the results of the study. Census sampling technique was used since the population is very small. This means that data is collected at a specified time from the entire population (all the 35 lecturers in IHRM); in contrast to other surveys, in which information is collected from only a small part of the residents, and from that conclusions are reached regarding the general population. The Population Census is unique in that it provides the possibility of examining small and special population groups, and acquiring information on small geographic units.

### **3.3 Data collection**

According to Sproual (1998), a self administered questionnaire is the only way to elicit self report on peoples opinions, attitudes, beliefs and values. Research data was collected through the primary source, a semi structured questionnaires are used to collect data. The questionnaire contain two sections, section A focus on bio-graphic data and section B which will focus on factors perceived to influence lecturers performance. A Likert scale was used in the questionnaire to enable the researcher get the information.

### **3.4 Data Analysis**

Data in the questionnaire was checked for accuracy and whether it is fully completed before coding. Descriptive statistics will be used which includes frequency, mean standard deviation and percentages. Data collected will be reported using frequency tables and pie charts

## CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

### 4.1 Introduction

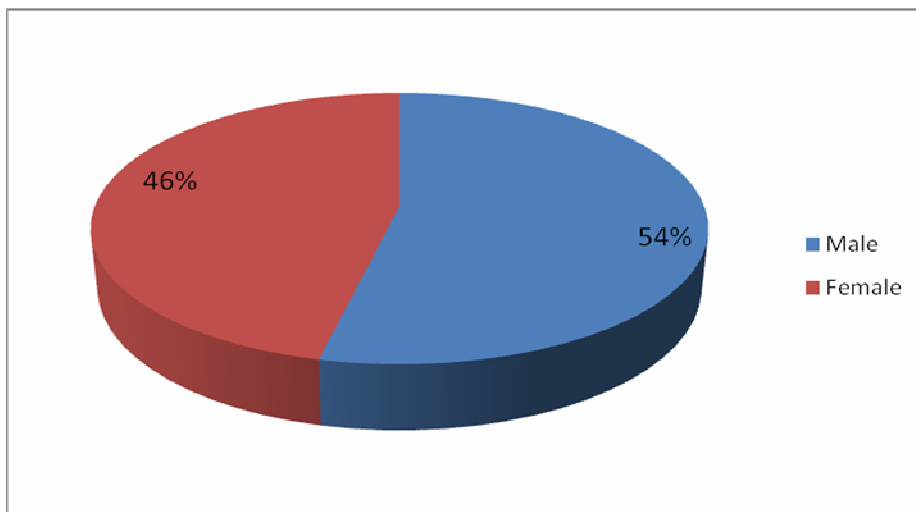
This study was carried out to establish the perceived factors influencing lecturer's performance at IHRM. Data was collected from lecturers and the findings are presented next. A total of 35 questionnaires were distributed at IHRM. Out of the 35 questionnaires, 28 were returned to the researcher. This represents a response rate of 80%. This percentage was considered sufficient for this study. The 20% who never returned the questionnaires cited busy schedules as the main reason for lacking time to fill them.

### 4.2 Demographics

#### 4.2.1 Gender

The respondents were asked to comment on their gender.

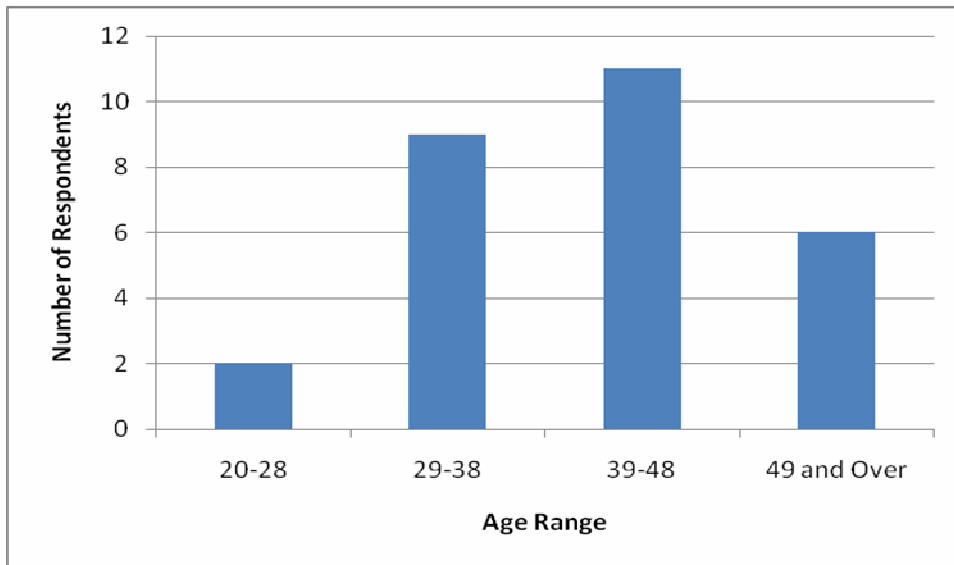
**Figure 4.1: Gender of the respondent**



### 4.2.2 Age distribution

The respondents were asked to indicate their age to determine whether there was any relationship between perceived factors influencing lecturer's performance and age.

**Figure 4.2: Age distribution**



Findings in figure 4.2 indicate that 12 of the 28 respondents aged between 39-48 years, 9 of the respondents were between 29-38. 6 respondents aged above 49 years. This was an indication that most of the respondents interviewed aged between 39-48 years.

### 4.2.3 Level of Education

The respondents were asked to comment on their level of education. They were provided with options on the various levels of education.

**Table 4.1 Education Level**

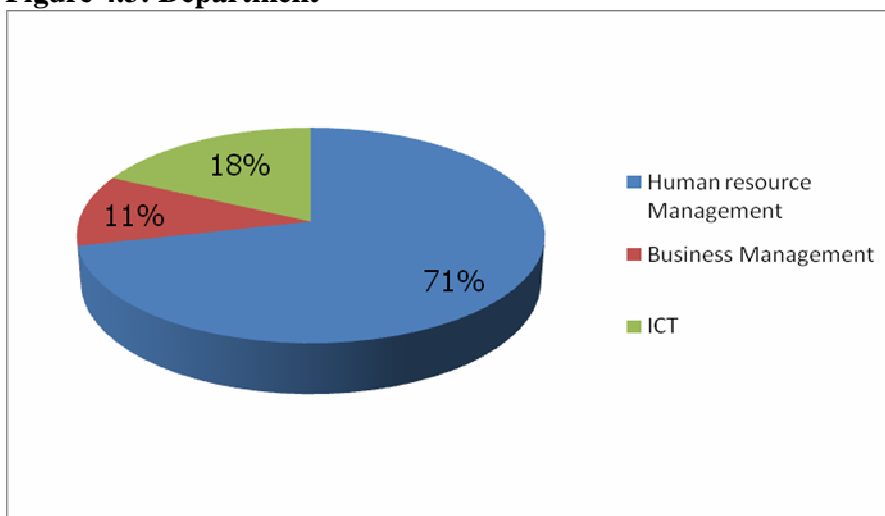
	F	%
Doctorate	2	7.14%
Masters	19	67.86%
Degree	7	25%
Total	28	100%

From table 4.1 above, 19 respondents of the 28 were holders of masters' degrees, 7 had first degrees and the remaining 2 had doctorate degrees. This was an indication that most respondents at IHRM were well educated and thus had a better understanding of the perceived factors influencing lecturer's performance.

#### **4.2.4 Department**

The respondents were asked to indicate the departments to determine whether there was any association between the perceived factors that influence lecturer's performance and the department of the respondent.

**Figure 4.3: Department**



From figure 4.3 above, the findings showed that 71% of the 28 respondents worked in human resource department, 18% of the respondents worked in the ICT department while the remaining 11% worked in business management department. This was an indication that most of the respondents worked in human resource department.

#### 4.2.5 Length of Service

The respondents were asked to indicate how long they had worked in the organization and the findings are presented in table 4.2 below:

**Table 4.2 Length of service**

	Frequency	percent
5-8 years	10	35.71%
2-5 years	6	21.43%
Over 8 years	6	21.43%
1-12 Months	1	3.57%
1-2 years	5	17.86%
Total	28	100

From table 4.2 above, it was found that 35.71% of the 28 respondents had served between 5-8 years; there was a tie of 21.43% of the respondents who had served for 6 years in the organization. 17.86% of the respondents had served between 1-2 years and the remaining 1 respondent served for less than 1 year. This was an indication that most lecturers had worked in the organization for more than 5 years.

### 4.3 Perceived factors that influence lecturers Performance in IHRM

The respondents were asked to select the response rate that best described their perception of factors that influence lecturer's performance. Likert scale was used in a scale of 1-5 as illustrated below: Strongly disagree =1, Disagree =2, Undecided =3, Agree =4 and strongly agree =5

#### 4.3.1 Rewards

The study sought to determine whether reward influenced lecturers' performance.

**Table 4.3 Rewards**

Statement	Mean	Std. Deviation
Rate of Reward at IHRM is satisfactory	3.97	0.91
rewards and performance at IHRM	3.89	0.98
Payment of salaries is done promptly	3.72	1.19
Rate of Payment	3.86	1.10
Outstanding performance	4.06	1.09
Salaries and wages	4.57	0.89
<b>Average</b>	<b>4.814</b>	<b>1.014</b>

From above findings in table 4.3 above, 78% of the 28 respondents agreed that rate of reward was a perceived factor that enhanced the level of satisfaction. Rewarding employees leads to improved performance. These statements are supported by 81% of the respondents.72% and 78% respectively agreed to the statement that rate of pay and timely payment highly influences lecturers' performances and overall productivity of the institution. On a 5 point scale the mean score of the responses was 4.814 which



indicate that there was a higher level of agreement on the questionnaire statements by respondents. The responses were also spread from the mean at a 1.014 standard deviation.

### 4.3.2 Abilities and personalities

The study sought to determine whether there was any relationship between personality and performance of lecturers at the institute of human resource management.

**Table 4.4 Abilities and Personality**

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation
Training and abilities	0.6%	0.8%	3.0%	73.9%	21.7%	3.83	0.94
Training Lecturers	0.6%	1.3%	4.9%	60.0%	33.2%	3.85	1.08
Improvement after training	0.1%	0.6%	4.0%	61.7%	33.6%	3.65	0.79
Training and development	0.2%	0.5%	2.1%	60.1%	37.1%	3.58	1.03
<b>Average</b>	<b>0.375</b>	<b>0.8</b>	<b>3.5</b>	<b>63.925</b>	<b>31.4</b>	<b>3.83</b>	<b>0.96</b>

From above findings in table 4.4 above, 95.6% of the 28 respondents agreed that training and abilities was a factor that enhanced lecturer's performance. Training and development programs improve lecturer's performance. These statements are supported by 93.2% of the respondents. 95.3% and 97.2% respectively agreed to the statement that training and development is significant for improving abilities and personality of lecturer's in their work. On a 5 point scale the mean score of the responses was 3.83 which indicated that the respondents strongly agreed on the various questions asked in respect to abilities and personality. The responses were also spread from the mean at a 0.96 standard deviation.

### 4.3.3 Motivation

The study sought to determine whether there was any relationship between motivation and performance of lecturers at the institute of human resource management.

**Table 4.5 Motivation**

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation
Motivated to work	0.6%	0.8%	3.0%	73.9%	21.7%	4.03	0.94
Motivation Programs	0.6%	1.3%	4.9%	60.0%	33.2%	3.75	1.08
Extra efforts from motivation	0.1%	0.6%	4.0%	61.7%	33.6%	3.67	0.79
Management efforts to motivate	0.2%	0.5%	2.1%	60.1%	37.1%	3.58	1.03
Input in resolving performance	0.1%	0.4%	2.3%	58.9%	38.3%	3.94	0.89
<b>Average</b>	<b>0.32</b>	<b>0.72</b>	<b>3.26</b>	<b>62.92</b>	<b>32.78</b>	<b>3.79</b>	<b>.946</b>

From above findings in table 4.5 above, 95.6% of the 28 respondents agreed that motivation was a perceived factor that influenced lecturer's performance at IHRM. The findings established that motivational programs played an important role in improving performance level of most lecturers. This was supported by 93.2% of the respondents. It was also found that management efforts and extra input in enhancing performance was a motivational factor towards improving lecturers' performance. These statements are supported by 97.2% of the respondents. On a 5 point scale the mean score of the responses was 3.79 which indicated that the respondents strongly agreed on the various

questions asked in respect to motivation. The responses were also spread from the mean at a 0.946 standard deviation.

#### 4.3.4 Role of Perception

The study sought to determine whether there was any relationship between role of perception and performance of lecturers at the institute of human resource management.

**Table 4.5 Role Perception**

<b>Statement</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Undecided</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>Std. Deviation</b>
Roles are clearly spelt out	0.4%	0.6%	3.4%	63.9%	31.7%	4.03	0.94
Management expectations	0.6%	1.3%	4.9%	50.0%	43.2%	3.75	1.08
Formal sessions	0.2%	0.5%	4.0%	51.7%	43.6%	3.67	0.79
Formal performance evaluation	0.2%	0.5%	2.1%	50.1%	47.1%	3.58	1.03
Mechanism for addressing poor performance	0.1%	0.7%	2.0%	48.9%	48.3%	3.94	0.89
<b>Average</b>	<b>0.3</b>	<b>0.72</b>	<b>3.28</b>	<b>52.92</b>	<b>42.78</b>	<b>3.79</b>	<b>0.946</b>

From above findings in table 4.5 above, 95.6% of the 28 respondents agreed that roles were clearly spelt out and this enhanced lecturers' performance since they knew what was expected of them. Management expectations play an important role in perception. These statements were supported by 93.2% .95.3% of the respondents indicated that formal sessions were significant in enhancing perception and thus contributing to a positive impact on the performance of lecturer's in the organization. The findings established that mechanisms for addressing poor performance was a perceived factor

that led to enhanced performance of lecturer's in the organization. This was supported by 97.2% of the respondents. On a 5 point scale the mean score of the responses was 3.79 which indicated that the respondents strongly agreed on the various questions asked in respect to role of perception. The responses were also spread from the mean at a 0.946 standard deviation.

### 4.3.5 Job Satisfaction

The study sought to determine whether there was any relationship between job satisfaction and performance of lecturers at the institute of human resource management.

**Table 4.6 Job Satisfaction**

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean	Std. Deviation
Satisfied to work	0.6%	0.4%	3.4%	53.9%	41.7%	4.03	0.94
Job satisfaction and performance	0.6%	1.3%	4.9%	60.0%	33.2%	3.75	1.08
Better working conditions	0.1%	0.5%	4.0%	61.8%	33.6%	3.67	0.79
Support and resources to meet performance targets	0.3%	0.4%	2.1%	48.1%	49.1%	3.58	1.03
<b>Average</b>	<b>0.4</b>	<b>0.65</b>	<b>3.6</b>	<b>55.95</b>	<b>39.4</b>	<b>3.79</b>	<b>0.946</b>

From above findings in table 4.6 above, 95.6% of the 28 respondents agreed that they were satisfied with the job which motivated them to perform better. Job satisfaction highly contributes to better performances. This statement was supported by 93.2% of

the respondents. Better working conditions and resources play a critical role in job satisfaction leading to improved performances in the work place. The findings show that these statements were supported by 95.4% and 97.2% of the respondents respectively. This is an indication that job satisfaction leads to improved performance in the work place. On a 5 point scale the mean score of the responses was 3.79 which indicated that most respondents agreed that job satisfaction highly contributed to performance of lecturers'. The responses were also spread from the mean at a 0.946 standard deviation.

#### **4.4 Summary and Discussion of findings**

The main factors realized to have influence in the performance of lecturers at IHRM. The respondents are quite satisfied with the rewarding activities at IHRM. This was well expressed by zero disagreement on the satisfaction index as far as rewarding processes are concerned and, thus, the IHRM management need to sustain rewarding processes to keep lecturers motivated at all times. Training has its importance at IHRM. Although the majority of respondents expressed satisfaction with the training activities at IHRM, a few of the respondents indicated that the kind of staff training did not translate to improved performance. Finally, support to meet individual performance targets is a crucial factor a few respondents claim low support which should not be the case.

## **CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Introduction**

The objective of this study was to find out what factors influence lecturers' performance at the Institute of Human Resources Management (IHRM). In the study, the main focus was establishing what exactly IHRM does that motivates the lecturers or does not. The broader picture of the research was to assess the level of lecturers' satisfaction from the current working atmosphere and capacity building, and thus the general performance of IHRM staff. The methodology employed was the use of questionnaires which were distributed to various lecturers at IHRM. Out of 35 questionnaires issued, only 28 were successfully completed and bore usable data.

### **5.2 Summary of findings**

From the research findings, 54% of the 28 respondents were males and while the average age of the respondents was between 38-49 years. As regards the highest level of education of the 28 respondents, 7.14% held Doctorate Degree, 67.86% Master's Degree, 25% had first degree. This means that the many of the lecturers are, at least, Masters Degree holders and thus they understood and answered the questions appropriately. Better still, of the 28 respondents 71% worked in the department of Human Resources Management, 18% of the respondents worked in ICT department and the remaining 11% in Business Management department. In regard to the period individual lecturer has served at IHRM, it turned out that 35.71% of the 28 respondents had served between 5-8 years, 21.43% had served over 8 years while 17.86% served

between 1-2 years. This was a clear indication that the IHRM managed to maintain more than 50% of their lecturers. But the reasons for such lecturers' resilience could not well be explained by this data. More contextual questions followed and the summary is as below:

The first section of the second part of the questionnaire sought responses as regards how rewarding of the lecturers is conducted at IHRM. The major objective here was to assess fairness and the effect of the rewarding processes carried out by assessing satisfaction rates. It turned out that 78% of the 28 respondents strongly agreed that the rate at which rewarding was done was satisfactory. Although 16.7% of the respondents were undecided, no any respondent disagreed, at any rate. The translation is that almost all employees are satisfied by IHRM rewarding processes. About 78% of the respondents strongly agreed that the various rewards given are virtually pegged to employee's performance. Related, more than 70% of the 28 respondents agreed that outstanding lecturer performance received special recognition. When it came to salary, about 97% of the 28 respondents suggested that salaries were not promptly given while the rest of the respondents were for the positive, that the payment of salaries was promptly done. Quite a number of respondents were quite dissatisfied by the rates of payment and thus are not motivated to perform better. In fact, more than 20% of the respondents were extremely dissatisfied by how often salaries and wages at IHRM were reviewed.

The second section looked at abilities and personality. It emerged that more than 95.6% of the 28 respondents) thought their training and abilities were crucial in handling their various duties. Training and development programs improve lecturer's performance.

These statements are supported by 93.2% of the 28 respondents. 95.3% and 97.2% respectively agreed to the statement that training and development is significant for improving abilities and personality of lecturer's in their work.

In respect to perception, the findings established that 95.6% of the 28 respondents agreed that roles were clearly spelt out and this enhanced lecturers' performance since they knew what was expected of them. Management expectations played an important role in perception. These statements were supported by 93.2%. 95.3% of the respondents indicated that formal sessions were significant in enhancing perception and thus contributing to a positive impact on the performance of lecturer's in the organization. The findings established that mechanisms for addressing poor performance was a perceived factor that led to enhanced performance of lecturer's in the organization. This was supported by 97.2% of the 28 respondents.

On average, the respondents indicated high job satisfaction as represented by 95.6% of the 28 respondents who agreed that they were satisfied to work at IHRM. They too agree that they have necessary support, when needed, to meet their individual performance targets. The findings show that these statements were supported by 95.4% and 97.2% of the 28 respondents respectively. This is an indication that job satisfaction leads to improved performance in the work place.

### **5.3 Conclusion of the study**

The study concludes that there are several main factors realized to have influence in the performance of lecturers at IHRM. First, all respondents are quite satisfied with the rewarding activities at IHRM. This was well expressed by zero disagreement on the



satisfaction index as far as rewarding processes are concerned and, thus, the IHRM management need to sustain rewarding processes to keep lecturers motivated at all times. Second, training has its importance at IHRM. Although the majority of respondents expressed satisfaction with the training activities at IHRM, a few of the respondents indicated that the kind of staff training did not translate to improved performance. Third, there are all indications that lecturers at IHRM were satisfied to work in the institution. However, it is also evident that more than a few lecturers are demoralized as their grievances are not promptly attended to. The translation is low performance. Fourth, the lecturers are quite motivated that their roles are clearly defined. IHRM has thus done great job of ensuring individual lecturer's roles are clearly defined. Finally, support to meet individual performance targets is a crucial factor a few respondents claim low support which should not be the case.

#### **5.4 Recommendations of the study**

The study recommends that IHRM management needs to sustain rewarding processes to keep lecturers motivated at all times. Following portrayal of substantial dissatisfaction with the training processes at IHRM, it is the highest time IHRM management devised new training strategies that indicated high relationship between training topics and the performance interests of the various lecturers. While attention given to lecturers' grievances seem clumsy, the IHRM management should ensure all grievances are addressed accordingly; for, example, on a first-come-first-served basis. At the same time, support to individual lecturers with individual performance targets should be maintained at high levels. Finally, the study recommends that Clarity of roles should be clearly spelt out and any changes communicated on time to keep lecturers motivated.

### **5.5 Limitations of the Study**

It was not easy to have busy lecturers to help in the research in that most of them thought of the research as tedious, mind boggling and non-paying. Most white collar workers consider their time precious and worth payment; therefore, it was a hard subject convincing them that the research was meant for the betterment of their working conditions. In the meantime, due to social desirability nature of the questions in the questionnaire, it was presumably difficult to convince the respondents to give only true information.

### **5.6 Suggestions for Further Research**

It would be interesting to carry out further research in other institutes in Nairobi that are similar in terms of size and areas of intervention. Findings can then be compared to assess if there areas of commonalities or unique factors.

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## APPENDICES

### Appendix I: Letter of Introduction



UNIVERSITY OF NAIROBI  
SCHOOL OF BUSINESS  
MBA PROGRAMME

Telephone: 020-2059162  
Telegrams: "Varsity", Nairobi  
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P.O. Box 30197  
Nairobi, Kenya

DATE... 10/10/2013

#### TO WHOM IT MAY CONCERN

The bearer of this letter ... NKATHA DOROTHY MBAABU .....


Registration No..... DG1/63407/2011 .....

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.

  
**PATRICK NYABUTO**  
MBA ADMINISTRATOR  
SCHOOL OF BUSINESS



## Appendix I: Questionnaire

This questionnaire is on Factors perceived to influence lecturers' performance at the Institute of Human Resource Management (IHRM). There are two sections: Part i and part ii.

### Part i - Bio- Data

Please tick appropriately .

1. Your gender

Female ( )

Male ( )

2. State your age bracket in years

20-28 ( )

29-38( )

39-48( )

49 and over ( )

3. What is the highest level of education attained?

Doctorate( )

Degree ( )

masters ( )

Diploma ( )

4. Indicate your school / Department

Business management ( )

Human resource management ( )

ICT ( )

Foreign languages and tests ( )

5. How many years have you taught at institute of human resource management?

- 1-12 months ( ) 1-2 years ( ) 2-5 years ( ) 5-8years( )  
 over 8 years ( )

**Part ii - Perceived factors that influence lecturers Performance in IHRM.**

Please select the response rate that best describes your perception of factors that influence lecturer’s performance. Do this for each statement.

**Key:**

**Strongly disagree =1      Disagree =2      Undecided =3**  
**Agree =4                      strongly agree =5**

	<b>Rewards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	The rate of reward at IHRM is satisfactory					
2	The rewards are tied to one’s performance at IHRM.					
3	Payment of salaries is done promptly.					
4	The rate of payment motivates me to achieve better performance.					
5	Outstanding lecturer’s performance receives special rewards in IHRM.					
6	Salaries and wages are regularly reviewed at IHRM.					



	<b>Abilities and personality</b>					
7	My training and abilities is crucial in handling assignments.					
8	IHRM offers training to lecturers in areas that are useful in improving performance.					
9	Once training takes place I experience some improvement in performance.					
10	Training and development motivates me towards better performance and commitment to the organization.					
	<b>Motivation</b>					
11	It is motivating to work at IHRM.					
12	The motivation programmes used at IHRM have significant effect on performance of the lecturers.					
13	When motivated I put extra effort and commitment in my duties.					
14	I rate efforts by management to motivate lecturers as high.					
15	Management responds to lecturer's complaints, grievances and suggestions promptly hence motivation.					
16	My input is valued in resolving performance problems and making improvements in IHRM leading to motivation.					

	<b>Role perception</b>					
17	My roles are clearly spelt out to avoid confusion and duplication of duties.					
18	I know what management expects of me in terms of performance standards.					
19	I usually have formal sessions with my supervisor where performance targets are agree on.					
20	There is formal performance evaluation of lecturers often and prompt feedback is given promptly.					
21	There is mechanism in place for addressing poor performance.					
	<b>Job satisfaction</b>					
22	I am satisfied to work at IHRM.					
23	Job satisfaction leads to better performance					
24	Better working conditions leads to high job satisfaction.					
25	I have the necessary support and resources to meet my performance targets hence job satisfaction					