FACTORS INFLUENCING STAFF PERFORMANCE IN HANDLING EXTERNAL CUSTOMERS: A CASE OF THE NATIONAL OIL CORPORATION OF KENYA, NAIROBI, HEAD OFFICE, KENYA

BY

MICHAEL NDETO WILLIE

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE, UNIVERSITY OF NAIROBI

2014

DECLARATION

This research report is my original work and has not been submitted in any other University.

Signature …………………………   Date…………………………

Michael Ndeto Willie

Reg No L50/70822/2011

This research report has been submitted for examination with my approval as the University supervisor.

Signature. ………………………………   Date…………………………

Dr John M.Wanjohi

School of Physical Sciences Centre,

University of Nairobi.

DEDICATION

This Research Work is dedicated to my wife Winnie Munyiva, my son Leon Sirdett and my brothers, Tonnie, Sammie, Dickie and Sisters, Stella, Esther and Grace. They have been inspirational in my undertaking the Masters degree. May they grow to reach greater heights in all spheres of life.

ACKNOWLEDGEMENT

My sincere gratitude goes to the lord almighty, my supervisor Dr John M.Wanjohi, for his dedicated, valuable scholarly assistance and under whose guidance this research project would not be possible. Thank you for your time, guidance and advice all the way.

I truly acknowledge the efforts of all the lecturers in the College of Education and External Studies of the University of Nairobi who contributed in expanding my knowledge and skills during my study. Special appreciation goes to Mr. Wilson Kiptoo Limo, a classmate and a study mate in the Masters of Arts in Project Planning and Management, University of Nairobi. Others also to be recognized are my classmates for their constant encouragement during the entire period research proposal project of the masters' programme. This Research project proposal would never have been possible without them.

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS AND ACRONYMS

CRM   Customer Relationship Management

FedEx   Federal Express Corporation Company

GE   General Electric Company

GDP   Gross National Product

IFMIS   Integrated Financial Management Information System

L.P.G   Liquefied Petroleum Gas

KNBS   Kenya National Bureau of Statistics

MDG   Millennium Development Goals

NOCK   National Oil Corporation of Kenya

PPOA   Public Procurement Oversight Authority

SPSS   Statistical Package for Social Scientist

TOE   Tones' of Oil Equivalent

ABSTRACT

The oil sector plays a key role in the Kenya's socio economic development. In fact all other sectors depend on this sector for their functioning. At present the competition in the sector has become intense and this necessitates efficiency and effectiveness of strategies adopted by the National Oil Corporation so as to maintain and increased its market share in the market. In addition, the discovery of petroleum in Turkana has increases oil marketers competition to be at the forefront in the marketing and distribution of petroleum products and hence the need for companies to improve their staff performance. The purpose of the study was to establish factors that influence employee performance on handling external customer service at National Oil Corporation of Kenya, Head Office. The objective of the study was to assess the influence of staff motivation, staff training, tools and equipment and organizational culture in handling of external customers. The study utilized a survey design and questionnaires for data collection. The research was based on a descriptive survey design with a target population of 180 employees working in the NOCK head office. Questionnaires were distributed to 180 employees and the data obtained analyzed using Statistical Package for Social Scientist (SPSS) version 20. A correlation analysis was performed to ascertain the influence of the independent variables on dependent variable. The results revealed that 46.7% of respondent had the opinion that staff motivation to a great extent influenced staff performance, whereas 50.0% of respondent felt that staff training improved staff performance to a great extent. On tools and equipment respondents results revealed that 45.6% of respondents felt that tools and equipment's to a great extent affected staff performance and 43.3% of respondent results felt that organizational culture affected staff performance to a great extent .The research concluded that National Oil must have a good organizational culture, motivate staff, train staff members, ensure staff have better tools and equipment as well as cultivate a good organizational culture to ensure handling of external customers. The study recommended that National Oil Corporation of Kenya develops systematic staff motivation strategies, develops a staff training needs assessment to identify performance gaps and ensure improved ease of use of tools and equipment and lastly ensure that there is proper maintenance hence reducing breakdown of tools and equipment. That the organization must ensure that staff have a clear understandings, application and implementation of the vision and mission of the Corporation.

CHAPTER ONE
INTRODUCTION

1.1 Background of the study

The petroleum industry began over five thousand years ago. In the Middle East, petroleum seeping up through the ground was used in waterproofing boats and baskets, in paints, lighting and even for medication (Wambugu. & Moronge, 2013). In sub – Saharan Africa, petroleum products represents approximately 60% of all energy produced, with fuel wood still dominating the primary energy balance. High oil prices affect the rural poor in the region directly because about 70 percent of Sub-Saharan Africans do not yet have access to electricity (Bede N., 2006), and as noted above, most households use kerosene for lighting. Indonesia's energy consumption Energy Prices and Electricity Tariffs has been growing rapidly in recent years. The primary modem energy supply increased from about 20 million TOE in 1980 to about 35 million TOE in 1990 or average rate of 7% per annum (Sovacool et al., 2011).

Petroleum is Kenya's major source of commercial energy and has, over the years, accounted for about 80% of the country's commercial energy requirements (ROK, 2011). The oil industry contributes over 20% of the GNP (KNBS, 2012) the transport sector is the largest consumer of petroleum products at approximately 60% of the total volume followed by manufacturing 16% commercial establishment (11%) household use (9%) and agriculture (4%) (ROK, 2011).The importance of fuel prices is clearly reflected in their weight as a major source of revenue for the government. The Government taxes about 25% - 30% of the cost of petroleum products consumed in Kenya. This therefore makes the products more expensive. Petroleum products represent the most important energy source in Kenya. Demand for petroleum in Kenya is quite small in global standards but the highest in East Africa making it a Key Market in the region for Petroleum Products (KNBS, 2011).

The domestic demand for various petroleum fuels on average stands at 2.5 million tons per year, all of it imported from the Gulf region, either as crude petroleum for processing at the Kenya Petroleum Refineries Limited or as refined petroleum products (Achieng' et al).

Doing Business all over the world is very challenging. Corporate performance and revenue growth are challenged by internal and external operating environmental factors. To survive in profitable way in the highly challenging and competitive global market economy, all the factor of Staff Retention & Production - machine, materials & men, – should be managed in an impressive way. Among the factors of production the Staff performance constitutes the biggest challenge because unlike other inputs employee management calls for accomplished handling of thoughts, feelings & emotions to protected highest productivity. (Mehta, 2012)

In the recent years, the Federal Government of Nigeria has been concerned with the development of all workers to improve performance in their present job and to provide a solid basis for those who are growing up. (Onasanya, 2005).

The first step to performance is to ensure that your employees know what is expected of them; they know what they are supposed to do and how well to do it. The designation of standards occurs throughout the organizational performance appraisal system. The managers must show her or his subordinates that their abilities are and will be recognized (Kitosi, 2012).National Oil Corporation of Kenya has faced stiff competition from other Oil and Petroleum products marketers. Hence the need to enhance its staff performance in order to ensure the Corporation remains on course to achieve its mandate. Corporation's customer handling strategy has far-reaching impact on the current and perhaps future viability of an organization. Many good companies and organization have understood this process and have distinguished themselves by instituting exemplary customer satisfaction programs (National Oil Service Charter, 2010)

1.2 Statement of problem

Oil and Petroleum marketing companies are facing increasing challenges brought about by the effect of globalization, market liberalization and the vast opportunities being created by emerging discoveries of oil and gas deposits across Africa and the world at large. National Oil Corporation of Kenya has had a number of challenges. Key among them include lack of quality, quantity and reliability of petroleum supply, lack of adequate storage facilities leading to high charges in petroleum products, insufficient standardized equipment and appliances, limited dissemination of information on petroleum products, lack of enough financial incentives for any investment made, limited research and development in the field of petroleum energy, limited use of available conservation tools, new technology, lack of

adequate financial resources owing to challenges in sourcing funds mobilization for petroleum efficiency and conservation projects. These has tremendously affected staff performance and hence therefore affecting the way they handle their external customers. This has led to low corporation profitability due to loss of business, hence therefore decrease in the profitability of the state owned corporation (Wanjiku et al., 2014).

These challenges require NOCK to keep pace with the rapidly changing technological and business environment, one that is heavily influenced by events outside the control of the corporation. The corporation creates its own image to the public according to the way it receives handles and discharges its customer (Wanjiku et al., 2014).National Oil was incorporated in April 1981 under the companies Act, Cap 486 and charged with participation in all aspects of the petroleum industry. The company has 100% Kenya Government shareholding. The formation of National Oil was predicated by the Oil crisis of the 1970's (1973/74) and 1979/80) and the correspondent supply disruption and price hike which resulted in the country's oil bill comprising of almost one third of the total value of imports and therefore making petroleum the largest single drain of Kenya foreign exchange earnings. (National Oil Service Charter, 2010).

1.3 Purpose of the study

The purpose of this study was to assess the factors that influenced staff performance in handling of the corporation's external customers in Nairobi Head office in National Oil Corporation of Kenya.

1.4 Research Objectives

1) To assess the influence staff motivation on handling of external customers in National Oil Corporation of Kenya.
2) To examine the influence of staff training in handling of external customer in National Oil Corporation of Kenya.
3) To establish the influence of tools and equipment in the handling external customers in National Oil Corporation of Kenya.
4) To examine the influence of organizational culture handling of external customers.

1.5 Research Questions

1) To what extent does staff motivation influence the handling of external customers in National Oil Corporation of Kenya Head Office.
2) To what extent does staff training influence employee performance in handling external customers in National Oil Corporation of Kenya, Head Office.
3) To what extent does tools and equipment influence staff performance in the handling of external customers in National Oil Corporation of Kenya, Head Office.
4) How does organizational culture influence the handling of external customers in National Oil Corporation of Kenya, Head Office.

1.6 Significance of the study

The findings of this research study can be important in providing insight into critical aspect in the way companies handle their external customers. The National Oil Corporation of Kenya (NOCK) management could be able to understand the factors influencing staff performance on external customer handling and how these factors affects the performance of the corporation. The results could also help those in hospitality, training, and service industry in coming up with relevant trainings for customer service and handling. The research could be useful in assisting the National Oil Corporation of Kenya management in making better

4

decisions in determining appropriate ways to motivate staff in order to improve the Corporation's performance. The findings could also help in indicating areas of improvements or changes for National Oil Corporation of Kenya employees in customer handling.

1.7 Delimitation of the Study

The study was to carried out in National Oil Corporation of Kenya, Head Office, Nairobi; this was easily accessible and assisted in cutting cost .The research involved 180 respondents drawn from National Oil Corporation of Kenya, head office customer service unit. The study sought information from National Oil Corporation of Kenya employee working in the customer service-sales and marketing department to determine the factors influencing staff performance in handling of external customers.

1.8 Limitations of the study

One of the main limitation of the research was getting adequate time and finances. The researcher is a full time employee of the National Oil Corporation of Kenya and getting time and permission to distribute the questionnaires was a challenge due to the organizational workload. However the researcher utilized tea breaks and lunch hours to distribute questionnaires to the respondents. On financial challenge, the researcher carried out the research himself and hence able to cut on cost. Another challenge was the respondents' fear of intimidation. The researcher assured the respondent that the information given would be treated with ultimate confidentiality and for academic purpose only and would not be shared to anyone.

1.9 Basic assumptions of the study

The researcher assumed that the respondents would spare time to participate in the study and that they would be truthful in their responses concerning staff performance in handling external customers. The assumption enabled the researcher to use the finding to know the factors influencing staff performance in handling external customers.

1.10 Definitions of the significant terms used in the study

National Oil Corporation of Kenya- is State Corporation under the Ministry of Energy incorporated in April 1981 and charged with participation in all aspects of the petroleum industry. National Oil Corporation of Kenya has a 100% Government of Kenya shareholding.
Performance-The execution or accomplishment of work, acts, feats, etc or a particular action, deed, or proceeding or an action or proceeding of an unusual or spectacular kind.

Organizational Culture – This refers to certain behaviors, practices and way of doing things which adversely the way staff members carry out their duties in their work place. This also involves the company's politics, norms and beliefs.

Staff Motivation – This is an act of empowering employee in order to boost their performance by giving them incentives, salary increment, training, medical, giving car loans, employee working environment/conditions allow performance of their duties, promotions and giving attention to staff complains.

Staff Training –This allows for staff to undergo trainings either in house, regional as well as outside the country, in line with their roles and responsibility, in order to equip them with the necessary tools and skills to deliver the Corporation goals and objectives.

Tools & Equipments-This refers to those necessary ingredients that a staff needs and interacts with in order to deliver his/her targets. It also refers to computers, desks, work instruments, printers, chairs and space.

External Customer: A person who purchase goods or services from another buyer. One who does not work in the organization but comes from outside the organizational set up.

1.11 Organization of the Study

Chapter One of the studies provides the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of study, delimitation, limitation of the study, basic assumptions, and definition of the significance terms and the organization of the study.

Chapter Two is a review of literature on factors influencing staff performance on the handling of external customers globally and effectually narrowing down to National Oil Corporation of Kenya in the Head Office. It further involves the conceptual framework which is a descriptive of independent and dependent variables.

Chapter Three is on the methodology, it gives details on research design, target population, sample size and sampling procedures, data collection methods, data collection instruments, reliability and validity of the data collection instruments.

Chapter Four consists of data analysis, presentation, and interpretation. Its components are: introduction, questionnaire return rate and demographic characteristics of respondents

Chapter Five contains the introduction, summary of findings, discussion of the study findings, conclusion of the study, recommendations of the study and suggestions for further research.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter attempts to review what past researchers have attributed that is relevant to factors influencing staff performance in handling external customers. The literature review enabled the researcher to introduce and discuss the variables under study and identify the tentative answers to the research questions. The section of the study contained various literatures on the topic of factors influencing staff performance in handling of customers. A conceptual framework was used to demonstrate the relationship between the independent and dependent variables.

2.2 Overview of Staff Performance

According to (Khan, 2010) Staff motivation positively influence employees' performance by improving their working skills, boosting morale, increasing efficiency, competence and motivation which results in customers' satisfaction and improved output and profitability of the organization. (Mutua, 2012) believe that an organizational business wishing to deliver good-quality external services must first offer satisfying internal services to meet the needs of employees. Each individual in an organizational unit is supposed to offer fellow employee's good quality services hence achieve better performance while reducing waste/costs. All in all, many scholars believe that an organization must first improve the internal service quality in order to render good-quality external services, and it is imperative that the organization provides satisfying tools & equipment, training, better motivation and better culture and further increase employees' satisfaction. The four variable of staff performance quality are staff training, motivation, culture and tools & equipment.

Ling. et al, (2010) argued that organizations performance is the accomplishment attained by all business /department involved in an organizational goal during a determined period of time, with the goal either meant for a specific stage or on the overall extent.

The employee satisfaction in a community of practice affects the organization's innovation-related performance in a positively significant way. Employee's job satisfaction has a

significantly positive influence on organizational performance. Employees' job satisfaction has a positive and significant influence on organization performance. Additionally internal-service quality and internal customer satisfaction both have a direct and positive influence on external customer satisfaction, and subsequently affect a company's operating profits/growth in a direct, positive manner Ciu & Yue-Xia, (2009), Lu and Li-Ru, (2006), (Wong & Qin-Nan, 2009) & Zhang & Zi-Long, (2010)

When used effectively, performance monitoring can be a good mechanism for employee skill development and quality control. However, high levels of performance monitoring and its use in more disciplinary ways can create high levels of tension between employees and their managers. Indeed high levels of performance monitoring have been linked to employee stress levels and staff turnover, especially when it has been combined with low discretion levels (Rayton, 2012).Compared to the other countries surveyed, South African call centers rank amongst those with the highest degree of overall performance monitoring and feedback, behind only South Korea and India in measurements of the average frequency of performance monitoring activities.

Performance monitoring occurs more intensively in sub-contractor call centers and in those that are larger in size (more than 50 employees). This is in line with the global picture, and probably for similar reasons; sub-contracting call centers are likely to require higher levels of performance monitoring to meet service level agreements, to address external customer requirements and to facilitate reporting requirements (Holman et al, 2007, p28). Likewise it is likely that larger workforces increase the need for performance monitoring information of turnover, a major source of cost savings (Holman et al., 2007). The South Africa call centre industry report is part of the first large scale survey of management strategies and employment practices in the global call centre industry, covering almost 2 500 call centre sites in 17 countries. In this report, we present the results of the survey that was conducted in South Africa, covering a total of 64 companies with a workforce of nearly 5 600 people. While the companies that participated are only a sub-sector of the total call centre industry in the country, the detailed information they provided offers a unique understanding of employment practices and business strategies in the call centre industry (Holman et al., 2007).

South Africa's call centre industry is dominated by centers serving a domestic market (91%) and primarily in-bound customer service calls, rather than outbound sales calls. Of the call centers in this survey, 51% are located in Gauteng province and another 38% in the Western Cape. A full 81% are operated as in-house call centers, and the average size was 77 calls centre agents. The call centers operate across many different industries, with telecommunication, insurance, banking and financial services industries being the most prominent. Compared to the other countries surveyed, South African call centers rank amongst those with the highest degree of overall performance monitoring and feedback, on a par with Brazil and behind both South Korea and India, which has far higher levels of performance monitoring than any of the other countries. Performance monitoring occurs more intensively in sub-contracted call centers and in those that are larger in size (Holman et al., 2007).

Performance: South Africa compares favorably to international norms in performance metrics. Across all countries, the average call centre reports that 87% of calls are answered in the target time, compared to 86, 5% in South African call centers. Monitoring and Performance: Performance monitoring is one of the key issues of both popular debate and academic research in relation to call centers worldwide. Monitoring: Compared to the other countries surveyed, South African call centers rank amongst those with the highest degree of overall performance monitoring and feedback, on a par with Brazil and behind both South Korea and India, which has far higher levels of performance monitoring than any of the other countries (Holman, 2007)

Performance monitoring occurs more intensively in sub-contracted call centers and in those that are larger in size. Although performance monitoring is frequently perceived by call centre agents as a source of stress and anxiety, the centers in the study overwhelmingly see it as a source of corrective action, both to identify training needs and to improve performance.

Performance: South Africa compares favorably to international norms in performance metrics. Across all countries, the average call centre reports that 87% of calls are answered in the target time, compared to 86, 5% in South African call centers (Holman, 2007) Customers

are considered as essential assets in any organizations including services. During the past few years, service industry is growing rapidly and the competitions among business owners increases steadily. Steadily, customers are anticipating more and better service and consequently, business owners require guidelines and frameworks to address people's requirements. The idea of process completeness assists companies to investigate service from the customer's viewpoint. Process completeness is normally obtained when a firm's service delivery system fits customer's expectations (Jay Kandampully et al., 2001).

While customers normally require alternative services business owners may focus only on single services. Therefore, there is a need to find a compromise solution strategy between these two components (Piccoli et al., 2009).

Herzberg et al, (2006) noted in relating the study of motivation to work, that hierarchies of need existed within groups and that there were two different ranges of human needs. At one level there was the need to avoid dissatisfaction and concern with the environment such as ensuring good working conditions, appropriate salary and policy and administrative structure and adequate supervision. At national level there was the need to achieve, gain recognition and personal advancement. Herzberg et al suggest that the latter provides the motivation whereas the former are basic hygiene factors which must be in place before staff performance can occur. McGregor argued that by satisfying the basic needs of staff through rewarding and incentives management could no longer use these methods to exert control. He felt that the time had come for a new approach which would aim to satisfy the self-actualizing needs of the staff, a new theory, changed assumptions, more understanding of the nature, of human behavior in organizational setting (Ivanko, 2013).

The changing need and shifts in values interested through the 1960's and 1970's highlighted three broad concerns in the development of staff in Western Europe. Firstly at national and organizational levels, economic recession called for new staff performance strategies which could bring greater efficiency, increase profit and productivity while retaining a tight control on public spending. Second, there was a need to introduce strategies which would meet the developing need of organizations in the age of advancing technology. Thirdly, at individual levels, there was a demand for work that brought personal recognition and responsibility and opportunities for achievement as self fulfillment (Monica, 2008).Japan provided inspiration for total quality management where efficiency, quality and individual achievement combined to provide high profit; this could only be achieved by staff motivation, staff training, provision of the right tools and equipment for work and the organizational culture (Alan, 2007).

Bianca, Marc, & Wouters, (2012) investigated whether staff performance actually had order winning potential in Business to Business situations, which customer service strategies were deployed, and what detected customer service relevance. They determined four customer service strategy options including customer integration, customer adaptation, logistical precision, and standard customer service. In their survey, various firms were positioned in the least attractive customer service strategy option: customer adaptation. Partially, this is caused

by challenges in evaluating the customer service capability and the customer's sensitivity for customer service. According to staff performance of service employees plays an essential role in customer handling along with other variables such as the service process, perceived service value and customer satisfaction compared customer behavior of stayers and defectors in Business to Business services based on respondents from a Fortune 100 company. (Paul, & Earl, 2011)Organizational commitment has been shown to be a strong predictor of a variety of work outcomes, including intended and actual turnover and in-role and extra role performance (Ul Haq & Muhammad, 2012).

We contend that it should also be predictive of customer reactions, particularly at the employee level. The dominant framework in the literature, three-component model, provides a strong basis for delineating the proposed effects of commitment on service quality. Affective commitment indicates an emotional bond between the employee and the organization that is based on identification with the organization's goals and values. Research has shown that such commitment is facilitated by the positive work experiences provided by the organization. In a service context, affectively committed individuals will tend to help the organization provide quality services (Vandenberghe & Bentein, 2007).Results of several studies by (Dyer & Ericksen, 2009),(Kotler & Armstrong, 2010),(Teseema & Soeters, 2006), and Wright et al (2010), reveals that staff training is adapted by organizations world over to counter the problem of underperformance by employees which can influence the overall performance of an organization as well as the profitability.

2.2.1 The Influence of Staff Motivation on External Customer Handling

Motivation, according to Bulkus & Green (2009), motivation is derived from the word "motivate", means a move, push or influence to proceed for fulfilling a want. Bartol and Martin (2008) describe motivation as a power that strengths behavior, gives route to behavior, and triggers the tendency to continue .Motivation is a progression of moving and supporting goal-directed behavior. It is an internal strength that drives individual to pull off personal organizational goals. Motivation is a set of courses concerned with a kind of strength that boosted performance and directs towards accomplishing some definite targets (Rukhmani et al., 2010).

Motivation is a tool with which managers can use in organizations. If managers know what drives the people working for them, they can tailor job assignments and rewards to what makes these people "tick." Motivation can also be conceived of as whatever it takes to encourage workers to perform by fulfilling or appealing to their needs. To Olajide (2000), "it is goal-directed, and therefore cannot be outside the goals of any organization whether public, private, or nonprofit" (Adeyinka et al, 2007).The study established a relatively low motivation of TSC employees by their employer. Employee motivation was also found to affect employee productivity. Low motivation of employees was found to lead to low productivity and high motivation led to increased productivity. The benefits of motivation to the organization and the individual employees were found to include: uplifting of morale of the employees; leads to less complain by the teachers; quick service delivery; improved skills; improved employees' welfare; and increase competitive advantage of an organization. Overall, the employee motivational needs at the TSC were determined and its influence on organizational performance established (Thiong'o, 2013)

Much as public organizations may be facing challenges that are unique to the Kenyan socio-economic-political context, poor performance of these institutions due to low employee motivation may be within the control of the managements (Transparency International, 2008). Thus, whether the performance of public organizations in Kenya is below or on par with the expectation, the irrefutable fact is that there is need for the management to achieve desirable levels of organizational effectiveness and productivity. One way this might be accomplished is for the managements to create a positive motivational environment. This,

among other things, may help in developing workers interests in their jobs so as to make them happy in giving their best to the institutions (Transparency International, 2008).

Since motivation is important in the productivity of employees, knowing what motivation is most effective on civil servants, motivation which could generate higher productivity in their work and also enhance their satisfaction was significant as a problem of this study. A survey carried out obtained from 119 respondents was as follows: the highest rated factor was personal growth and development followed by job security and good working condition. The fourth rated factor was money and financial rewards while 12.0% of the respondents reported that they valued promotion. Results indicated that 6.2% indicated that they were more interested in challenging/interesting work. Another 5.3% pointed out job achievement while 5.0% cited participation in decision making. It is worth noting that only 1.1% of the respondents did signify that they preferred greater job freedom and discretion(Transparency International, 2008).The staff performance motivation strategies of an organization motivate its workers in order to achieve their mission and vision. Employees in both public and private sector organization are becoming increasingly aware that motivations increases productivity. Looking at today's economic trend, it is evident that the Employee motivation are among other things, financial, economic and human resources, the latest are more essential and have the capability to endow a company with competitive edge as compared to others (Muogbo, 2013).

Employee performance fundamentally depend on many factors like staff training, organizational culture, tools & equipment and staff motivation, but employee motivation is a factor that highly influences the performance of employees. Employee motivation is one of the policies of managers to increase staff performance amongst employees in organizations (Ekit, 2012).

Among factors affecting staff performance include staff motivation. Employees want to earn reasonable salary and payment. Money is the fundamental inducement; no other incentive or motivational technique comes even close to it with respect to its influential value (Sara et al, 2004). It has the supremacy to magnetize, maintain and motivate individuals towards higher performance. Frederick Taylor and his scientific management associate described money as the most fundamental factor in motivating the industrial workers to attain greater productivity (Jibowo, 2007). Research has suggested that reward now causes satisfaction of the employee which directly influences performance of the employee (Kalimullah et al., 2010). Rewards are a management tool that hopefully contributes to firms' performance by influencing individual or group behavior. All businesses use pay, promotion, bonuses or other types of rewards to motivate and encourage high level performances of employees .To use salaries as a motivator effectively, managers must consider salary structures which should include importance organization attach to each job, payment according to performance, personal or special allowances, fringe benefits, pensions and so on (Jibowo, 2007).

As Kalimullah (2010) suggested, a motivated employee has his/her goals aligned with those of the organization and directs his/her efforts in that direction. In addition, these organizations are more successful, as their employees continuously look for ways to improve their work. Getting the employees to reach their full potential at work under stressful conditions is a tough challenge, but this can be achieved by motivating them. On the other hand, Mary (2006) explains organizational effectiveness as the extent to which an organization fulfills its objectives, by using certain resources and without placing strain on its members. The goal model defines organizational effectiveness referring to the extent to which an organization attains its objectives, while the system resource model defines it in terms of the bargaining power of the organization and its ability to exploit the environment when acquiring valuable resources; organization is becoming less loyal and dependable to.

Employees want to earn reasonable salaries, as money represents the most important incentive, when speaking of its influential value (Sara et al, 2004). Financial rewards have the capacity to maintain and motivate individuals towards higher performance, especially workers from production companies, as individual may use the money to satisfy their needs. Therefore, pay has a significant impact in establishing employees' diligence and commitment, being a key motivator for employees. Nevertheless, studies have shown that pay does not boost productivity on the long term and money does not improve performance significantly (Whitley, 2002). Moreover, focusing only on this aspect might deteriorate employees' attitude, as they might pursue only financial gains.

Empowered employees focus on their job and work-life with additional importance and this leads to constant progress in coordination and work procedures. Employees execute their finest According to McCormick and Tifflin (1979); motivation can be either intrinsic or extrinsic. Intrinsic motivation stems from motivations that are inherent in the job itself and which the individual enjoys as a result of successfully completing the task or attaining his goals. While extrinsic motivations are those that are external to the task of the job, such as pay, work condition, fringe benefits, security, promotion, contract of service, the work environment and conditions of work. Such tangible motivations are often determined at the organizational level, and may be largely outside the control of individual managers(Akanbi, 2011).

Intrinsic motivation on the other hand are those rewards that can be termed "psychological motivations" and examples are opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. An intrinsically motivated individual, according to Ajila (2007) will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him or her. And an extrinsically motivated person will be committed to the extent that he can gain or receive external rewards for his or her job. He further suggested that for an individual to be motivated in a work situation there must be a need, which the individual would have to perceive a possibility of satisfying through some reward. If the reward is intrinsic to the job, such desire or motivation is intrinsic. But, if the reward is described as external to the job, the motivation is described as extrinsic (Akanbi, 2011). Good

remuneration has been found over the years to be one of the policies the organization can adopt to increase their workers performance and thereby increase the organizations productivity. Also, with the present global economic trend, most employers of labour have realized the fact that for their organizations to compete favorably, the performance of their employees goes a long way in determining the success of the organization. On the other hand, performance of employees in any organization is vital not only for the growth of the organization but also for the growth of individual employee (Muogbo, 2013).

An organization must know who are its outstanding workers, those who need additional motivation and those not contributing to the efficiency and welfare of the company or organization. Also, performance on the job can be assessed at all levels of employment such as: personnel decision relating to promotion, job rotation, job enrichments etc. And, in some ways, such assessment is based on objective and systematic criteria, which includes factors relevant to the person's ability to perform on the job. Hence, the overall purpose of performance evaluation is to provide an accurate measure of how well a person is performing the task or job assigned to him or her. And based on this information, decisions will be made affecting the future of the individual employee (Kidane, 2012). Therefore, a careful evaluation of an employee's performance can uncover weaknesses or deficiencies in a specific job skill, knowledge, or areas where motivation is lacking. Once identified, these deficiencies may be remedied through additional training or the provision of the needed rewards. The view that specific rewards will encourage increases in production has not always been substantiated, even though management has often attempted to spur production by such offerings and has often attributed production increase to them (Kidane, 2012).

In Nigeria, interest in effective use of rewards to influence workers performance to motivate them began in the 1970s. So many people have carried out researches in this area, some of which are Oloko (2007), Kayode (2003), Egwuridi 2010), Nwachukwu (2004), Ajila (2007). The performance of workers has become important due to the increasing concern of human resources and personnel experts about the level of output obtained from workers due to poor remuneration. This attitude is also a social concern and is very important to identify problems that are obtained in industrial settings due to non-challant attitudes of managers to manage their workers by rewarding them well to maximize their productivity. All efforts must be geared towards developing workers interest in their job so as to make them happy in giving their best to their work, this will ensure industrial harmony. Possibly the best means of understanding workers motivation is to consider the social meaning of work. In this respect, short-term goals and long-term goals of employees and employers may affect staff performance (Akanbi, 2011).

Fortunately, there are other non-financial factors that have a positive influence on motivation, such as rewards, social recognition and performance feedbacks. Numerous researches have also pointed out that rewards lead to job satisfaction, which in turn influence directive and positively the performance of the employees. Moreover, rewards are one of the most efficient tools of management when trying to influence individual or group behavior, as to improve organization's effectiveness. The vast majority of companies use pay, promotion, bonuses and other types of rewards to motivate employees and to increase their performance. In order to use salary as a motivator, managers have to develop salary structures, according to the importance of each job, individual performance and special allowances (Akanbi, 2011).

Employees can also be motivated through proper leadership, as leadership is all about getting thing done the right way. In order to achieve these goals, the leader should gain the employees' trust and make them follow him. Nevertheless, in order to make them trust him and complete their tasks properly for the organization, the employees should be motivated (Baldoni, 2005). The leaders and the employees help one another to attain high levels of morality and motivation (Dobre, 2013).

Therefore, trust is an important factor for an organization that wants to be successful, as it has the ability to enhance employees' motivation and foster interpersonal communication. Irrespective of the degree of technical automation, attaining high levels of productivity is influenced by the level of motivation and effectiveness of the staff. Therefore, developing and implementing employee training programs is a necessary strategy to motivate workers. In addition, a good communication between the managers and the workforce can instigate motivation, as the degree of ambiguity decreases (Dobre, 2013). Managers believe that organizational goals are unattainable without the enduring commitment of members of the organizations. Motivation is a human psychological characteristic that contributes to a person's degree of commitment (Stoke, 2009). Stoke (Adeyemo 2009) goes on to say that there are basic assumptions of motivation practices by managers which must be understood. First, that motivation is commonly assumed to be a good thing. One cannot feel very good about oneself if one is not motivated (Adeyinka et al., 2007).

Motivated and qualified workforce is essential for any company that wants to increase productivity and customer satisfaction. In this context, motivation means the willingness of an individual to do efforts and take action towards organizational goals. The challenge for any manager is to find the means to create and sustain employee motivation. On one hand, managers should focus on reducing job dissatisfaction (working conditions, salary, supervision, relationship with colleagues), while on the other hand should use motivating factors such as achievement, recognition, responsibility and the work itself. Employee participation and empowerment do not only enhance efficiency, growth and innovation but they also increase employee motivation and trust in the organization. If employees feel appreciated for their work and are involved in decision-making, their enhanced enthusiasm and motivation will lead to better productivity and loyalty (Dobre, 2013).

Employees want to earn reasonable salaries, as money represents the most important incentive, when speaking of its influential value (Sara et al, 2004). Financial rewards have the capacity to maintain and motivate individuals towards higher performance, especially workers from production companies, as individual may use the money to satisfy their needs. Therefore, pay has a significant impact in establishing employees' diligence and commitment, being a key motivator for employees. Nevertheless, studies have shown that

pay does not boost productivity on the long term and money does not improve performance significantly (Whitley, 2002). Moreover, focusing only on this aspect might deteriorate employees' attitude, as they might pursue only financial gains. Bartol and Martin (2008) consider motivation a powerful tool that reinforces behavior and triggers the tendency to continue. In other words, motivation is an internal drive to satisfy an unsatisfied need and to achieve a certain goal. It is also a procedure that begins through a physiological or psychological need that stimulates a performance set by an objective. As compared to financial resources, human resources have the capability to create competitive advantage for their organizations (Lauden, 2011).Generally speaking, employee performance depends on a large number of factors, such as motivation, appraisals, job satisfaction, training and development and so on, but this paper focuses only on employee motivation, as it has been shown to influence to a significant degree the organizational performance (Lauden, 2011).

2.2.2 Influence of Staff Training on Employees' Performance in handling of external customers

According to (Lai & Kapstad, 2009) the more competent an employee is in his or her job performance, the better the quality of the product or service that is produced and the higher the productivity and profitability of an organization. A quality determinant of an organization and the products and services it provides is the people working within that organization. In essence, the quality of a product or service depends on the competence of the employee providing it.   For organizations to succeed in today's competitive and complex environment, employees at all levels need to develop and demonstrate capabilities, underlying characteristics and behaviors that drive superior performance at work.   Accordingly, the results of good work performance from staff usually results in greater organizational effectiveness and an increase in profitability and competitiveness in the business world. Kenya Vision 2030, which aims at making Kenya a globally competitive and prosperous country by 2030, singles out education and training as one of the levers that will drive Kenya into becoming a middle-income economy.

In addition, the Constitution (2010), the Basic Education Act of 2013, and Sessional Paper No. 14 of 2012 on Reforming Education and Training Sectors in Kenya, provide for Free and Compulsory Basic (pre-primary, primary and secondary) Education as a human right to every

Kenyan child. Vision 2030 places great emphasis on the link between education and the labour market, the need to create entrepreneurial skills and competencies, and strengthen partnerships with the private sector in investment and provision of education and training in the country. It also recognizes the need for a literate citizenry and sets targets for enhancing adult literacy. This is consistent with the MDG and Education for All (EFA) goals on universal access and completion of education (Kenya Economic Report, 2013)

According to the Constitution of Kenya, the county governments shall be in charge of pre-primary education and village polytechnics. The national government, through the ministry in charge of education, is responsible for the provision and coordination of education, training, research, education policy formulation and implementation and quality assurance at all levels of learning. Currently, the sector is managed by the Ministry of Education, Science and Technology. The main focus of the ministry has been on increased levels of access, retention, equity, quality, relevance and the overall effectiveness of the education sector. Other policy objectives include exploiting knowledge and skills in science, technology and innovation for global competitiveness (Kenya Economic Report, 2013)

The performance of the education sector, however, depends on a number of factors, key among them the levels of resource allocation and investment in the sector and the cost of education. This Chapter presents a detailed account of the education sector provision and investment, performance, inequalities and financing issues. The analysis forms a basis for further analyses on investing on human capital across counties, which is presented in Part Four of this report. The number of education institutions increased by 4.6 per cent from 72,902 institutions in 2009 to 76,264 institutions in 2011. Pre-primary education centers increased by 3.3 per cent from 38,247 institutions in 2009 to 39,500 centers in 2011 (Kenya Economic Report, 2013)

During this period, pre-primary enrolment increased from 1.7 million to 2.4 million children. The number of primary schools rose by 7.1 per cent from 26,667 to 28,567 (31% private) while enrolment rose from 8.8 million in 2009 to 9.8 million pupils in 2011. The number of secondary schools increased from 6,971 in 2009 to 7,297 (27%private) in 2011.

Secondary school enrolment was 1.47 million in 2009 and 1.76 million at the tertiary level, enrolments rose from 80,981 in 2009 to 104,173 students in 2011, enrolled in 629 technical training institutions. The number of national polytechnics reduced from 4 to 2 owing to the conversion of Kenya Polytechnic and Mombasa Polytechnic into university colleges, leaving two national polytechnics, namely: Eldoret and Kisumu. In 2011, there were 26 technical training institutes and 14 institutes of technology; 585 youth polytechnics; 21 public primary teachers training colleges, 91 private primary teachers training colleges and 3 secondary teachers training colleges. Enrolment in teachers training colleges increased from 26,324 students in 2009 to 29,571 students in 2011.

The number of universities increased from 31 in 2009 to 34 in 2011 (79% private). University enrolment increased from 122,847 students in the 2008/09 academic year to 198,260 students in the 2011/12 academic year. Despite the expansion in formal schooling in the country, issues of capacity for effective management, sustainable financing, increasing demand for schooling and relevance of the curriculum to meet the demands of Vision 2030 and labor market needs must be addressed both at in The annual admission to public universities under the Joint Admissions Board (JAB) increased by 31.6 per cent from 12,261 in 2007/08 to 16,134 in 2008/09, by 24.4 per cent to 20,073 in 2009/10 and by 20.6 per cent to stand at 32,820 in the 2010/11 academic year. The achievement was as a result of increased capacity in the constituent colleges and special consideration to vulnerable groups (Kenya Institute for Public Policy Research and Analysis report, 2013)

Currently, there are 7 public universities, 15 constituent colleges and 23 private universities (11 chartered, 9 with letters of interim authority and 3 registered). The total expenditure on university education and higher education support services sub-programmes was Ksh 18,589 million and Ksh 2,340 million for recurrent and development expenditures, respectively. Enrolment stands at 183,497, and is expected to increase drastically in the current year with the planned accelerated intake of the 2009 and 2010 cohorts, and the creation of the Open University and the Pan African University.

 Enrolment and retention in universities were further enhanced through increased provision of bursaries. A total number of 8,386 students were awarded bursaries amounting to Ksh 380

million in 2009/10. The number of fully registered Technical, Industrial, Vocational, Entrepreneurship Training (TIVET) institutions rose from 180 in 2009/10 to 411 in 2011/12. Additionally, the number of provisionally-registered institutions increased from 200 in 2009/10 to 302 in 2011/12. Consequently, total enrolment in TIVET programmes increased national and county government levels in 2011 (Kenya Institute for Public Policy Research and Analysis report, 2013)Training: Investment in training appears to be lower in sub-contracted call centers than in house call centers, averaging 17, 4 days of initial training for new hires, compared to 26, 5 days in in-house centers. Time to be fully competent: It takes an average of 18 weeks for employees in in-house call centers to become fully competent compared to 12 weeks in sub-contracted call centers. If the duration of learning on the job to become fully competent can be taken as an indicator of job complexity, the figures suggest that work in in-house call centers is more complex than in sub-contracted call centers. (Holman et al, 2007)

According to Gooderharne et al (2011), competencies of employees have stood the test of times and are now the required approach for organizations seeking to integrate their human resource practice with the strategic and operational needs of the organization. A popular model of employees' competence in job performance recognizes four levels often depicted as layers of a pyramid arranged horizontally from the base to the apex. The first level or base is what an individual knows and is measured by his or her general knowledge of a task.

The second level focuses on whether the individual knows how to act as measured by his or her competence and the third level describes whether the individual shows how to act as measured by his or her performance (Hilb & Dubs,). A research paper by a College of American Pathologists (2010) using descriptive analysis to sample 522 employees of a laboratory in America established a positive co-efficient correlation between human resource training and the level of competence in employees' job performance. The main findings of the study indicated a positive correlation between human resource training and employees' job performance.

However the results also pointed out that an increase in the level of competence of an employee in job performance usually depends on the number of trainings that an individual

employee is able to access in a given period of time. According to Forrier, Sels, & Stynen, (2009); Lai & Kapstard (2010) and Nybo, (2009), training forms an important part of competence development within organizations. This is because it helps to keep employees up to date and competent and enables them to successfully perform their jobs at all times. This means that an organization that aspires to remain competitive in the business world needs to critically look at ways of improving the competence of their human capital through training as well as ensuring that competence assessment practices are carried out after each training program to confirm the effectiveness of the training (Saks, 2006).

According to Lai and Kaapstaad (2010) most studies have limited investigation of competence development to training and formal education thereby ignoring other human resource practices that stimulate competence development at the work place. However, on-the-job learning and career management are essential and are hence equally important in the process of competence development as is training and formal education. Organizations therefore develop the competencies of their employees through a combination of training, on-the-job learning and career management practices (Heinsman et al, 2008).

Although most Western organizations have training, on-the-job learning and career management practices in place, most organizations explicitly link the human resource training to competence development. This according to Jenning and Moore (2000) is because staff training constitutes a major aspect of the performance of any employees as it affects the way they behave and perform their job functions in the organization. The management of an organization should therefore embrace as part of its duty human resource so as to enable the organization develop an active, effective and appropriate workforce to help in the achievement of the organizational goals and objectives.

The staff performance training as a whole has shown a significant growth through the years. Increasingly, training in staff performance is playing an important and strategic role in the economic success of organizations in the United States of America (Marquardt et al, 2000). Organizations in the U.S recognize that they now operate in a global economy, an economy which involves the use of advanced technologies and increased responsiveness to customers needs. Accordingly, it is becoming one that requires greater and greater innovation and

flexibility in production, service delivery and market knowhow. American firms have realized more than ever before that employees' knowledge and skills gained through training have become a strategic necessity and more the source of strategic advantage.

The importance of staff training is not only regarded highly in the Western countries but also in Africa. According to the South African Department of Trade and Industry (2007), the government has identified staff performance training and development of adequate human resources to meet the development priorities of the country as a key strategic priority. The Reconstruction and Development Program (RDP) identifies human resource training and development as one of the five programs to drive the implementation of reconstruction and development in South Africa. Higher staff performance will be the result of new attitudes towards work and especially new skills in the context of overall economic reconstruction and development. New and better management of skills are urgently required (South African Department of Trade and Industry, 2007).

According to the Department of Labor, (2005), investment in staff performance training and development in South Africa has grown significantly with an analysis of Labor Force Survey data for 2001-2007 on staff performance training and development revealing an upward trend in the number of people who indicate they have gone through various training programs in their work place. The analyses indicate an increase of around 20,000 per annum in the number of people holding qualification for various on-the-job training in various areas. The analysis also indicates that there is evidence of a steady growth in the investment of work-force training by private enterprises over and above the investment linked to skills development levies. In Kenya, staff training and development is rated highly with the government showing her commitment by incorporating it in the Kenya's Vision 2030. The Vision 2030 aims at making Kenya a globally competitive and prosperous nation with a high quality of life and basically believes that this can be achieved through implementation of staff training and development policy (Ministry of Planning and National Development, 2007).

According to the Ministry of Planning and National Development (2007) effective implementation of staff training interventions for the Kenya's Vision 2030 will play an instrumental role in achievement of more than one goal and the government has invested

heavily in this venture. According to the Ministry of Labour (2007) availability of well educated and trained workforce is critical to the success of Kenya's industrialization process. Accordingly, education and training dockets have since independence received high priority and very considerable resources to support expansion at all levels.

According to (Beckman, 2009), developing a new skill that fulfils a personal ambition is rewarding and it is believed that learning something new out of work has a positive influence on the morale and performance of workers inside as well as outside the organization. Though the effect of formal training on employees' job performance remains subjective and sometimes doubtful because of lack of sufficient direct transfer to the workplace, formal training remains an important strategy through which organizations ensure their employees skills enhancement (Heijde & Van Der Heijden, 2006).

According to Ngirwa 2010, staff performance training should be provided to employees to enable they acquire the necessary skills, knowledge, experience and behavior essential for better customer handling and service. Accordingly, the level of skills of an employee determines the productivity, thus the higher the skills, the greater the degree of productivity. According to Brown (2009), developing high levels of skills and understanding at work means engaging with a substantive knowledge base: prior to starting work, while working, through career development activities away from work or through a combination of all three.

Increasingly, customers are expecting more and better service. As such, companies need guidelines and frameworks for addressing these expanding requirements. While customers think in sets of services (Piccoli et al., 2009).For decades, companies seek competitive advantage almost exclusively in activities related to staff performance. But these sources of competitive advantage are being irreversibly leveled by globalization and technology. Accordingly, one of the major benefits of staff training is increased efficiencies in processes which results in financial gain for the organization. Memon et al. (2010) recommends that an organization that is concerned with the performance of the workforce should ensure there is improvement in their skills through training which will influence efficiency in their job performance.

2.2.3 Influence of Tools and Equipment on Staff Performance in Handling Customers

Tools, equipment and resources drive an organization's performance. Competition and other pressures may, of course, constrain what staff performance, but for any set of external conditions, the supply of available resources directly determines performances (London Business School, 2009).Every organization faces the challenges of building employee performances over time, whether measured by financial results or other outcomes. Your tools, equipment and resources are fundamental to accomplishing this continuing goal, so good strategic management requires a deep understanding of what exactly resources are, how they develop and interact over time, and the skilled design and control of these processes (Harvard Business Review, 2011).

It's good for organizations to consider how resources drive performances and what "performances" means for business and other organizations: it is not an abstract, qualitative notion but a factual, quantitative concept. How people are intimately involved in delivered performance by winning, developing, maintaining, and using the tools, equipments and other resources (Ljungqvist, 2009).The "performance "we are concerned with is most often profits, and we would generally prefer these profits to grow, strongly and sustainably, into the future. Clearly, profits depend on sales revenue and costs. Sales depend on number of customers, and costs reflect the scale of capacity, systems, staff, product range, and other factors. Strictly speaking, resources are valuable assets that have been built up over time and must be maintained (Porter & Kramer, 2011).Over the past 10 years; NCES has administered surveys focusing primarily on technology (e.g., computers, connections to the Internet) infrastructure in schools and classrooms. The 1999 FRSS survey focused on the availability of technology and the ways in which technology is used.

According to this survey approximately half of the public school teachers who had computers or the Internet available in their schools used them for classroom instruction. Teachers assigned students to use these technologies for word processing or creating spreadsheets most frequently (61 percent did this to some extent), followed by Internet research (51 percent), practicing drills (50 percent), and solving problems and analyzing data (50 percent) (Kenya Economic Report, 2013).Moreover, many teachers used computers or the Internet to conduct a number of preparatory and administrative tasks (e.g., creating instructional materials, gathering information for planning lessons) and communicative tasks (e.g., communication with colleagues).

Among those with technology available in their schools, teachers in low-minority and low-poverty schools were generally more likely than teachers in high-minority and high-poverty schools to use computers or the Internet for a wide range of activities, including gathering information at school, creating instructional materials at school, communicating with colleagues at school, and instructing students. For example, 57 percent of teachers in schools with less than 6 percent minority enrollments used computers or the Internet for Internet research, compared with 41 percent of teachers in schools with 50 percent or more minority enrollments (Giller et al 2006).

Among teachers with computers available at home, teachers with the fewest years of experience were more likely than teachers with the most years of experience to use computers or the Internet at home to gather information for planning lessons (76 percent compared with 63 percent) and create instructional materials (91 percent compared with 82 percent). They were also generally more likely than more experienced teachers to use these technologies to access model lesson plans at school and at home. On a most basic level, teachers may be more likely to integrate computers and the Internet into classroom instruction if they have access to adequate equipment and connections (Smerdon et al., 2000).

The 1999 FRSS survey on teachers' use of technology provides teachers' perspectives on the availability of computers and the Internet in their schools and classrooms and the general frequency with which these technologies are used. Results of this survey indicate that in nearly all public school teachers (99 percent) reported having computers available somewhere in their schools in 1999; 84 percent had computers available in their classrooms, and 95 percent had computers available elsewhere in the school. Teachers were generally more likely to use computers and the internet when these technologies were located in their classrooms than elsewhere in the school, while their students were more likely to use computers and the Internet outside the classroom than inside (Giller et al 2006).

Additionally, teachers and students with computers or Internet connections in their classrooms used these technologies elsewhere in the school more often than teachers and students without such tools in their classrooms in most public school teachers (84 percent) reported having at least one computer in their classrooms in 1999. Thirty-six percent of teachers had one computer in their classrooms, 38 percent reported having two to five computers in their classrooms, and 10 percent reported having more than five computers in their classrooms.

Teachers and students with more computers or computers connected to the internet in their classrooms generally used these technologies more often than teachers and students with fewer computers or Internet connections. In 1999, computer and Internet availability was not equally distributed among schools. For example, teachers in schools with the lower minority enrollments (less than 6 percent or 6 to 20 percent) were more likely than teachers in schools with the highest minority enrollments; 50 percent or more minority enrollments. (Giller et al 2006).

Few tools /equipments and less capacity than companies need will, ultimately lead to customers and sales lose. For companies to get more Certain characteristics of classrooms and schools, such as equipment, time, technical assistance, and leadership, may act as either barriers to or facilitators of technology use. The 1999 FRSS survey indicates that in 1999, the barriers to the use of computers and the Internet for instruction most frequently reported by public school teachers were not enough computers (78 percent), lack of release time for teachers to learn how to use computers or the Internet (82 percent), and lack of time in schedule for students to use computers in class (80 percent).Among the barriers most frequently reported by teachers to be "great" barriers to their use of computers or the Internet for instruction in 1999 were not enough computers (38 percent) and lack of release time for teachers to learn how to use computers or the Internet (37 percent). Teachers' perceptions of barriers to technology use vary by a number of teacher and school characteristics. For example, secondary teachers, teachers in large schools, and teachers in city schools were more likely than elementary teachers, teachers in small schools, and teachers in rural schools, respectively, to report that not enough computers was a great barrier (Giller et al., 2006).

Additionally, teachers in schools with more than 50 percent minority enrollments were more likely to cite outdated, incompatible, or unreliable computers as a great barrier than teachers in schools with less than 6 percent minority enrollments (32 percent compared with 22 percent).Generally, teachers who perceived lacking computers and time for students to use computers as great barriers were less likely than those who did not perceive these conditions as barriers to assign students to use computers or the Internet for some instructional activities. For example, teachers who reported insufficient numbers of computers as a great barrier were less likely than teachers reporting that this was not a barrier to assign students to use

computers or the Internet to a "large extent" for practicing drills (9 percent compared with 19 percent), word processing or creating spreadsheets (14 percent compared with 25 percent), and solving problems and analyzing data (6 percent compared with 13 percent) (Giller et al., 2006)

The primary focus of this report is teachers' use of computers and the Internet for instructional purposes. Findings presented in this report indicate that about half of the teachers with computers available in their schools used them for classroom instruction. Moreover, teachers' use of technology was related to their training and preparation and work environments. As described in detail in the report, teachers were more likely to use these technologies when the technologies were available to them, available in their classrooms as opposed to computer labs, and available in greater numbers (Giller et al., 2006)Moreover, teachers who reported feeling better prepared were more likely to use these technologies than their less prepared colleagues. (Teachers who spent more time in professional development reported feeling better prepared than their colleagues.) Finally, teachers who perceived that lacking computers and time for students to use computers as great barriers were less likely than their colleagues to assign students to use computers or the Internet for some instructional activities (Giller et al., 2006)

The electrical and electronic equipment sector is a steadily growing one and thus also environmental considerations about it become more and more an issue. There are a large number of tools that can be used for ecodesign and environmental assessment, but not each tool is equally suitable for all products. Although electrical and electronic equipment are often mentioned together, they show major differences and thus tools will be used differently. The choice of an adequate tool depends on many aspects and thus no single rule on how to choose a tool can be given (Unge et al., 2008).

 Hence staffs need more tools, equipment and resources to deliver better performance similar principles apply to public services, voluntary bodies, and other nonprofit organizations. Their ability to meet the demands made on them depends on their having the necessary tools/equipments, capacity and service offerings (London Business School, 2009).HR professional are to understand their contribution to delivering the organization's performance,

then they need tools & equipment that clarifies the connection between people and results and explains what drives these changes. This clarify will highlight the levers that are available for developing their organization's people resources in ways that will improve future performance (Porter & Kramer, 2011).

2.2.4 The Influence of Organizational Culture on Staff Performance in handling external customers

Organizational Culture entails having shared values and group behavior norms. Shared values are important concerns and goals that are shared by most of the people in a group, that tend to shape group behavior, and that often persist over time even with changes in group memberships. For example the managers care about customers: executives like long-term debt (Hu et al., 2009).Group behavior norms are the common or pervasive ways of acting that are found in a group and that persist because group members tend to behave in ways that teach these practices (as well as their shared values) to new members, rewarding those that fit in and sanctioning those that do not. For example the employees are quick to respond to requests from customers: the managers often involve lower-level employees in decision making (Hu et al., 2009).

Keesing (1981) argues that culture refers to "humans' knowledge, not what they do and make. It is this knowledge, which provides standards for deciding: what is…, what can be..., how one feels about it..., what to do about it…" (Keesing, 1981: 68-69 cited by Hardon et al., 2001: 3). Generally therefore, culture can be considered as a set of ideas, and rules; that is, culture comprises systems of shared ideas, systems of concepts and rules and meanings that are expressed in the ways that humans live. Corporate culture usually means values and practices that are shared across all groups in a firm, at least within senior management. A "divisional culture" means culture that is shared by all the functional and geographical groups in a division of a corporation (Eysenck, 2009)

Firms have cultures because the conditions needed for their creation are common place. Ideas or solutions that become embedded in a culture can originate anywhere: from an individual or a group, at the bottom of the organization or the top. But the firms with strong corporate cultures, these ideas often seem to be associated with founder or other early leaders who

articulate them as a "vision", a "business strategy", a "philosophy", or all three. Managers may explicitly try to act in ways that exemplify the culture and its ideals. Senior members of the group may communicate key values over and over in their daily conversations or through special rituals and ceremonies. People who successfully achieve the ideals inherent in the culture may be recognized and made into heroes (Kotter, 2008).

Culture can be very stable over time, but they are never static. Crises sometimes force group to reevaluate some values or set of practices. New challenges can lead to the creation of new ways of doing things. Turnover of key members, rapid assimilation of new employee, diversification into very different businesses, and geographical expansion can all weaken or change a culture. Conversely, cultures can grow to be extremely strong-where there are many values, behavior pattern, and practices, and where the levels of culture are tightly interconnected. Organizational cultures can have powerful consequences, especially when there are strong. They can enable a group to take rapid and coordinated action against a competitor or for a customer. They can also lead intelligent people to walk, in concert, off a cliff (Hu et al., 2009).

Reeves and Baden define culture as comprising "the distinctive patterns of ideas, beliefs, and norms which characterize the way of life and relations of a society or group within a society" Lee & Chen, 2005,(Reeves and Baden, 2000).), view organizational culture as a set of commonly shared beliefs, knowledge, attitudes, and customs held by a particular group (Bassi, 1997). Another popular and somewhat more straightforward definition of organizational culture is simply "the way things get done around here" (Deal & Kennedy, 1982).On the other hand, organizational culture governs the conduct of people and how the organization operates in terms of language and communication, work efficiency, meaning of authority, hierarchy and managerial power, strategic change, and creation and utilization of knowledge.

Organizational culture has also been shown to play a significant role in information technology management processes (Cabrera et al. 2001).At the center of organizational culture are assumptions about human nature (e.g. as dishonest or trustworthy), which frequently operate unconsciously and ultimately determine how different organization

members perceive their work, treat their customers, and relate considered to be more severe in developing countries in terms of factors such as the current state of skills and knowledge, availability of suitable tools and infrastructure, lack of financial resources, shortage of technically competent personnel and constraints imposed by the social and political context (Walsham, 1993).

Financial information systems like other information systems are not only complex but are also social systems since they are deeply embedded in social working practices. For example (Lippeveld, 2000) while focusing on Health information systems, argue that "the success of health information systems reform depends not only on technical improvements but also on in-depth understanding of political, socio-cultural, and administrative factors". This is a common tenet across information. existing work practices and organization culture re-enforce existing social relationships between clerical officers at grassroots levels and their managers at higher levels. For example, clerical officers at grassroots levels view the data they are collecting as means for showing their managers what they do rather than seeing financial management information as a means for planning and allocation of resources and decision making for prudent financial management. (Lippeveld, 2000).

Introduction of a new information system fundamentally changes the way operations are carried out and therefore requires a carefully managed process. This process results in the creation of a new organizational culture that is, changing the way the organization operates. As Lippeveld (2001) puts it, Even if a perfectly relevant, well–organized, and technologically sound routine information system were readily available, it would not be possible to introduce it immediately. The main issue is that information systems are managed and used by people who have certain beliefs, attitudes, and practices, and changing them will take time (Lippeveld, 2001).As already highlighted above, an organization's culture refers to the shared beliefs, values and perceptions of organization members about a system's practices and procedures (Schneider, 1975).

Organization culture governs the conduct of people and how the organization operates, for example, in terms of language of communication, work efficiency, meaning of authority, hierarchy and managerial power, strategic change, creation and utilization of knowledge. Organizational culture has been found to play a significant role in information technology

management processes such as technology-driven change (Cabrera et al., 2001), groupware development and deployment (King, 1996), and management of new systems development (Newman & Sabherwal, 1996).

Organizations adapt to their external environments by developing responsive structures and systems, adopting relevant technologies, and harvesting appropriate skills and qualities. Though constrained by its environment, an organization makes a number of choices which collectively define its culture over time (Balthazard et al., 2006). Given the feasibility of the earlier systems, many users relied on reports generated by these systems and only produced reports using IFMIS mainly to these findings indicate that organization culture has a strong influence on financial information systems development and implementation. The identification and understanding of meanings, norms and power in organizations is an important consideration when developing and implementing an information system.

The study reveals how the IFMIS implementation activities in Kenya are caught in conflict with time, norms and rules that are pertinent to organizations. The issues of power are expressed within the public service daily activities, that is, between not only different levels of officers but also within the same level and between the lower levels and higher levels of government comply with the Ministry of Finance directive. At these choices are influenced by the philosophy of the organization and ultimately the choices will also define the success or failure of information systems development and implementation in a particular organization (Balthazard et al., 2006).

For example, in Singapore, the high humane oriented leadership score can be taken as an indicator of a Confucianism-based force and depends on how the current cultural trends are interpreted by most of the people in Singapore. The disparity between Humane Orientation cultural practices and values may well be the expression of practical skepticism, because the people believe that the strict governmental regime is unlikely to change with respect to Humane Orientation, paired with high value idealism, because people overly adore confusion principles of humane conduct and project them into their concepts of effective leadership. A similar example can be derived from the situation in South Africa: It shows the highest score of Humane Orientation Leadership among all Anglo countries and the lowest score on

Humane Orientation cultural practices. Again, this may reflect a practical skepticism paired with value idealism, which expresses the people's hope in their business leadership to create a better and more humane society.

The data from quantitative and qualitative analysis show in the instances, where disparities between cultural practices and desired value were found, that cultural values rather than cultural practices more strongly predicted what is perceived to be effective leadership. In case of disparity between cultural practices and values, it seems that the leaders are valued for representing the desired societal cultural values, perhaps in compensation for the low emphasis placed on the respective cultural practices as ethnic cultural that overly the English, Scottish, or Welsh cultural, for example, Jewish, Quakers, Islamic, and other religious-based cultures, and Chinese, African, Indian, and Pakistani and other ethnic-based cultures (Indeje & Zheng, 2010).

Culture not only changes in time, it also disperses geographically via emigration and multicultural coexistence. For example, as is noted in the English chapter, in Britain a mixture of different of cultures coexists in different ways, as a geographically bound societal entities, for example, Scotland, Wales, and England. This seems to express the people's hope that their leaders can help to implement desired cultural change. And values may well be the expression of organizational identity; organizational culture in these processes has an increasingly important role: it affects the development of the organization and its strategic management directly through the mission, vision and management style. An additional influence is with the senses of an inaccessible level (basic assumptions, shared values, unwritten norms, etc.), so that it is expressed as a specific segment of the inner (internal) environment, which represents a link between resources and the transfer agent linking the internal and external business environment. By preserving and storing all former and current information about the relationships and actions, along with interactions with the environment, it is the input and inevitable variable of all processes and outcomes of the organization (Indeje & Zheng, 2010).

Organizational culture constitutes a complex of learned, certified and standardized methods, rules and routines for identifying, defining and solving various problems in the organization,

which result in a system of behavior of individuals and groups working in the organization, as well as the behavior of the organization as a whole and its outcomes. It is the cohesive force (created on the basis of common: work, understanding, values, assumptions, living and doing business) that routines performance of the business system and most often works against its abrasion; thanks to its power of self-organization and encouragement, it simultaneously affects the functioning and performance of business organizations. The question is: Is it possible to recommend an organizational culture and which organizational culture is desirable for a business organization? This research is based on the hypothesis that it is possible to define the model of the preferred organizational culture for business organizations (Rudelj, 2012).

The fact that every business organization has an organizational culture has not always been accepted and exploited, so its importance and role have been subject to change. From a situation in which the organizational culture was completely marginalized and unknown, this process came to the point of inflection in terms of a rapidly increased interest in organizational culture. The soft variable of enterprise organizational culture comes into focus of interest due to the social conditions of the 1980s, such as: changes in social values; problems of sustainable development (a term introduced by the United Nations in 1986), energy consumption and environmental issues; decline in the competitiveness of the US economy and the superiority of Japanese firms (due to better effect with a similar technology, it was concluded that the reason lay in the specifics of the oriental Japanese culture); shifting organizational focus to performance and economies of scale; turbulent business environment; the process of globalization (Indeje & Zheng, 2010).

The construct organizational culture appeared about 30 years ago, around the same time as postmodernism (introduces individualism with autonomy of happiness, liberalism, new hedonism, feminist ideas, etc.). The origins (1916) can be associated with Fayol`s Esprit de corps, which he cites as the fourteenth principle and element of administration (Fajol, 2006). However, the first who investigated organizational behavior (and thus the organizational culture and/or its segments and elements, such as organizational climate) was E. Mayo and his associates. In terms of research, organizational culture is an extremely complex and multi-layered construct. It is certainly a unique and very complex phenomenon immanent to

business organizations with connections primarily in the direction of determining the identity of the organization and interaction of stakeholders ((Indeje & Zheng, 2010).The organizational individual, as the basic material element of the organization and as a cultural, psychological, political and social being, has also experienced changes in the roles within business organizations, according to large scientific, technological and socio-economic alterations. From simple labour and hireling through a machine operator, an employee in the business organization has become a carrier and controller of knowledge and skills.

In this way, actual, mechanical characteristics conceded dominance to psycho-social components of individuals. Characteristics of the individuals largely inaccessible to the senses have become an important source in the organization of sustainable competitive advantage of business organizations (the organization is somehow extraordinary, possesses something that others do not have and / or is doing what others cannot, or is better at something than others), so that the psychology (of the individual) and sociology (of the group) are unavoidable scientific and technical disciplines. In modern business, the employees are the foundation of well-designed business processes, the catalysts of customer satisfaction and continuous sources of possible dynamic strategic capabilities of the organization (Indeje & Zheng, 2010).

Organizations and the people in them are in constant interdependence, often in a creative state of disorder and conflict. This internal interaction, relationships and integration is particularly directed by organizational culture and management of the organization. Key resources and core competences of the organization have changed over time. Former companies highlighted the tangible assets and the economies of scale (size, quantity, location, etc.), stability, certainty and short-termism. Today, people with a new role (with predominantly mental work) and a developed awareness are the main resources of organizations and they directly affect outcomes and organizational development.

People are increasingly involved in working and business transactions of organizations in a new way: information is an important resource; through telecommunications, through smaller highly motivated working units, flexible working conditions, an environment that emphasizes creativity and an increase in the autonomy of employees (Berryman-Fink & Brunner, 1987).

In parallel with these processes, the role of organizational culture is growing in importance because it is becoming the dominant connective tissue (Sikavica et al., 2008, p. 449) in the new decentralized and atomized organizational Structure. Organizational culture is in an ongoing interdependence with the strategy and architecture of today's organizations and the challenges of modern management (Indeje & Zheng, 2010).

The important challenges of modern management in the 21st century are stated as: business and managerial ethics, social responsibility, an organization that learns and manages knowledge, women in management, managing diversity (Bahtijarević-Siber et al., 2008). There is a variable that affects all these processes, especially organizational culture, as a specifier; it is the turbulent development of informational, communicational and technologies in general in combination with the development of science and knowledge, followed by globalization, general competition, strategic alliances and cognitive changes of human resources. The role of managers in modern conditions is similar to a crew of navigators sailing into the unknown, for whom the instruments and maps are models of excellence that give them some clues, the most critical part of it being immaterial, and the most important feature are shared values of organizational culture. Management must first generate intrinsic motivation and harmony of orientation as well as a context for the strategic intention of the company.

Contemporary changes are moving in the direction of the transition from a bureaucratic to a new organization and culture of adhocracy (Sikavica et al, 2008). The concept of adhocracy belongs to modern theories and is followed by hierarchies and the process approach, while traditional culture is slowly being replaced by a different, contemporary culture. Such current cultures are usually designated as: team culture, creative, entrepreneurial, innovative, organic, adhocracy culture, culture of hierarchies, etc. An acceptable term for a type of modern culture would be suitable culture that is opposed to the traditional, undesirable, ancient culture. If the problem is accessed generally, we can discuss desirable organizational culture, and various requirements can be pointed out under this term that theory and research and also practice of modern successful business organizations have given rise to disorder and conflict. This internal interaction, relationships and integration is particularly directed by organizational culture and management of the organization. Key resources and core competences of the

organization have changed over time. Former companies highlighted the tangible assets and the economies of scale (size, quantity, location, etc.), stability, certainty and short-termism.

Today, people with a new role (with predominantly mental work) and a developed awareness are the main resources of organizations and they directly affect outcomes and organizational development. People are increasingly involved in working and business transactions of organizations in a new way: information is an important resource; through telecommunications, through smaller highly motivated working units, flexible working conditions, an environment that emphasizes creativity and an increase in the autonomy of employees (Berryman-Fink & Fink, 1996, p. 198).

In parallel with these processes, the role of organizational culture is growing in importance because it is becoming the dominant connective tissue (Sikavica et al., 2008, p. 449) in the new decentralized and atomized organizational structure. Organizational culture is in an ongoing interdependence with the strategy and architecture of today's organizations and the challenges of modern management. The important challenges of modern management in the 21st century are stated as: business and managerial ethics, social responsibility, an organization that learns and manages knowledge, women in management, managing diversity (Bahtijarević-Siber et al., 2008).

There is a variable that affects all these processes, especially organizational culture, as a specifier; it is the turbulent development of informational, communicational and technologies in general in combination with the development of science and knowledge, followed by globalization, general competition, strategic alliances and cognitive changes of human resources. The role of managers in modern conditions is similar to a crew of navigators sailing into the unknown, for whom the instruments and maps are models of excellence that give them some clues, the most critical part of it being immaterial, and the most important feature are shared values of organizational culture.

Management must first generate intrinsic motivation and harmony of orientation as well as a context for the strategic intention of the company. Contemporary changes are moving in the direction of the transition from a bureaucratic to a new organization and culture of adhocracy

(Sikavica et al, 2008). The concept of adhocracy belongs to modern theories (Deutschmann, 1995), and is followed by hierarchies' and the process approach, while traditional culture is slowly being replaced by a different, contemporary culture. Such current cultures are usually designated as: team culture, creative, entrepreneurial, innovative, organic, adhocracy culture, culture of hierarchies', etc. An acceptable term for a type of modern culture would be suitable culture that is opposed to the traditional, undesirable, ancient culture.

If the problem is accessed generally, we can discuss desirable organizational culture, and various requirements can be pointed out under this term that theory and research and also practice of modern successful business organizations have given rise to the ideal culture is characterized by a clear assumption of capital and a sense of collective capability in addition to a disposition to constantly apply the collective skills to new situations (Wilkins & Patterson, 1990) and the potential for change. It is obvious that the perfect, ideal culture does not exist, because for each specific organization the situational factors and characteristics should be examined.

However, according to Cooke and Lafferty, there are six elements that make an ideal culture which should be respected: innovation, autonomy, skill development, trust, open communication and flexibility Hemmelgarn et al., (2006). There is in fact a description of the desired organizational culture, but it is erroneously called ideal. Although one cannot say that there is a universal recipe and model of culture that is acceptable to all organizations (ideal culture), based on theoretical models and research practice, some guidance in terms of desirable characteristics of an organization and its culture may be given. So, in the case of this organization, it is more advisable to speak of the appropriate culture.

In discussing organizational culture and desired culture, which can cause and/or catalyze the process towards excellence, the issue of the normative type is interesting and intriguing, because in some way it enters the field of attributes of perfection. Excellent cultures enjoy a strong identity because they have a corporate culture that makes them unique Conti, (2010), which confirms the fact that this originality represents a resource and can be a source of competitive advantage for the company. If we add the time dimension, we have a better connection between the normative and practical experience.

Studies have confirmed that creative and entrepreneurial culture contributes to excellence (Peters & Waterman, 1982; Ansoff, as cited in Sikavica et al., 2008) and are characteristic of modern successful businesses. Creative and entrepreneurial culture is characterized by: action, openness to new efforts in creating the future, external, environmental and market orientation, decentralization, and lowering of power and authority, experimentation, tolerance of mistakes and failures, employee autonomy, internal competition, creativity, confidence and informality, focus on success and results, creative atmosphere geared to the constant changes of the existing and creation of the new Gómez-Haro et al, 2011).

One of the concepts of desirable culture and recommendable changes, created on specific research of companies, states that the necessary orientation of the enterprise is on: action, consumers, businesses, people, values, success, uncomplicated organization, simultaneous combining of the external and the internal Žugaj, (2004). The idea of the seven dimensions of organizational culture emphasizes the following elements: innovation and risk, attention to detail, orientation to results and outcomes; people orientation, team orientation, aggressiveness and stability Robbins & Coulter, (2005) and it was pointed out that each dimension ranges from low to high (typical / atypical of culture).

Although the term "new culture" is used for modern organizational culture (which would include revolutionary changes in organizational culture), periodisation and intertwinement in terms of old and new organizational culture is conditioned by logical incrementalism, evolution and continuous culture change in a business organization. With respect to the aforementioned, it is naturally interesting that the author is concentrated on organizational culture as it should be in terms of desirability, benefits and contributions to a business organization. Such a preferred organizational culture is good for the organization and represents a source of competitive advantage Indeje, Zheng,(2010)

A different, new and desirable organizational culture as a summary term for an adequate and modern organizational culture is based on a series of ideas: the value orientation; teamwork, customer awareness, orientation on goals, performance and success, flexibility, excellence, accountability and commitment, innovation, independence, creativity, and coping with bad

outcomes, competency of staff and managers, employee empowerment, decentralization, and uncomplicated organization (structure), free flow of information and use of all sorts of information and communication channels; orientation on people and knowledge management, social sensitivity, etc. The preferred organizational culture is associated with a dynamic organic information organization, where human resources and organizational culture play an important role. Based on the components of the preferred organizational culture, it is possible to construct a model of the preferred organizational culture .This model, along with the corresponding measurement scale, can be used for the study of organizational culture in business organizations Indeje, Zheng, (2010)

One of the effects of organizational culture is that it could hurt or help a firm's performance. All firms have corporate cultures, although some have much "stronger "cultures than other: these cultures can exert a powerful effect on individual and on performance, especially in a competitive environment: this influence may even be greater than strategy, organization structure, management systems, financial analysis tools and leadership. The very best American and Japanese executives often devote time and energy expressly to creating, shaping or maintaining strong corporate cultures. Leadership must be guided by a realistic vision that is currently hard to find in the business community or the literature on culture (Jay Kanampully, 2013).Corporate culture implies a relationship to long-term economic performance. In a strong corporate culture, almost all managers share a set of relatively consistent values and methods of doing business. New employee adopts these values very quickly. Firms with strong cultures are usually seen by outsiders as having a certain "style" e.g. Procter & Gamble, Johnson & Johnson "way of doing things". They often make some of their shared values known in a creed or mission statement and seriously encourage all their managers to follow the statement.

The logic how culture strength relates to performance involves three ideas, the first of which is goal alignment. In a firm with a strong culture, employees tend to march to the same drummer. That is no small achievement in a world full of specialization and other forms of diversity Eysenck, (2009).Strong cultures are also often said to help business performance because they create an unusual level of motivation in employees. Sometimes the assertion is made that shared values and behaviors make people feel good about working for a firm; that

feeling of commitment or loyalty then is said to make people strive harder. Sometimes certain practices believe to be common among firms with strong cultures are said to make work intrinsically rewarding. Involving people in decision making and recognizing their contributions would be two common examples Handy, (2010).

Occasionally, strong cultures are said to help performance because they provide needed structure and controls without having to rely on stifling formal bureaucracy that can dampen motivation and innovation Kotter, (2008).

Organizational culture is maintained because top management spends considerable time "in training and in communicating the management philosophy and the essence of the company", because achievement consistent with the culture "are regularly recognize bulletin boards as Our Latest Greatest" and because rituals such as the Friday afternoon "best-bust "symbolizes that culture. All this makes employee feel like they belong to an exclusive club. Most develop great respect for and loyalty to that club, a feeling which often translates into long hours of hard, productive works Kotter, 2008).

2.3 Theoretical framework

The Mc Cleland's needs-based motivational model, The McClelland's need-based motivational model states that people have a need for achievement (n-ach).The n-ach person is "achievement motivated" and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in their job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment. Mehta, (2010) It goes on to state that these needs are found to varying degrees in all workers and managers, and this mix of motivational needs characterizes a person's or manager's style and behavior, both in terms of being motivated, and in the management and motivation others Mehta ,(2010).

That people have a need for authority and power (n-pow).The n-pow person is "authority motivated". This driver produces a need to be influential, effect and to make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige. The model also states that there is a need for affiliation for people (n-affil).The n-affil person is "affiliation motivated". And has a need for friendly relationships and is motivated towards interaction with other people. The affiliation

person produces motivation and need to be liked and held in popular regard. These employees are team players Mehta , (2010).

McClelland assumption was that most people possess and exhibit a combination of these characteristics. Some people exhibit a strong bias to a particular motivational need and this motivational or needs 'mix' consequently affects their behavior and working/managing style. McClelland suggested that a strong n-affil 'affiliation-motivation' undermines a manager's objectivity, because of their need to be liked, and that this affects a manager's decision-making capability Mehta, (2010).He also assumed that a strong n-pow 'authority-motivation' will produce a determined work ethic and commitment to the organization, and while n-pow people are attracted to the leadership role; they may not possess the required flexibility and people-centered skills. McClelland argues that n-ach people with strong 'achievement motivation' make the best leaders, although there can be a tendency to demand too much of their staff in the belief that they are all similarly and highly achievement-focused and results driven, which of course most people are not Mehta, (2010).

This model is relevant to my research proposal study in that McClelland firmly believed that achievement-motivated people are generally the ones who make things happen and gets results, and that this extends to getting results through the organization of other people and resources (Mehta, 2010).The McClelland's theory firstly advocates for the need for achievement, i.e. staff should do work in the best and most efficient way. Secondly, the needs theory which motivates an individual person to do his best effort to achieve the goals and accepts moderate risk in the works. The motivated person to achieve success performs excellently in external customer handling. In that the person/staff focuses on success itself more than the rewards of success.

The need for power is the desire to control and influence others and this tends to give staff responsibility for their performance and ultimately the need to communicate. It also encourages the need for affiliation and hence tends to establish and maintain cordial relations with other humans and satisfy their needs and so establish a personal relationship. This need for power is in order to control and influence others, hence enhancing staff performance on handling customers. Based on McClelland motivational theory, staff recognition is in terms

of need for success, power and communication, and can be effective in improving employee's job satisfaction and their performance Mehta, (2010).

The McClelland proposes that other characteristics and attitudes of achievement-motivated people include:-achievement is more important than material or financial reward. Achieving the aim or task gives greater personal satisfaction than receiving praise or recognition. Financial reward is regarded as a measurement of success, not an end in itself. Security is not prime motivator, nor is status. Feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable, quantifiable and factual).Achievement-motivated people constantly seek improvements and ways of doing things better. Achievement-motivated people will logically favor jobs and responsibilities that naturally satisfy their needs, i.e. offer flexibility and opportunity to set and achieve goals, e.g., sales and business management, and entrepreneurial roles (Mehta, 2010).

2.5 Conceptual Framework

The conceptual framework is a hypothetical model which illustrates the relationship between staff performance and the way external customers are handled. The independent variables are (staff motivation, organizational culture, tools & equipments and staff training) and external customer handling is the dependent variable. For the relationship to work there has to be both moderating variables (training policy and government policies) and intervening variables(altitude, age, gender, health) in place. Although the independent variables (staff motivation, staff training, tools & equipments and organizational culture) have a direct effect on the dependent variable (handling of external customer-excellent customer service, flexibility of personnel customer service, customer complain satisfaction and timely customer service) the intervening and moderating variables indirectly affect this relationship.

Independent variables

Staff Motivation
- Remuneration & Rewards
- Working Conditions
- Promotions and opportunities
- Job security

Moderating variables

Figure .1: conceptual framework

2.6 Summary of the Literature Review

From the literature review, various researchers have come up with mixed results on the various variables such as staff training, organizational culture, tools and equipment and staff motivation as the factors that influence staff performance. The researchers have used different methodologies and sources of data to analyze factors that influence employees' performance in various tasks. This literature was necessary for comparing results of previous studies on the factors influencing staff performance in handling external customers in National Oil Corporation of Kenya, Head Office. While acknowledging the findings from previous research studies, the study used questionnaires to collect data on factors influencing staff performance in handling external customers and used descriptive analysis model to analyze the results.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This section presents key methodological issues that were used followed to conduct this research. Among them include; the nature of research design, the scope of the study, the population of the study, the sample size, sampling techniques and methods of data analysis used.

3.2 Research design

This was a research based on a descriptive survey design. According to Best (2004) a survey is a means of gathering information about the characteristics, actions, or opinions of a group referred to as population. The design was appropriate for the study because it enabled data collection in order to assess the influence staff motivation, examine the influence of staff training, establish the influence of tools and equipment and examine the influence of organizational culture handling of external customers in NOCK head office.

3.3 Target Population

This is the entire group a researcher is interested in or the group which the researcher wishes to draw conclusion from (Mugenda & Mugenda, 2003) The target population of the research was 180 staff members of NOCK heads office who are in the Sales and Marketing Department.

3.4 Sample size and Sampling procedure

A sample size is a subset of the total population that is used to give general views of the target population Kothari,(2004). The study total population was 180 members of staff at the NOCK head office, who interact with external customers.Mugenda and Mugenda (2003) states that when the population is small there is no point of sampling if time and resources allow and this increases reliability. Since the target population was not so large, the researcher used census to collect data. The term Census implies that the each individual and each set of individual characters are enumerated separately and that the characteristics thereof separately recorded Census is the process of collecting demographic, economic, and social

data characterizing each inhabitant of a country or territory at a definite time or period. Census is taken quickly, in a few days or weeks, at the time of year when people are least mobile. All the 180 respondents were given questionnaires, the same questions were asked of the entire population. Most of the questions related to demography (sex, age, and family status), economics (employment; sector or type of economic activity Vijayaraj & Dinesh Kumar, (2010).

3.5 Research Instruments

The research instrument for study used was a questionnaire with five parts.The first Part I sought to get the personal information of the staff. Part II had four questions that captured the influence of staff motivation, Part III had four questions on the influence of staff training, Part IV had four questions on the influence of tools and equipment and Part V had four questions on the influence of organizational culture in handling of external customers. In all the five parts, both open and closed ended questions were used to capture staff views on factors influencing staff performance in handling of external customers.

3.6 Validity of research Instrument

Validity is the appropriateness, correctness and meaningfulness of the specific references which are selected on research results (Frankel & Wallen, 2004). It is the degree to which results obtained from the data analysis actually represents the phenomenon under study. To ascertain validity (extent to which each factor influenced staff performance in handling of external customers) of the instrument, the researcher will use Pearson co-efficient correlation analysis from the responses. Fields (2000) recommends an absolute value greater than 0.4 which explains around 16% of variance. According to (Orodho, 2009) validity is the degree to which results obtained from the analysis of data actually represent the phenomena under study. A valid instrument should accurately measure what it is supposed to measure.

To ascertain validity of the instrument, the researcher addressed content. The same was established through 2 steps. The first step was consulting the supervisor (an expert in the field of research) as well as cross checking with my discussion group the instruments were deemed to be valid.

3.7 Reliability of research instrument

A reliability test is a method of making the test reliable by pre testing the instrument. Mugenda & Mugenda (2003) noted that pre-testing is essential. This identifies errors found in the study instrument which can later be corrected. Moreover, pre-testing of instruments help to estimate time needed to administer the instrument. As a test of sound measurement, Kerlinger, (1998) defines reliability as dependability, stability, consistency, predictability and accuracy whereas Mugenda & Mugenda, (2003) says that reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The ensure reliability, the research used instruments for the study had to be reliable so that the research questions would be answered.

The researcher recruited and trained 3 research assistants on data collection instruments which was used. They first familiarize themselves with terminologies then later a pre-test was conducted to provide the data collectors with experience. According to Mugenda & Mugenda, (1999), piloting refers to pre-testing of the research instrument by administering it to a selected sample which is similar to the actual sample which the researcher plans to use in the study. This pilot study was conducted in National Oil Corporation of Kenya's Sales & Marketing Department. The outcome was not included in the actual study. The aim of conducting the pilot study was to establish the validity and reliability of the instruments. The pilot study was to be used to identify items in the questionnaire that were ambiguous or unclear to the respondents and hence be changed or modify them. It helped the researcher to familiarize himself with the administration of the instrument.

The test retest reliability of an instrument is assessed by administering it to the same people on two different occasions and calculating the Cronbach co-efficient between the scores. The value of the alpha coefficient ranges from 0 to 1 and is used to describe the reliability of factors extracted from questions with two possible answers, a higher value greater than 0.7 shows that the questionnaire is more reliable. Table 3.1 shows the results of the test of the questionnaire. The coefficients were all greater than 0.7. A conclusion was therefore drawn that the instruments had an acceptable reliability coefficient and were appropriate.

Cronbach's Alpha is a general form of the Kunder–Richardson (K-R) 20 formula presented below;

$$KR_{20} = \frac{(K)(S^2 - \sum_S 2}{(S^2)(K-1)}.$$

Where: KR_{20} = Reliability coefficient of internal consistency

K = Number of items used to measure the concept

S^2 = Variance of all the scores

s^2 = Variance of individual items

Table 3.1 Reliability test Analysis for the questionnaire

Variable	Cronbach's Alpha	Number of Items
The Influence of Staff Motivation	.715	90
The Influence of Staff Training	.707	84
The Influence of Tools and Equipment	.674	82
The Influence of Organizational Culture	.639	78

From the results of the analysis of Cornbach's Alpha is an indication that there a strong positive correlation of the four independent variables on staff performance.

3.8 Data Collection Procedures

The researchers first and foremost acquired permission from NOCK administration before he distributed the questionnaires. The questionnaires were self-administered to the respondents. Self-administration of questionnaire was used to avoid respondents being bias because the researcher was not around to influence the respondents' contributions.

A trained research assistant helped in dropping the questionnaires to the respondents in the various departments and picked them up at a later date. This provided adequate time for respondents to respond to the questions.

3.9 Data Analysis Techniques

The processing of descriptive statistics for numeric data involved examining/editing and categorizing. A completed data collection instrument was edited and data fed into computer. Using a nominal scale, the researcher applied descriptive analysis model to determine the

factors influencing staff performance in handling external customers by analyzing relationship between the dependent variable (handling of external customers) and a set of independent variables (influence of (staff Training, Tools and Equipments, Staff Motivation and Organizational Culture) Data was then entered in the Statistical Package for Social Scientist (SPSS) Version 20. This processed the frequencies and percentages which were used to discuss the findings. Frequency distribution tables, was used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data were analyzed thematically.

3.10 Ethical Considerations

The researcher approached the study with utmost observation of ethical standards. The researcher acquired permission from the university issuing the degree and from various departments of the company targeted by the study. The researcher sought respondents consent when presenting the questionnaire. Besides, the researcher assured the respondent of utmost confidentiality of the data collected. The respondents were informed that the data collected was to be used for academic purposes only and the copy of the final report can be obtained from the university library.

3.11 Operational definitions of variables

Operational definitions of variables explaining the variables and measuring indicators that were used in the study as illustrated in the Table 3.1.

Table 3.2 Operationalization of Variables

Objectives	Variables	Indicators	Measurement	Measurement scale	Tools of analysis
To what extent does staff motivation influence the handling of external customers in NOCK Head Office.	Staff Motivation	• Remuneration and Rewards • Working conditions • Promotions and Opportunities • Job Security	-Percentage increase in staff remuneration & rewards -No of support staff employed -No of staff promoted -No of staff employed on permanent & pensionable basis form temporary	Ordinal	Descriptive analysis
To what extent does staff training influence employee performance in handling external customers in NOCK Head Office.	Staff Training	• Level of Formal Education • Career Development • Nature of Training • Frequency of Training	-No staff enrolled who have form 4 certificate -No of staff who have progressed in their career -No of relevant trainings -No of times the training are conducted	Ordinal	Descriptive analysis

To what extent does tools & equipment influence staff performance in the handling of external customers in NOCK Head Office	Tools & Equipment	• Ergonomics • Quality of Tools • Ease of use of Tools • Level of maintenance	-No of complains recorded on the work environment -No broken down tools recorded -No of complains on the use tools -No of times the tools are maintenance	Ordinal	Descriptive analysis
How does organizational culture influence the handling of external customers in NOCK Head Office.	Organizational Culture	• Vision & Mission Statement/Company logo • Feedback mechanism • Rituals & routine • Attitudes/beliefs/values/experiences	-No of staff who know and understand the corporations vision and mission -No of complains recorded -No of corporations events done -Degree of belief/values/ Altitude for staff	Nominal	Descriptive analysis

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides an analysis, presentation and interpretation of data collected from respondents on the factors influencing staff performance in handling the corporation's external customers in Nairobi Head office in National Oil Corporation of Kenya. Information obtained was on the influence staff motivation on handling of external customers, influence of staff training on handling of external customer, influence of tools and equipment on the handling external customers and influence of organizational culture on handling of external customers.

4.2 Questionnaire return rate

From the 180 questionnaires issued, all 180 were successfully filled and returned. This translated to a response rate of 100% which was fully representative to address the study. According to Mugenda (2003), a response rate above 50% can be used in establishing the research objectives and answering research questions.

4.3 Demographic characteristics of the respondents

The general characteristics from the 180 respondents included their personal information such as age, gender and years in employment.

4.3.1 Gender

Table 4.1 the respondents were asked to indicate their gender and their responses are summarized in the table 4.1.

Table 4.1.Gender of the respondents

		Frequency	Percent
Valid	Male	98	54.4
	Female	80	44.4
	Total	178	98.9
Missing	System	2	1.1
Total		180	100.0

Findings reveal that majority were males 98 (54.4%), females were 80 (44.4%) and 2 (1.1%) of the respondents did not indicate their gender. The findings reveal that we have almost equal number of male and female creating a good corporations balance.

4.3.2. Age

Table 4.2 The respondents were requested to indicate their age and the results are summarized as show in the table 4.2

Table 4.2: Age of the respondents

		Frequency	Percent
Valid	21 - 30 Years	101	56.1
	31 - 40 Years	49	27.2
	41- 50 Years	25	13.9
	51 - 60 Years	3	1.7
	Total	178	98.9
Missing	System	2	1.1
Total		180	100.0

Results obtained indicate that of the total respondents, 101 (56.1%) were aged 21 – 30 years, which constituted the largest, whereas 49 (27.2%) were aged 31 – 40 years. 25 (13.9%) of the respondents were those with 41-50 years. However, the least number of respondents recorded by the researcher was 3(1.7%) which were those that were 51-60 years. 2 (1.1%) of the respondents however did not indicate their age group.

4.3.3. Years in employment

Table 4.3 The respondents were asked to indicate their years of employment and the response is summarized in the table 4.3.

Table 4.3: Years in employment at the corporation

		Frequency	Percent
Valid	Less than 1	34	18.9
	1 – 3	59	32.8
	4 – 6	63	35.0
	7 - 10	8	4.4
	Over 10	7	3.9
	Total	171	95.0
Missing	System	9	5.0
Total		180	100.0

To ascertain the number of years that the respondent had been in employment, 34(18.9%) said they had worked for less than 1 year, 59(32.8%) said they had been in employment for between 1 and 3 years ,63(35.0%) had worked had worked for 4-6 years, 8(4.4%) had been in employment for 7-10 years whereas those who had worked for over ten years were 7(3.9%) . 9 (5.0%) of the respondents however did not indicate the number of years worked . The results indicate that majority of the respondents have worked between 4 and 6 years and the least have worked for over ten years.

4.4 Staff motivation on the performance of staff in handling of external customers.

Staff motivation is the first variable of the study and attempts to answer the study question on how motivation influences staff handling of external customers.

The research investigated the staff turnover, staff working relationships, efficiency in Handling of external customers at work, and Competence in Handling of external customers.

In addition, the researcher also wanted to find out the extent to which staff motivation had improved performance in handling external customers.

4.4.1. Reduced staff turnover

Table 4.4 The respondents were asked whether staff motivation had reduced staff turnover and the response is summarized in the table 4.4.

Table 4.4: Staff motivation and reduced staff turnover

		Frequency	Percent
Valid	No extent at all	3	1.7
	Little extent	20	11.1
	Neutral extent	67	37.2
	Great extent	72	40.0
	Very Great extent	18	10.0
	Total	180	100.0

As to whether staff motivation had reduced staff turnover and in turn enhance performance of staff in handling external customers, 3(1.7%) of the respondents indicate that motivation had nothing to do with staff turnover, 20(11.1%) of the respondents indicated to a little extent, 67(37.2%) of the respondents were neutral, 72 (40.0%) indicated to a great extent and 18 (10.0%) of the respondents indicated to a very great extent. From the findings, half of the respondents 90 (50%) were to a great and very great extent in agreement that staff motivation had led to reduction in staff turnover and thus enhanced its performance in handling external customers whereas only 23 (18.8%) were of the view that it had no extent at all or to a little extent. It was also noted that 37.2% of the respondents were neutral about it.

4.4.2. Improved working relationship

Table 4.5 The respondents were asked the extent to which working relationship among staff had improved as a result of motivation and their response is summarized in table 4.5.

Table 4.5: There has been improved working relationship

		Frequency	Percent
Valid	Little extent	16	8.9
	Neutral	42	23.3
	Great extent	73	40.6
	Very Great extent	49	27.2
	Total	180	100.0

Findings revealed that 16 (8.9%) of the respondents indicated working relationship had to a little extent improved, 42 (23.3%) were neutral, 73 (40.6%) indicated that it had improved working relationship to a great extent and 49 (27.2%) indicated to a very great extent. It is evident from the responses that although 23.3% of the respondents were neutral, working relationships had improved to a great and very great extent as a result of staff motivation.

4.4.3. Efficiency in handling of external customers at work

Table 4.6 The respondents were asked the extent to which efficiency in handling of external customers had improved and the results are summarized in table 4.6.

Table 4.6: Efficiency in handling of external customers at work

		Frequency	Percent
Valid	No extent at all	3	1.7
	Little extent	16	8.9
	Neutral extent	73	40.6
	Great extent	76	42.2
	Very Great extent	12	6.7
	Total	180	100.0

Findings from the respondents revealed that 3 (1.7%) of the respondents indicated that motivation had not influenced their efficiency in handling external customers, 16 (8.9%) indicated little extent, 73 (40.6%) were neutral, 76 (42.2%) of them indicated to a great extent and 12 (6.7%) of the respondents indicated that it had only influenced to a very great extent. From the results, it is evident that although 40.6% of the respondents were neutral, more than half of the respondents were of the view that motivation had to a great extent influenced the efficiency in handling external customers.

4.4.4. Competence in handling of external customers has increased

Table 4.7 The respondents were asked whether their competence in handling external customers had increased as a result of motivation and their respondents are summarized in the table 4.7.

Table 4.7: Competence in handling of external customers has increased

		Frequency	Percent
Valid	Little extent	14	7.8
	Neutral Extent	72	40.0
	Great extent	76	42.2
	Very Great extent	18	10.0
	Total	180	100.0

Findings reveal that 14 (7.8%) of the respondents indicated that their competence had increased to a little extent, 72 (40.0%) were neutral, 76 (42.2%) had to a great extent been influenced and 18 (10.0%) had to a very great extent increased their competence. It is evident that though over half of the respondents agreed that their competence had increased, 40 % of the respondents were neutral.

4.4.5. Extent to which staff motivation has improved performance

Table 4.8 The respondents were asked on the extent to which they thought staff motivation had improved performance and the response is summarized in the table 4.8.

Table 4.8: Rate the extent to which staff motivation has improved performance

		Frequency	Percent
Valid	Little extent	17	9.4
	Neutral	36	20.0
	Great extent	84	46.7
	Very Great Extent	43	23.9
	Total	180	100.0

When asked the extent to which staff motivation had improved performance, 17 (9.4%) of the respondents indicated that motivation had improved to a little extent, 36 (20.0%) were neutral, 84 (46.7%) indicated to a great extent and 43 (23.9%) indicated to a very great extent. From these results, majority of the respondents agreed that staff motivation played a greater role in improving performance in handling of external customers.

4.5. Staff training on the performance of staff in handling of external customers.

This is the second variable that the researcher attempted to study in order to answer the research question on the influence of staff training on the performance of staff in handling of external customers.

4.5.1. Clear career development

Table 4.9 The respondents were asked about the level of agreement that staff training brings about a clear career development and the response is as tabulated in table 4.9.

Table 4.9: Clear career development

		Frequency	Percent
Valid	Disagree	14	7.8
	Neutral	72	40.0
	Agree	76	42.2
	Strongly Agree	18	10.0
	Total	180	100.0

Findings revealed that 14 (7.8%) disagreed that their career development had become clear as a result of staff training, 72 (40.0%) were neutral , 76 (42.2%) agreed , and 18 (10.0%) strongly agreed that their career development had become clear as a result of staff training. It is evident that more than half of the respondents were in agreement whereas 40 % were neutral.

4.5.2. Improvement on quality of work.

Table 4.10 The respondents were asked whether quality of work had improved as a result of staff training and the response is summarized in the table 4.10.

Table 4.10: Improvement on quality of work

		Frequency	Percent
Valid	Disagree	17	9.4
	Neutral	36	20.0
	Agree	84	46.7
	Strongly Agree	43	23.9
	Total	180	100.0

Findings from the respondents revealed that 17 (9.4%) disagreed that their quality of work had improved as a result of training, 36 (20.0%) were neutral, 84 (46.7%) agreed and 43 (23.9%) of the respondents strongly agreed that staff training had improved on their quality of work. From the results, majority were in agreement that staff training improved on quality of work done to external customers.

4.5.3. Quality of relevant staff training increased.

Table 4.11 the respondents were asked whether quality of staff training had increased and the results are summarized in the table 4.11.

As to whether quality of relevant staff training had increased, 10 (5.6%) of the respondents disagreed, 78 (43.3%) were neutral, 80 (44.4%) agreed and 12 (6.7%) strongly agreed that staff training had increased quality of relevant staff training that was influential in handling of external customers.

64

4.5.4. Improved frequency in training.

Table 4.11 The respondents were asked whether staff training had improved frequency of training and the responses are summarized in the table 4.11

Table 4.11: Improved training frequency

		Frequency	Percent
Valid	Disagree	14	7.8
	Neutral	72	40.0
	Agree	76	42.2
	Strongly Agree	18	10.0
	Total	180	100.0

Results from the respondents reveal that 14 (7.8%) disagreed that training frequency had improved, 72 (40.0%) were neutral, 76 (42.2%) agreed and18 (10.0%) strongly agreed that frequency of training had improved. From the results, though 40 % of the respondents were neutral, it is evident that more than half of respondents were in agreement that frequency of training had improved and thus enhanced their capacity to handle external customers.

4.5.5. Extent to which efficiency in staff training had improved in handling external customers

Table 4.12 The respondents were asked the extent to which efficiency in staff training had improved in handling external customers and the results are summarized in the table 4.12.

Table 4.12: Extent to which efficiency in staff training had improved handling of external customers

		Frequency	Percent
Valid	Little extent	17	9.4
	Neutral	30	16.7
	Great extent	90	50.0
	Very Great extent	43	23.9
	Total	180	100.0

When asked the extent to which staff training had improved performance, 17 (9.4%) of the respondents indicated that motivation had improved to a little extent, 30 (16.7%) were neutral, 90 (50.0%) indicated to a great extent and 43 (23.9%) indicated to a very great extent. From these results, majority of the respondents agreed that staff motivation played a greater role in improving performance in handling of external customers.

4.6. Influence of tools and equipment in handling of external customers.

This is the third variable that the researcher attempted to study in order to answer the research question on the influence of tools and equipment on the performance of staff in handling of external customers.

4.6.1. Improved ease of work with tools/equipment.

Table 4.13 The respondents were asked whether tools and equipment had improved ease of work and the results are summarized in the table 4.13.

Table 4.13: Improved ease of work with tools/equipment

		Frequency	Percent
Valid	Little extent	14	7.8
	Neutral	72	40.0
	Great extent	76	42.2
	Very Great extent	18	10.0
	Total	180	100.0

Results from the respondents reveal that 14 (7.8%) disagreed that tools and equipment had improved ease of work, 72 (40.0%) were neutral, 76 (42.2%) agreed and18 (10.0%) strongly agreed that ease of work with tools and equipment had improved. From the results, though 40 % of the respondents were neutral, it is evident that more than half of respondents were in agreement that ease of working with tools and equipment had improved and thus enhanced their capacity to handle external customers.

4.6.2. Maintenance of tools & equipment has improved

Table 4.14 The respondents were asked on whether maintenance of tools and equipment had improved and the results are tabulated in table 4.14.

Table 4.14: Maintenance of tools & equipment has improved

		Frequency	Percent
Valid	Little extent	17	9.4
	Neutral	36	20.0
	Great extent	84	46.7
	Very Great extent	43	23.9
	Total	180	100.0

When asked the extent to which maintenance of tools and equipment had improved performance, 17 (9.4%) of the respondents indicated that motivation had improved to a little extent, 36 (20.0%) were neutral, 84 (46.7%) indicated to a great extent and 43 (23.9%) indicated to a very great extent. From these results, majority of the respondents agreed that maintenance of tools and equipment played a greater role in improving performance in handling of external customers.

4.6.3. Steady reduction in breakdown of tools and equipment

Table 4.15 The respondents were asked whether there has been a steady reduction in breakdown of tools and equipment and the results are summarized in the table 4.15.

Table 4.15: Steady reduction in breakdown of tools and equipment

		Frequency	Percent
Valid	Little extent	10	5.6
	Neutral	78	43.3
	Great extent	80	44.4
	Very Great extent	12	6.7
	Total	180	100.0

As to whether there has been a steady reduction in breakdown of tools and equipment, 10 (5.6%) of the respondents indicated to a little extent, 78 (43.3%) were neutral, 80 (44.4%) to a greater extent and 12 (6.7%) indicated to a very great extent that a steady reduction in breakdown of tools and equipment had been witnessed and thus was influential in handling of external customers.

4.6.4. Ease in use of the operating tools

Table 4.16 The respondents were asked on whether there has been ease in the use of operating tools and the results are summarized in the table 4.16.

Table 4.16: Ease in use of the operating tools

		Frequency	Percent
Valid	Little extent	10	5.6
	Neutral	78	43.3
	Great extent	78	43.3
	Very Great extent	14	7.8
	Total	180	100.0

As to whether there has been ease in use of operating tools and equipment, 10 (5.6%) of the respondents indicated to a little extent, 78 (43.3%) were neutral, 78 (43.3%) to a greater extent and 14 (7.8%) indicated to a very great extent that there has been ease in the use of tools and equipment had been witnessed and thus was influential in handling of external customers.

4.6.5. Rate the extent to which tools & equipment has improved staff performance.

Table 4.17 The respondents were asked the extent to which they thought tools and equipment had improved staff performance and the results are summarized in the table 4.17.

Table 4.17: Rate the extent to which tools & equipment has improved staff performance

		Frequency	Percent
Valid	Little extent	17	9.4
	Neutral	43	23.9
	Great extent	82	45.6
	Very Great extent	38	21.1
	Total	180	100.0

When asked the extent to which tools and equipment had improved performance, 17 (23.9%) of the respondents indicated that they had improved to a little extent, 43 (20.0%) were neutral, 82 (45.6%) indicated to a great extent and 38 (21.1%) indicated to a very great extent. From these results, majority of the respondents agreed that tools and equipment had played a greater role in improving performance in handling of external customers.

4.7. Influence of organizational culture in handling of external customers.

This is the fourth variable that the researcher attempted to study in order to answer the research question on the influence of organizational culture on the performance of staff in handling of external customers.

Table 4.18 The respondents when asked whether there has been clear understanding of NOCK's vision and mission and the results are summarized in the table 4.18.

4.7.1. Clear understanding of the NOCK'S vision & mission

Table 4.18: clear understanding of the NOCK'S vision & mission

		Frequency	Percent
Valid	Disagree	10	5.6
	Neutral	78	43.3
	Agree	78	43.3
	Strongly Agree	14	7.8
	Total	180	100.0

As to whether there has been clear understanding of the NOCK's vision and mission, 10 (5.6%) of the respondents disagreed, 78 (43.3%) were neutral, 78 (43.3%) agreed and 14 (7.8%) agreed strongly that there has been a clear understanding of the vision and mission and thus was influential in handling of external customers.

4.7.2: Application of the vision and mission.

Table 4.19 the respondents were asked on whether organizational culture had enhanced its application of vision and mission and the results are summarized in the table 4.19.

Table 4.19: Application of the vision and mission

		Frequency	Percent
Valid	Disagree	17	9.4
	Neutral	43	23.9
	Agree	82	45.6
	Strongly Agree	38	21.1
	Total	180	100.0

When asked whether the organization culture had enhanced their application of their vision and mission, 17 (9.4%) disagreed, 43 (23.9%) were neutral, 82 (45.6%) agreed and 38 (21.1%) strongly agreed. It is evident from the findings that majority of the respondents agreed that organizational culture had enhanced the application of vision and mission which in turn influenced handling of external customers.

4.7.3. Implementation of the vision & mission statement

Table 4.20 The respondents were asked on implementation of the vision and mission statement and the results are summarized in the table 4.20.

Table 4.20: Implementation of the vision & Mission Statement

		Frequency	Percent
Valid	Disagree	6	3.3
	Neutral	82	45.6
	Agree	80	44.4
	Strongly Agree	12	6.7

Results obtained indicate that 6 (3.3%) of the respondents disagreed that there has been improved implementation of the vision and mission, 82 (45.6%) were neutral, 80 (44.4%) agreed and 12 (6.7%) strongly agreed. It is evident that majority 44.4% of the respondents were neutral although a combined 51.1% of both those who agreed and strongly agreed were more than half. This suggests that implementation of vision and mission may be attributed to other factors.

4.7.4. Rise in adherence to the vision/mission

The respondents were asked on whether adherence to vision and mission had raised and the responses were as summarized in table 4.21.

Table 4.21: Adherence to the Vision and Mission

	Frequency	Percent
Disagree	10	5.6
Neutral	78	43.3
Agree	78	43.3
Strongly Agree	14	7.8
Total	180	100.0

As to whether there has been rise in adherence to the vision and mission, 10 (5.6%) of the respondents disagreed, 78 (43.3%) were neutral, 78 (43.3%) agreed and 14 (7.8%) strongly agreed that there has been adherence to the vision and mission and thus was influential in handling of external customers.

4.7.5. Extent organization culture influenced the competence in handling of external customers

Table 4.22 The respondents were asked on whether organizational culture influenced the competence in handling of external customers and their response is at tabulated in table 4.22.

Table 4.22: Influenced the competence in handling of external customers

		Frequency	Percent
Valid	No extent at all	4	2.2
	Little extent	23	12.8
	Neutral	35	19.4
	Great Extent	78	43.3
	Very Great Extent	40	22.2
	Total	180	100.0

As to the extent to which culture had influenced the competence in handling of external customers, 4(2.2%) of the respondents indicate that culture had nothing to do with staff competence, 23(12.8%) of the respondents indicated to a little extent, 35(19.4%) of the respondents were neutral, 78 (43.3%) indicated to a great extent and 40 (22.2%) of the respondents indicated to a very great extent. From the findings, majority 65.5% were to a great extent and very great extent in agreement that culture influenced competence in handling of external customers.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This section presents the study's summary of findings, discussions, conclusions and recommendations in line with the research questions. The summary of the analysis of each research indicator is featured and from the study analysis, associated recommendations and suggestions for further research are made.

5.2   Summary of findings

The studies sought to investigate the factors influencing staff performance in handling external customers.   The study engaged sales and marketing staff from National Oil Corporation's Head Office who are directly interacting with corporation's external customers in examining the factors influencing staff performance in handling external customers. The factors include the influence of staff motivation, influence of staff training, influence of tools and equipment and the influence of organizational culture in handling of external customers.

As far as the demographic characteristics are concerned the study investigated sought to assess the gender concerns and established that all of the respondents interviewed, 83.3% were youth between the age of 21-40, and 15.6% of respondents were elderly people between 41-60 years old. This is a clear indication that most of the staff working in the Sales and Marketing department were young people. With regards to the number of years they had worked for the institution, findings revealed that more than 35% of the respondents interviewed had served between 4-6 years. This is a clear indication that the respondents were experienced.

As pertains the findings on influence of staff motivation, 70.6 % of respondents indicated that to a great extent and to a very great extent motivation influenced performance of staff. Whereas 29.4% were either neutral, or indicated that staff motivation had little influence on staff performance in handling external customers. On the influence of staff training 73.9% indicated that to a great extent or to a very great extent staff training had improved staff performance in handling of external customers, whereas 26.1% were either neutral or had little influence in staff motivation. On the influence of tools and equipment, 66.7% of the

respondents indicated that tools and equipment greatly influenced staff performance in handling of external customers, whereas 43.9% were either neutral or felt that tools and equipment had little influence. On the influence of organizational culture, 65.5% of respondents indicated that organizational culture influenced the competence of staff to a great extent, 15% of the respondents indicated that organizational culture had little influence or were neutral.

5.3 Discussion of the study findings

The research established that the respondents were aware of the factors that influenced staff performance in handling of external customers. There was a general consensus among respondents that staff training had a great influence on staff performance, followed by staff motivation, tools and equipment and organizational culture. Respondents agreed that staff training had improved the quality of work. Respondents reported that staff motivation had to great extent improved working relationship, efficiency and competence of handling of external customers. Of the respondents 84% said that tools and equipment maintenance had improved the performance of staff; with majority of respondents agreeing to a great extent that there was a steady decline in breakdown of tools and equipment and hence improving their performance. Respondents reported that vision and mission statement had to a great extent improved performance and there was need to implement the vision and mission of the organization to improve performance by the staff.

In this study, age did not have a significant relationship with staff performance in handling of external customers. Although over 83.3 % of respondents were aged between 21-40 and majority of respondents having 4-6 years of experience. The gender of the staff did not seem to be having any significance in the performance of the staff when handling of external customers.

5.4 Conclusion of the study

The study focused on the factors that influenced staff performance in handling of external customers. Findings of the study revealed that staff motivation, staff training, tools and equipment and organizational culture plays a major role in influencing staff performance in handling of external customers.

From the findings on factors influencing staff motivation, it can be concluded that staff motivation can reduce staff turnover, can improve working relationship, increase efficiency

in staff performance and enhance competence. According to Kalimullah (2010), a motivated employee has his/her goals aligned with those of the organization and directs his/her efforts in that direction. This is true with the finding. Finding further revealed that improved quality of work had improved as a result to staff training. It also revealed that majority of staff were not clear of their career development and there was need to increase the frequency and quality of training in order to improve staff performance. Based on the study, it can be concluded that tools and equipment improved the ease of work, hence improving staff performance and thereby the need to maintain tools and equipment in order to improve performance. There was need to train staff on the use of tools and equipment and hence therefore ensure there was a reduction of tools and equipment breakdown. This in return will improve staff performance. The findings revealed that a clear understanding of vision and mission was necessary for staff to improve their performance in handling of external customers. Further staff of National Oil Corporation must adhere, apply and implement the vision and mission of the corporation to ensure better performance in handling of external customers.

5.5. Recommendations of the study

Based on the finding of this study, it is recommended that:

1. That NOCK should develop systematic staff motivation strategies in order to improve working relationship by organizing for interdepartmental teambuilding meetings between different departments, reduce of staff turnover through rewards and remunerations, encouraging staff participation in decision making, giving staff more responsibilities and leadership roles.

2. In addition, NOCK should develop a staff training needs assessment to identify performance gaps in order to come up with relevant training programmes for the corporation's staff and have a clear career development programmes for the staff.

3. NOCK should ensure that staff has can work easily with tools and equipment through training staff on tools and equipment handling and use. Reduce the breakdown of tools and equipment through quality and timely maintenance of tools and equipment as well as invest in quality tools and equipment to improve staff performance.

4. NOCK must have a clear vision and mission statement, encourage staff to adherence to the company's vision and mission, and facilitate staff application and implementation of the corporation's vision and mission.

5.6   Suggestions for further research

The focus of this study was to investigate the factors influencing staff performance in handling of external customers at National Oil Corporation of Kenya. The research was based on four variables; influence of staff motivation, the influence of staff training, the influence of tools and equipment and organizational culture in handling external customers, demographic factors such as age, gender and year of employment. It is therefore suggested that other variables be identified and researched to establish their influence on staff performance in handling of external customers.

A research especially on other factors affecting staff performance may bring into light more information which might be useful in understanding the factors that influence staff performance in handling external customers.

The researcher suggests the following areas to be researched further;

1. A study on the influence of organizational leadership on staff performance in the handling of external customers

2. A study on the influence of monitoring and evaluation on staff performance in handling of external customer

3. A study on the influence of performance appraisal system on staff performance in handling of eternal customers.

4. A study of staff commitment and altitude on staff performance in handling of external customers

REFERENCES

A. Weber et al. (2008). Can markets help? Applying market mechanisms to improve synchronous communication. *In Proceedings of Computer Supported Cooperative Work*, *(CSCW 2008) :(* 535-544).

Achieng', E. & Rotich, G. (2013). Factors affecting effective distribution of petroleum products In Kenya: A case of Kenya pipeline company (KPC). *International Journal of Social Sciences and Entrepreneurship*, *1 (7), 579-600.*

Adeyinka, T., Ayeni, C. ., & Popoola, S. (2007). Work Motivation, Job Satisfaction, and Organizational Commitment of Library Personnel in Academic and Research Libraries in Oyo State.

Akanbi, P. A. (2011). Influence of extrinsic and intrinsic motivation on employee's performance.
Retrievedfromhttp://www.iIo.org/public/English/iira/documents/congresses/regional/lagosdoll/3rdparallelsession3b/motiva tionalworker. Pdf.

Akhigbe, A., & Madura, J. (2008). Industry signals relayed by corporate earnings restatements. *Financial Review*, *43*(4), 569–589.

Alan, P. (2007). *Human resource management in a business context* (3rd edition.).

Aroge, S.Talabi. (2012). Employee's Training and Development for Optimum Productivity: The Role of Industrial Training Fund (ITF), Nigeria. *Developing Country Studies*, *Vol 2, No.4, 2012*. Retrieved from www.iiste.org

Balthazard, P. A., Cooke, R. A., & Potter, R. E. (2006). Dysfunctional culture, dysfunctional organization: Capturing the behavioral norms that form organizational culture and drive performance. *Journal of Managerial Psychology*, *21*(8), 709–732.

Beckman, Z. (2009). Should Training be an Integral Part of a Project Budget to Increase Project Profitability? *Project Management, Articles 1: 4.*

Bede N. (2006). The Challenges and Opportunities of Using Africa's Petroleum and Mineral Resources for Poverty Alleviation. *A Paper Presented at International Institute for Justice and Development (IIJD)'s International Conference on the State of Affairs of Africa (ICSAA).*

Bellwood, P., Gamble, C., Le Blanc, S. A., Pluciennik, M., Richards, M., & Terrell, J. E. (2007). First Farmers: the Origins of Agricultural Societies, by Peter Bellwood. Malden (MA): Blackwell, 2005; ISBN 0-631-20565-9 hardback\pounds 60; ISBN 0-

631-20566-7 paperback\pounds 17.99, xix+ 360 pp., 59 figs., 3 tables. *Cambridge Archaeological Journal*, *17*(01), 87–109.

Berryman-Fink, C., & Brunner, C. C. (1987). The effects of sex of source and target on interpersonal conflict management styles. *Southern Speech Communication Journal*, *53*(1), 38–48.

Bianca, A., Marc, J. ., & Wouters. (2012). *Why do employees take more initiatives to improve their performance   after co-developing performance measures? A field study.* (Forthcoming in Management Accounting Research (2012)).

Caulkin. S. (2001). Performance through people. The new people management: Chartered Institute of Personnel and Development.

Ciu, & Yue-Xia. (2009). *Examining how the quality of internal services affects customer satisfaction: Taking the example of local tax agencies in Eastern Taiwan.*

Coulter, M. (2005). Strategic Management in Action. *Prentice Hall*, (3rd. ed.).

Dobre, O. (2013). Employee motivation and organizational performance. *Review of Applied Socio- Economic Research*, *Volume 5*(Issue 1/ 2013)), 53.

Edvardsson, B. (2005). Service quality: beyond cognitive assessment. *Managing Service Quality*, *15*(2), 127–131.

Ekit, F. (2012). *Motivation and Employee Performance in Organizations Case Study: Bishop Stuart University.*

ERC. (2012). *Energy Regulatory Commission report*.

Forrier, A., Sels, L., & Stynen, D. (2009). Career mobility at the intersection between agent and structure: A conceptual model. *Journal of Occupational and Organizational Psychology*, *82*(4), 739–759.

Gómez-Haro, S., Aragón-Correa, J. A., & Cordón-Pozo, E. (2011). Differentiating the effects of the institutional environment on corporate entrepreneurship. *Management Decision*, *49*(10), 1677–1693.

Greg L. Stewart, & Kenneth G. Brown. (2011). *Human Resource Management,* (2nd Edition.).

Heijde, C. M., & Van Der Heijden, B. I. (2006). A competence-based and multidimensional operationalization and measurement of employability. *Human Resource Management*, *45*(3), 449–476.

Heinsman, H., de Hoogh, A. H., Koopman, P. L., & van Muijen, J. J. (2008). Commitment, control, and the use of competency management. *Personnel Review*, *37*(6), 609–628.

Hemmelgarn, A. L., Glisson, C., & James, L. R. (2006). Organizational culture and climate: Implications for services and interventions research. *Clinical Psychology: Science and Practice*, *13*(1), 73–89.

Hilb, M., & Dubs, R. (n.d.). Organizational Change: Formulating, Implementing, and Sustaining a Fundamental Organizational Change in South American Central Banks Pilot Study Colombia.Retrievedfrom http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.110.4507&rep=

rep1&type=pdf

Holman, D., Rosemary, B., & Ursula, H. (2007). *The Global Call Center Report: International Perspectives on Management and Employment*. Ithaca, NY.

Hu, H.-H., Kandampully, J., & Juwaheer, T. D. (2009). Relationships and impacts of service quality, perceived value, customer satisfaction, and image: an empirical study. *The Service Industries Journal*, *29*(2), 111–125.

Indeje, W. G., & Zheng, Q. (2010). Organizational culture and information systems implementation: A structuration theory perspective. Retrieved from http://sprouts.aisnet.org/10-27

Ivanko, S. (2013). *Organizational behaviour*. University of Ljubljana.

Jennings, S., & Moore, S. (2000). The rhetoric behind regionalization in Australian natural resource management: myth, reality and moving forward. *Journal of Environmental Policy & Planning*, *2*(3), 177–191.

Jibowo, A. A. (2007). Effect of Motivators and hygiene factors on job performance among extension workers in the former Western state of Nigeria". *The Quarterly Journal of Administration*, *12 (1): 45-54.*

K.Jelimo. (2012). *Strategy monitoring and evaluation at National Oil Corporation of Kenya*.

Kalimullah et al. (2010). Effect of Leadership Styles on Organizational Effectiveness. *European Journal of Social Sciences, 15 (3), 365-369.*

Kenya Institute for Public Policy Research and Analysis report. (2013). *Kenya Economic Report 2013*. Nairobi: Creating an Enabling Environment for Stimulating Investment for Competitive and Sustainable Counties.

Kerlinger F.N. (1998). Introduction to educational Research, Educational Media Centre, Nakuru.

Khan, M.A. (2010). Effects of Human Resource practices on organizational performance. An empirical study of Oil and Gas industry in Pakistani. *European Journal of Economics Finance and Administrative Sciences*, *24, 158-175*.

Kidane, F. (2012). decision making and the role of management accounting function, a review of empirical literature, *Volume 1*(Issue 4).

Kitosi. (2012). *An assessment of employee motivation as one of the factors affecting employee job performance a case for Sameer Africa limited,Nyeri branch*.

KNBS. (2011). *Kenya facts and figures*.

KNBS. (2012). Kenya facts and figures.

Kothari, C. R. (2004). *Research methodology: methods and techniques*. New Age International. Retrieved from http://books.google.com/books?hl=en&lr=&id=8c6gk

bKiF4C&oi=fnd&pg=PR7&dq=Kothari+&ots=iGoFnRNapF&sig=Q8qMAs0Vpc3SCKm0y JzgpaUxaDo

Kotler, P., & Armstrong, G. (2010). Principles of marketing. Pearson Education.

Kotter, J. P. (2008). *Corporate culture and performance*. Simon and Schuster. Retrieved from http://books.google.com/books?hl=en&lr=&id=pWudzigl0ucC&oi=fnd&pg=PR7&dq =+Corporate+Culture+and+Performance++&ots=PHEGomreen&sig=6EJCBW3jd3Et 8Q-orR-CNVLXaDk

L Dyer, & J Ericksen. (2009). *Complexity-based agile enterprises: Putting self-organizing emergence to work*.

Lai, L., & Kapstad, J. C. (2009). Perceived competence mobilization: an explorative study of predictors and impact on turnover intentions. *The International Journal of Human Resource Management*, *20*(9), 1985–1998.

Ling, Ya-Hui, Hong, & Ling. (2010). How Intellectual Capital Management Affects Organizational Performance: Using Intellectual Capital as the Mediating Variable. *Human Resource Management Student Newspaper*, *10 (1), 1-17*.

Lippeveld, T. (2000). Design and implementation of health. Retrieved from http://whqlibdoc.who.int/publications/2000/9241561998.pdf?origin=publicationDetail

Lu, & Li-Ru. (2006). *A Study of organizational culture, managers' leadership style, employee's job satisfaction and organizational performance*. MA, Graduate School of Business Administration, National Chung Cheng University, Taiwan.

M. Marimuthu et al. (2009). Human capital development and its impact on firm performance: Evidence from developmental economics. *The Journal of International Social Research*, *Volume 2 / 8   summer 2009*.

Monica, J. (2008). Organizing Policy: A Policy Analysis starting from SMEs in Tuscany and the County of Jönköping. *Jonkoping International Business School*, *No. 054*.

Mugenda, O. M. (1999). *Research methods: Quantitative and qualitative approaches*. African Centrefor   Technology   Studies.   Retrieved   from   http://ir-library.ku.ac.ke/handle/

123456789/8328

Mugenda, O., & Mugenda, A. (2003). *Research methods: quantitative and qualitative approaches*:ACTS Press. Nicoll,G., Francisco, J.

Muogbo, U. . (2013). The Impact of Employee Motivation on Organizational Performance (A Study of Some Selected Firms in Anambra State   Nigeria). *The International Journal of Engineering and Science*, *Volume 2*(Issue 7).

Mutua S. (2012). Role of Human Resource Management Practices on Performance of Financial Cooperatives Based in Nairobi County, Kenya. *International Journal of Humanities and Social Science*, *Vol. 2 No. 22*.

Onasanya. (2005). Effective Personnel Management and Industrial Relations. (CMD 2005).

Orodho, J. A. (2009). Elements of education and social science research methods. *Nairobi/Maseno*, 126–133.

Overell, S. (2009). The employment relationship and the quality of work. *The Good Work Commission*, *Provocation Paper 7*.

Paul, W., M, S. K., & Earl, N. (2011). Customer attitudes of stayers and defectors in B2B services: Are they really different? *Industrial Marketing Management:*, *40*(805-815).

Petroleum Insight. (2014). *Petroleum Insight Report (2014)*.

Piccoli, G., Brohman, M. K., Watson, R. ., & Parasuraman, A. (2009). Process completeness: Strategies for aligning service systems with customers' service needs. *Business Horizons*, *52(4), 367-376*.

Rayton, B. (2012). Employee Engagement Task Force "Nailing the evidence" workgroup. *University of Bath School of Management*.

Robbins, S. P., & Coulter, M. (2005). Management. *Pearson Education, Inc., Delhi*. Retrieved   from   http://pdf4025.vmnbook.com/management-12th-edition_28919242.pdf

Rudelj, S. (2012). Model of the preferred organizational culture. *Strategic Management*, *17*(1), 27–41.

Rukhmani, K., Ramesh, M., & Jayakrishman, J. (2010). Effect of Leadership Styles on organizational Effectiveness. *European Journal of Social Sciences, 15(3), 365-369.*

Saks, A. M. (2006). Antecedents and consequences of employee engagement. *Journal of Managerial Psychology*, *21*(7), 600–619.

Sizoo, S., Plank, R., Iskat, W., & Serrie, H. (2005). The effect of intercultural sensitivity on employee performance in cross-cultural service encounters. *Journal of Services Marketing*, *19*(4), 245–255.

Smerdon, B., Cronen, S., Lanahan, L., Anderson, J., Iannotti, N., & Angeles, J. (2000). Teachers' tools. *National Center for Education Statistics*, *2*(4), 48.

Sovacool, B. K., Mukherjee, I., Drupady, I. M., & D'Agostino, A. L. (2011). Evaluating energy security performance from 1990 to 2010 for eighteen countries. *Energy*, *36*(10), 5846–5853.

Teseema, M., & Soeters, J. (2006). Challenges and prospects of HRM in developing countries: testing the HRM-performance link in Eritrean civil service. *International Journal of Human Resource Management, 17(1), 86-105.*

Thiong'o, N. K. N. (2013). An investigation of employee motivation and its impact on organizational performance in public sector organizations: a case study of teachers' service commission of Kenya.

Transparency International. (2008). *Corruption in the health sector*. Retrieved from http://www.tikenya.org/knowledge.asp?id=1&ID=7

Ul Haq, & Muhammad, B. (2012). Customer Satisfaction: A Comparison of Public and Private Banks of Pakistan. *Journal of Business and Management*, *Volume 1*(Issue 5). Retrieved from www.iosrjournals.org

Unger, N., Schneider, F., & Salhofer, S. (2008). A review of ecodesign and environmental assessment tools and their appropriateness for electrical and electronic equipment. *Progress in Industrial Ecology, an International Journal*, *5*(1), 13–29.

Vandenberghe, C., & Bentein, K. (2007). An Examination of the Role of Perceived Support and Employee Commitment in Employee–Customer Encounters. *Journal of Applied Psychology*, *Vol. 92, No. 4, 1177–1187.*

Walsham, G. (1993). *Interpreting information systems in organizations*. John Wiley & Sons, Inc. Retrieved from http://dl.acm.org/citation.cfm?id=583196

Wambugu, S. & Moronge, M. (2013). Determinants of petroleum exploration in Kenya. *International Journal of Social Sciences and Entrepreneurship*, *Vol.1, Issue 7,*

Werean. (2012). *Academy of management journal.*

Whitley, R. (2002). *Competing Capitalisms: institutions and economies*. Elgar: Cheltenham.

Wilkins, L., & Patterson, P. (1990). Risky business: Covering slow-onset hazards as rapidly developing news. *Political Communication*, *7*(1), 11–23.

Wong & Qin-Nan. (2009). *A study of the relations among internal-service quality, employee satisfaction and job performance: Taking the example of vehicle insurance-handling staff at Taiwanese property insurers,* (MA, In-service Master's Program). Graduate Institute of Business Administration, National Taipei University, Taiwan.

World Bank Report. (2013).

Zhang, & Zi-Long. (2010). *A study of the correlations among hierarchy of needs, pay-level satisfaction, job satisfaction and organizational performance: Taking Taiwanese non-profit organizations for example*. MA, Graduate Institute of Business Administration, Chung Yuan Christian University, Taiwan.

APPENDICES

Appendix I: Letter of transmittal

Michael Ndeto Willie,

C/o   C.E.O, National Oil Corporation of Kenya,

       General Manager, Downstream Operations

       Human Resource Manager.

Dear sir/madam,

RE: THE FACTORS THAT INFLUENCE STAFF PERFORMANCE IN HANDLING OF EXTERNAL CUSTOMERS: A CASE OF THE NATIONAL OIL CORPORATION OF KENYA.

I am a postgraduate student pursuing a Master of Arts Degree in Project Planning and Management at the Department of Extra-Mural Studies, University of Nairobi. I am carrying out an academic research on the factors that influence staff performance in handling of external customers in National Oil Corporation of Kenya's, Head Office. The research study targets Sales & Marketing personnel who interact directly with customers. The responses provided will be confidential and will be used only for academic purposes. Your honest responses will be highly appreciated.

 Thank you.

Yours Faithfully,

Michael Ndeto Willie.

Appendix II: Questionnaire for NOCK Head Office

PART 1:   **PERSONAL INFORMATION**   (Please Tick in the box where appropriate)

1. What is your gender?

     Male   {   }   female {   }

2. Indicate your age group

     21- 30 years {   }   31-40 years   {   }   41-50 years {   }   51-60 years {   }

3. How many years have you been on employment at the institution?

     Less than 1 {   },   1-3 {   }, 4-6 {   }, 7 – 10 {   } over 10 {   }

4. What are the factors that influence your performance in handling external customers?

       i.   _____

      ii.   _____

     iii.   _____

     iv.   _____

      v.   _____

PART 11: INFLUENCE OF STAFF MOTIVATION IN HANDLING EXTERNAL CUSTOMERS

(Please Tick in the box where appropriate)

1. To what extent has staff motivation influenced the handling external customers? Rate your answer on a five point scale whereby 1=No extent at all, 2= little extent, 3= Neutral extent, 4=Great extent, and 5=Very great extent

	No extent at all	Little extent	Neutral extent	Great extent	Very great extent
There has been a reduced staff turnover					
There has been improved working relationship					
Efficiency in handling of external customers at workplace has improved.					
Competence in handling of external customers has increased					

Rate the extent to which staff motivation has improved performance.

1. No extent at all   {   }
2. Little extent   {   }
3. Neutral   {   }
4. Great extent   {   }
5. Very great extent   {   }

PART 111: INFLUENCE OF STAFF TRAINING ON THE HANDLING OF EXTERNAL CUSTOMERS. (Please Tick in the box where appropriate)

1. What is your level of agreement to the following statements regarding the influence of staff training on efficiency of handling external customers?

1 = strongly disagree, 2 = Disagree 3 = Agree and 4 = strongly agree.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
There has been a clear career development					
Quality of work has improved					
There quality of relevant staff training has increased					
There has been improved training frequency					

Rate the extent to which efficiency in staff training in handling external customers has improved.

1. No extent at all   {   }
2. Little extent   {   }
3. Neutral   {   }
4. Great extent   {   }
5. Very great extent   {   }

PART 1V: INFLUENCE OF TOOLS & EQUIPMENT IN HANDLING OF EXTERNAL CUSTOMERS. (Please Tick in the box where appropriate)

1. What is your level of agreement to the following statements regarding the influence of tools & equipment in handling external customers?

1 = strongly disagree   2 = Disagree   3 = Agree   4 = strongly agree.

	No extent at all	Little extent	Neutral	Great extent	Very great extent
There has been improved ease of work with tools/equipment					
Maintenance of tools & equipment has improved					
There has been a steady reduction of tools and equipment breakdown					
There has been an ease in use of the operating tools & equipment.					

Rate the extent to which tools & equipment has improved staff performance.

       1. No extent at all   { }

       2. Little extent   { }

       3. Neutral   { }

       4. Great extent   { }

       5. Very great extent   { }

PART V: INFLUENCE OF ORGANIZATIONAL CULTURE IN THE HANDLING OF EXTERNAL CUSTOMERS. (Please Tick in the box where appropriate)

1. What is your level of agreement to the following statements regarding the influence of organizational culture in handling of external customers?

1 = strongly disagree   2 = Disagree   3 = Agree   4   =   strongly agree.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
There has been a clear understanding of the NOCK's Vision & Mission.					
There has been application of the vision and mission					
Implementation of the vision & mission statement					
There has been a rise in adherence to the vision/mission					

Rate the extent organizational culture influenced the competence in handling of external customers.

1. No extent at all   {   }
2. Little extent   {   }
3. Neutral   {   }
4. Great extent   {   }
5. Very great extent   {   }