

**PERCEIVED RELATIONSHIP BETWEEN EMPLOYEE ACADEMIC
QUALIFICATIONS AND JOB PERFORMANCE IN MUKURU SLUMS DEVELOPMENT
PROJECTS, NAIROBI COUNTY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION, SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI**

OCTOBER, 2014

DECLARATION

This Research project is my original work and has not been presented for a degree in any other University.

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ACKNOWLEDGEMENTS

I wish to thank The Almighty God for being the pillar in my life and for the strength and endurance He has given me.

To my research supervisor Mr. George Omondi, I pass my heartfelt gratitude for your valuable and constructive suggestions during the planning and development of this research work

I would also like to extend my gratitude to the staff of Mukuru Slums Development Projects, Kenya.

Finally, I wish to thank my parents for their support and encouragement throughout my study.

DEDICATION

I wish to dedicate this work to my parents Mr and Mrs Jaoko, whose effort and sacrifice made my studies a success. They inspired me to work hard.

God bless you.

ABSTRACT

Employee academic qualifications have been linked to employee performance at Mukuru Slums Development Project. Employee academic qualifications have been a key consideration for the organization, therefore there is need to address whether academic qualification should be a key determinant of academic performance. The purpose of the study was to determine the relationship between academic qualification and employee performance. The study adopted a descriptive design. The target population consisted of employee of Mukuru Slums Development Projects. The organisation has 48 employees (MSDP booklet, August 2014). Primary data was collected using semi structured questionnaire from 40 respondents of the 48 employees in the organisation. Descriptive statistics such as frequencies, means and percentages were used to analyse the data and the results were presented in the form of tables. The finding from the study revealed academic qualification as perceived to have a positive relationship with job performance as shown by an average mean of 3.5415. The study concluded that academic qualification has a positive relationship with employee performance. It is recommended that academic qualifications should be the key determinant of the job designation, responsibilities and tasks given to employees since the more one is academically qualified, the better the employee performance on the job. The organization should encourage and support staff to pursue higher academic qualification so as to strengthen the organizations capacity to improve performance. Further studies should be carried out to investigate interaction between other variables and employees performance.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The performance of employees has improved over the previous years due to due to the changing work environment and standards of living. Organizations are trying their best to improve the job satisfaction and job performance of their employees in order to improve the overall organizational performance, (Wallach 1983). Academic qualification has been used as a basis of measuring performance in most work places. Goad (2002) states that the argument has been that employees with higher academic qualifications perform better compared to those of lower academic qualifications. Organizations are trying their best to improve the job satisfaction and job performance of their employees in order to improve the overall organizational performance.

In the modern job market, every manager or business owner wants a staff that performs at an optimum level all day, every day. While some businesses have teams that work at or close to their peak every day, it is more common to find employees who have short-term or ongoing performance issues, (Ilegen 1999). There are a variety of other factors such personal, company-based and external that affects employee performance. Academic qualification is one of the main benchmarks in measuring performance. Employee performance entails the employee characteristics and relates to the speed and accuracy of an employee against the role, job, and duties. Job performance underpins employee efficiency wherein the more efficient employees are, the more productive they will be especially when managed correctly (Heeler 2000). Job performance creates an environment that encourages effective employees performance and hence essential in management of human capital function. In maximizing job performance, therefore, there is the need to focus on areas of academic qualification, and other factors such as personal motivation and the infrastructure of the work environment rather than academic qualification only, both of which form factors that affect the job performance.

Bartone (2010), suggests that the objective of employee academic qualifications and performance is to form a basic standard under which employees will be engaged and form a predictable standard of performance. In his study, Robinsons (1997) argues that organizations

and managers often use education as a measure or indicator of a person's skills and abilities during the hiring and recruitment process. Some Organizations even visit institutions to select the best employees in the hope that these people will turn out to be excellent employees who perform very well at the work place.

Mukuru Slums Development Projects (MSDP) has been keen to ensure the employees it hires are the best. Academic qualifications have been used to determine the performance and also measure performance. The big question has been whether this is a necessary procedure. The study will help establish whether advanced education, particularly holding an undergraduate or post graduate degree enough consideration as a determinant of an employees' likely performance.

1.1.1 Concept of Perception

Lindsay and Norman (1997), states that perception is the process by which organisms interpret and organize sensation to produce meaningful experience of the world. According to Kotler (2004), perception is the process through which human beings create a meaningful picture of the world. It is their sensory experience of the world around them and involves both the environmental stimuli recognition and actions in response to such stimuli. Through the perceptual processes, people gain information about properties and elements of the environment that are critical to their survival. Therefore, Perception does not only create people's experience of the world around them, but also allows them to act within their environment. Perception strongly influences individual's descriptions, analysis of events and subsequent behavior and the extent to which an individual's perception of events matches what is truly therefore depends on two things. Firstly factors at work in the perceiver such as individual physical health, intelligence, degree of open minded and general level of emotional wellbeing, (Gordon, 2000). Secondly, factors in the external situation such as whether this is a new experience or a repeat of past, extent of involvement of others especially those who bring strong or positive messages like encouragement, support, criticism and stress.

Cole (2005) states that the perception process occurs in two stages that is selection and organization. In selection stage, an individual tends to select and attend to only some present features in any situation. After a stimulus selection, individuals categorize and organize them so that the new material makes sense and if possible the stimuli might be made to fit in with the people's understanding and knowledge of the world. Although perception is psychological, it can be measured by qualitative factors such as attitudes, emotions, previous experience, and needs of people. People's attitudes have powerful influence upon what they pay attention to, what they remember and how they interpret such information (Green 2012).

1.1.2 Academic Qualifications

The concept of academic qualifications of employees occupies an important place in the list of major concerns of the human resource management in all organizations around the world, (Barbara 2006). This is because partly academic qualifications help in retaining the employees and on the other side it raises employee job performance level. Researchers relate job performance with many factors within an organization that range from, fairness of rewards, growth opportunities, participation in decision-making, supervisory support, compensation and employee academic qualification and propensity, (Miller 1992). Quick (1997), argues that academic qualification requires a combination of original academic preparation (degree completion) augmented by subsequent activities that maintain or establish preparation for organizational responsibilities. Academic qualifications increasingly determine job performance in that it ensures that the person has the basics in learning. Better job performance is highly possible when a person has strong basic grounding in the task given. These basics allow a person to work, innovate, and communicate effectively in work place. Ilgen and Pulakos, (1999) agree that academic qualifications increasingly determine job performance in that it ensures that the person has the basics in learning. Better job performance is highly possible when a person has strong basic grounding in the task given. These basics allow a person to work, innovate and communicate effectively in workplace.

Cook (2008) agrees that employing people depending on their formal academic qualifications can be one of the effective methods of ensuring increased job performance, but it causes several issues. For instance, students will go to universities to increase their chances of getting better jobs, not for study, because some companies allow only university graduates to apply for vacancies. The other reason is that formal academic qualifications do not mean applicants are experts and will perform better at work. For example, some people have great academic grades but some of them cannot perform at work because they lack practical skills and experience. However, irrespective of the many arguments on the topic, many agree that employee job performance is highly tied to the academic qualifications (Green 2012)

1.1.3 Job Performance

Borman and Motowidlo (1993) suggests that, from the time of the earliest writers on job performance, it has been suggested that academic qualifications and skills greatly influenced employees job performance, general commitment to work, self-confidence, and ethical behavior at work. Additionally, researches that are more recent have repeated the assumption that employee job performance is significantly determined by the organizational culture, its employees' academic qualifications, behavior, and motivations. Robbins and Judge (2009) have observed the relationship between employee's academic qualifications and organizational job performance and the way organizations perceive their environment in their research. To improve job performance, employee academic qualification must be tailored to fit into the prevailing perceived job expectations as educational level is viewed as the utmost necessity in job performance.

Miller and Gordon (2012) believe that job performance is work related activities expected of an employee and how well those activities were executed. Many organizational directors assess the job performance of each employee in an annual or quarterly basis to help them identify suggested areas for improvement. An employee's behavior adds expected value to the organization as an employee's behaviors may be distinguished as helping or hindering an organizational performance. Performance is associated with quantity of output, quality of output, and timeliness of output, presence, attendance on the job, efficiency of the work completed and

effectiveness of work completed. The standard to which someone does something such as a job or examination explains the performance. Performance is the accomplishment of a given task measured against pre-set standards of accuracy, completeness, cost, and speed. For the purpose of this research, the researcher's interest will be on employee performance, which is about the timely, effective, and efficient completion of mutually agreed tasks by the employee, as set out by the employer, (Gaulin et al 2003).

1.1.4 Relationship between Employee Academic Qualifications and Job Performance

Milliman et al (2008) holds that employees are the most crucial resources of any organizations as they are the livelihood of that organization. How employees feel about their work and the results they get from such work directly influence the organizational job performance and ultimate stability. Organizational employees, who are academically qualified for the task given and proactive, will do whatever is necessary to achieve the performance goals set and increase the organizational performance. This is an indication that the success of an organization entirely depends on the employee's performance, academic qualification and skills.

Academic qualification acts as an indicator that learning has occurred and employees are able to translate those skills to accomplish a certain task, (Borman, 1997). Green (2012) describes learning as a "persisting change in performance or performance potential that results from experience and interaction with the world. Good performances on tasks related to a learning experience indicate that learning has occurred. The relationship between academic qualification and performance is normally measured by the task completion and satisfaction but there is no general agreement on how it is best tested or which aspect is most important in measuring job performance, (Diamond and Bedrosian, 2010).

Van, Okechuku and Heeler (1991), articulates that Job performance and academic qualifications are closely linked and that some professions directly link or prequalify employees based on academic qualifications. This indicates that there is a certain level of job performance expected of employees based on their level of academic qualification. Therefore, there are expectations on job performance from employees based on their level of academic qualification. Employees will

therefore assign task based on level of education. The challenge arises when an employee does not perform as expected from his/her academic qualifications.

1.1.5 MSDP (Mukuru Slums Development Projects)

Mukuru Slums Development Project is a registered NGO operating within Mukuru slums and the adjoining areas. It intervenes through various initiatives and programmes in assisting the poor and vulnerable residents in improving and empowering their lifestyles. It came into existence as a result of new initiatives coordination (NIC), which brought together several community based organizations that were in operation for about five years. The aim was to ensure sustainability, effective management and optimal resource use, accountability, networking and maximum service provision to clients. The organisation's programmes have been in operation for ten years now. (MSDP booklet, August, 2014)

The organization has three major departments, Children and Youth, Social Support and Skills training Centre. The Children and Youth department intervenes through sports, drama and dance to develop the talents of the youth. Youths who exhibit exceptional talent are later linked up with sport organizations and dance groups to help nurture their talent further. The department also has a rehabilitation center that targets street boys who are rescued from the streets and taken through a rehabilitation program. The formed boys are later reunited with their families' or taken to charitable children institutions where they are to grow in a child friendly environment. The skills training center offers skills training to vulnerable youths from Mukuru. The students are taught two courses mainly by qualified teachers .The courses taught include; hairdressing and beauty and catering. The students later sit for exams offered by Kenya National Examination Council. The social support department targets Mukuru residents who are homeless destitute, depressed and effected by mental illness. The vulnerable participants are supported through business entrepreneurship initiative such as business capital grants. These departments are supported by the administration and finance office, which has one human. The project managers from the three departments report to one program manager. The organization has 48 staff (MSDP booklet, August, 2014).

1.2 Research Problem

The importance of looking at employee's academic qualification in measuring performance cannot be overlooked (Murphy (1989). Employee's academic qualification plays a big role in employee relationship and is of importance to employees and employers. For employers, academic qualification plays a big role in determining whether an employee will perform on the task given or not. Most times academic qualifications is the first element in consideration before employees can be hired because their job performance is perceived to be directly related to their academic qualifications, (Sheridan, 1973). This is seen in most employers insisting on a level of academic qualification before even considering an employee for hiring. Of interest to this research is how academic qualification, which is sought after by employers, affects an employee's job performance.

Mukuru Slums Development Projects (MSDP) has been keen to employ those who it feels are academically qualified for a specific job. Academic qualifications are first looked at before engaging employees and later form a basis of predetermine employee performance. Employees with better academic qualifications have been promoted based on academic qualifications on the hope that they shall perform better than those of lower academic qualifications. Employee Academic Qualifications have been a key consideration for the organization and there is need to address whether academic qualification should be a key determinant of academic performance. Of interest has been the fact that employees with lower academic qualifications have at times performed well just like those with higher academic qualifications if not better.

Several studies done in relation to job performance reveal there is a closer link between skills, qualifications, wages, and job performance. For instance, Earle (2009) looked at the overall relationship between job performance and academic qualification with a particular focus on differences between industries and occupations. The analysis showed that one standard deviation difference in literacy or numeracy skills accounted for, on average, a 20 percent difference in hourly wages. This is similar to the average increase in earnings associated with increased job performance for people with higher academic qualification, compared to those with lower qualification. He looked further into the relationship between skills, qualifications, experience

and the distribution of wages. The analysis showed that people with higher levels of literacy and higher Academic Qualifications have significantly greater opportunities to earn higher incomes, where they are earning above the median wage (Diamond and Bedrosian, 1970). It also showed that experience, as measured by age, has the strongest effect on increasing wages for people in higher wage jobs and has little effect on increasing wages for people in low wage jobs and this in many cases is interpreted to mean increased job performance and job productivity.

It is evident that no previous study, has explored the relationship between employee academic qualifications and their perceived influence on job performance. The other studies that were done in different contexts do not clearly bring out the relationship between employee academic qualifications and job performance and may need to be replicated in most organizations in the Kenyan context. Therefore, there exists a knowledge gap and this is a research area that calls for further study and research that would unearth the main relationship between employee academic qualifications and job performance if at all there is any.

1.3 Objective of the Study

To determine the perceived relationship between employee academic qualification and employee performance at Mukuru Slums Development Projects (MSDP), Nairobi county.

1.4 Value of the Study

The study aimed at establishing the relationship of employee academic qualification and employee job performance at Mukuru Slums Development Projects. This will enable the management respond to the need to look further into factors that affect job performance as they will know whether the academic qualification should be ranked highly before recruiting an employee. It will be clear whether it is the best way of predetermining employees Job Performance. Companies will also be able to understand the challenges in prequalifying employees based on professional qualification during recruitment and appraisal.

The management of various companies in existence in Kenya will also use this information when making decision towards improving the performance of their companies. The human resource department may use the study findings to understand the relationship between professional qualification and job performance.

The study will help create interest for further exploration. It will create a basis for further studies by providing a base for collecting more information. Academicians and students wishing to carry further research in this area may review the literature study and establish and gaps which may provoke further studies.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter covers theoretical foundation of the study and review of relevant literature. It also looks at Employee academic qualification, job performance and also examines the relationship between the two variables.

2.2 Theoretical foundation of the Study

An understanding of the nature of academic qualifications, how they are likely to influence job performance and how their influence differs according to professions can be best understood with a good theoretical framework. The theory of social exchange, Blau (1964) and Expectancy Theory will be used to lay the foundation to this research.

2.2.1 Social Exchange Theory

The social exchange theory came into existence in the latter twentieth century. This was from the work of various sociologists (Blau, 1964); (Homans, 1961); (Thibaut Kelley, 1959) who focused on a human assessment of self interest in human social relationships. This theory looks at the effect of social behavior on rewards and punishment. Behavior that is rewarded will be replicated. There are three propositions to this theory. The first proposition is that behavior that generated positive consequences is likely to be repeated. The second proposition is that behavior rewarded on in the past will be replicated while the third proposition specifies that the more valuable the result of the action is to the actor, the more likely that action is performed (Cook 1992).

The main principle is that human in institutions will maximize in engaging in behaviors that will attract returns. Human beings therefore place their self-interest above everything when engaging in any activity. This follows that the more academic qualifications are seen and proved to be a good indicator of job performance, the more employees will seek to advance their academic qualifications. The theory proposes that social interest is the result of an exchange process (Turner 2001).

2.2.2 Expectancy Theory of Motivation

Vroom (1964) developed the theory from his study on the motivation behind decision-making. The main premises of the expectancy theory are that a person will decide to act in a certain way because they are motivated to select a behavior over other behaviors due to what they expect the result to be. A person makes choices based on estimates of how well the expected results of a given behavior are going to match up with or eventually lead to the desired results. The theory explains the behavioral process of why individuals are motivated to choose one behavioral option over another. It also explains how they make decisions to achieve the outcome that they perceive as most valuable.

"Expectancy theory proposes that work motivation is dependent upon the perceived association between performance and outcomes and individuals modify their behavior based on their calculation of anticipated outcomes". This has a practical and positive benefit of improving performance because it can, and has, helped leaders create motivational programs in the workplace (Van, Okechuku, Heeler, 1991). "This theory is built upon the idea that motivation comes from a person believing they will get what they want in the form of performance or rewards." Expectancy theory is classified as a process theory of motivation because it emphasizes individual perceptions of the environment and subsequent interactions arising because of personal expectations.

The theory states that individuals have different sets of goals and can be motivated if they believe that there is a positive correlation between efforts and performance. Favorable performance will result in a desirable reward, and the reward will satisfy an important need. The desire to satisfy the need is strong enough to make the effort worthwhile.

2.3 Employee Academic Qualification

Employee academic qualification refers to a basic level of expertise required of a person in a certain job specialization, (Goad 2002). Academic qualification requires a combination of original academic preparation augmented by subsequent activities that maintain or establish preparation for current job or professional responsibilities. During recruitment, it is highly debated which factor is more valuable for employer, academic qualifications, or other soft skills.

Undoubtedly, academic qualification is very essential for employment. The specific academic qualification is usually initially listed on the job criteria for most job advertisements. Employers predetermine employees future Job Performance based on their Academic Qualification based on the assumption that an employee with a certain level of academic qualification will perform better to a certain level. Moreover, the academic transcript reflects the candidates' studying attitude and the willingness of learning. Employees with outstanding academic achievements tend to perform at the workplace as great as they did in university. Professional jobs should also look at academic background and achievements as a necessary condition (Gordon and Miller, 2012).

At the workplace, however, there are much more factors to evaluate a qualified employee such as networking and communication skills, personality and personal experience. All these skills and features can only be examined effectively in a face-to-face occasion, (National Bureau of Economic Research, 1987). After browsing the resume that mainly focused on candidates' technical and academic skills, the employer will invite them into interview that will examine candidates' soft skills and personalities. After this phase, the successful candidates will be determined who must have positive attitude, suitable personality and relevant experience.

Most basic positions, which closely relate to daily life do not necessary, require high academic qualifications. A cashier in a supermarket, would just need a thoughtful and patient heart and a nice smile, (Heeler, 2000). When applying for a position of salesperson in a fashion store, the sense of fashion and communication ability should be highlighted rather than a marketing

degree. An applicant might have outstanding academic background, but this alone is far away from a successful applicant without relevant experience and positive personality.

2.4 Job Performance

According to Murphy (1989), job performance can be defined as “the set of behaviors that are relevant to the goals of the organization or the organizational unit in which a person works”. Therefore, the job performance of an individual plays a vital role in an organization’s growth. This is because it highly influences the overall organizational performance and functions as the key variable in work and organizational psychology. However, individual job performance is not stable and can fluctuate over time. Studies have shown that the performance of an individual changes by changing the time spent on a specific job. At the same time, individual performance changes because of learning and “high performance is always the result of greater understanding towards the specific job instead of greater effort to the job.” Fluctuating individual job performance can be caused by the patterns of “intra individual change” or changes in an individual’s “psycho-physiological state.” On the other hand, job performance is considered one of the most important constructs in human resource studies, (Green, 1992).

The behavior and conduct of an employee can be distinct from his or her job performance over time in the workplace. This is because behavior is what people do while job performance is the predictable and anticipated organizational value of what people will do, (Robbins and Judge 2009). It is worth noting that not all actions are categorized as performance and not all actions are able to solve organizational problems. Only actions, which are relevant and can be scaled and measured for organizational value, goals, and success are considered as performance. Due to the importance of construct in human resource studies, job performance can be the key indicator of the effectiveness of the human resource management system of an organization. When individuals are well trained and equipped, the ability to compete nationally and even internationally enhances the performance of the employees. This helps to accomplish economic success and boost the reputation for the organization.

2.5 Relationship between Employee Academic Qualifications and Job Performance

Employee job performance refers to behaviors that are relevant to organizational goals and that are under the control of individual employees. Employee job performance is the set of behaviors that are relevant to the goals of the organization or the organizational unit in which a person works. The job performance of an individual plays a vital role in an organization's growth as it highly influences the overall organizational performance and functions as the key variable in work and organizational psychology.

Academic qualifications increasingly determine job performance in that it ensures that the person has the basics in learning. Better job performance is highly possible when a person has strong basic grounding in the task given (Earle 2009). These basics allow a person to work, innovate and communicate effectively in workplace. Academic qualifications provide and all round experiences of life along with an opportunity to meet different employment and job performance expectations. Academic qualifications provide the skills employees need to make the organizational work better. Academically qualified employees can help to achieve high quality products and services in a shorter time period. Highly skilled workers can provide better customer service experiences and engage more customers for longer periods.

Spady (1987) maintains that with academically qualified employees, job performance is improved as employees feel worthy and more secure in completing the tasks assigned. With a higher sense of worth, employees often feel more loyal to the organization. When employees feel greater loyalty, they are more willing to work harder and longer in order to make the organization a success and improve job performance. Academic qualifications and trainings can also provide employees with a feeling of empowerment which creates the willingness to do whatever they have to do to get the job done. Trained employees tend to benefit both their own careers and contribute greatly to the company's overall performance and productivity.

Undoubtedly, academic qualification is very essential for employment and performance. The specific education qualification is usually initially listed on the job criteria of most of the recruitment advertisements as this factor proves the employee's basic qualification and education

background. Moreover, the academic transcript reflects the candidates' studying attitude and the willingness of learning. From an employer's perspective, the employee with outstanding academic achievement tends to perform at the workplace as great as in university, (Green, 2012).

Employers link academic qualification with better job performance in terms of improved quality; improved productivity and competitiveness; multi-skilling of employees to cover knowledge and skill gaps; compliance with government and other regulatory requirements in an organization and workplace change. Academic qualifications affect performance, as the knowledge an employee gains while learning, and due to the official label demonstrating their ability to succeed in workplace, (Weiss, Klein, Spady, 1987).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study and it comprises of research design, population, data collection and data analysis.

3.2 Research Design

The study adopted a descriptive design. The census method was chosen as the population sample was small making it possible to collect data from the whole population.

3.3 Target Population

The target population consisted employees of Mukuru Slums Development Projects. The organisation has 48 employees (MSDP booklet, August, 2014) who formed the population of the study.

3.4 Data Collection

Primary data was collected using semi structured questionnaires. The questionnaire had two sections. Section one focused on demographic information while section two focused on the perceived relationship between academic qualifications and performance. The questionnaire was administered through drop and pick method.

3.5 Data Analysis

The data collected was examined and checked for completeness and comprehensibility. Descriptive statistics such as frequencies, means and percentages were used to analyse the data and the results were presented in the form of tables and discussions

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter outlines the response rate, demographic characteristics of the respondents and the relationship between academic qualifications and employee performance.

4.2 Response Rate

The study targeted to sample 48 respondents 40 out of 48 respondents filled in and returned the questionnaire contributing to 83% response rate. This corroborates Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion, the response rate in this case of 83% was adequate to generate representative results from the population of study.

4.3 Demographic Characteristics of the Respondents

This included the following, gender, age of the respondent, and level of education and years of experience.

4.3.1 Gender of the Respondents

From the table 4.1, majority of the respondents was females (60%), 24 whereas 40%, 24 of the respondents were males. This implies that both genders were equitably engaged in this study and thus the findings of the study did not suffer from gender bias.

Table 4.1 Gender of the Respondents

Gender of respondents	Frequency
Male	16
Female	24
TOTAL	40

4.3.2 Age of Respondents

Table 4.2 shows the age bracket of the respondent. It shows that 37.5% who are the majority are in the age bracket of (40-49) years, 25% are in the age brackets of (20-29) and (30-39) each, whereas the minority falls under the age brackets of above 50 years) at 12.5% . The study shows age parity was observed.

Table 4.2 Age of the Respondents

Age of respondents	Frequency
20-29 years	10
30-39 years	10
40-49 years	15
Above 50 years	5
Total	40

4.3.3 Highest level of Academic Qualification of the Respondents

Table 4.3 shows that the majority of the respondents were at bachelor's level of academic qualification at 55% , 20% were at Master's level, 10% were respondent had acquired a diploma, 8% were respondents at certificate level of academic qualification, 5% were those who held accounting professional qualifications, whereas the least at 3% was the PhD holder.

Table 4.3 Highest Level of Education Qualification of the Respondents

Educational Qualification	Frequency
Certificate	3
Diploma	4
Bachelor's degree	22
Master's degree	8
P.hd	1
Professional Qualifications	2
Total	40

4.3.4 Designation of the Respondents

Table 4.4 shows that the majority of the respondents were at middle level of their designation at 73%, 15% were support staffs, 8% were the departmental heads, whereas the least at 5% were managers of the organization.

Table 4.4 Designation of the Respondents

Designation	Frequency
Program Managers	2
Departmental head	3
Middle level	29
Support staff	6
Total	40

4.3.5 Length of Service in Department

Table 4.5 shows that the majority of the respondents had worked between (1-5) years at 40 %, 30%, had worked between (6-10) years, 23% had worked for less than 1 year, whereas the minority at 8% had worked for over 11 years.

Table 4.5 Length of Service in Department

Length of service	Frequency
Below 1 year	9
1-5 years	16
6-10 years	12
above 11 years	3
Total	40

4.3.6 Last Performance Appraisal Ratings

Table 4.6 shows that the majority of the met expectations according to the last performance appraisals 53 %, 20%, had their rating as exceeded expectations,15% had a rating on needs improvement, whereas the minority at 13% were below expectations.

Table 4.6 Last Performance Appraisal Ratings

Ratings	Frequency
Needs improvement	6
Below expectations	5
Meets expectations	21
Exceeds expectations	8
Total	40

4.3.7 Relationship between Academic Qualifications and Employee Performance

Academic qualifications have a strong relationship with employee performance at work as shown in table 4.7 below. The respondents positively perceive academic qualifications as having a contribution to the timeliness with which work is done as represented by a mean of 3.98, there was also less variation on the opinion of the respondents as represented by a standard deviation of 0.6597 which is less than 1. Hunter & Hunter, (2007) stated that education promotes core task performance by providing individuals with more declarative and procedural knowledge and skills with which they can complete their tasks successfully with less time. Schmidt & Hunter (2008) found that academic qualification was strongly related to task completion and was an important contributor to completion of every job at the right time. Further, Hunter (2008) suggests that academic qualification facilitates the learning of job-relevant knowledge and thereby indirectly promotes stronger job performance as well with ease.

The respondents had a positive perception that academic qualifications have strongly contributed to the quality of work output as represented by a mean of 3.95. There was less variation on the opinion of the respondents as shown by the standard deviation of 0.6775 which was less than 1. Benson, Finegold, & Mohrman, (2004) stated that since most organizations use education as an indicator of a person's skill levels or productivity, they frequently employ it as a prerequisite in hiring decisions hence the employees hired would contribute to the performance of organisation greatly.

On the relationship between academic qualifications on work performance, the respondents positively perceive academic qualifications to strongly influence work performance as shown by a mean of 3.93; however there was great variation on the opinion of the respondents as represented by a mean of 1.2276 which was greater than 1. Earle (2009) stated that academic qualifications increasingly determine job performance in that it ensures that the person has the basics in learning. Better job performance is highly possible when a person has strong basic grounding in the task given. These basics allow a person to work, innovate and communicate effectively in workplace. Academic qualifications provide and all round experiences of life along with an opportunity to meet different employment and job performance expectations.

On the relationship between academic qualification and skills and expertise of work and assignments, the study found a positive perception among the respondents that academic qualifications have positively contributed to improvement of skills and expertise of work assignments as represented by a mean of 3.68. There was however great variation on the opinion of the respondents as shown by the standard deviation of 1.2066. Earle (2009) stated that academic qualifications increasingly determine job performance in that it ensures that the person has the basics in learning hence improving their skills. Better job performance is highly possible when a person has strong basic grounding, expertise and skills in the task given.

The respondents had a positive perception that academic qualifications contribute to proactive nature in work related assignments. This was represented by a mean of 3.55; there was less variation on the opinion of the respondents as shown by the standard deviation of 0.7828 which was less than 1. Spady (1987) maintains that with academically qualified employees, job performance is improved in that employees feel worthy and more secure in completing the tasks assigned. With a higher sense of worth, employees often feel more loyal to the organization. When employees feel greater loyalty, they are more willing to work harder and longer in order to make the organization a success and improve job performance. Academic qualifications can also provide employees with a feeling of empowerment. With empowerment comes the willingness to do whatever they have to do to get the job done.

The respondents had a positive perception of academic qualification to strongly contribute to a general satisfaction from the supervisors with their work output, as represented by a mean of 3.5250, there was also less variation on the opinion of the respondents as shown by the standard deviation of 0.8317 which was less than 1. Weiss and Klein (2007) stated that employers are satisfied with the work given to employees as they attach academic qualification with better job performance in terms of improved quality; improved productivity and competitiveness; multi-skilling of employees to cover knowledge and skill gaps; compliance with government and other regulatory requirements in an organization and workplace change.

The respondents' perception of academic qualifications as having contributed to the speed and accuracy with which work is done was positive as shown by a mean of 3.5. There was less

variation on the opinion of the respondents as shown by the mean of 0.9323 which was less than 1. Weiss and Klein (2007) stated that academic qualification brings with it better job performance in terms of improved quality, speed, improved productivity and competitiveness and multi-skilling of employees.

The respondents had a positive perception of academic qualification as a contributing to employee appraisal ratings as represented by a mean of 3.39. There was less variation in the opinion of the respondents as shown by the standard deviation of 0.8619 which was less than 1. Kane (2006) stated that academic qualifications increasingly improve job performance in that it ensures that the person has the basics in learning hence improving their skills. He stated better job performance is highly possible when a person has strong basic grounding, expertise and skills in the task given and this highly impacts on their appraisal ratings.

The respondents' perception of academic qualifications contributing to the promotion at the work based on performance was positive as shown by a mean of 3.39. There was less variation in the opinion of the respondents as shown by the standard deviation of 0.8619 which was less than 1. Baddar (2006) conferred with this as he stated that educated employees tend to be more productive, do their tasks with less ease and give quality output hence increase their chances of promotion.

The respondents had a positive perception of academic qualification contribution to efficiency and effectiveness of performance as shown by a mean of 3.20. There was less variation in the opinion of the respondents as shown by the standard deviation of 0.9195. Hunter & Hunter, (2007) stated that education promotes core task performance by providing individuals with more declarative and procedural knowledge and skills with which they can complete their tasks successfully with less time. Schmidt & Hunter (2008) found that academic qualification was strongly related to task completion and was an important contributor to completion of every job at the right time.

Academic qualification was recognized as having contributed to the successful handling of tasks and challenges at work as shown by a mean of 3.10. This is indicative of a positive perception

among majority of the respondents. There was however more variation in the opinion of the respondents as shown by the standard deviation of 1.0754, which was greater than 1. Hunter & Hunter, (2007) stated that education promotes core task performance by providing individuals with more declarative and procedural knowledge and skills with which they can complete their tasks successfully with less time. The employees are also equipped with the right skills to handle tasks and challenges at work.

The majority of the respondents positively perceived academic qualification as having contributed to the performance standards as shown by a mean of 3.10, there was less variation in the opinion of the respondents as shown by the standard deviation of 0.8756 which was less than 1. Benson (2004) stated that educated employees give quality output of the work and hence improve the performance of the organisations, the quality output of due care and skills concerning some professional like doctors and accountants improve the performance standards of these organisations.

Table 4.7 Relationship between Academic Qualifications and Employee Performance

	N	Mean	Std. Deviation
Academic qualifications have strongly contributed to my performance at work.	40	3.93	1.2276
Academic qualifications have contributed to my skill and expertise on work assignments	40	3.68	1.2066
Academic qualifications have contributed to successful handling of the tasks and challenges at work	40	3.10	1.0753
Academic qualifications have contributed to efficiency and effectiveness in my performance	40	3.20	.9195
Academic qualifications have contributed to the quality of my work output	40	3.95	.6775
Academic qualifications have contributed to the timeliness with which work is done	40	3.98	.6597
Academic qualifications have contributed to the quality of my work output	40	3.10	.8712
Academic qualifications have greatly contributed to my performance standards	40	3.10	.8756
Academic qualifications have contributed to the speed and accuracy with which work is done	40	3.50	.9323
Academic qualifications have contributed to my proactive nature in work related assignments	40	3.55	.7828
Academic qualifications have greatly contributed to a general satisfaction from my superiors with my work output	40	3.53	.8317
Academic qualifications have greatly contributed to my performance appraisal ratings	40	3.49	.8002
The level of academic qualifications has contributed to my promotion at work based on performance.	40	3.39	.8619
Mean	13	3.5415	

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary of the findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the Findings

From the study, academic qualification was perceived to have a positive relationship with job performance as shown by an average mean of 3.5415. It was evident that academic qualifications contribute to the timeliness with which work is done. Most respondents perceived academic qualifications as contributing to the following; proactive nature in work related assignments, a general satisfaction from supervisors with work, the speed and accuracy with which work is done ,good appraisal ratings, promotion at work based on performance and the efficiency and effectiveness of performance.

The researcher therefore established that academic qualifications is key in determining employee performance as the various elements used to measure performance were as a result of employees having a certain level of education qualification which contributed significantly to the respondents meeting the performance standards.

5.3 Conclusions

From the study it can be concluded that academic qualification has a positive relationship with employee performance at Mukuru Slums Development Projects organization. The higher the level of academic qualification, the higher the productivity at work.

Academic qualifications played a key role in predetermining performance as tasks were assigned based on Academic Qualifications. Employees met the deliverables as expected based on the level of academic qualifications.

5.4 Recommendations

The study recommends that academic qualification should be the key determinant of the job designation, responsibilities and tasks given since the more one is academically qualified, the more responsibilities and complex the tasks assigned. Individuals with less academic qualifications ought to be motivated to further their education for them to be promoted to higher positions. This is to ensure that the employees who have better academic qualifications are promoted hence motivated to give better results.

The organization should encourage and support staff to pursue higher academic qualification so as to strengthen the organizations capacity to improve performance.

5.5 Suggestions for Further Research

Studies need to be conducted to investigate interaction between other variables and employees performance. Such include the work environment, management style and personality.

The same study should be carried out using a larger sample in other organizations.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Section A. Demographic Data

(Please tick with [√] where applicable)

1. Gender:

Male

Female

2. Age [years]:

20-29

30-39

40-49

> 50

3. Highest level academic qualification:

Certificate

Diploma

Bachelor's Degree

Master's Degree

PhD

Professional Qualification, please specify _____

4. Designation in your organization

Manager

Departmental Head

Middle level

Support staff

5. Length of service in your present department:

Below 1 year 1-5 years

6-10 years >11 year

6. Last performance appraisal ratings

1. Needs improvement

2. Below expectations

3. Meets expectations

4. Exceeds expectations

Section B: Perceived Relationship between Academic Qualifications and Employee Performance

Please indicate the extent to which you agree with each of the following statements by putting a tick (√) in the appropriate space.

(Definition of scale)

- 1= strongly disagree
- 2= Disagree
- 3= Neutral
- 4= Agree
- 5= strongly agree

		1	2	3	4	5
1.	Academic qualifications have contributed to my performance at work.					
2.	Academic qualifications have contributed to my skill and expertise on work assignments					
3.	Academic qualifications have contributed to the successful handling of the tasks and challenges at work					
4.	Academic qualifications have contributed to efficiency and effectiveness in my performance					
5.	Academic qualifications have strongly contributed to the quality of my work output					
6.	Academic qualifications have greatly contributed to the timeliness with which work is done					
7.	Academic qualifications have contributed to the quality of my work output					
8.	Academic qualifications have contributed to my performance standards					

9.	Academic qualifications have contributed to the speed and accuracy with which work is done					
10.	Academic qualifications have contributed to my proactive nature in work related assignments					
11.	Academic qualifications have strongly contributed to a general satisfaction from my superiors with my work output					
12.	Academic qualifications have contributed to my performance appraisal ratings					
13.	The level of academic qualifications has contributed to my promotion at work based on performance.					

THANK YOU