

**DETERMINANTS OF EMPLOYEE PERFORMANCE IN THE
PUBLIC UNIVERSITIES: A CASE OF THE ACADEMIC
DIVISION AT MAIN CAMPUS, UNIVERSITY OF NAIROBI**

BY

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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
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DECLARATION

This Research Project Report is my original work and has not been submitted for the award of a Degree in any other University

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This Research Project Report has been submitted for examination with my approval as the University supervisor.

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DEDICATION

This research project report is dedicated to my family; my parents Mr. and Mrs. Mwanza Ivati, my sisters and brother for their financial and emotional support. Their presence was the constant motivation to succeed in this project.

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ABBREVIATIONS AND ACRONYMS

C.A.E	-	College of Architecture and Engineering
C.A.V.S	-	College of Agriculture and Veterinary Sciences
C.B.P.S	-	College of Biological and Physical Sciences
C.E.E.S	-	College of Education and External Studies
C.H.S	-	College of Health Services
C.H.S.S	-	College of Humanities and Social Sciences
EIP	-	Employee Involvement and Participation
EUC	-	Embu University College
ISO	-	International Standardization Organizations
KEMRI/CDC	-	Kenya Medical Research Institute and Centres for Disease Control and Prevention
KPUC	-	Kenya Polytechnic University College
SEUCO	-	South Eastern University College
SPSS	-	Statistical Package for Social sciences
U.O N	-	University of Nairobi
UMB	-	University Management Board
URT	-	Uncertainty Reduction Theory

ABSTRACT

Organizations have clear set vision, mission and objectives. Various strategies and policies are formed to ensure that the set goals are achieved. Employee performance is critical in many organizations, the management should therefore ensure that the performance of employees is evaluated and communicate back the feedback. This study aimed at assessing the factors influencing employee performance in the public Universities: a case of the Academic Division in the University of Nairobi at main campus. Various employees become reluctant and a liability in their organizations when the management fails to observe and evaluate their performance and their relevance in those organizations hence can lead to collapse of those organizations. The research objectives which were also the factors influencing employee performance were; To investigate the influence of recruitment and selection on employee's performance in the academic division, to establish the influence of training and development on employees performance in the academic division, to assess the influence of motivation on the performance of employees in the academic division, to assess the influence of appraisal on employee performance in the academic division and to investigate the influence of socialization and orientation on employee performance of the academic division in the University of Nairobi. The research used questionnaire as a tool to collect the required data from a population and a sample of 85 non-teaching staff of academic division. The research used Statistical Package for Social Sciences (SPSS) software to analyze data. For the performance in organizations to improve, the organization should ensure that for the purpose of developing skills, changing behaviour or increase competence in employees, the employees should be trained so as to ensure that they cope with the rapidly changing technology. Organizations should ensure that they put in place proper training systems; ensure there are favourable work conditions, remuneration and rewards. The organization should ensure all its employees are adequately satisfied with their job responsibilities and roles, particularly; focus should be on the definition of responsibilities and awarding requisite authority to undertake the given responsibilities. The study found that organizations are should put more emphasis on that competence based pay aspect of remunerations, payment by result, organization wide incentives, profit related pay and merit pay in order to foster high performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organizations are facing major competition from their competitors due to globalization; the human resource managers are developing policies to ensure that the organizations remain outstanding in the world market. Various organizations have set goals and objectives which employees work toward achieving them. The management has therefore designed job specifications and descriptions to ensure that there is clear accountability of each employee towards their performance in their daily activities. Employee performance is driven from the long-term goals of the firm as operationalized through annual, semi-annual, quarterly, monthly, weekly and daily targets (Armstrong, 2009).

The concept of performance covers both what has been achieved and how it has been achieved (Armstrong, 2009). The management has to compare the set goals in relation to the employee output to measure the level of performance. Performance in the corporate is largely driven by input of employees. Employee performance has therefore become a key concern of the management. Combined efforts of various employees performance determines the level of an organizations level of production hence development and growth of that organization. The continuing prosperity of a firm is likely to be enhanced by employees who hold attitudes and expectations that are closely aligned with organizations vision (Chew Y. T., 2005). Employees require motivation and other factors to enable them work effectively to achieve the organizational goals.

According to Guest, 1997, (Armstrong, 2009), human resource management is at its assumption, that improved performance is achieved through the people in the organization. People are therefore considered as an important asset in any organization for better performance. Until the 1980's, performance was usually construed as the output of a combination of ability and motivation, given appropriate resources and hence motivating others became a key part of the most management (Torrington et al, 2008).

High-performance work systems is defined as an integrated set of human resources management policies and practices that together produce superior employee performance like employment security, extensive training and selective hiring. High-performance work systems are particular patterns of work structures, practices, and processes, and more

companies are turning to them to improve performance. Organizations are in the business of achieving sustained high performance. They do this through the system of work they adopt but these systems are managed and operated by people. Ultimately, therefore, high-performance working is about improving performance through the people. The aim is to achieve high performance culture, one in which the values, norms and human resource practices of an organization combine to create a climate in which the achievement of high levels of performance is a way of life (Armstrong, 2009). People therefore have to be involved in the organizational activities to gain skills; information and experience to assist them improve their performance to meet the organizations goals and objectives. High-performance work systems facilitate employee involvement, skill enhancement and motivation.

The academic division has several sections which includes; Admissions Section, Examination Section, Cost-sharing Section, Senate Section. The University of Nairobi (U.O.N), which has over four hundred (400) programs and over twenty six (26) faculties, was opened in 1956 as a Royal Technical College. There are six colleges in the University of Nairobi which includes; College of Humanities and Social Sciences (CHSS), College of Health Sciences (CHS), College of Agriculture and Veterinary Science (CAVS), College of Architecture and Engineering (CAE), College of Biological and Physical Sciences (CBPS), and College of Education and External Studies (CEES) University of Nairobi Academic Calendar 2011/2012). The University of Nairobi was set up by an Act of parliament since 1970 and has grown gradually hence increased number of students and programs offered. The University of Nairobi has several constituent University Colleges since 2009 which includes: South Eastern University College- SEUCO, (2008), Kenya Polytechnic College – KPUC, (2008), and Embu University College – EUC, (2012).

1.2 Statement of the Problem

Employee performance is defined as the job related activities expected of a worker and how well those activities are executed. Organizations have well defined vision, mission and objectives which have to be obtained through employee participation and involvement (EIP) in the organization. Employee involvement is a process of empowering employees to participate in managerial decision-making and improvement activities appropriate to their levels in the organization (Apostolos, 2000). Employees should be valued at any organization and be encouraged to wholly participate in the organizational activities to deliver quality services. Employers acknowledge that their organizations will flourish if they can engage their employees, meaning that they will be motivated to give of their very best to their employer (Foot and Hook, 2008). Some organizations can be declared bankrupt due to lack of employee involvement. The management should therefore ensure that the needs of clients and employees are well taken care of in the organization.

The University of Nairobi is a learning institution whose main clients are students; internal and external students. The academic division is defined as the main administrative unit within the University or learning institution. The academic division in the university of Nairobi, is the department which deals with the highest number of stakeholders who are the clients; students. It consists of the admission section, cost-sharing section, deans/senate committee section and examination section. The research intended to assess the influence of employee performance of the academic division in the University of Nairobi who are 85 in number. The performance of employees of the academic division dropped in the year 2010/2011. The results obtained from the performance contracting exercise for 2009/2010 showed that the academic division was rated number two out of twenty while in the year 2010/2011 the academic division was rated number nine out of nineteen. The research therefore, sought to assess the factors influencing employee performance of the academic division in the University of Nairobi.

1.3 Purpose of the Study

The purpose of the study was to establish and assess the factors influencing employee performance in the Public Universities: a case of the Academic Division in the University of Nairobi at the main campus.

1.4 Objectives of the Study

The study objectives were:

- 1) To investigate how recruitment and selection of employees in the Academic Division of the University of Nairobi determine their performance.
- 2) To establish how training and development of employees in the Academic Division of the University of Nairobi determine their performance.
- 3) To assess how motivation of employees in the Academic Division of the University of Nairobi determine their performance.
- 4) To find out how performance appraisal of employees in the Academic Division of the University of Nairobi determine their performance.
- 5) To examine how socialization and orientation of employees in the Academic Division of the University of Nairobi determine their performance.

1.5 Research Questions

To sufficiently address the purpose of this study, the research sought to answer the following questions:

- 1) To what extent does recruitment and selection of employees in the Academic Division of the University of Nairobi determine their performance?
- 2) How does training and development of employees in the Academic Division of the University of Nairobi determine their performance?
- 3) How does motivation of employees in the Academic Division of the University of Nairobi determines their performance?
- 4) How does performance appraisal of employees in the Academic Division of the University of Nairobi determine their performance?
- 5) How does socialization and orientation of employees in the Academic Division of the University of Nairobi determine their performance?

1.6 The Significance of the Study

The findings of this study are significant in various ways;

- 1) The findings of this study are important especially to the management to ensure that all employees are valued and be engaged in the organizational activities for better performance of the organization.
- 2) The findings are important to ensure that low level of employees resignation hence concentrate more on their performance rather than new recruitment and selection procedures which are expensive and time consuming.
- 3) The findings are also important to the management to ensure that the performance of employees are evaluated and take appropriate actions as per the results for continuous improvement on the employee's performance.

1.7 Basic Assumptions of the Study

- 1) The participants actively participated and gave honest and accurate information hence serious attention to this research.
- 2) The research instruments were administered effectively.
- 3) That the instruments used for the study appropriately measured perceived levels of employee performance.
- 4) The sample population researched represented the whole population without being biased.

1.8 Limitations of the Study

The investigator being an employee of the University of Nairobi where the research was undertaken, the investigator faced various challenges which included; fear of lack of confidentiality of the required information by the respondent, the investigator went ahead and promised confidentiality and privacy of the dispensed information, unwillingness by some respondents to answer questions hence failure of getting back all the questionnaires from the respondents, hence explained the relevance of the research to the respondents.

1.9 Delimitations of the Study

The research funds were minimized since the field of study was accessible and within an easy reach, no much traveling costs.

1.10 Definition of Significant Terms used in the Study

Employee performance: Employee's performance is a rating system used in most corporations to determine the abilities and output of an employee.

Training and Development: Employee training generally refers to programs that provide workers with information, new skills, or professional development opportunities while development is defined as a form of personal improvement that usually consists of enhancing knowledge and skills of a complex and unstructured nature.

Motivation: Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviours. Internal and external factors that stimulate desire and energy in people to be continually interested in and committed to a job, role, or subject, and to exert persistent effort in attaining a goal.

Recruitment and Selection: Recruitment is the process of finding and engaging the people in the organizational needs while selection is that part of the recruitment process concerned with deciding which applicants or candidates should be appointed to jobs.

Performance Appraisal: Performance appraisal is a procedure that involves setting work standards, assessing employee's actual performance relative to those standards and providing feedback to the employee with the aim of motivating him or her to eliminate performance deficiencies or to continue to perform above par.

Socialization and orientation: Socialization is the process of adaptation that takes place as individuals attempt to learn the values and norms of work roles while orientation is the process of informing new employees about what is expected of them in the job and helping them cope with the stresses of transition.

Academic Division: Academic division is the basic administrative unit within the University or any learning institution.

1.11 Organization of the Study

Chapter one provides the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, basic assumptions of the study, limitations of the study, delimitations of the study, and the definition of significant terms as used in the study. Chapter two represents the literature review of related literature as well as the theoretical and conceptual frameworks for the study.

Literature is derived from both primary and secondary sources. Chapter three specializes on research methodology; it gives details on introduction, research design, target population, sample selection and sample size and sampling procedure, research instruments- validity and reliability of instruments, data collection methods, data analysis and summary of the research methodology. Chapter four of this research report gives an introduction, questionnaire return rate, demographic characteristics of the respondents, current job knowledge and skills, promotion and motivation, socialization and orientation and performance appraisal. Chapter five of this research report gives an introduction, summary of the key findings, conclusions, recommendations and suggestions for further studies based on the research objectives. This is followed by a list of chronologically organized reference materials utilized in the study and attached appendices.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this writing the research presents scholarly writings on the factors influencing employee performance in the Public Universities: a case of Academic Division in the University of Nairobi at the main campus. The influence of recruitment and selection on employee performance, the influence of training and development on employee performance, the influence of motivation on employee performance, the influence of performance appraisal on employee performance and the influence of socialization and orientation on employee performance towards meeting the organizational goals and objectives and ensure that there is high and increased level of production.

2.2 An Overview of Performance of Employees in Organizations

Employee performance is defined as a rating system used in most corporations to determine the abilities and output of an employee. Every organization has set clear vision and mission which leads employees to attain organizational goals. Managers develop job descriptions and job specifications to ensure that each employee is accountable for their responsibilities. Managers should therefore, consider the well being of employees which affects their performance. When employee's performance is low, the organizational performance is affected negatively. Employees should also play an important role when decisions concerning the organizations are made; this is because most of the decisions affect the employees who are known to deliver some of the crucial activities.

In this world of rapid change and increasing complexity, leaders rarely have enough information to make the best decisions alone, employee involvement can potentially solve problems or realize opportunities more effectively (McShane and Glinow, 2008). The managers should not dwell on the old ways of performing activities; instead they should move with the technology which qualifies the organizations to stand out in the market, the young employees might have that information which helps the organization to be competitive. Most human resource professionals recognize the need to focus on performance (Dessler, 2008). Performance determines the success or failure of an organization. Some managers therefore apply all the possible alternatives to ensure that their organizations do not collapse.

Employee engagement can break or make a business (Sisson, 2007). Managers should also ensure that they take the right employees opinions to avoid making irrelevant decisions. Most firms have consultation agencies which advise them on the way forward concerning the organizations, wise decisions should therefore be made. Employee performance does not occur in a vacuum (Ripley, 2002). Managers should not only look at the employees but also at the environments in which the employees are expected to perform. Required facilities (system factors) should also be made available to deliver quality services, they include information, resources and incentives. Employees should therefore ensure that their work is done effectively and efficiently to avoid organizational bankruptcy hence helps them to improve their performance; employees can be motivated to work when the required resources and tools are available hence increase their production level. Information is critical in organizations, this is because the employees need to know what is expected of them to produce, need to get feedback and know the policies and procedures governing the organization.

Regardless of the employee skills and experience, necessary resources to perform should also be made available for employees, tools and materials. Employees need to be given the ability to contribute to the performance of the firm together with the means and incentive to do so (Foot and Hook, 2008). During the recruitment and selection, the managers should ensure that the right candidates are appointed based on the skills, experience and their level of education. Skills are gained though education and experience. Once employed, training and development is employed to add the required skills to the employees to achieve the vision and mission of the organization hence improving their performance since they have the necessary skills. Training should be appropriate to the type of work to be performed (Nzuve, 2010), hence should be comprehensive enough to allow employees understand the nature of work to be performed. Personal factors which include skills and knowledge, capacity and motivation should be considered relevant to the employee level of performance. People need to know how to do their job, have the actual or potential ability to perform, yield, or withstand and be well motivated to perform.

Performance is as a result of ability and motivation (Mitchell, 1982); $\text{Performance} = \text{Ability} + \text{Motivation}$. High-performance is achieved by well-motivated people who are prepared to exercise discretionary effort – in the majority of roles; there is scope for individuals to decide how much effort to exert (Armstrong, 2009). The extend to which employees are motivated in their work depends on how well those employees are able to produce in their job.

Motivation is expected to have a positive effect on quality performance; employees who are characterized by a high level of motivation have a high work and life satisfaction. Motivation leads to high level of initiative and creativity from the employees and motivation is therefore extremely important for ensuring high quality performance. Employee skills, motivation and incentives have an impact on commitment, individual motivation and job satisfaction, which impacts employee discretionary behaviour which in turn impacts on performance (Derek, 2008). Employee performance appraisal exercise should also be conducted to measure the level of employee level of performance and compare with the set goals and objectives. Employee performance appraisal is carried out in organizations to identify an individual current level of performance and to enable employees improve on their performance (Cole, 2002). Managers are able to identify the weakness and strengths of their employees as a result of appraisal.

Managers initiate activities which can help employees improve their weakness like engaging them in training and development exercise to attain the required skills which in return results in to improved performance. Some employees strengths are rewarded hence motivating them to add more effort on their work and improve their performance. Organizations which are ignorant on employee performance might end up collapsing since managers do not monitor the employee achievements which might not relate to the set organizational goals and objectives. The management should work in partnership with employees for continuous and increased production. Through the use of involvement and partnership practices, organizations will attempt to maximize their employee's contribution to the achievement of organizational goals and ability to add value through high-performance working while also directly benefiting the employees themselves (Foot and Hook, 2008).

Managers should be concerned with the welfare of employees and also the success of those organizations. Managers also have another role to play to ensure that the organization stands out in the market and they include gap analysis technique and benchmarking. Gap analysis involves an investigation of the gap between the vision, objectives and goals of the organization and actual level of performance, and establishing the action necessary to bring activities in line with that what is planned (Mullins, 2010). When a manager finds that something has to be improved, he/she works on it for continuous performance. Another technique is benchmarking, which refers to the process of identifying the best practice in relation to their and competitors products and services and the processes by which those products are created and delivered. When organizations want to improve their performance,

they benchmark. Managers compare and measure their organizations policies, practices, and performance measures against those of high-performing organizations in the world.

2.3 Factors influencing Employee Performance

Organizations have clear set visions and missions which they work towards achieving them. Managing employee performance is one of the key drivers for organizational success in the present context of organizations trying to adopt a resource centred view of the organization. Management of different organizations have different methods and approaches of improving performance in their organizations. Some of the methods include the following:

2.3.1 Recruitment, Selection and Employees Performance

Recruitment is the process of finding and engaging people in the organizational needs. Selection is that part of the recruitment process concerned with deciding which applicants or candidates should be appointed to jobs (Armstrong, 2009). Recruiting is the process of locating and attracting qualified applicants for jobs open in the organization (Kinicki and Williams, 2008). Recruiting is of two types; internal and external recruitment. Internal recruiting means making already people employed by the organization aware of job openings through intranet, newspapers, bulletin boards while external recruitment, means attracting job applicants from outside the organization through newsletters, employment agencies, executive recruiting firms and many more.

Giving preference to internal recruits particularly as far as promotions are concerned has the greatest advantage of providing existing employees with an incentive to work hard, demonstrate their commitment and stay with the organizations when they might otherwise consider looking for alternative employment (Torrington et al, 2008). Internal employees get discouraged when an external candidate is offered the job; this happens when managers fail to put into consideration the internal employees hence affect the morale to work hence lower their performance level which affects the production level. Research carried out by the institute of Employment Studies (2002), shows that serious problems often occur when internal candidates fail to be considered (Torrington et al, 2008). This is because; they tend to enter the selection process with high expectations of being given the position than is the case with external candidates. Bitterness, antipathy and low morale are thus likely to follow hence might lead to poor employee performance especially when dealing with clients. Poor employee-client and employee-employer relationship can greatly affect performance and lead to low production. Unfair and unequal employees treatment especially during the promotion

and recruitment exercise cause conflicts among the employees hence affect their performance since they might feel as if their services are no longer required in that organization.

During the recruitment and selection process, the management should try and avoid the habit of employee discrimination. It is important to check the qualifications and the experience of the potential employees. Employees might be affected psychologically and emotionally once discriminated during the recruitment and selection exercise hence affect their level of production and lead to poor employee performance. In the anti-discrimination legislation, the sex discrimination act 1975 makes it unlawful to discriminate in an advertisement of any job by favoring either gender. According to the race relations act 1976, making advertisement that discriminates against any particular race and age is unlawful. The age discrimination regulation 2006 make it unlawful to discriminate against employees on account of their age except those who are under 18 years of age because its considered as child abuse in the constitution (Armstrong, 2009).

2.3.2 Training, Development and Employees Performance

Training is defined as any procedure intended to foster and enhance learning among employees and particularly directed at acquiring job skills (DuBrin, 2009). Training means learning information and skills for the present job. Development involves learning not only for the present job but also for the future jobs and possible promotion opportunities. Development is defined as a form of personal improvement that usually consists of enhancing knowledge and skills of a complex and unstructured nature. Training and development, deals with systematic approaches to improve employee skills and performance. Organizations should analyze the type of training required in relation to the organizational missions and vision before embarking on any training program.

Training consists of programmes which are deliberately planned to improve performance at the individual, group and organizational level (Okumbe, 2001). Training objectives should be set, well drawn budgets and the contents of the training exercise to ensure that the trainees achieve the required skills to apply them in order to achieve the organizational goals and improve their performance hence that of the organization. New employees need to know the organizational policies and practices which lead them to attain the objectives. The existing employees also need the training and development exercise to improve their performance by acquiring new skills and information. Competent employees do not remain competent forever; skills deteriorate and can become obsolete. That is why successful organizations

spend billions of money each on formal training, for instance, it was reported that United states (U.S) corporations with one hundred or more employees spent \$ 56.8 billion in one year on formal training (Robins, 2003).

The management should therefore ensure that all employees are included in training and development exercise and avoid discrimination which might affect organizational level of performance and production due to conflicts and misunderstandings amongst employees and lack of necessary knowledge on their job. The goal of training and development is to have competent, adapted employees who possess the up-to-date skills, knowledge and abilities needed to perform their current jobs more successfully. Training and development function tends to be a continuous process (Deconzo, 2010). Training should be comprehensive enough to allow employees understand the nature of work to be performed. Therefore the training given should be appropriate to the type of work to be performed (Nzuve, 2010). The management should therefore develop clear job specifications and job descriptions to understand the required type of training in the organization.

There should be clear understanding on the nature of work employees perform to allow commitment and accountability hence ensure increased work performance to increase the production level. According to Mutuku Peter (2011) who did a research on the impact of training on employee performance at Kenya Medical Research Institute and Centers for Disease Control and Prevention (KEMRI/CDC) in Kenya quoted Handzel, Tracey and Morgan (2002), who identified the following as the benefits of employee training; reduced employee turnover as they feel valued and understand how they impact the company, increased customer satisfaction arising from friendly interactions and proactive behavior from employees thus reducing complaints from customers, increased productivity and efficiency since trained employees make fewer mistakes and do more work within the given period then less time spend by managers on employee supervision as employees are aware of their responsibilities and the procedures to acquire their targets.

There are basic types of employee training which includes the following

i) Apprentice Training

Apprentice training is given to people who are new to a job. Apprentice training is designed to teach them the rules of getting the work done and to provide an opportunity for applying these procedures.

ii) Vestibule Training

Vestibule training takes place in an environment that stimulates the actual work place.

iii) On-the -job -training

On-the -job -training is provided by the immediate supervisor and by fellow workers. It can be formal or informal in nature and usually consists of coaching the individual in the most effective ways of getting the job done. The major benefit of on-the -job -training is that it teaches the individual the right way to do the job, bypassing the inefficiencies of trial and error.

iv) Off -the-job-training

Off-the-job-training is done away from the work place. Often it is used when people need to be trained in activities or ideas that are non-technical in nature, such as effective communication and leadership style.

v) Virtual Training

Virtual training uses a computer and a well learning program, more commonly known as e-learning. E-learning is a web-based form of computer-based training (DuBrin, 2009). E-learning helps deal with the challenges of training workers who are geographically dispersed.

2.3.3 Motivation and Employees Performance

Motivation is a psychological force that determines the direction of a person's behavior in an organization, a person's level of effort, and a person's level of persistence in the face of obstacles (Jones and George, 2006). There are two types of motivation; Intrinsic and extrinsic motivation (Wright, 2006). Intrinsic motivation is defined as the desire or a need to act that originates within an individual like, like if an activity itself is interesting, while extrinsic motivation is defined as the desire to act to obtain an external reward like rewards and recognition. Motivation is central to management because it explains why people behave the way they do in organizations.

High-performance is achieved by well-motivated people who are prepared to exercise discretionary effort - in the majority of roles; there is scope for individuals to decide how much effort to exert (Armstrong, 2009). It would be over simplistic and crude to make sweeping assumptions that everybody will be motivated by the same things (Porter et al,

2007). Some people will be motivated by money, and others will value money but will require other motivational needs to be satisfied before money can have any effect like recognition and be involved in decision making of the organization. Various employees are motivated by various things towards their improved performance. The employees should be engaged in the activities carried out in the organization to feel that they are playing an important role in the company.

People work better when highly motivated and when there is a direct relationship between quality of performance and levels of motivation and that volume and quality of work declines when the motivation is lower (Pettinger and Frith, 2000). Gaining employee commitment is important especially in the current era since several studies have found out that most American workers are not fully engaged in their work (DuBrin, 2009). The employees do what is expected of them but do not contribute extra mental and physical effort to be outstanding. Most employees want to be organizational citizens yet many feel that they have a poor relationship with the supervisors or believe that the organization does not care about them hence affect their level of output. According to a Gallup study, about 70% of employees are "disengaged", meaning that they are no longer committed to the company (Dubrin, 2009). The management approach recognizes that the contribution of an organizations people is critical to the creation of a competitive advantage.

Employers acknowledge that their organizations will flourish if they can engage their employees, meaning that they will be fully motivated to give of their very best to their employee engagement in order to achieve the high-performance workforce that will give them this edge (Foot and Hook, 2008). According to Sisson, 2007, employee engagement can break or make a business (Foot and Hook, 2008). When employees get a sense of belonging, they work hard to achieve the organizational goals and objectives. Unless knowledge workers have engaging employment experiences, career development opportunities and a supportive manager, their organization will suffer from costly loss of human capital and potentially devastating attrition. Never before has the motivation and retention of knowledge workers has been more critical for organizational sustainability than it is today (Carleton, 2011). All organizations are concerned on what should be done to achieve sustained high level of performance through people, in understanding and applying motivation theory, the aim is to obtain added value through people in the sense that the value of their output exceeds the cost of generating it (Armstrong, 2009). Motivation begins with the employees own drives and needs (Hill Mcshane, 2009). Drives are instinctive tendencies to seek particular goals or

maintain internal stability while needs is mostly conscious deficiencies that energize or trigger behaviors to satisfy those needs.

Maslows needs hierarchy theory was developed in 1940's to show how needs are arranged in a hierarchy whereby people are motivated to fulfill a higher need as a lower one becomes gratified, so most employees work hard to ensure that their needs are met hence increased performance. Employees are motivated by various needs, so the management should try and understand employee's needs and fulfill them to avoid poor performance in their organizations. Maslows classified the hierarchy of needs as follows; physiological needs, belongingness needs, esteem needs and safety needs. The psychological drive that directs a person towards an objective is motivation (Hodgets and Hedgar, 2008). People have certain needs that motivate them to perform specific behaviors for which they receive rewards that give feedback and satisfy the original need (Kinicki and Williams, 2008). Many years ago, Vroom suggested the equation: $\text{Performance} = \text{Ability} \times \text{Motivation}$ (Mitchell, 1982).

When employees are able to perform a certain task and they have the required skills, the managers should then motivate them to ensure that the performance keeps on improving from one level to another. Skilled workers may be aware of the implications that are invisible to the managers (Price, 2007). The management should therefore consider employee's views and opinions important for the sustainability of the organization. Managers and organizations can use the theory of Maslows hierarchy of needs as a framework to develop benefit packages that are meaningful to and resonate with their employees, thus increasing motivation, productivity and overall organizations revenues (Sandri and Bowen, 2011). A motivated workforce will be inspired to be more creative, productive and loyal hence increased employee performance.

2.3.4 Performance Appraisal (Evaluation) and Employees Performance

Performance appraisal is a procedure that involves setting work standards, assessing employee's actual performance relative to those standards and providing feedback to the employees with the aim of motivating them to eliminate performance deficiencies or to continue to perform above par. The aim should always be to improve the employees performance and thereby, the company's performance (Dessler, 2008). Performance appraisal is also defined as a formal system for measuring, evaluating, and reviewing performance (DuBrin, 2009). Many managers take the integrated nature of the process of setting goals, training employees, and then rewarding them- more seriously than in the past, this process is

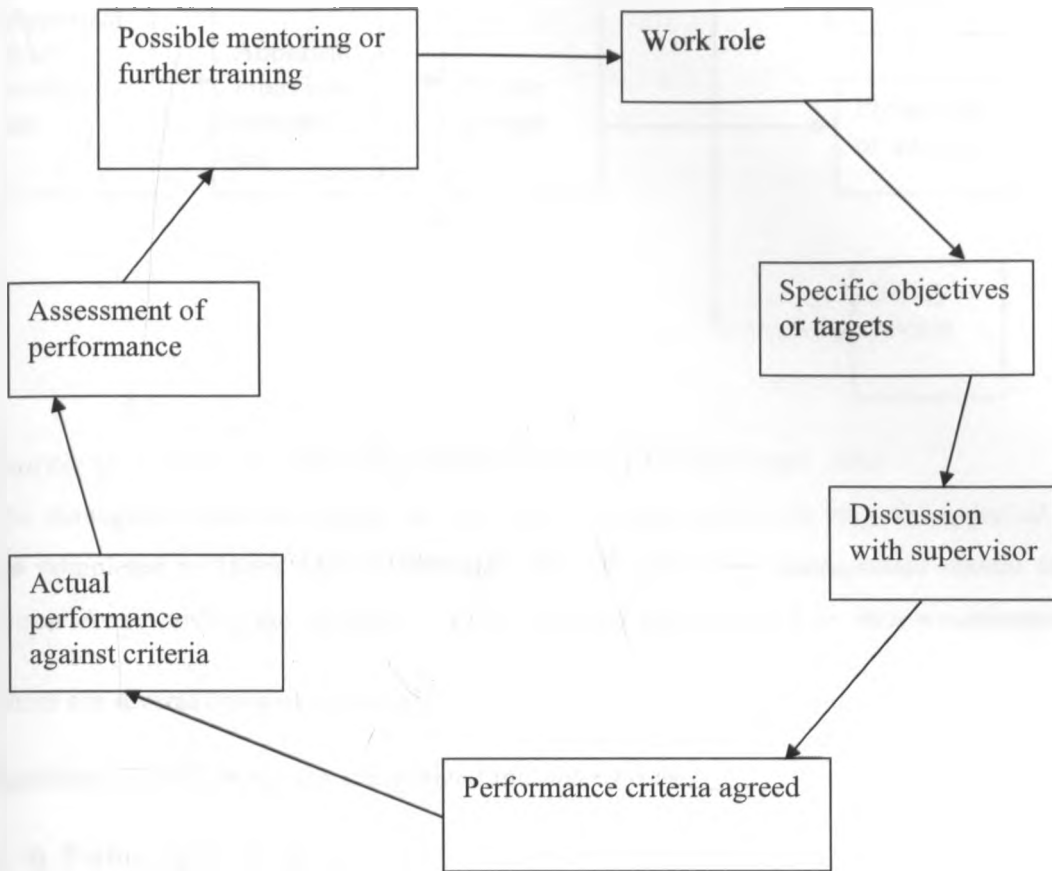
described as performance management. Performance management is a systematic process for improving organizational performance by developing the performance of individuals and teams (Armstrong, 2009).

According to Weiss and Hartle (1997), performance management is a process for establishing a shared understanding about what is to be achieved and how it is to be achieved, and an approach to managing people that increases the probability of achieving success (Armstrong and Murlis, 2004). The aim of performance management is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organization. Appraisal may be used to assess a person's suitability for promotion, either generally or with a specific job in mind (Cole, 2002). Employees therefore work harder to ensure that their performance is rated at a higher level in expectation of being promoted hence improves their performance and the production level in their organizations. The success of every institution depends on the quality and commitment of its human resources. In order to ensure continued efficiency and effectiveness of staff, each organization has to carry out employee performance appraisal from time to time so as to keep them in check and replace, motivate, retrain or take any other appropriate action (Nyaoga et al, 2010).

Managers should think of their employee performance as an ongoing journey with checkpoints at regular intervals, where some are more formal than others (Pharris, 2012). The performance of employees should be checked from time to time and compare their performance hence check the employee's strengths and weakness and take an appropriate action. Some organizations do not carry out the appraisal exercise in their organizations hence end up collapsing since the level of employee performance is not put into consideration. Where employees know that their performance will be appraised, they tend to work harder to avoid being seen as non-performers. The goals and objectives/targets to be achieved can be discussed by the employee and manager, so that the employee is genuinely able to commit to any challenge faced. There are various reasons why appraisals are carried out in organizations (Cole, 2002) and they include the following: to identify an individual's current level of job performance, to enable the employees improve their performance, to provide a basis for rewarding employees in relation to their contribution to the organizations goals, to motivate employees and to identify employee strengths and weaknesses. Once employee's weaknesses have been identified, the management can work on them in various

ways like training and motivating the employees for better results hence obtain a sense of belonging.

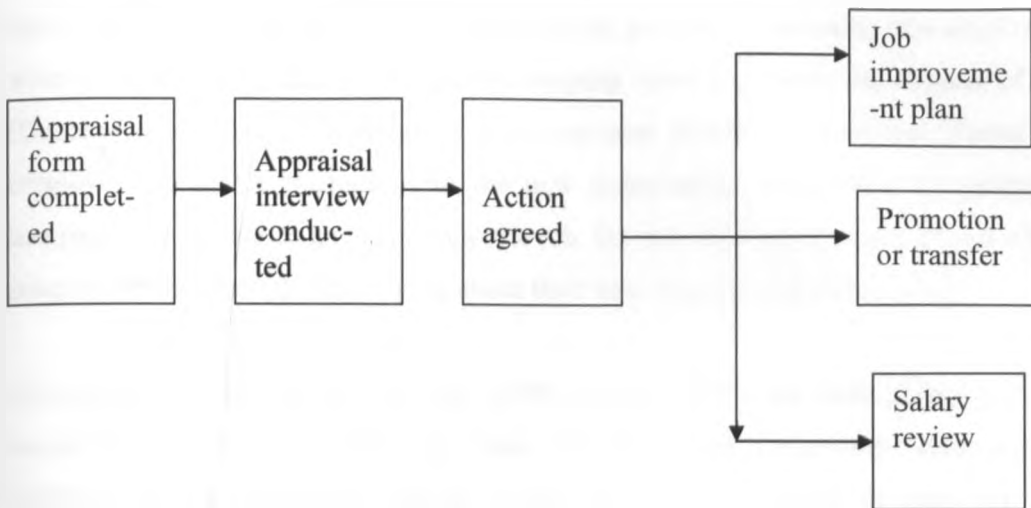
Figure 1: The Context of Performance Appraisal



Source: G. A. Cole, *Personnel and Human Resources Management*, 2002

Employees need to have job descriptions for accountability. The management and employees should have an agreement on the objectives to be attained and how they will be obtained. The management should also check the performance of employees and evaluate them, hence, assess the results against the set objectives then take an appropriate action to ensure that there is continuous increased performance in the organization.

Figure 2: The appraisal process



Source: G. A. Cole, Personnel and Human Resources Management, 2002

The management should conduct an interview with the employees once the appraisal forms are completed to check their weaknesses and strengths. The management should take an action like rewarding the strengths of employees and take an action on their weaknesses.

There are several types of appraisal

Appraisal review are usually categorized into three types

i) Performance Reviews

Performance review analyses employees past success and failures with a view to improving future performance.

ii) Potential Reviews

Potential reviews assess subordinates suitability for promotion and/or further training.

iii) Reward Reviews

Reward reviews determines pay rise. It's a well established principle that salary assessments should occur well after performance and potential reviews have been completed.

2.3.5 Socialization, Orientation and Employees Performance

Socialization is the process of adaptation that takes place as individuals attempt to learn the values and norms of work roles. Orientation is the process of informing new employees about what is expected of them in the job and helping them cope with the stresses of transition (Gomez-Mejia, 2010). Socialization is a long-term process with several phases that help employees acclimate themselves to the new organization, understand its culture and the company's expectations and settle into the job. On the other hand, orientation is a short term program that informs the employees about their new position and the company.

According to Falcione and Wilson, 1988; Lester, 1987, the most dominant theory in socialization research to date has been the theory of Uncertainty Reduction (Foley, 2010). Uncertainty Reduction Theory (URT) proposes that when an employee enters an organization or assumes a new position within an organization, he or she experiences high levels of uncertainty. This uncertainty typically causes discomfort that the employee is motivated to reduce. To reduce this uncertainty, the employee gathers information in various domains and from various sources. The information acquired then serves to make the work place more understandable, predictable, and controllable. According to Morrison, 1993; Ostroff and Kozlowski, 1992, much of the need information comes from social interaction with supervisors and workers (Foley, 2010).

It is through socialization and orientation process that the new employees are able to understand the organizational goals, objectives and procedures and put more effort to achieve them. Conducive environment for new employees gives them an opportunity to work without stress and create desire to work as a team hence improve their performance and production level. On the other hand, individuals who are unable to be socialized in organizations would feel stressed because of the environmental mismatch, and would lower their self-evaluation because of the poor job performance caused by unconducive environment. Individuals who successfully socialize in organizations are more matched to them as demonstrated by improvements in their job-related abilities and by acceptance of their organizational values and norms (Su-Chiung Liang, 2008), socialization and orientation therefore helps in job performance improvement in organizations and also at an individual level. It's through socialization and orientation process that employees learn to know and understand the organizations missions and visions.

The more quickly an employee can gather the needed information, the less time it will take for them to become socialized and the faster they will reach desired levels of performance (Foley, 2010). Therefore, the management should ensure that all employees are socialized and receive orientation immediately after they join the organization. There is strong evidence that individuals who perceive that they have a good relationship with their immediate superior tend to put increased effort into doing their work well, in order to cement this relationship (Rollinson and Broadfield, 2008). The good relationship is as result of good socialization. The employees receive information about the organization and the roles they are supposed to play hence gains understanding of the organizational expectations and work towards the achievement. Individuals who receive role information should have a greater understanding of role expectations and their place within the organization than those who do not receive explicit role information.

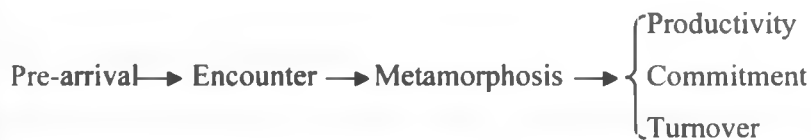
There is formal and informal socialization and orientation process in various organizations. Formal socialization and orientation practices can have many benefits of interest to management. For instance, they have been linked to increased organizational commitment, job involvement and tenure. Management literature stresses that when managers fail to use the first weeks to promote corporate values, employees educate themselves on their corporate values through more informal means (Su-Chiung Liang, 2008). During the employees first weeks on the job, an understanding of the organizations culture is formed. This period can be an impressionable one for the employee. When the employees are new, adjustment issues may be intense, so they need more attention and reassurance. Newcomers adopt the company's norms and values more quickly when they receive positive support from organizational insiders. Sometimes this is accomplished through informal social gatherings (Debra and Campbell, 2008).

When socialization is effective, newcomers understand and adopt the organizations values and norms, and it also provides employees a context for interpreting and responding to things that happen at work and ensures a framework of understanding among employees. The management should ensure that there is a designed schedule for orientation purpose and time frame to avoid interfering with the other organizational activities. Many organization miss out the socialization and orientation process/step hence end up losing new hires within the first three to six months of employment (Giacalone, 2009). This happens because the new

employees feel that they are unwanted and not supported in that organization hence fails to give the required production.

A comprehensive orientation process gives new employees the feeling that the organization expects them, which in turn makes them glad they joined the company and give their maximum effort hence improving their performance. Socialization has three processes which includes; the pre-arrival stage where a candidate encompasses all the learning that occurs before a new member joins the organization, the encounter stage whereby the new employee sees what the organization is really like, confronts the possible dichotomy between her expectations and her job, then undergoes through the socialization process that detaches him/her from the previous assumptions and replace them with another of the organization, and the metamorphosis stage whereby the employee masters the skills required for his or her job successfully (Robbins, 2003).

Figure 3: Socialization process



Source: *Stephen P. Robbins, Organizational Behaviour, 2003*

2.4 Theoretical Framework

Theoretical framework is defined as a collection of interrelated ideas based on theories. Theoretical framework enables the researcher to conceptualize the topic in entirety as an outgrowth of the larger society; it enables the researcher to acknowledge the problem from a wider perspective. This study intended to assess the determinants of employee performance of the academic division in the University of Nairobi. The study considered constructs of content theory of motivation by Abraham Maslow. According to content theory of motivation, developed by psychologist Abraham Maslow recognized that an employee's behaviour is motivated simultaneously by several needs. He formulated a hierarchy of needs pyramid in 1954 (Armstrong, 2009), with Physiological needs at the bottom and self-actualization needs at the top.

Maslow's need hierarchy is a convenient way of classifying needs and has spurred thousands of managers to take the subject of human motivation more seriously (Dubrin, 2009). The

managers need to understand the level of needs of their employees to ensure that they are satisfied and work towards achieving organizational goals, employees are important assets in any organizations because they contribute to the performance of the organization. Motivation begins with the employees own drives and needs (Hill-Mcshane, 2009). High performance is achieved by well-motivated employees who are prepared to exercise discretionary efforts.

According to Goal theory by Lathan and Locke, 1988, (Cole, 2002)), argue that an individual's motivation is enhanced when feedback on performance is available. Motivation and performance are higher when there are set goals and feedback on performance. Goal commitment is likely to be enhanced when goals are made public and when they are set by individual rather than imposed externally. Structural Functionalism theory argues that society needs a shared, articulated set of goals. If people were pursuing many unrelated goals, the resulting chaos would make society impossible. Therefore, managers need to set achievable goals to ensure that employees are moving towards the same direction hence promote teamwork which results to high production and high performance.

2.5 Conceptual Framework

Conceptual framework is defined as an interconnected set of ideas (theories) about how a particular phenomenon functions or is related to its parts (Svinicki, 2010). The main purpose of conceptual framework is to clarify concepts and purpose relationships among the variables in the study, provide a context for interpreting the study findings and to explain observations.

Independent Variables

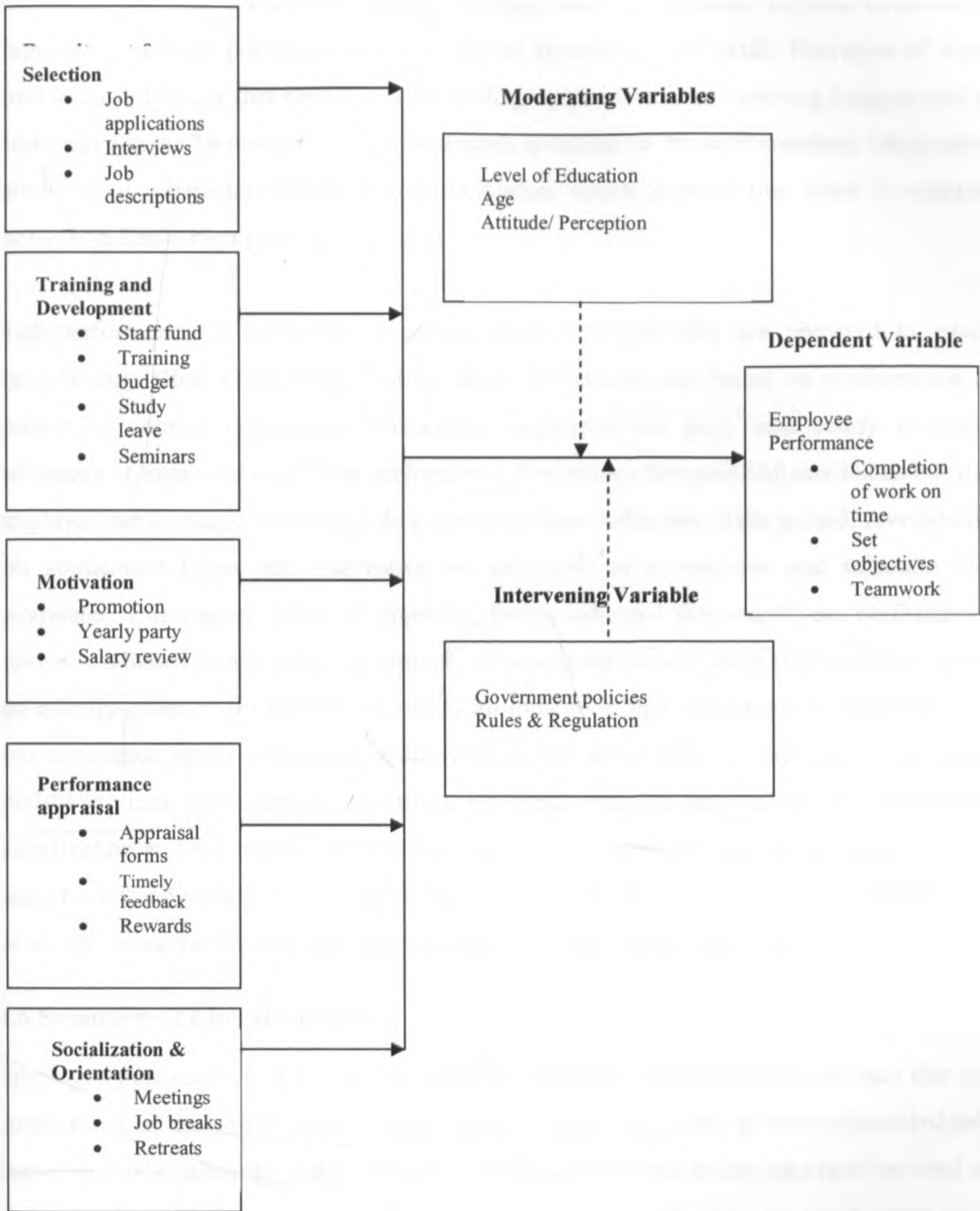


Figure 4: Conceptual framework

Conceptual framework is a structure that shows the relationship between various variables. The research based on the determinants of employee performance has several variables which include; independent variable, dependent variable, moderating variable and intervening variable. Various indicators for each independent variable were considered in the conceptual

framework. Indicator is defined as a sign showing the progress of situation. It is a basis for measuring progress towards objectives. Training and development variable contributes to improved employee performance due to added knowledge and skills. Provision of support fund is an indication that employees are adding more knowledge, training budgets and paid study leave in the University of Nairobi is made available to the staff members. Motivation of employees is characterized by various indicators which indicate that there is continuous motivation hence high performance level.

High-performance is achieved by well-motivated people who are prepared to exercise discretionary effort (Armstrong, 2009). Some promotions are based on performance as a reward to various employees. Promotion, organizational party and salary review are indicators of improved employee performance. Recruiting the qualified candidates boosts the employee performance level since they apply the knowledge and skills gained. Availability of job application forms and interviews are indicators of recruitment and selection of the candidates. Continuous filling of appraisal forms indicated that employees performance is usually evaluated hence rated accordingly to assess employees their performance. Rewards are usually given to the best employee as an indication that performance appraisal exercise was conducted hence motivating employees to put more effort in their roles and produce quality services and products. Meetings, job breaks and job retreats are also good signs of socialization and orientation. People bond during the organizational social gatherings hence share norms and beliefs of the organization, bonding brings people together to work as a team hence increases the level of performance due to organizational unity.

2.6 Summary of Literature Review

Employee performance is one of the greatest challenges most management face due to the competition in the world market. Some organizational management have acknowledged the importance of employees based on their contributions towards achieving organizational goals and objectives. Various measures have been put into consideration to avoid organizational collapse. The management cannot work without involvement of other organizational employees. Missions and visions are set to ensure that all employees work towards achieving similar goals. Employers acknowledge that their organizations will flourish if they can engage their employees, meaning that they will be motivated to give of their very best to their employer (Foot and Hook, 2008). In the University of Nairobi, various strategies have been implemented by the University Management Board (UMB) to ensure that the necessary

actions are taken towards achieving the set missions and visions. Additional efforts by employees are provided when their needs are catered for by the management. There are various activities that the management acknowledges they are important for the benefit of both the employees and the employee. An activity such as appointing the right candidate for a certain position as per the required qualifications reduces the cost and time for training a candidate without any qualification. Qualified candidates apply the knowledge and skills attained to help the organization achieve the goals and objectives. More training is required to ensure that the employee understands the missions and visions well hence, other skills related to their jobs, norms and values of the organization.

Training should be appropriate to the type of work to be performed (Nzuve, 2010), this sharpens the mind of the employee on their duties hence improve on their performance. There is also a need to motivate employees to add more effort to their duties, deliver quality services and produce quality products. Motivated employee is a productive employee. Performance is as a result of ability and motivation (Mitchell, 1982). The recruited employees are able to perform the assigned duties, so there is a need of motivation to have higher production. Employees are motivated by monetary and non-monetary rewards which makes them have a sense of appreciation by the management hence produce higher and quality yield. Socialization and orientation is also an important exercise towards improved employee performance. The more quickly an employee can gather the needed information, the less time it will take for them to become socialized and the faster they will reach desired levels of performance (Foley, 2010). It is through socialization and orientation exercise that the required information which facilitates continuous performance improvement is highly shared amongst employees. The management should also conduct performance review exercise like being engaged in performance appraisal, ISO auditing and take action on the areas of employee's weaknesses to ensure that the employee's contribution to the organization is valued. Bench marking and gap analysis are also good techniques to be used by the management for continuous organizational improvement and performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter explains the methods and procedures that were used in carrying out this research study. The sections discussed in this chapter includes: the research design, target population, sample size and sampling procedures, research instruments- validity and reliability of instruments, data collection procedures, data analysis technique, ethical consideration and operational table.

3.2 Research Design

Research design is defined as the plan and structure of investigation so conceived as to obtain answers to research questions (Cooper and Schindler, 2006). Plan is defined as the overall scheme or programme of the research. Descriptive survey design was used whereby; the investigator administered questionnaire to the respondents. Surveys are an efficient way of obtaining information needed to describe people's thoughts, opinions and feelings (Zechmeister and Schaughnessy, 1992). According to Gekombe Zachariah, 2011, who did a research on the influence of Catholic Church projects on socio-economic development in Nyamache District quoted that "a survey gathers data at a particular time with the intention of describing the nature of existing conditions, hence identify standards against which existing conditions can be compared and determine the causal relationship between specific events".

3.3 Target Population

Target population is defined as to all the members of a real hypothetical set of people, events or objects to which the research wishes to generalize the results of the research (Borg and Gall, 1989).The target population of the research was the academic division in the University of Nairobi whose population was 85 employees.

Table 3.1: Target population

No.	Grades	Population size
1	Associate professor	4
2	Senior Lecturer	3
3	Lecturer	5
4	E/F	5
5	F	1
6	E	3
7	D	1
8	C/D	2
9	C	2
10	B/C	6
11	B	8
12	A/B/C	1
13	A/B	4
14	A	9
15	IV	14
16	III	6
17	II	11
Total		85

3.4 Sample Size and Sampling Procedure

A sample size is a sub-set of the population to which research intends to generalize the results. The research used census method to get the sample which is the same as the target population. Mugenda & Mugenda, (1999) suggested that one may use a sample size of at least 10 per cent, but for better, more representative results, a higher percentage is better.” The research therefore chose a higher percentage which is 85 employees to represent the whole population which also consists of 85 employees.

Table 3.2: Sample Size and percentage Table

No.	Category	Sample size	Percentage
1	Associate professor	4	4.71%
2	Senior Lecturer	3	3.53%
3	Lecturer	5	5.88%
4	E/F	5	5.88%
5	F	1	1.18%
6	E	3	3.53%
7	D	1	1.18%
8	C/D	2	2.35%
9	C	2	2.35%
10	B/C	6	7.06%
11	B	8	9.41%
12	A/B/C	1	1.18%
13	A/B	4	4.71%
14	A	9	10.59%
15	IV	14	16.47%
16	III	6	7.06%
17	II	11	12.94%
Total		85	100%

3.5 Research Instruments

The research used questionnaire to collect data. Questionnaire is the good instruments to use when collecting data because it enables the researcher to explain the purpose of the study and give meaning of items that may not be very clear to the respondent (Best and Khan, 1992). Adequate time of three days was given to the respondents to fill-in the right information required. The study employed questionnaire which was constructed then administered to 4 Associate Professors level employees, 3 Senior Lecturer level employees, 5 lecturer level employees, 5 employees in grade E/F, 1 employees in grade F, 3 employees in grade E, 1 employees in grade D, 2 employees in grade C/D, 2 employees in grade C, 6 employees in grade B/C, 8 employees in grade B, 1 employee in grade A/B/C, 4 employees in grade A/B, 9 employees in grade A, 14 employees in grade IV, 6 employees in grade III and 11 employees in grade II. The questionnaire formed consisted of different parts which included the

following; Part A which focused on employees personal details, Part B which specialized on the current job skills and knowledge; Part C which focused on promotion and motivation; Part D which focused on socialization and orientation, Part E which focused on performance appraisal and Part F where the respondents were supposed to give their opinions about how management and employees can do to improve employee performance of the academic division in the University of Nairobi.

3.5.1 Validity of the Research Instruments

Validity of instruments shows whether the item measures what they are supposed to measure (Borg and Gall, 1989). Validity also refers to the appropriateness, meaningful and usefulness of the inferences a researcher makes. Pre-test of the instruments was conducted in order to assess the validity of the instruments. Pre-testing of the questionnaire helps the researcher to detect weaknesses in the instrument. Some questionnaires were administered to five staffs in the University of Nairobi; some information was discarded and some added, therefore the questionnaire was amended accordingly. The research therefore ensured that that the instrument was precise and comprehensive enough to collect the required information in relation to the objectives of the study.

3.5.2 Reliability of the Research Instruments

Reliability is defined as a measure of the degree to which the research instrument yields consistent results or data, after repeated trials (Mugenda, 1999). Test-retest method was used by the research and several questionnaires were administered to several employees in the University of Nairobi.

3.6 Data Collection

Primary data collection method was used whereby; questionnaires were administered to the collected and analyzed the data. The research ensured that the contents in the questionnaire related to the purpose of the research. The research also explained the contents in the questionnaire for the respondents who had difficulties while filling the questionnaire.

3.7 Data Analysis

Data analysis was based on the research questions which were administered to the employees of the academic division in the University of Nairobi. Data which was conducted used descriptive statistics like frequency tables and inferential statistics. Qualitative and quantitative data was collected and edited, the data was then coded after editing and the

information was entered in the Statistical Package for Social sciences (SPSS) software then was analyzed.

3.8 Ethical Considerations

The research sought to assess the factors influencing employee performance to assist the managers to employ them to achieve the organizational goals and for continuous organizational employee performance. During the period of administering the questionnaire, confidentiality of the information was assured to the respondents and did not require participants to reveal their identity. The respondents were informed of the consent and the purpose of the research study

Table 3.3: Operationalization Table

	Objectives	Variable	Indicators	Measurement(s)	Scale
1	To investigate whether recruitment and selection process affects employee's performance in public organizations.	Recruitment and selection of employees	<ul style="list-style-type: none"> • Interviews • Advertisement • Job application forms 	The number of employees recruited per annum	Ratio
2	To establish the effects of training and development of employees in the University of Nairobi	Training and development of employees	<ul style="list-style-type: none"> • Staff support fund • Study leave • seminars 	<ul style="list-style-type: none"> • The number of people involved in training exercise • Amount of staff support fund given to employees 	Ratio Interval
3	To assess the effects of motivation influences the performance of employees in public organizations.	Motivation of employees	<ul style="list-style-type: none"> • Promotion • Commitment • Teamwork • Yearly party 	Completion of work on time and punctuality	Ordinal
4	To assess the influence of appraisal on employee performance in public organizations	Employee performance appraisal	<ul style="list-style-type: none"> • Rewards • Appraisal forms 	The results of appraisal of employees from one period to another	Interval
5	To investigate the effects of and socialization and orientation on employee performance in public organizations	Socialization and orientation of employees	<ul style="list-style-type: none"> • Departmental meetings • Job breaks • Retreats 	Knowledge about the organizations history and the structure	Ordinal

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of this research was to assess the factors influencing employee performance in the Public Universities: a case of the academic division in the University of Nairobi at the main campus. This chapter focused on data analysis, interpretation and presentation. As such the study sought to investigate the influence of recruitment and selection, training and development, motivation, performance appraisal, socialization and orientation on employee's performance of the academic division in the University of Nairobi. The data was gathered from questionnaire as the research instrument. The questionnaire was designed in line with the objectives of the study. The study employed various statistical tools for extracting information on the factors influencing employee performance of the academic division in the University of Nairobi at the main campus.

4.2 Response Rate

The study collected data from using questionnaire where 85 questionnaires were administered to 85 employees and the response came from 66 respondents, with regard to the factors influencing employee performance of the academic division in the University of Nairobi, at the main campus. The questionnaire return rate results are shown in Table 4.1.

Table 4.1: Response Rate

Response	Frequency	Percentage
Responded	66	78
Not responded	19	22
Total	85	100

From the study, 66 out of 85 target respondents filled in and returned the questionnaire contributing to 78%. This commendable response rate was made a reality after several personal calls were made and visits to remind the respondent to fill-in and return the questionnaires as well as explaining the importance of their participation in this study hence, kept reminding the respondents to fill in the questionnaires through frequent phone calls and picked the questionnaires once fully filled. This response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and

over is excellent. The questionnaires that were not returned were due to reasons like, the respondents were not available to fill them in at that time and with persistence follow-ups there were no positive responses from them. The response rate demonstrates a willingness of the respondents to participate in the study.

4.3 Demographic Characteristics of the Respondents

The study targeted staff within the academic department in the main campus which included the levels of Associate professors to employees at grade II of the academic division. As such the results on demographic characteristics of these respondents were investigated in the first section of the questionnaire. They are presented in this section under gender distribution of the respondents, age of the respondents, working experience and highest academic qualifications.

4.3.1 Distribution of the Respondents by Gender

In this study the respondents were expected to comprise both male and female staffs. As such, the study required the respondents to indicate their gender by ticking on the spaces provided in the questionnaire. Table 4.2 shows the distribution of the respondents by gender.

Table 4.2: Gender of the Respondents

Gender	Frequency	Percent
Male	34	51.5
Female	32	48.5
Total	66	100.0

Accordingly, 51.5% of the respondents were males while 48.5% of them were females. The findings show that the institution studied has both male and female members; however the majority of them are males. The findings imply that the views expressed in this findings are gender sensitive and can be taken as representative of the opinions of both genders as regards to factors influencing employee performance of the academic division in the University of Nairobi at the main campus.

4.3.2 Distribution of Respondents by Age

The level of employee performance may vary with the age of the respondents. In order to avoid biasness, this study thus had to investigate the composition of the respondent in terms of age brackets to understand their familiarity with the factors influencing employee performance of the academic division in the University of Nairobi. Table 4.3 shows the results of the findings on the age brackets of the respondents.

Table 4.3: Age Bracket

Age Bracket	Frequency	Percent
20 - 29 years	16	24.2
30 -39 Years	38	57.6
40 -49 Years	8	12.1
50 years and above	4	6.1
Total	66	100.0

From the study, 57.6% of the respondents were aged between 30 -39 years, 24.2% of the respondents were aged between 20 - 29 years, 12.1% of them indicated that they were aged between 40 -49 years, while 6.1% of the respondents indicated that they were aged between 50 years and above.

4.3.3 Working Experience in the University of Nairobi

The length of service/working in an organization determines the extent to which one is aware of the issues sought by the study. In the wake of technological advancements and globalization, there are likely to be many changes in institutional and operating environment that the respondents should know when responding to the issues sought by the study. This study is about the factors influencing employee performance of the academic division in the University of Nairobi at the main campus. The study therefore sought to establish the length of time that the respondents had been working in the university. The results on this question are presented in Table 4.4.

Table 4.4: Length Served in the University of Nairobi

Duration in Years	Frequency	Percent
Less than 1 year	6	9.1
1 - 5 Years	26	39.4
6 - 10 Years	18	27.3
11-15 Years	8	12.1
20 Years and above	8	12.1
Total	66	100.0

The study results depicted in table 4.4 reveal that 39.4% of the respondents indicated that they had an experience of 1 - 5 years in the University of Nairobi, 27.3% of them had worked in the University for a period of 6 - 10 years, 12.1% of them had a working experience of 11- 15 years, another 12.1% of the respondents indicated that they had an experience of 20 years and above, while 9.1% of them had a working experience of less than 1 year. This shows that majority respondents had enough work experience in the University of Nairobi to respond effectively. Owing to the dynamic nature of operating environment of the academic

institutions, the experience of the most current and up-to-date information on the state of determinants of employee performance is essential.

4.3.4 Highest Academic Qualifications

The University of Nairobi employ staffs in different work stations hence different academic qualifications. This difference might contribute to differences in the responses given by the respondents. The study sought to establish the highest academic qualifications attained by the respondents. The responses on this question are depicted in table 4.5.

Table 4.5: Highest Level of Education

Level of Education	Frequency	Percent
Secondary school	8	12.1
Certificate	10	15.2
Diploma	20	30.3
Degree	16	24.2
Masters	12	18.2
Above Masters	0	0
Total	66	100.0

According to the findings shown in table 4.5, majority (30.3%) of the respondents had acquired college/university diplomas level of education, 24.2% of the respondents indicated that they had acquired Bachelor's or undergraduate degrees as their highest level of education, 18.2% had acquired masters level of education, 15.2% of the respondents were holders of college certificates as their highest formal education, while 12.1% of the respondents indicated that they had acquired secondary school certificates as their highest level of education. This results imply that majority of the respondents had at least college/university diplomas and hence understood the information sought by this study. These findings further imply that all the respondents were academically qualified and also familiar with their duties and could dispense them effectively in terms of professional work ability and performance.

4.3.5 Distribution of the Respondents by Marital Status

The target respondents are distributed in various age brackets hence their marital status are likely to be different. As such the study sought to establish the marital statuses of these respondents since the family stability is a factor that can affect one's performance in the assigned work stations.

Table 4.6: Marital Status

Status	Frequency	Percent
Single	30	45.5
Married	34	51.5
Widowed	2	3.0
Total	66	100.0

Majority of the respondents, comprising 51.5%, reiterated that they were married, 45.5% of the respondents were single, while 3.0% of them were widowed. The findings imply that the staffs within the academic division are mainly married. Their marital statuses are an indication that they have family commitments and responsibilities which to some extent they are expected to affect their performance. However it is worth noting that the proportion of the single employees in the division is significantly high implying that they are likely to be contained in the offices till late to complete their duties and sometimes report to work late after nights out which may affect their performance differently. The results in general indicate that there are employees in various marital statuses.

4.3.6 Appointment Terms of the Respondents

The study sought to establish the various appointment terms of the respondents in the academic division in the University of Nairobi. The results are shown in table 4.7.

Table 4.7: Appointment Terms

Appointment	Frequency	Percent
Permanent	20	30.3
Contract	34	51.5
Temporary	8	12.1
Casual	4	6.1
Total	66	100.0

According to table 4.7, 51.5% of the respondents unanimously indicated that they were working under contract terms, 30.3% of them were employed under permanent terms, 12.1% of the respondents reiterated that they were working under temporary terms, while only 6.1% of them were casual workers in the academic division. These findings show that there are various staffs working under various appointment terms where the job descriptions, remunerations and other aspects of employee motivation differ. It is therefore clear that the views expressed in this study are representative of the situation of various employment terms.

4.4 Current Job Knowledge and Skills

For employees working in the academic division to execute their duties effectively, they need to be equipped with the relevant skills and knowledge. To ascertain the acquisition of the relevant skills and knowledge, the respondents were required to indicate the ways of getting various skills and knowledge in their current positions within the academic division. The results are shown in table 4.8.

Table 4.8: Source of Acquiring Skills and Knowledge

Source of acquiring skills and knowledge	Yes		No		Partially	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Participated in organizational training	32	48.5	18	27.3	16	24.2
School education	46	69.7	14	21.2	6	9.1
Through observation	30	45.5	28	42.4	8	12.1
Former employment	18	27.3	38	57.6	10	15.2

4.4.1 Methods of acquiring Skills and Knowledge

Majority of the respondents, 48.5%, had acquired skills and knowledge through participated in organizational training, 69.7% of them indicated that they had acquired skills and knowledge through school education, 45.5% of the respondents acquired skills and knowledge through observation and 27.3% of them acquired skills and knowledge from the former employment. The results imply that majority of the respondents had acquired skills and knowledge from various sources to enable them to perform their duties effectively.

The respondents were requested to indicate whether they had been involved in any training. From the study, an overwhelming majority of the respondents, comprising of 69.7%, indicated that they had been involved in some training exercise as compared to 30.3% of those who indicated otherwise. It is clear from the results that majority of the respondents had participated in a training exercise to increase their skills and knowledge.

Upon indicating that they had been involved in a training exercise, the respondents were required to indicate the capacity in which they were involved in the training exercise.

Table 4.9: Capacity in the Training

Capacity in the Training	Frequency	Percent
Trainer	6	9.1
Coordinator	6	9.1
Trainee	44	66.7
Others	10	15.1
Total	66	100.0

4.4.2 Capacity of training level

From the study, 66.7% of the respondents recapped that they were involved in the training as trainees, 15.1% of them were not involved in the trainings, 9.1% of the respondents participated in training exercises as coordinators as well as another 9.1% of those who were involved as trainers.

Table 4.10: Times Participated in Training and Development Exercise

Number of Times Participated in the Training	Frequency	Percent
1 - 2 times	24	36.4
3 - 4 times	14	21.2
5 - 6 times	8	12.1
7 times and above	6	9.1
None of the above	14	21.2
Total	66	100.0

On the number of times participated in the training and development exercise in the University of Nairobi, 36.4% of the respondents participated in training and development for 1 - 2 times, 21.2% of them were involved between 3 - 4 times, 21.2% of the respondents were not involved at all, while 12.1% of them were involved between 5 - 6 times and 9.1% of the respondents participated in the training and development for 7 times and above.

4.4.3 Relationship between Job Description and Training Exercise Experience

On the relationship or relevance between the job description and the training experience achieved during the training exercise, 61% of the respondents indicated that there was relevant relationship between the job description and the training experience achieved during the training exercise as compared to 39% of those who indicated contrary view. On this they

explained that the customer care and public relations were relevant. They further explained that integrity course taught the respondents how to fight corruption at the work place; they were also taught public relation which helps them to deal with both internal and external customers.

The various kind of training exercises that the respondents had participated in included front office customer care, on-line university application processes, public relations, customer care skills, management skills, internal audit management systems audit, integrity assurance, leadership skills and participation skills.

4.4.4 Whether the Respondents Furthered Education since their Employment

Majority of the respondents (63.6%) indicated that they furthered their education since their employment at the University of Nairobi, while 36.4% of them had not furthered their education since their employment at the University of Nairobi.

Table 4.11: Whether the Respondents get staff support fund from the University

Response	Frequency	Percent
Yes	8	12.1
No	58	87.9
Total	66	100.0

On whether the respondents get any staff support fund from the University of Nairobi, 87.9% of the respondents overwhelmingly indicated that they never get any staff support fund from the University of Nairobi with only 12.1% of them indicating that they get staff support fund from the University of Nairobi.

4.5 Promotion and Motivation

The respondents were required to indicate their level of agreement with various aspects of promotion and motivation where a scale of 1 to 5 was provided such that 5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

Table 4.12: Agreement with aspects of Promotion and Motivation

Aspects of Promotion and motivation	Mean	Std dev
Promotions are based on merit	2.3939	1.21375
Promotions depends on know who in the University of Nairobi	3.7273	1.29550

	Mean	Std dev
Several employees have left University of Nairobi due to better pay at other organizations	4.3939	.92618
I am frustrated because I have never been promoted	3.5152	1.19283
Promotions are based on ethnicity	3.3939	1.16195
Promotions are based on gender	3.0303	1.22750
Salary review motivates employees to add more effort	4.0303	1.20217
Employees value monetary rewards than non-monetary rewards	4.2121	1.01550
Employees value non-monetary rewards than monetary rewards	3.3030	1.45676
Given a chance, I will move to another organization	3.5455	1.36079
The necessary work equipments are available	3.9697	1.20217
Paid overtime boosts my morale to increase my efforts towards achieving the organizational goals and objectives	4.0000	1.18970
There is spacious and adequate space at my place of work	3.3939	1.28756
Rewards are given to the best performing employees	2.6061	1.26344
I am more involved in the decision making activities	2.3333	1.30482
My decisions and opinions are highly valued in the department	2.5758	1.19048
My supervisor acknowledges my efforts towards achieving organizational goals and objectives	2.8788	1.33030
Employees finish their duties within the given time frame	3.4688	1.18145

According to the results shown in table 4.12, majority of the respondents agreed that several employees have left University of Nairobi due to better pay at other organizations as shown by a mean score of 4.3939, employees value monetary rewards than non-monetary rewards as shown by a mean score of 4.2121, salary review motivates employees to add more effort as shown by a mean score of 4.0303, paid overtime boosts my morale to increase my efforts towards achieving the organizational goals and objectives as shown by a mean score of 4.0000, the necessary work equipments are available as shown by a mean score of 3.9697, promotions depends on know who in the University of Nairobi as shown by a mean score of 3.7273, given a chance, they will move to another organization as shown by a mean score of 3.5455 and that they are frustrated because they have never been promoted as shown by a mean score of 3.5152. They further indicated neutrality on that employees finish their duties within the given time frame as shown by a mean score of 3.4688, promotions are based on ethnicity as shown by a mean score of 3.3939, there is spacious and adequate space at my place of work as shown by a mean score of 3.3939, employees value non-monetary rewards than monetary rewards as shown by a mean score of 3.3030, promotions are based on gender as shown by a mean score of 3.0303, their supervisors acknowledge their efforts towards achieving organizational goals and objectives as shown by a mean score of 2.8788, rewards

are given to the best performing employees as shown by a mean score of 2.6061 and that their decisions and opinions are highly valued in the department as shown by a mean score of 2.5758. However the respondents disagreed that promotions are based on merit as shown by a mean score of 2.3939 and they are more involved in the decision making activities as shown by a mean score of 2.3333.

4.6 Socialization and Orientation

The study further sought to establish the respondent's level of agreement with various aspects of socialization and orientation. The results are shown in table 4.13.

Table 4.13: Agreement with various Aspects of Socialization and Orientation

Aspects of Socialization and Orientation	Mean	Std dev
I relate well with the boss	4.0000	1.08131
I relate well with my co-workers	4.3030	.80326
Interacts with supervisors and managers effectively	3.9394	.89234
Meetings are conducted effectively in my department	3.3939	1.28756
Understand the UoN organizational structure well	3.7576	1.24110
I usually work during job breaks	3.3939	1.28756
Job retreats are available in the department	4.0303	6.71387
Newcomers are well introduced to their fellow workers	3.0303	1.32398
I understand the University of Nairobi's history norms and beliefs well	3.3636	1.30839
Teamwork is more encouraged than working independently	3.7879	1.04536
Networking to colleagues from other departments is large	3.7273	1.08904
Every employees is given an opportunity to give out their opinions in the departmental meetings	3.5758	1.16435
I get departmental support when I encounter personal difficulties and issues	3.5758	1.02373
I am aware of the various departments that exist in the UoN	3.6061	1.21375

Majority of the respondents agreed that they relate well with their co-workers as shown by a mean score of 4.3030, job retreats are available in the department as shown by a mean score of 4.0303, they relate well with the bosses as shown by a mean score of 4.0000, interacts with supervisors and managers effectively as shown by a mean score of 3.9394, teamwork is more encouraged than working independently as shown by a mean score of 3.7879, they understand the University of Nairobi organizational structure well as shown by a mean score of 3.7576, networking to colleagues from other departments is large as shown by a mean score of 3.7273, they are aware of the various departments that exist in the University of Nairobi as shown by a mean score of 3.6061, every employees is given an opportunity to give

out their opinions in the departmental meetings as shown by a mean score of 3.5758 and that they get departmental support when they encounter personal difficulties and issues as shown by a mean score of 3.5758. The respondents indicated neutrality on that meetings are conducted effectively in my department as shown by a mean score of 3.3939, they usually work during job breaks as shown by a mean score of 3.3939, they understand the University of Nairobi's history norms and beliefs well as shown by a mean score of 3.3636 and the newcomers are well introduced to their fellow as shown by a mean score of 3.0303.

4.7 Performance Appraisal

The study sought to assess the influence of performance appraisal on employee performance of the academic division in the University of Nairobi at the main campus. As such this section is dedicated to analyzing the results on respondents' level of agreement with various aspects of performance appraisal.

Table 4.4: Agreement with various aspects of Performance Appraisal

Aspects of Performance appraisal	Mean	Std dev
The management clearly communicates the performance appraisal objectives	3.7576	1.13762
There is lack of feedback about my job performance	3.4848	1.24335
The management evaluates subordinates performance in a timely manner	3.1515	1.24335
Too many people make demands of me when I am at work	3.3030	1.22750
Employees get adequate education on how to fill the appraisal forms	3.5152	1.19283
answer the appraisal forms without difficulties	3.0303	1.36967
The supervisor discusses with their juniors about their weaknesses and how to improve them	3.0000	1.26491
The supervisor and the management rewards the areas of employees strengths	2.9697	1.41388
There is a follow-up actions taken by the management concerning the ISO auditing reports	3.3333	1.35116
Employees take ISO auditing exercise seriously	3.1212	1.50400
Rewards are given to the best performing department in the University of Nairobi	2.9091	1.43288
am accountable for my job responsibilities and roles in the department	3.4545	1.44841
face various challenges which have never been addressed to in the department	3.1818	1.41322
The targets related to my job are unrealistic	3.0909	1.29766
level of training is not adequate for me to perform my work duties efficiently	3.4848	1.42767

From the study, majority of the respondents agreed that the management clearly communicates the performance appraisal objectives as shown by a mean score of 3.7576 and employees get adequate education on how to fill the appraisal forms as shown by a mean score of 3.5152. They further remained neutral on that there is lack of feedback about their job performance as shown by a mean score of 3.4848, level of training is not adequate for them to perform their work duties efficiently as shown by a mean score of 3.4848, they are accountable for their job responsibilities and roles in the department as shown by a mean score of 3.4545, there is a follow-up actions taken by the management concerning the ISO auditing reports as shown by a mean score of 3.3333, too many people make demands of the staffs when they are at work as shown by a mean score of 3.3030, they face various challenges which have never been addressed to in the department as shown by a mean score of 3.1818, the management evaluates subordinates performance in a timely manner as shown by a mean score of 3.1515, employees take ISO auditing exercise seriously as shown by a mean score of 3.1212, the targets related to their job are unrealistic as shown by a mean score of 3.0909, they answer the appraisal forms without difficulties as shown by a mean score of 3.0303, the supervisor discusses with their juniors about their weaknesses and how to improve them as shown by a mean score of 3.0000, the supervisor and the management rewards the areas of employees strengths as shown by a mean score of 2.9697 and rewards are given to the best performing department in the University of Nairobi as shown by a mean score of 2.9091.

On the various ways which the respondents thought the management can do to improve employee performance in the academic division, they indicated that the management can organize team building sessions (job retreats) for all staffs in the division; other approaches would be through staff training for all members, provision of incentives to employees, they should work hard to maintain good leadership as well as listen to feedbacks from the junior employees and clients to implement them support employees in terms of educational funds to further their studies.

The respondents were further required to indicate various ways which they thought the employees can do to improve their performance. They reiterated that they should interact with the supervisors on the way forward to improve on the areas where appraisal has not been improved; the employees should be provided with training, they should observe punctuality,

improve work standards, have good attitudes towards work and further their studies for self-advancement.

4.8 Inferential Analysis

To quantify the strength of the relationship between the variables, the study used Karl Pearson's coefficient of correlation.

Table 4.15: Coefficient of Correlation

	Employee performance	Training and development	Promotion and motivation	Performance appraisal	Socialization and orientation
Employee performance	1	.089	.122	.023	.103
Sig. P-Values		.949	.361	.864	.435
Training and development towards change	.089	1	.016	.146	.213
Sig. P-Values	.949		.905	.273	.102
Promotion and motivation	.122	.016	1	.246	.335
Sig. P-Values	.361	.905		.063	.009
Performance appraisal	.023	.146	.246	1	.123
Sig. P-Values	.864	.273	.063		.335
Socialization and orientation	.103	.213	.335	.123	1
Sig. P-Values	.435	.102	.009	.335	

The research used the Karl Pearson's coefficient of correlation (r) to study the correlation between the study variables and the findings. From the findings, it was clear that there was a positive correlation between employee performance and training and development with a correlation figure of 0.089, it was also clear that there was also a positive correlation between employee performance and promotion and motivation with a correlation value of 0.122, a positive correlation between employee performance and performance appraisal with a value of 0.023 and a positive correlation between employee performance and socialization and orientation with a correlation value of 0.103. This shows that there was positive correlation between employee performance and socialization and orientation, promotion and motivation, training and development and performance appraisal.

In addition, the research conducted a multiple regression analysis so as to assess the factors influencing employee performance in the University of Nairobi, academic division at the main campus.

Table 4.5: Coefficient of Determination (R²)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.981(a)	0.863	0.691	0.752

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (employee performance) that is explained by all the four independent variables (socialization and orientation, promotion and motivation, training and development and performance appraisal).

The four independent variables that were studied, explain only 86.3% of the employee performance in the University of Nairobi as represented by the R². This therefore means that other factors not studied in this research contribute 13.7% of the employee performance in the institution. Therefore, further research should be conducted to investigate the other factors (13.7%) that influence employee performance at the academic division.

Table 4.17: Linear Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	B	
(Constant)	3.374	.842		4.009	.000
Training and development	0.853	.146	.330	2.276	.0015
Recruitment and selection	0.156	.113	.032	.408	.0080
Promotion and motivation	0.169	.116	.080	.673	.0074
Performance appraisal	0.205	.105	.089	.849	.0067
Socialization and orientation	0.753	.088	.167	1.379	.0041

Multiple linear regression attempts to model the relationship between two or more explanatory variables and a response variable by fitting a linear equation to observe data. Every value of the independent variable x is associated with a value of the dependent variable y . The population regression line for p explanatory variables x_1, x_2, \dots, x_p is defined to be $\mu_y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \dots + \beta_px_p$. This line describes how the mean response μ_y changes with the explanatory variables.

The investigator conducted a multiple regression analysis so as to determine the relationship between the employee performance and the five variable factors. As per the SPSS generated table 4.17, the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \varepsilon$) becomes:

$$Y = 3.374 + 0.156 X_1 + 0.853 X_2 + 0.169 X_3 + 0.205 X_4 + 0.753 X_5$$

Where Y is the dependent variable (employee performance), X_1 is the effects of recruitment and selection independent variable, X_2 is the training and development independent variable, X_3 is promotion and motivation independent variable, X_4 is performance appraisal independent variable, while X_5 is socialization and orientation independent variable.

According to the regression equation established, taking all factors (socialization and orientation, promotion and motivation, training and development and performance appraisal) constant at zero, the employee performance at the academic division in the University of Nairobi will be 3.374. The data findings analyzed also shows that taking all other independent variables at zero, a unit increase in training and development will lead to a 0.853 increase in the employee the academic division in the University of Nairobi. A unit increase in socialization and orientation will lead to a 0.753 increase in employee performance at the academic division in the University of Nairobi; a unit increase in performance appraisal will lead to a 0.205 success in employee performance at the institution; a unit increase in promotion and motivation will lead to a 0.169 increase in employee performance at the institution. This infers that training and development contributes more to the employee performance at the academic division in the University of Nairobi followed by influence by the socialization and orientation, then performance appraisal while promotion and motivation contributes the least to the employee performance at the academic division in the University of Nairobi.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This is the final chapter in this study which gives the summary of the findings, discussion, conclusion and recommendations of the study based on the objective of the study and suggestions for further findings. It comes after identifying the background, problem at hand and the objectives in chapter one, literature review was done in chapter two, chapter three set out the methodology that the study used to collect data and chapter four analyzed the data obtained from the study. The chapter finally presents the suggestions for further studies. The study sought to investigate the influence of recruitment and selection on employee's performance of the academic division in the University of Nairobi; to establish the influence of training and development on employees performance of the academic division in the University of Nairobi; to assess the influence of motivation on performance of employees of the academic division in the University of Nairobi; to assess the influence of performance appraisal on employee performance of the academic division in the University of Nairobi; and to investigate the influence of socialization and orientation on employees performance of the academic division in the University of Nairobi.

5.2 Summary of Findings

This study found out that employees in the University of Nairobi are not satisfied with the recruitment and selection exercise. When recruitment and selection is done internally, it can be referred to as promotion of the internal employees. From the study conducted on promotion, promotions depends on know who in the University of Nairobi, and that they are frustrated because they have never been promoted. This study also found out that promotions are based on ethnicity and also based on gender. It was however clear that promotion is not based on merit and the staffs are not involved in the decision making activities.

This study also found that 51.5% of the respondents were working under contract terms; 48.5% of them had acquired skills and knowledge through participation in organizational training, 69.7% of them had acquired skills and knowledge through school education, 45.5% of the respondents acquired skills and knowledge through observation and 27.3% of them acquired skills and knowledge from the former employment. The study also established that

69.7%, indicated that they had been involved in some training exercise; 66.7% of the respondents recalled that they were involved in the training as trainees, 15.1% of them were involved in other capacities, 9.1% of the respondents participated in training exercises as coordinators as well as another 9.1% of those who were involved in training as trainers. 36.4% of the respondents participated in training and development for 1 - 2 times, 21.2% of them were involved in training between 3 - 4 times, 21.2% of the respondents were not involved at all, 12.1% of them were involved between 5 - 6 times while 9.1% were involved in training for 7 times and above.

The study further found that 61% of the respondents indicated that there was relevant relationship between the job description and the training experience achieved during the training exercise; that the customer care and public relations were relevant; integrity course taught the respondents how to fight corruption at the work place; they were also taught public relation which helps them to deal with both internal and external customers. The various kinds of training exercises that the respondents had participated in included front office customer care, on-line university application processes, public relations, customer care skills, management skills, internal audit management systems audit, integrity assurance, leadership skills and participation skills. The study also found that 63.6% of the employees furthered their education since their employment at the University of Nairobi; 87.9% of the respondents overwhelmingly indicated that they never get any staff support fund from the University of Nairobi and only 12.1% of them got staff support fund from the University of Nairobi.

With regard to promotion and motivation, the study found that the respondents agreed that several employees have left University of Nairobi due to better pay at other organizations, employees value monetary rewards than non-monetary rewards, salary review motivates employees to add more effort, paid overtime boosts my morale to increase my efforts towards achieving the organizational goals and objectives, the necessary work equipments are available, given a chance they will move to another organization There was neither agreement nor disagreement on that neutrality on that employees finish their duties within the given time frame, there is spacious and adequate space at my place of work, employees value non-monetary rewards than monetary rewards, their supervisors acknowledge their efforts towards achieving organizational goals and objectives, rewards are given to the best performing employees and that their decisions and opinions are highly valued in the department.

The study found that performance appraisal influences employee performance. There was neutrality on management clearly communicates the performance appraisal objectives and employees get adequate education on how to fill the appraisal forms. neutral on that there is lack of feedback about my job performance, level of training is not adequate for me to perform my work duties efficiently, they are accountable for their job responsibilities and roles in the department, there is a follow-up actions taken by the management concerning the ISO auditing reports, too many people make demands of the staffs when they are at work, they face various challenges which have never been addressed to in the department, the management evaluates subordinates performance in a timely manner, employees take ISO auditing exercise seriously, the targets related to their job are unrealistic, they answer the appraisal forms without difficulties, the supervisor discusses with their juniors about their weaknesses and how to improve them, the supervisor and the management rewards the areas of employees strengths and rewards are given to the best performing department in the University of Nairobi.

On socialization and orientation, the study found that the staffs relate well with their co-workers, job retreats are available in the department, they relate well with the bosses, interacts with supervisors and managers effectively, teamwork is more encouraged than working independently, they understand the University of Nairobi organizational structure well, networking to colleagues from other departments is large, they are aware of the various departments that exist in the University of Nairobi, every employee is given an opportunity to give out their opinions in the departmental meetings and that they get departmental support when they encounter personal difficulties and issues. The respondents however remained neutral that the meetings are conducted effectively in their department, they usually work during job breaks, they understand the University of Nairobi's history norms and beliefs well and the newcomers are well introduced to their fellow workers.

5.3 Discussions of the Study Findings

1) In recruitment and selection, majority of the employees were neutral about the exercise which is not fairly done. Giving preference to internal recruits particularly as far as promotions are concerned has the greatest advantage of providing existing employees with an incentive to work hard, demonstrate their commitment and stay with the organizations when they might otherwise consider looking for alternative employment (Torrington et al, 2008).

There is a need to promote the internal employees especially when they further their education and attain the required achievements instead of outsourcing non-competent employees. Research carried out by the institute of Employment Studies (2002), shows that serious problems often occur when internal candidates fail to be considered (Torrington et al, 2008). This is because; they tend to enter the selection process with high expectations of being given the position than is the case with external candidates. Bitterness, antipathy and low morale are thus likely to follow hence might lead to poor employee performance especially when dealing with clients.

In the training exercise, the highest percentage of employees which is 48.5% accepted that they obtained skills through training as compared to the 27.3% who declined that, they did not achieve skills through training and 24.2 % who suggested that they partially gained skills through training. In development which is highly achieved through formal education, 69.7% accepted having gained skills and knowledge through education, 21.2 % declined and 9.1% partially gained skills and knowledge through formal education. Dubrin, 2009, suggested that training and development aspects fosters and enhances learning among employees and particularly directed at acquiring job skills. It is through the acquisition of these skills which promotes employees performance due to the additional skills. The University of Nairobi management therefore, has taken into consideration and has a great concern on employee performance towards meeting organizational goals; that is why there is an action taken to ensure that the employees achieve the skills required for better performance.

High performance is achieved by well-motivated people who are prepared to exercise discretionary effort- in the majority of roles (Armstrong, 2009). Porter et al, 2007, made assumptions that employees are motivated by different things. Research made in the University of Nairobi shows that employees are highly motivated by monetary value. Various employees have left the organization due to better pay at other organizations. Motivation begins with the employees own drives and needs (Hill-McShane, 2009). When employees needs are met, they put extra effort in their fields in order to achieve the organizational goals hence improve their performance. Rewards should also be given to the best performing employees which is not really the case in the University of Nairobi. The percentage of employees which accepted the fact that rewards are given to the best performing employees is small. A well motivated employee is a well performing employee hence increase the

organizations performance and deliverance of quality products and services hence organizational sustainability.

Performance appraisal is defined as a formal system for measuring, evaluating, and reviewing performance, (DuBrin, 2009). The management should ensure that there are set objectives which the employees work towards achieving them. Employee's actual performance should be compared with the set objectives to know if they have been achieved or not. From the research conducted, the majority of the respondents agreed that the management communicates the performance appraisal objectives which have a mean score of 3.7576. The employees therefore, put a lot of effort to achieve the objectives hence increase their performance. The mean from the research to show if the weaknesses are discussed between the employees and the supervisors in University is very low, 3.0000. The management should also ensure that actions are taken to ensure that employee's weaknesses are dealt with for better performance which is not really the case in the academic division in the University of Nairobi.

There is strong evidence that individuals who perceive that they have a good relationship with their immediate supervisor tend to put increased effort into doing their work well, in order to cement their relationship (Rollinson and Broadfield, 2008). Results from research shows that majority of the respondents relate well with their supervisors and co-workers. The employees of the academic division in the University of Nairobi therefore, tend to work hard to cement the relationship between them and the supervisors hence improve their performance towards achieving organizational goals. The good relationship is as a result of socialization. Job retreats are available in the academic division which increases the chances of bonding hence share more about the norms, values and beliefs of the University of Nairobi and become familiar with each other with encourages teamwork hence increased performance. The level of orientation is very small which has a mean of 3.0303 hence might affect the performance since the employees take long time before becoming familiar with their co-workers hence fail to deal with the theory of uncertainty which can affect employees performance.

5.4 Conclusion

A good number of employees from the research suggested that they have never been promoted which has an impact on their performance. When an organization recruits

employees externally instead of promoting the internal employees who are qualified, the internal employees become demotivated hence affect their performance. Internal employees put extra effort to attain the organizational goals once they have been promoted or given a better grade. The internal employees appreciate the management once they are valued in the organization. Some employees might work harder for another promotion hence affects the performance positively. Findings from the research indicate that internal employees are not well promoted which means that there is outsourcing in terms of recruitment and selection.

From the study findings, a high percentage of employees of the academic division in the University of Nairobi participated in the training exercise which is an important aspect in organizations to equip the employees with the relevant skills. Various employees were not involved in the training exercise which might affect the organizational performance. It is through training and development that the employees gain the required skills to be able to perform their duties up to the management's expectation. The study also concludes that employees need to be well trained in their respective areas to be able to effectively achieve the desired goals. In addition employee skills possessed enables them to achieve the set goals, the skills require sufficient time for training which is not always achieved by all employees as may be desired. Applicability of experience possessed the relevance of the process and career progression has some effect on the organisation performance.

Motivation can affect employee's performance negatively or positively. Employees are motivated by different things hence affect their performance. High-performance is achieved from the highly motivated employees. Findings from the research of the employees of the academic division in the University of Nairobi show that employees are highly motivated by monetary value. Some other employees from the research show that they are motivated by the environment, the management should therefore provide conducive environment for employees to deliver quality services and products. Other employees feel that there is a need of recognition by valuing their opinions in the organizations.

Performance appraisal helps the management to know how well and far the goals have been met. Employees put more effort to achieve the objectives set by the management. The findings obtained from the research shows that the organizations objectives are well communicated to them which are evaluated during the performance appraisal process. Employees work hard when they know that their performance will be evaluated hence affect their performance. There are neutral responses about the evaluation feedback from the

management. Actions should be taken to ensure that weaknesses and strengths of employees are attended to for continuous sustainability of the organization.

Findings from the research show that there is good relationship between employees, their supervisors and co-workers hence good socialization. Socialized employees work as a team and in unity hence achieve the targets within the set period. Job retreats in the department are available, which is a good indicator of good relationship and bondage amongst employees. Teamwork is encouraged in the department which enables employees to work with togetherness hence meet expectation within a short period and under consultation to achieve quality products and services. Study shows that there is poor orientation to the newcomers which might also affect their performance due to prolonged time they take to familiarize themselves with the environment.

5.5 Recommendations

- 1) The management should give internal and qualified employees the first priority once there is a recruitment and selection exercise. Promotions of the qualified employees should be put into consideration. Some employees have furthered their education hence they have never been promoted. When employees stay in the same grade for long hence have the required experience and qualifications, they become demotivated hence affects performance.
- 2) For the performance in organizations to improve, the organization should ensure that for the purpose of developing skills, changing behavior or increase competence in employees, the employees should be trained in their respective areas so as to ensure that they cope with the rapidly changing technology, and also ensure that all employees are involved in the training and development exercise.
- 3) The management should also check the quantity of work and compare with the salary given to the employees. Employees are highly motivated by monetary value which in turn affects their performance. The management should therefore increase the pay of employees for better performance. Employees who further their education in the University should also get financial support from the management to avoid lots of financial constraints which might affect their performance.
- 4) Performance appraisal exercise should be taken seriously in organizations to check the performance of employees hence take the necessary actions towards the strengths and

weaknesses of employees. The management should also communicate back the feedback of performance appraisal to all the employees.

5) Orientation of newcomers should be well done to ensure that less time to familiarize themselves with the environment, values, norms and beliefs is taken in order to focus on their job and responsibilities hence break the theory of uncertainty.

5.6 Suggestions for Further Studies

The study assessed the factors influencing employee performance in the Public Universities: a case of the academic division in the University of Nairobi at the main campus. The tertiary institutions and the education sector in Kenya however is comprised of various other institutions which differ in their way of management and have different settings all together. This warrants the need for another study which would ensure generalization of the study findings for all the tertiary institutions in Kenya and hence pave way for new policies. The study therefore recommends another study be done with an aim to investigate the factors influencing employee performance in the Public Universities in Kenya.

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APPENDICES

Appendix I: Introduction Letter

Nelly Mbithe Mwanza
University of Nairobi
P. O. Box 30197-00100
Nairobi

17th October 2012

Dear Respondent

RE: REQUEST TO FILL-IN QUESTIONNAIRES

The investigator whose name is indicated above wishes to kindly request you assist in filling the questionnaire administered to you for research purpose. The investigator is a Master of Arts (Project Planning and Management) student in the University of Nairobi. The research aims at assessing the factors influencing employee's performance in the Public Universities: a case of the Academic Division in the University of Nairobi at main campus. The data to be collected will not be used against any employee but will be used mainly for research purpose. Your kind contribution and participation will be highly appreciated.

Thank you.

Yours Faithfully

MWANZA NELLY MBITHE
M.A (PROJECT PLANNING AND MANAGEMENT)

Appendix II: Questionnaire of factors influencing employee performance

This research questionnaire is designed to gather information as part of the study only. The aim is to assess the factors influencing employee performance in the Public Universities: a case of the Academic Division in the University of Nairobi at the main campus. The investigator is a Master of Arts (Project planning and Management) student in the University of Nairobi. Kindly provide the appropriate responses in the questionnaire.

PART A – Personal details

Please append a tick where appropriate

1) Gender

a) Male

b) Female

2) Age Bracket

a) Below 20 Years

b) 20 – 29 years

c) 30 -39 Years

d) 40 -49 Years

e) 50 years and above

3) How long have you served in the University of Nairobi?

a) Less than 1 year

b) 1 – 5 Years

c) 6 – 10 Years

d) 11-15 Years

e) 20 Years and above

4) What is your highest level of education?

- a) Primary school
- b) Secondary school
- c) Certificate
- d) Diploma
- e) Degree
- f) Masters
- g) Above Masters

5) What is your marital status?

- a) Single
- b) Married
- c) Divorced
- d) Widowed
- e) Others

6) Appointment terms

- a) Permanent
- b) Contract
- c) Temporary
- d) Casual
- e) Others.....

PART B: Current Job Knowledge and Skills

1) How did you gain the skills and knowledge of your current position?

- | | YES | NO | PARTIALLY |
|--|--------------------------|--------------------------|--------------------------|
| a) Participated in organizational training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) School education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Through observation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Former employment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Others..... | | | |

2i) Have you ever been involved in any training exercise?

YES

NO

If yes, answer question (2 ii and iii)

2ii) At what capacity were you involved in?

a) Trainer

b) Coordinator

c) Trainee

d) Others, specify.....

2iii) How many times have you participated in the training and development exercise in the University of Nairobi?

a) Less than once

b) 1 – 2 times

c) 3 – 4 times

d) 5 – 6 times

e) 7 times and above

f) None of the above

3i) Is there any relationship or relevance between your job description and the training experience you achieved during the training exercise?

YES

NO

3ii) if yes, explain the relevance

.....
.....

4) Describe the kind of training exercise you participated.

a).....

b).....

c).....

d).....

e).....

5i) Have you furthered your education since your employment at the University of Nairobi?

YES

NO

5ii) State your level of educational achievement since your employment

a).....

b).....

c).....

d).....

e).....

6i) Did you get any staff support fund from the University of Nairobi?

YES

NO

6ii) How many times did you get the staff support fund?

.....

6iii) What is the percentage of the support fund you were awarded

.....

PART C: Promotion and Motivation

In assessing promotion and motivation in the Academic Division given below, use score

5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

	5	4	3	2	1
Promotions are based on merit					
Promotions depends on know who in the University of Nairobi					
Several employees have left University of Nairobi due to better pay at other organizations					
I am frustrated because I have never been promoted					
Promotions are based on ethnicity					
Promotions are based on gender					
Salary review motivates employees to add more effort					
Employees value monetary rewards than non-monetary rewards					

	5	4	3	2	1
Employees value non-monetary rewards than monetary rewards					
Given a chance, I will move to another organization					
The necessary work equipments are available					
Paid overtime boosts my morale to increase my efforts towards achieving the organizational goals and objectives					
There is spacious and adequate space at my place of work					
Rewards are given to the best performing employees					
I am more involved in the decision making activities					
My decisions and opinions are highly valued in the department					
My supervisor acknowledges my efforts towards achieving organizational goals and objectives					
Employees finish their duties within the given time frame					

PART D: Socialization and Orientation

In assessing socialization and orientation in the Academic Division given below, use score 5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

	5	4	3	2	1
I relate well with my boss					
I relate well with my co-workers					
Interacts with supervisors and managers effectively					
Meetings are conducted effectively in my department					
I understand the University of Nairobi organizational structure well					
I usually work during job breaks					
Job retreats are available in the department					

	5	4	3	2	1
Newcomers are well introduced to their fellow colleagues when they join the organization					
I understand the University of Nairobi's history norms and beliefs well					
Teamwork is more encouraged than working independently					
Networking to colleagues from other departments is large					
Every employees is given an opportunity to give out their opinions in the departmental meetings					
I get departmental support when I encounter personal difficulties and issues					
I am aware of the various departments that exist in the University of Nairobi					

PART E: Performance appraisal

In assessing performance appraisal in the Academic Division given below, use score 5 = strongly agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree

	5	4	3	2	1
The management clearly communicates the performance appraisal objectives					
There is lack of feedback about my job performance					
The management evaluates subordinates performance in a timely manner					
Too many people make demands of me when I am at work					
Employees get adequate education on how to fill the appraisal forms					
I answer the appraisal forms without difficulties					
The supervisor discusses with their juniors about their weaknesses and how to improve them					

	5	4	3	2	1
The supervisor and the management rewards the areas of employees strengths					
There is a follow-up actions taken by the management concerning the ISO auditing reports					
Employees take ISO auditing exercise seriously					
	5	4	3	2	1
Rewards are given to the best performing department in the University of Nairobi					
I am accountable for my job responsibilities and roles in the department					
I face various challenges which have never been addressed to in the department					
The targets related to my job are unrealistic					
My level of training is not adequate for me to perform my work duties efficiently.					

PART F: Further Suggestions

i) Indicate various ways which you think the management can do to improve employee performance in the Academic Division

.....

.....

.....

.....

.....

ii) Indicate various ways which you think the employees can do to improve their performance.

.....

.....

.....

.....

Thank you

Appendix III: Tentative Budget

No	Asset	Amount
1	Bus fare (Research field, meeting Lecturer)	Kshs 2000
2	Photocopy	Kshs 2500
3	Stationaries	Kshs 1500
4	Printing relevant documents	Kshs 3000
5	Books	
	• Human Resource Management Practice (Michael Armstrong)	Kshs 2600
	• Personnel and Human resource Management (G.A Cole, 2002)	Kshs.1250
	Total	Kshs 12,850

Appendix IV: Time Frame

NO.	Activities ↓	Months →	Feb	March	April- Aug	Sept - Oct	Nov
1	Research Seminar and Topic research						
2	Introduction						
3	Literature Review						
4	Research Methodology and Proposal Defense						
5	Data Presentation, Interpretation and Analysis						
6	Summary of Findings, Discussions and Conclusions						