

**THE INFLUENCE OF DEMOGRAPHIC CHARACTERISTICS ON  
PERFORMANCE OF ACADEMIC EMPLOYEES IN  
KENYATTA UNIVERSITY**

**BY**

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## **DECLARATION**

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

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This research project has been submitted for examination with my approval as a University Supervisor.

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## **DEDICATION**

This project is dedicated to my family who have been my key asset to success and supported me during the time of the project. I sincerely appreciate their support and prayers that led to the completion of this project within the stipulated timeframe.

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## **ABSTRACT**

The success of the universities depends upon solid functioning, faithfulness and involved academicians regarding high level of teaching and research. Provision of workforce to the different sectors countrywide is possible only through the universities with high level of educational standards and Organizational Commitment on the part of the staff members especially the academicians. Demographic characteristics greatly influence how well an employee performs despite the fact that the employee might be having other factors determining their performance. Therefore, the current study sought to investigate the influence of demographic characteristics on performance of academic employees at Kenyatta University in Kenya. The study specifically examined the influence of age, education level, marital status, tenure in the organization and gender. The study used descriptive survey design and the categories of the employees were academic staff (Full Professor, Associate Professor, Senior lecturer, lecturer and Tutorial fellows). Primary data was obtained through a semi-structured questionnaire and analyzed using means and proportions. Spearman correlation was also employed to establish the relationship between demographic characteristics and performance of academic employees at Kenyatta University. The findings indicate that demographic characteristics influence employee performances indicated by the variations in performance achievement among different demographic categories such as age, gender and academic qualifications. The study therefore recommends that demographic factors be put into consideration when managing employee performance. Some of the limitations in this research include time and resource constraints that could not allow an exhaustive sampling of demographic characteristics among employees. Further studies are therefore recommended not only on demographic characteristics that influence employee performance but also on other best ways of approaching the employee management task within organizations.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

The success of the universities depends upon solid functioning, faithfulness and involved academicians regarding high level of teaching and research. Provision of workforce to the different sectors countrywide is possible only through the universities with high level of educational standards and Organizational Commitment on the part of the staff members especially the academicians. In the institutions of higher education the most significant foundation for the determination of educational development is the source of the workforce. In agreement with the consideration, the academic excellence and teaching will be enhanced by the level of performance of the workforce in the university.

Universities gradually become more conscious that academicians are the key person to their accomplishment and view the mutual correlation between the organization and the academicians as a most valuable parameter in development. A consistent, leading and the dedicated employees in the public sector organizations, mostly universities, have comparatively more elevated levels of organizational commitment. If workforce is dedicated, emotionally involved and have identification with their organization, then they are more likely to continue with the organization (Meyer & Stanley, 2002).

According to Bell (2008) demographic characteristics affect employee performance. Demographic differences “evoke differential expectations among the employees”. Such characteristics include education status, age race, family related characteristics, marital status, ethnicity, years of service and religion. There are a number of demographic characteristics that are in play when employee performance management is considered. These ought to be considered while managing employee performance in order to ensure

that they are not a hindrance but rather profitably utilizable. According to Birechi (2010) while managing employee performance, priority should be given to an individual's demographic characteristics as opposed to institutionalized or generalized factors. Fletchl (2010) refers to demographic factors as biographical factors, citing examples such as race and personal career objectives as determinants to performance achievement among employees. Fernandez (1993) argues that good workforce demography practices in the area of human resources are believed to enhance employee and organizational performance. This is because managing demography involves leveraging and using the cultural differences in people's skills, ideas and creativity to contribute to a common goal, and doing it in a way that gives the organization a competitive edge.

According to Torrington (2005) the increasing trend of demographic diversity along racial, ethnic and gender lines, as well as an increasing percentage of the workforce that is below the age of 30 and over the age 55 have several implications for HRD professionals, employees and organization in general. Regarding gender, many researchers found that men are favored whether they are in the majority or minority, while women are disfavored, especially, when they are in the minority, and sometimes even when they are in the majority (Williams, 1992). level of education or qualification is found to be positively associated with performance suggesting that the more educated employees are, the more likely to perform well.

This study is based on Human capital theory proposed by Schutz (1961) and developed extensively by Becker (1964). Human capital posits that knowledge or characteristics worker has, contributes to his or her "productivity". It enables us to think of not only the years of schooling, but also of a variety of other characteristics as part of human capital

investments. These include school quality, training, attitudes towards work, etc. This approach also sees people not as an expense item on their income statements rather as an asset capable of not adding to their organizations but also in some cases ensuring its very survival in the current competitive environment (Lynch,2004).Therefore this theory is suitable for this study.

Kenyatta University is home to some of the world's top scholars, researchers and experts in diverse fields. Kenyatta University is the one of the largest universities in Eastern Africa whose vision is to be a dynamic, an inclusive and a competitive centre for excellence in teaching learning and research and service to humanity. At Kenyatta University in terms of staff numerical growth, it has grown from the initial figure of about 500 staff to the current 2,400. Academic employee's demographic characteristic varies across the university in terms of gender, age, education level, marital status, tenure at the Institution. University has teaching and non-teaching staff across the school and departments. At Kenyatta University the Academic employee's performance is measured through Performance contract which is done annually by the department of the Quality Management Office.

### **1.1.1 Demographic Characteristics**

Demographic characteristics are widely acknowledged as having a great influence on staff performance. According to George (2010) demographic characteristics are personal characteristics and include information such as ethnicity, race and family size. Bell (2008) defines demographic characteristics as personal statistics on information such as gender, age, sex, education level, income level, marital status, occupation, religion, birth rate, death rate, average size of family, average age at marriage. For example, considering

age, one is expected to be energetic and enthusiastic at an early age of their employment. As they grow up within the organization, their performance is expected to improve with their maturity up to a certain age when their energy levels go down and thus performance slows, this is what necessitates the establishment of a retirement age (Adio, 2010).

Fletchl (2010) points out that the demographic characteristics have an influence on whether employees will be committed to their work or not. He observes that how well the employee performs, how many years they are ready to dedicate in service and how well they act in the best interest of the firm's objectives heavily depends on how much the organizations take care of the needs that are related to their demographic characteristics. He however fails to bring out how the same can be put into practice. According to Morrison (1992) managing demography involves leveraging and using the cultural differences in people's skills, ideas and creativity to contribute to a common goal, and doing it in a way that gives the organization a competitive edge.

According to Hayles and Mendez (1997) diversity allows increased creativity, a wider range of perspectives, better problem definition, more alternatives and better solutions. Jackson et al. (1995) define demographic characteristics as the presence of differences among members of a social unit. The workforce is more diverse in terms of gender, race, ethnicity, national origin and comprises people who are different and share different attitudes, needs, desires, values and work behaviors as noted by Rosen and Lovelace (1991). Greenberg (2004) also defines workplace demographic characteristics refers to the variety of differences between people in an organization including race, gender, ethnic group, age, personality, cognitive style, tenure, organizational function, and education background.

### **1.1.2 Employee Performance**

Baldwin (2008) defines employee performance as a means of carrying out actions efficiently and effectively by the employees in order to achieve the predetermined objectives of an organization. According to Armstrong and Baron (2004) employee performance is the development of capabilities of both individuals and teams in order to harness their potential contributions towards the achievement of the organizational and personal goals. An important feature of these definitions is the fact that the interaction between the employee and the organization is emphasized, hence employee performance can be considered as the articulator relationship between the corporate strategy and employee input towards achieving an organization's objectives.

Kelleher (2011) argued that there is an inseparable link between employee and corporate performance. While the management of a firm is involved in utilizing what employees invest in the firm in terms of skills and efforts, there must be an assurance of something in return to the firm as a result of employees input. Such returns are determined numerically through the Key Performance Indicators (Kelleher, 2011).

Employee performance is therefore the main determinant of either the success or the failure of the larger corporate strategy that is in place. In order to manage employee performance well, there is need to evaluate and understand how a number of factors come into play in determining employee performance (Aguilera, 2005). There are a number of approaches and activities involved in managing employee performance. This however is depended on the overall strategy that the firm employs (Arthur, 2001). According to Armstrong and Baron (2004) performance management is both strategic and integrative. The strategic approach leans on the broader organizational environment and how the organization intends to meet its objectives.

The integrated approach on the other hand is concerned with linking employee and other functional strategies to the overall strategies of the organization (Armstrong & Baron, 2004). The different ways through which performance management is achieved include performance planning, measurement and review, continuous development and improvement, communication and through maintenance of ethical standards (Amrmstrong & Baron, 2004). Organizations are therefore challenged to ensure that their employees are producing optimally (Nzuve & Singh, 1992). This is however met with a number of challenges that make it necessary to explore several ways through which performance can be enhanced. One such a way is looking at how performance determinant factors can be taken care of in order to stimulate and sustain good performance (Burlacu, 2012).

### **1.1.3 Academic Staff in Kenyatta University**

Kenyatta University is a multi-campus public university in Kenya. As of October 2015, it is one of best public universities in the country. In 1965, British Government handed over the Templar Barracks in Kahawa, to the newly formed government of Kenya. The barracks were then converted into a college called Kenyatta College. In 1970, Kenyatta College became a constituent College of the University of Nairobi, and its name changed to Kenyatta University College, following an Act of Parliament. In 1985, it was granted full university status, and was renamed Kenyatta University ([www.ku.ac.ke](http://www.ku.ac.ke)). University main campus is located at Kahawa, in Kiambu County. The campus lies along the road between Nairobi and the Central Kenyan town of Thika.

The university has several campuses across the country. Main Campus, Ruiru Campus, Parkland Campus, Kitui Campus, Mombasa Campus ,City Centre Campus, Nyeri Campus Nakuru Campus, Kericho Campus, Dadaab Campus, Embu Campus. The university offers bachelor's degrees, master's degrees, and doctoral degrees through eleven campuses. The degrees awarded include those in medicine and law. The university has open-learning, e-learning, school-based, part-time and full-time teaching. Kenyatta University is accredited by (a) Kenya Commission of University Education (b) Inter-University Council for East Africa (c) Africa Association of Universities (d) International Association of Universities and (e) Commonwealth Universities ([www.ku.ac.ke](http://www.ku.ac.ke)).At Kenyatta University, there are two categories of staff members: Academic members of staff, this category comprises of teaching members of staff at the University.

Their primary role is to teaching, research, training and supervision of students. Their hierarchy is as follows: Full Professors, Associate Professors, Senior Lecturers, Lecturers, Assistant Lecturers and the lowest is the Tutorial Fellow Position. Non-teaching members of staff have again two categories: Senior non- teaching staff members Grade (5-14), this cadre of staff comprises of staff members who have various professional skills examples are the Secretaries, Accountants, Electricians, and Computer Technicians etc. Junior non-teaching staff members Grade (1-4), this cadre of staff are the subordinate staffs who carry out various duties at the Institution.

## **1.2 Research Problem**

Demographic characteristics greatly influence how well an employee performs despite the fact that the employee might be having other factors determining their performance. Managing Demographic characteristics in the workplace should be the concern of every

organization. In order to survive, a organization needs to be able to manage and utilize its demographic workplace effectively. Managing demographic in the workplace should be a part of the culture of the entire organization (Anderson, 2012).

Fernandez (1993) argues that good workforce Demographic practices in the area of human resources are believed to enhance employee and organizational performance. This is because managing diversity involves leveraging and using the cultural differences in people's skills, ideas and creativity to contribute to a common goal, and doing it in a way that gives the organization a competitive edge. According to Auden (2009) demographic characteristics such age and educational background determines the level of employee productivity.

Hayles and Mendez (1997) added a strong correlation between good diversity practices and profits. The focus on differences in individual characteristics leading to inequality has posed the challenge of achieving unity in demographic environment and harnessing those demographic characteristics to improve employee performance. Employee performance has become a challenging phenomenon for both public and private organizations. Universities are no exception to the challenge of employee performance particularly with the core employee in academic staff. At Kenyatta University in terms of staff numerical growth, it has grown from the initial figure of about 500 staff to the current 2,400.

The Nature of Academic Staff demography varies in terms of level of education, age, marital status, gender and tenure at the Intuition. At Kenyatta University the Academic employee's performance is measured through Performance contract which is done annually by the department of the Quality Management Office. Staff appraisal is another

tool which measures the Staff members performance by taking into consideration the publications and journals done by each staff member, how many workshops and conferences he/she has attended, numbers of Postgraduate students he/she has supervised, papers presented, other departmental duties over and above the normal duties assigned and Charity and Social services offered by the individual employee.

Kuya(2013) conducted a study on influence of demographic characteristics on employee performance in Standard Chartered Bank, Kenya and concluded that demographic characteristics have an impact on how well an employee performs, they ought to be emphasized in the management of perform. Munjuri (2012) did a research on workforce diversity management and employee performance in the banking Sector in Kenya. It was concluded that workforce diversity affects employee job performance and affect employee performance at varying degrees considering both managers and no managerial employees of the Bank. Irfanullah & FarhatullahKhan (2013) carried out a research on determining the demographic impacts on the organizational Commitment of Academicians in Pakistan. The result established that there is a significant association between the organizational commitment and the demographics.

Dimitriosand Athanasios (2013) conducted a study on influence of demographic characteristics on employee performance on job satisfaction of Greek bank employee and concluded that highly educated employees tend to think higher of their work as a whole and have higher ambitions. None of the previous researchers has studied demographic characteristics and their influence on employee performance in Kenyatta University. This gap in knowledge necessitated the proposed study .This research therefore sought to answer the following research question: How does demographic characteristics influence the academic employee performance at Kenyatta University?

### **1.3 Objective of the Study**

The objective of this study was to determine the influence of demographic characteristics on performance of academic employees at Kenyatta University in Kenya.

### **1.4. Value of the Study**

The findings of this study would be insightful in enhancing policy formulation with regard to management of performance among employees as it would add the demographic characteristics as one of the factors under considerations in performance management. Many policy formulators would find this study useful in that a silent aspect of employee management would be brought into the limelight. The ideas postulated in this research would therefore be resourceful to relevant policy makers either as they were or as a guide to further exploration of related issues in managing performance.

Secondly, the study would contribute to the existing literature, and would therefore be of value for further research by either validating or disputing the existing ideas about the influence of demographic characteristics on employee performance. In addition, the study would help in sealing the gaps that exist in performance management since a review of the existing literature points out a big knowledge gap in the information that was available concerning this issue. Scholars with interest on the same topic would get both insight and a direction on how to approach related problems. The management of employee performance would be enhanced by the findings of this research. Demographic trends among employees would thus be a major consideration in managing their performance unlike what is happening at the moment.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter reviewed theoretical literature on theories of demographic characteristics and then reviews empirical literature relevant to the study and concluded with the conceptual framework. It also gave an insight of employee performance influence by demographic characteristics in Kenyatta University.

### **2.2 Theoretical Foundation**

This study was based on Human capital Theory and Goal Setting Theory. The two theories provided empirical evidence on the demographic characteristics and employee performance in the organization.

#### **2.2.1 Human Capital Theory**

Human capital theory was proposed by Schutz (1961) and developed extensively by Becker (1964). The theory posits that knowledge and skills a worker, generate a certain stock of productive capital. The current world of work puts the importance of human capital at centre of the current organization environment .Attracting and retaining intellectual capital a cadre of highly skilled employee with idiosyncratic skill is essential .therefore organizations must move from human resource to the notion of human capital, Grobler et al. (2006). Human capital theory posits that the knowledge and skill a worker has to generate a certain stock of productive capital.

This approach also sees people not as an expense item on their income statements rather as an asset capable of not adding to their organizations but also in some cases ensuring its very survival in the current competitive environment (lynch,2004).Steers and Porter(1992) defines human capital as human factor in the organizations the combined

intelligence, skills and expertise that gives the organization its distinctive character .The human elements of the organization are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure the long –term survival of the organization. Human capital comprises intellectual capital (which are the unique knowledge and skills that people possess), social capital (which is flexible networks among people that allow the organizations to link, embed and leverage its diverse knowledge possessed by organization that is stored in database and manuals).Emotional capital that is the ability to convert the potential in intellectual capital into committed realized action.

According to price (2001) key employee possess a significant amount of an organization’s value and when these key employees leave companies , they take this value with them .it is indeed the knowledge ,skills and abilities of individuals that create value, which is why the focus has to be on means of attracting ,retaining developing and maintaining the human capital they represent The present study examines retention factor with the underlying assumption that human capital is critically important

### **2.2.2 Goal Setting Theory**

The Goal Setting theory developed by latham and Locke (1979) states that motivation and performance are higher when individuals set specific goal, when goals are difficult but accepted and when there are feedback on performance. Precipitation in goal setting is important as a means of getting agreement to the setting of higher goals. Difficult goals must be agreed and their achievement enforced by guidance and advice, finally the feedback is vital in maintaining motivation, particularly towards the achievement of even higher goals. Goal Theory plays a key role in performance management, Armstrong

(2009). Goal setting theory highlights four mechanisms that connect goals to performance outcomes: They direct attention to priorities, they stimulate effort, and they challenge people to bring knowledge and skills.

Goal theory is a theory that proposes that all human action and behavior are motivated by a goal which is important to the performance of organization and hence individuals. The theory established an intimate link between goal setting and positive workplace performance and it predict that people will channel their effort towards the accomplishment of their goals, which in turn affect performance. The implementation of performance contracting focuses on the above principles. The theory assert that the goal setting strongly influence the performance of the organization and individual (Latham and Locke, 1979).

### **2.3. Measures of Employee Performance**

Employee performance involves all aspects which directly or indirectly affect and relate to the work of employee. Armstrong (2009) says that performance measures are agreed when setting the objectives. Performance measures need to show that the required result has been achieved and that the employee has achieved what is expected. This forms a basis for establishment of feedback that will be used by management and employee for monitoring performance. Griffin, Neal and Parker (2007) defines three core performance measures dimensions namely proficiency, adaptively and proactively which they classified at three levels (individual, team and organization).

According to Mulwa (2009) performance is a set of measures that give managers a fast and comprehensive view of the business. The job holder's control, measures should be objective and observable, data must be available for measurement and existing measures should be used or adapted where possible. Performance measurement is traditionally viewed as an element of the planning and control cycle that captures performance data, enables control feedback. Influence work behavior and monitors strategy implementation (slack chambers Harrison, 1995). Performance measurement has now gone beyond input and processes into other sensitive areas (Politt and Bouckaert, 2004) for example: customer satisfaction, reviewing consistencies and understanding value drivers etc.

## **2.4 Demographic Characteristics that Influence Employee Performance**

Fletchl (2010) points out that the demographic factors have an influence on whether employees will be committed to their work or not. He observes that how well the employee performs, how many years they are ready to dedicate in service and how well they act in the best interest of the firm's objectives heavily depends on how much the organizations take care of the needs that are related to their demographic characteristics. He however fails to bring out how the same can be put into practice. There are a number of demographic characteristics contributing to diversity. The most widely recognized involve, age, gender, ethnicity, and education. Among the demographic characteristics influencing performance are discussed below.

### **2.4.1 Influence of Age on Employee Performance**

Age has been noted by many researchers as having a very crucial role in determining whether an employee will be able to perform beyond or below what is expected of them.

Andoh, Biako and Afranie (2011) observe that the relationship that exists between age and performance is an issue for the coming times. According to Adler (2005) on the effects of demographic recruitment policies on employee performance, discovered that demographic factors can improve performance and recruiting from a wider range of age and ethnicity gives the firm a larger talent pool.

Andoh, Biako and Afranie (2011) also point out that the idea of age is looked at from different points of view by different people. There are those who see old age as an accumulation of experience and knowledge hence a contributory factor to the ability to perform better. On the contrary, there are those who relate old age to wearing out, tiredness, increased family and other social responsibilities and vulnerability to diseases which are contributory factors to low work. Hedge and Borman (2012) argue against age as a determinant factor to performance. They say that age is a very weak predictor of performance and that those who make employee decisions based on age can be looked at as default decision makers who do not ascribe to any coherent form of truth.

Hedge and Borman (2012) say that employee performance tends to go slow as the employee grow older. Hedge and Borman (2009) also argued that employers can as well benefit from the aging workforce by taking care of their needs that are related to aging and capitalizing on their strengths such as experience and innovation. The issue of age therefore calls for much attention as far as performance of employees is concerned. Burlacu (2012) points out that due to the rapidly changing work environment, employers within developing nations are experiencing growing diversities in the age structure of their employees, hence diversity in performance.

### **2.4.2 Influence of Education on Employee Performance**

The current times are seeing education take the central stage in employment. Most employers insist on certain minimum educational qualifications before considering one for a particular job. The recent high rates of unemployment in many countries are seeing graduates into accepting jobs that they are either under-qualified or overqualified for (Silva, 2009). According to Easterlin (2007) the skills gained through education are a mark of performance level that an employee can exhibit. However, different fields of specialization are needed in order to meet the labor needs within the universities.

Cushway (2003) observes that in modern times, individuals may be used productively in a flexible manner disregarding their original qualifications when they were being employed. This may not be reflected within the job descriptions. In line with this is the fact that organizations are majorly interested in talents, or what can be positively established as possible contributions to organizations if hired, more than the academic qualifications that the workforce has.

Griffin and Moore (2011) argued there is a twofold implication to this especially when performance is concerned. Firstly, non-specialized workers might make more errors that can reflect in their work as poor performance standards due to the lack of the basic conceptual background of what they are doing their productivity level can also be low by virtue of this. Secondly, the level of motivation can be low especially to those who are forced to work in departments that they are less willing to work in but have been forced by circumstances to do so (Griffin, 2011). This can result in low motivation and poor performance. Little research has been done on the same as evidenced by lack of dedicated literature and any research findings concerning the effect of educational qualification and

role requirement mismatches in relation to performance within the universities. This study therefore aims at sealing this gap.

### **2.4.3. Influence of Gender on Employee Performance**

The gender of an individual affects his or her performance and as such the human resource management should have the same in consideration when assigning duties and when looking at employee performance. According to Jackson, (2009) there are many stereotypes in existence concerning the differences in abilities between men and women in many organizations. They therefore point out the possibility of having stereotypically driven performance results at the time of appraisal. Andoh, Biako and Afranie (2011) point out importance of recognizing the fact that there are only a few, gender related differences that will affect the performance of men and women. It is observed that while women are good in obeying rules and following instructions, men on the other hand are more aggressive and aim at seeing the results quickly. The differences are however minor and might not be universally adopted as an explanation as to why men and women attain different performance standards (Murray, 2002).

Further Murray (2002) added that there are a number of possible explanations to this. Firstly, women are granted a longer maternity leave compared to their male counterparts who just get a few days and sometimes denied depending on the policies of the organizations they are working for. From a cultural context, women are more responsible to immediate family matters such as looking after children more than their male counterparts.

Andoh, Biako and Afranie (2011) argued that the current times are also seeing women as either primary or secondary breadwinner's add up to their tasks immeasurably. This can have a count on their performance at the end of the day. Despite the fact that people all over are fighting for an alleviation of the position of women, this has not yet been achieved and therefore women are still being denied leadership positions which are full of challenges that can be used to measure their ability to outperform men. Giddens (2010) on the other hand observes the gender issue from physiological perspective. He notes that much as there are fights for equality, the physical differences that exist between men and women can have a direct reflection in their performance.

#### **2.4.4 Influence of Tenure at the Organization on Employee Performance**

The number of years that one has spent within an organization can have an impact of whether they will perform better or not. In addition to gaining work experience, many years of work within an organization indicate that the employer and employee relationship is sustainable in as far as achieving the goals of the organization is concerned (Yeatts and Hyten, 1998). According to Yeatts and Hyten (1998) tenure is descriptive of the direct employer-employee interface, a background which may affect the way an employee performs. It is observed that employees who stay long in an organization point out that they are satisfied with the job and their stay in the organization while those who exit are dissatisfied and are hopeful of getting better places that can satisfy their employment needs.

### **2.4.5 Influence of Marital Status on Employee Performance**

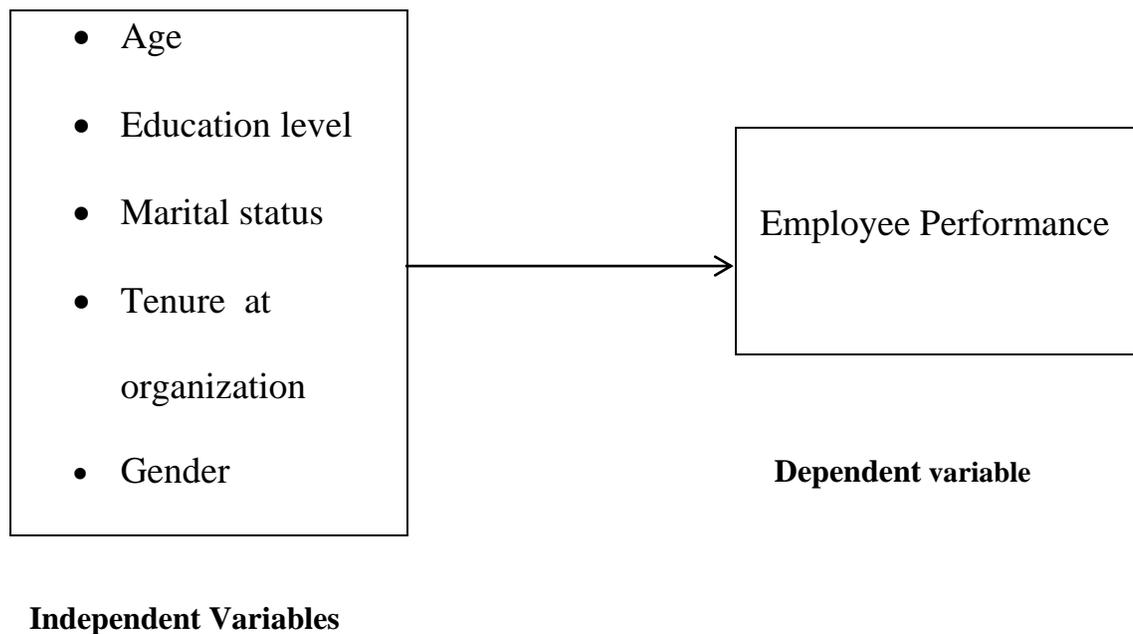
The condition of being married or unmarried is called the marital status of male/female. Marital status has emerged as a reliable predictor of organizational commitment. Married people are more loyal to their organization than unmarried. Married people have more family obligations and require more stability and security regarding their jobs. Therefore, they are expected to be more committed to their current organization, they are working in, than their unmarried counterparts. In the light of the findings and their details, it was concluded that marital status is positively associated to the organizational commitment (Ishfaq et al, 2010).

Related to his/her domestic responsibilities, an individual invests in his/her organization to a higher level in every respect e.g. potential skills, time, overtime etc. He/she definitely shows more loyalty towards their job and the concerned organization as far as the job offers from other organizations are concerned. The level of expectations on the part of both the employee and the employer will go higher in result. In short the marital status plays a vital role in developing organizational commitment and hence employee performance (Saifuddin& Nawaz, 2012).Becker (1981) showed that marriage is economically beneficial because it makes greater specialization possible. He suggests that married workers are able to specialize in labor market activities while their spouses specialize in household production. According to Crawly (2005) married employees have higher intention to perform due to family commitment than unmarried employees.

## 2.5 Conceptual Framework

According to Seraken (2003) a conceptual framework is a logical developed described and elaborated network of interrelationship among variables deemed to be integral part of the dynamics of the situation being investigated. In order to improve the Kenyatta university academic employee performance the below key factors which include age, education level, marital status, tenure at organization and gender must be taken into consideration and their effect on employee performance be identified and be put in practice. Framework shows the independent variable and the dependent variables .The main variables in this study are age, education level, marital status, tenure at organization and gender .These variables and their relationship are as indicated in the figure below.

**Figure 2.1 Conceptual Framework**



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter presented the research methodology that was used to collect, analyze and present data. It included the research design, population of the study, data collection, and data analysis and sample design

### **3.2 Research Design**

The study used descriptive survey design. Patricia et al (2013) deems a descriptive study as fit because it gives a clear explanation of the characteristics of the population or situation being studied. In this study the focus was to determining the influence of demographic characteristics on Kenyatta university academic staff performance. A descriptive survey allowed the researcher to describe behavior as it occurred in the environment .This was done through asking a series of specific self-reported questions which allowed for an anonymous peek inside the thought processes of large numbers of people simultaneously thus creating an opportunity to describe what was not outwardly observable. Descriptive survey was best used to understanding and knowledge about the behavior and thought processes of people.

### **3.3 Population**

Mugenda and Mugenda (2003) explained that a target population should have some observation characteristics to which the researcher intends to generalize the result of study. The Kenyatta University has approximately 2400 Employees. The total population of the study was approximately 1031 academic employees (KU,HR, 2015). The

categories of the employees were academic staff (Full Professor, Associate Professor, Senior lecturer, lecturer and Tutorial fellows).

### **3.4 Sample Design**

The study was conducted at Kenyatta University campuses across the country. The research applied census method where every academic staff was involved in the study. The researcher chose this method because i worked at the university and it was easy for me to get all the academic staff within the university. Census was also used to enable the researcher get the views of everybody in relation to the study topic. Merriam Webster's Third New International Dictionary of the English Language (2002 publication) defines census as "the procedure of systematically acquiring and recording information about members of a given population." It is a regularly occurring and official count of a particular population.

### **3.5 Data Collection**

The study used primary data. Primary data was obtained through a semi-structured questionnaire. According to Jupp and Sapsford (2006) a self –administered questionnaire is the only way to elicit self-reports on people's opinions attitudes, beliefs and values. The questionnaire was administered to the selected employee and it consisted of two parts: Part one was concerned about the bio data and the main part which covered the demographic characteristic information about the selected employee. Part two dealt with employee performance. The questionnaires were distributed to the academic employees and they were accessed through their corresponding emails. The questionnaires were administered through drop and pick later method.

### 3.6 Data Analysis

The data collected was analyzed by use of descriptive statistics since the nature of the data was quantitative. Descriptive statistics is the discipline of quantitatively describing the main feature of a collection of information (Trochim et al, 2006). Descriptive statistics such as mean, standard deviation and frequency distribution were used to analyze the data. Data presentation was done by the use of charts, graphs, percentages and frequency tables. Data in section one of the questionnaire was analyzed using frequency distributions and percentages to determine the profile of respondents. Data in section two of the questionnaire was analyzed using mean scores and standard deviations. The study also employed inferential statistics to establish the relationship between demographic characteristics and performance of academic employees at Kenyatta University. Specifically, the study used Spearman correlation to establish this relationship.

$$y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \varepsilon$$

Where:  $y$  = Logistics Performance

$\alpha$  = Constant

$\beta_1 \dots \beta_5$  = the slope representing degree of change in independent variable by one unit variable.

$x_1$  = Age

$x_2$  = Education level

$x_3$  = Marital status

$x_4$  = Tenure in organization

$x_5$  = Gender

$\varepsilon$  = error term

## **CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION**

### **4.1 Introduction**

The study sought to determine the influence of demographic characteristics on performance of academic employees at Kenyatta University in Kenya. Data was collected from the academic staff (Full Professor, Associate Professor, Senior lecturer, lecturer and Tutorial fellows) at Kenyatta University. The findings are presented in the following sections.

### **4.2 Response Rate**

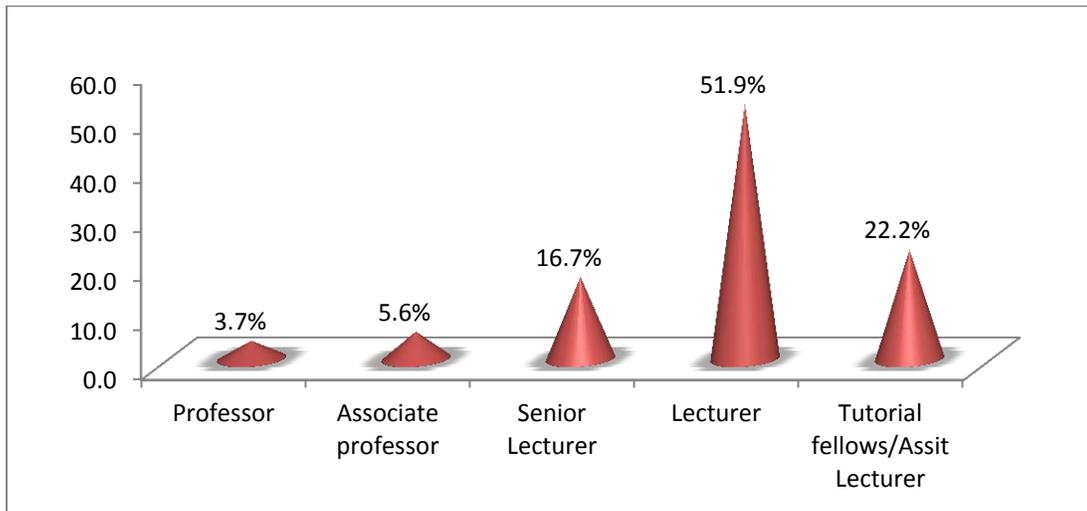
Of the 1031 questionnaires that were distributed to the academic staff at Kenyatta University, 1004 useable questionnaires were returned in good time, giving a response rate of 97.3%. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that a 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 chapter covered the demographic information and the findings on employee's performance.

### **4.3 Demographic Characteristics**

The analysis of the demographic characteristics showed significant influences on employee performance. The analysis and discussion below captures the findings and the implications that the same have on the management of employee performance.

### 4.3.1 Designation of the Respondents

The researcher sought to determine the designation of the respondents. This was to ensure that the survey results were valid and reliable. The findings are given in figure below.

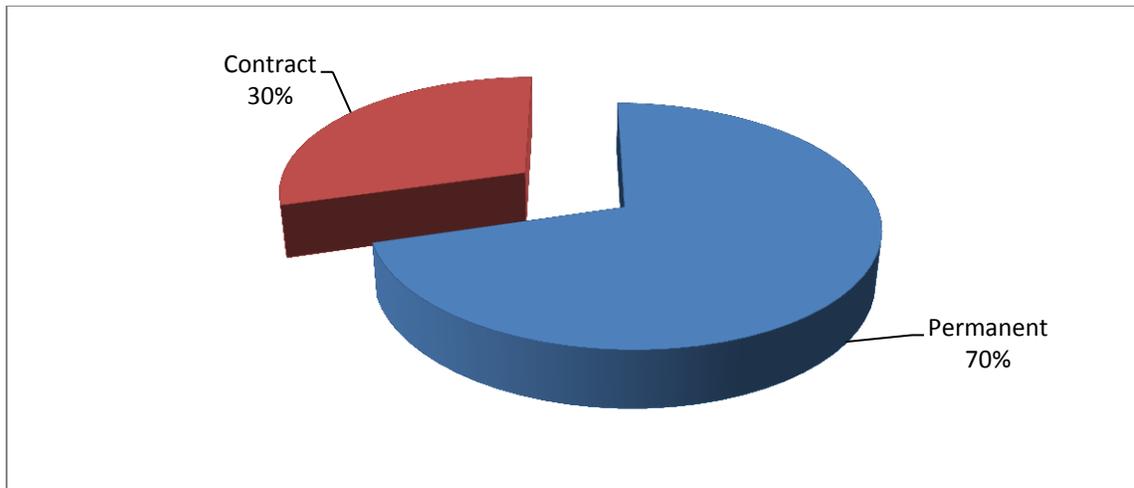


**Figure 4.1 Designation of the Respondents**

From the findings in the figure above, majority (51%) of the respondents were lecturers, 22.2% were tutorial fellows/assistant lecturers and 16.7% were senior lecturers while 5.6% and 3.7% were associate professors and professors respectively. This implies that all the levels of the academic staff at Kenyatta University were covered in the study and therefore the results could be generalized.

### 4.3.2 Highest level of Education

The study further sought to establish the level of education of the respondents. The findings are stipulated in the figure below.

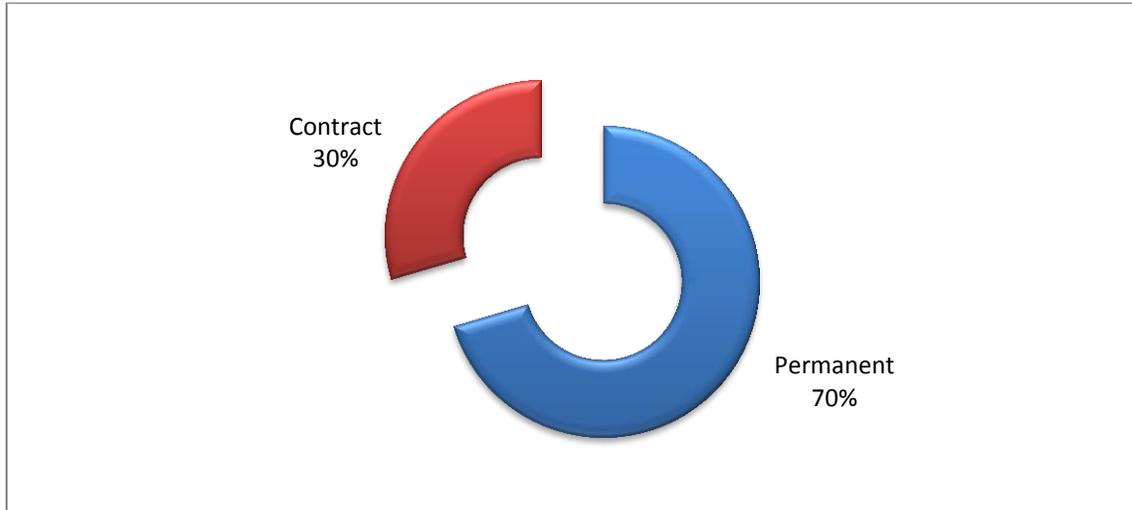


**Figure 4.2 Highest Level of Education**

From the study findings presented in the figure above, majority (58%) of the respondents had PhD as their highest level of education while 42% had Master's degree as their highest level of education. This implies that majority of the academic staff at Kenyatta University had PhD as their highest level of education. This is expected of the universities because education qualification highly influences their performance at work. Education qualification is a highly emphasized factor while jobs are being advertised, indicating that it is a key driver in performance. The fact that all the studied academic staff hold at least a Master's Degree is indicative of the value that the university attaches on education in as far as employee performance is concerned.

### 4.3.3 Gender of the Respondents

The researcher sought to find out the gender of the respondents. The findings are shown in the figure below.

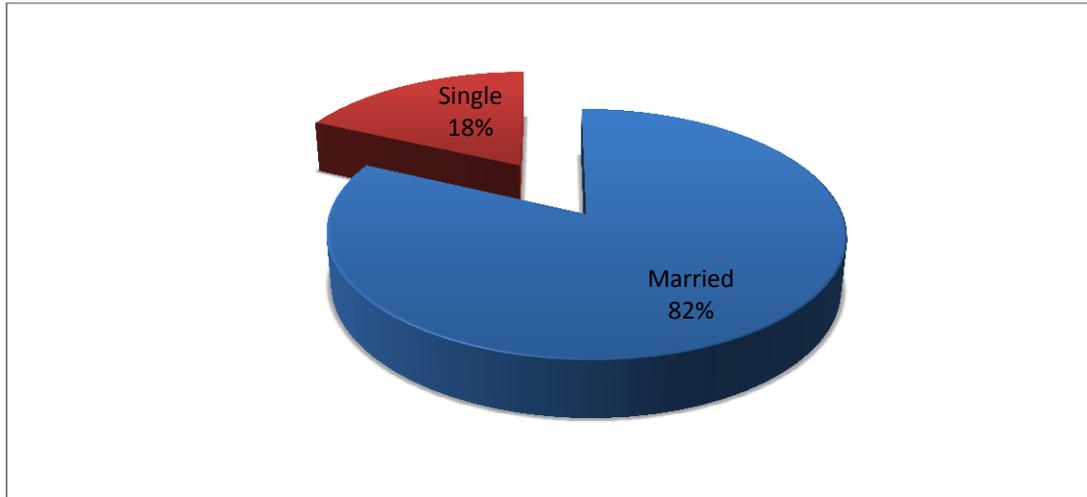


**Figure 4.3 Gender of the Respondents**

From the study findings, majority (65%) of the academic staff at Kenyatta University were male while 35% were female. From these results, the male seems to be more than women although by a small margin. This confirms to the fact that gender plays a critical role in employee's performance. The question of the influence of gender on performance is highly contested one given the fight for gender equality that is ongoing across the world. Women are coming out to prove that they can equally perform as well as men, or even better. From the above results however, this has not yet been fully achieved given the identified gap between the male and female performance.

### 4.3.4 Marital Status

The researcher also sought to find out the marital status of the respondents. The findings are shown in the figure below.

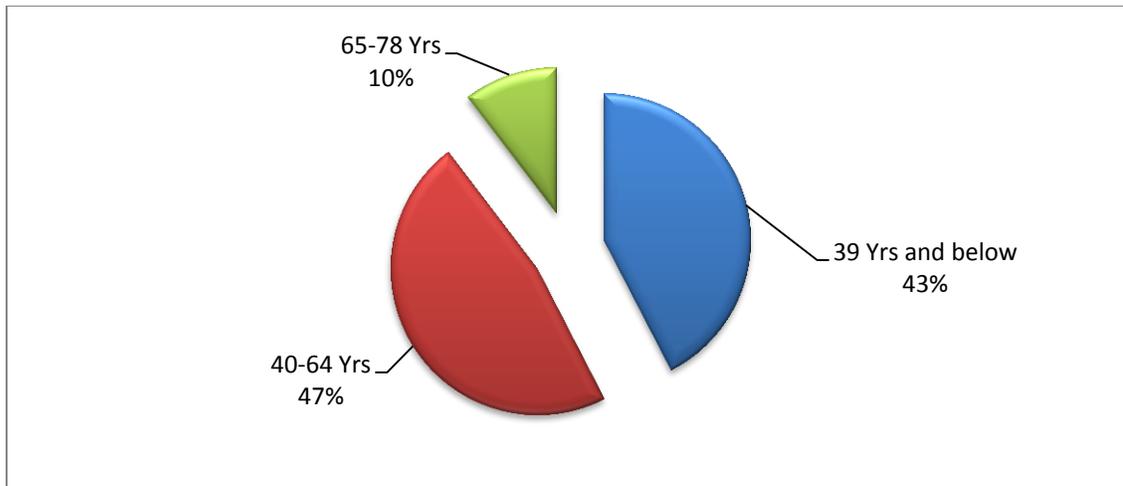


**Figure 4.4 Marital Status**

From the study findings, majority (82%) of the academic staff at Kenyatta University was married while 18% were single. This implies that majority of the academic staff at Kenyatta University were married. Married people have more family obligations and require more stability and security regarding their jobs. Therefore they are expected to be more committed to their current organization they are working in than their unmarried counterparts.

### 4.3.5 Age of the Respondents

The study further sought to establish the age of the respondents. The findings are stipulated in the figure below.

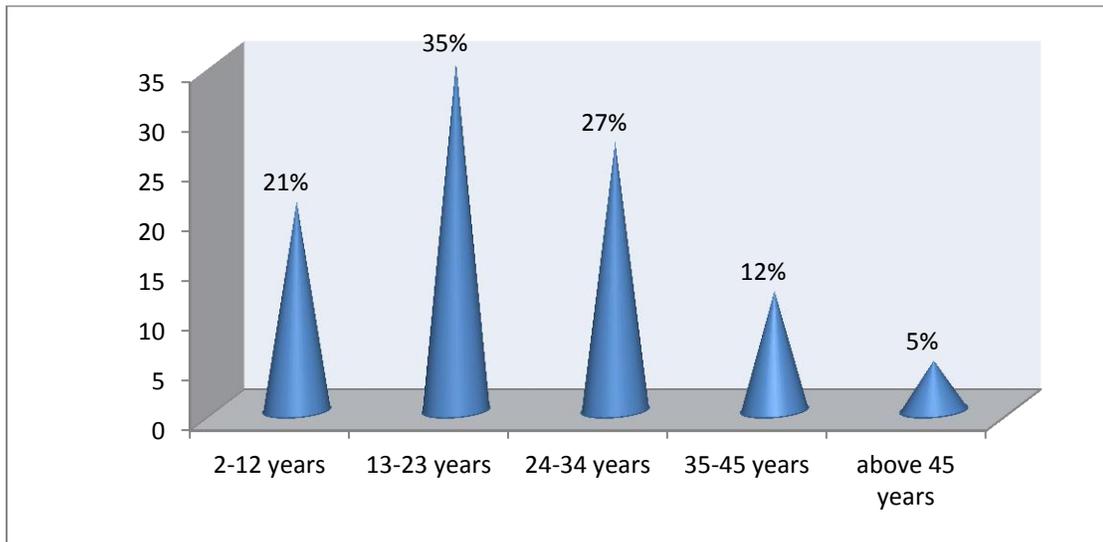


**Figure 4.5 Age of the Respondents**

From the study findings presented in the figure above, most (47%) of the respondents were aged between 40-64 years, 43% were 39 years and below while 10% were aged between 65-78 years. This implies that majority of the academic staff at Kenyatta University were aged between 40-64 years. From these findings, age is a key determinant of employee's performance. The study also established that the age category of 13-24 years that performed the best also constitutes the highest population per age category among the employees. This indicates that Kenyatta University is aware of the age factor in as far as productivity is concerned and therefore capitalistic on this fact.

### 4.3.6 Tenure at Kenyatta University

The research sought to establish respondents' working experience based on their tenure at Kenyatta University. The findings are as stipulated in figure below.

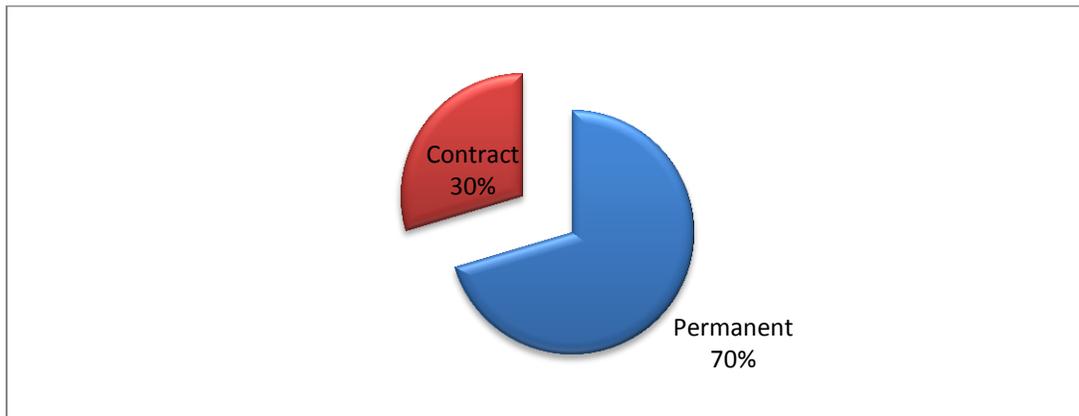


**Figure 4.6 Duration worked at Kenyatta University**

From the findings in the figure above, most (35%) of the respondents had worked at Kenyatta University for 13-23 years, 27% for 24-34 years and 21% for 2-12 years while 12% and 5% had worked at Kenyatta University for 35-45 years and more than 45 years respectively. This implies that majority of the staff had worked at Kenyatta University for 13-34 years and more than 45 years respectively. Employees who have been at Kenyatta University for more than 20 years are showing a static kind of performance trend, with the majority just managing to meet the set objectives. The average percentage of the best performers and those who are performing below targets is almost the same indicating the fact that most have already had their performance levels shaped up, given the influence of other demographic characteristics.

### 4.3.7 Terms of tenure

The researcher sought to determine the terms of tenure of the respondents. The findings are given in figure below.



**Figure 4.7: Terms of Tenure**

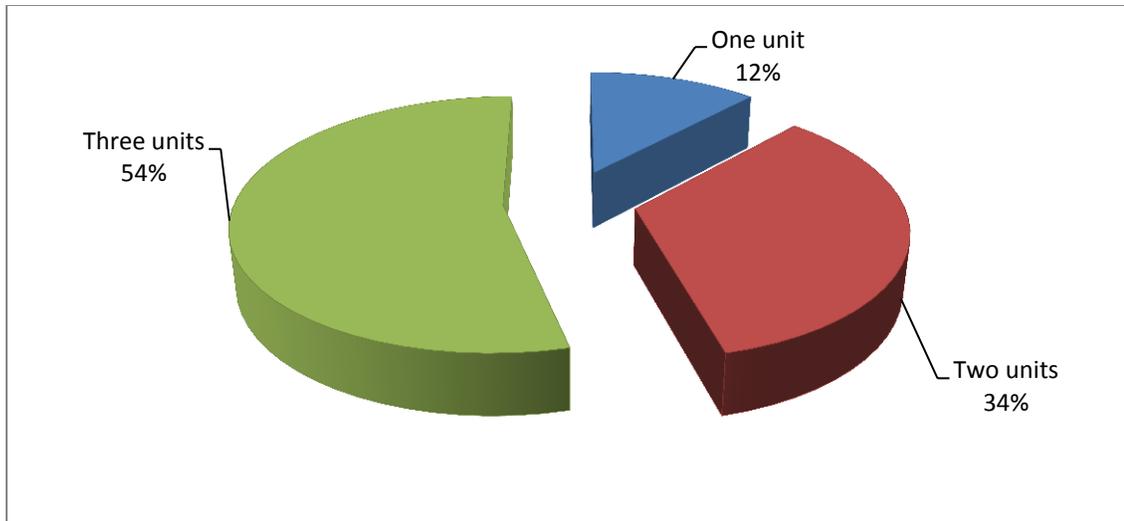
From the findings in the table above, majority (70%) of the respondents were on permanent basis while 30% were on contract basis. This implies that majority of the academic staff at Kenyatta University were on permanent basis. When comparing the best performance, employees who have been in the organization on permanent basis are performing better due to the fact that they have gathered a product level of experience.

### 4.4 Employee Performance

The study sought to establish the Kenyatta university academic staff general performance which was of great interest in showing the commitment of the staff to their duties and responsibilities. The study findings are shown in the subsequent sub-headings.

#### 4.4.1 Number of Units Taught per Semester

The study also sought to establish the number of units taught per semester. This is in regard to the university's policy on the number of units that the academic staffs are supposed to handle per semester. The findings are given in figure below.

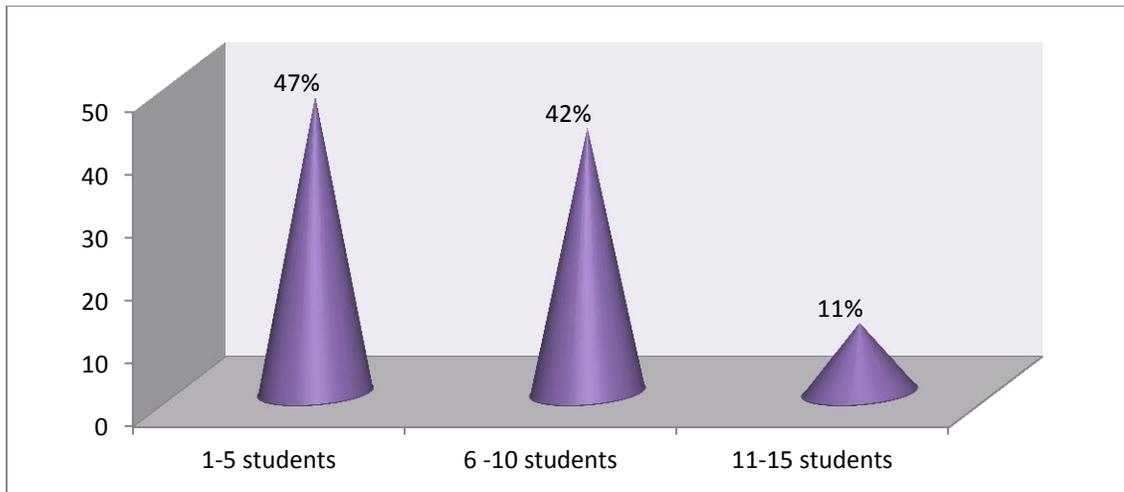


**Figure 4.8 Number of Units Taught per Semester**

From the study findings, majority (54%) of the academic staff at Kenyatta University indicated that they taught three units per semester, 34% taught two units while 12% taught one unit per semester. This implies that majority of the academic staff at Kenyatta University taught three units per semester. This is in line with the university's policy that one was supposed to handle less than five units per semester.

#### 4.4.2 Number of Students Supervised per Academic Year

The study further sought to establish the number of students supervised per academic year. The findings are given in figure below.

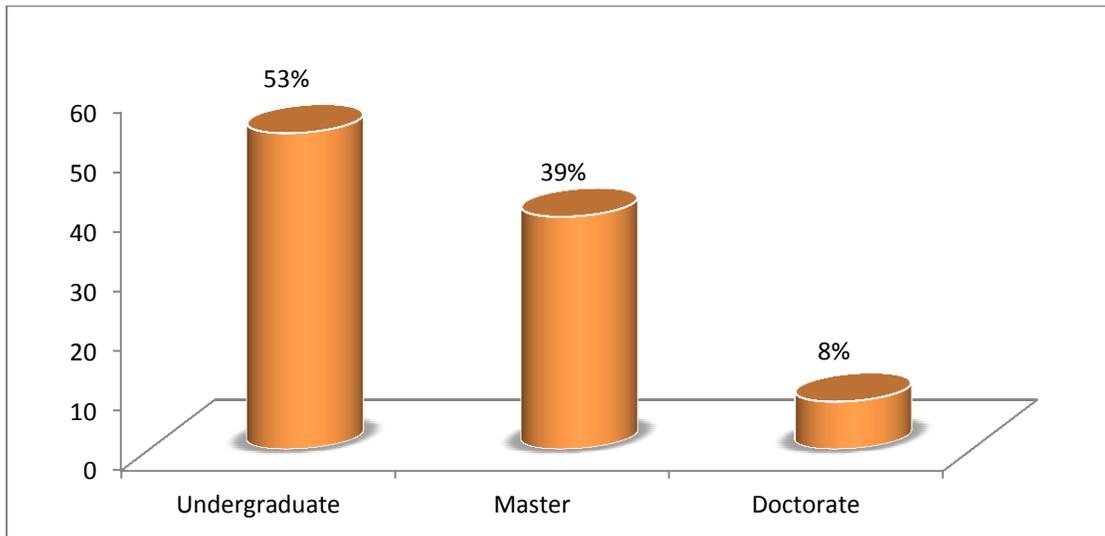


**Figure 4.9 Number of Students Supervised per Academic Year**

From the study findings, most (47%) of the academic staff at Kenyatta University indicated that they supervised between 1-5 students per academic year and 42% supervised between 6-10 students while 11% supervised 11-15 students per academic year. This implies that majority of the academic staff at Kenyatta University supervised between 1-5 students per academic year. This seems to be okay as it promotes coordination between the academic staff and student's thus promoting performance.

### 4.4.3 Highest Education Level of Student Supervised

The study further sought to establish the level of education of the student supervised. The findings are stipulated in the figure below.

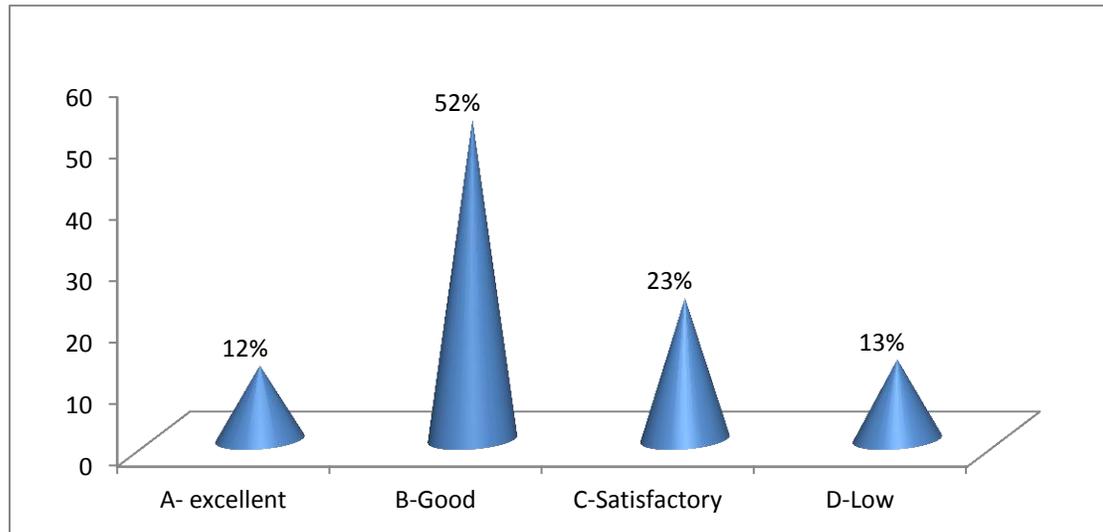


**Figure 4.10 Highest Education Level of Student Supervised**

From the study findings presented in the figure above, majority (53%) of the respondents indicated that they supervised undergraduates and 39% supervised Master's students while 8% indicated that they supervised doctorate students. This implies that majority of the academic staff at Kenyatta University supervised undergraduates. This was attributed to the fact that majority of the students at Kenyatta University were undergraduates.

#### 4.4.4 Student –Lecturer Evaluation Grade

The study further sought to establish the Student –Lecturer evaluation grade at Kenyatta University. The findings are stipulated in the figure below.



**Figure 4.7 Student –Lecturer Evaluation Grade**

From the study findings presented in the figure above, majority (52%) of the respondents indicated that the student –lecturer evaluation grade at Kenyatta University was good, 23% indicated that it was satisfactory while 13% and 12% indicated that the student –lecturer evaluation grade at Kenyatta University was low and excellent respectively. This implies that the student –lecturer evaluation grade at Kenyatta University was good. This is good as it enhances performance in the institution.

#### 4.4.5 Research Work

The study asked the respondents to answer the following questions on their research work. The responses were rated on a five point Liker scale Where 1= Unsatisfactory, 2= Improvement needed, 3= Meets expectations, 4=Exceeds expectations and 5= Exceptional. The mean and standard deviations were generated from SPSS and are as illustrated in table below.

**Table 4.1 Research Work**

	<b>Mean</b>	<b>Std. Dev.</b>
Research paper presented in local/international/conferences	4.36	0.999
Research paper published in local/international journals	4.30	0.986
Book /chapter published	3.43	1.381
Attended local/international/ workshop/seminar/conference	3.90	1.446
Written Grand proposal for funding	4.20	1.323

From the table above, majority of the respondents were exceptional that research paper was presented in local/international/conferences; research paper was published in local/international journals and they had written grand proposal for funding as indicated by the mean scores of 4.36, 4.30 and 4.20 respectively. On the other hand, most of the respondents indicated that they exceeded expectations in attending local/international/ workshop/seminar/conference and publishing books/chapters as indicated by the mean scores of 3.90 and 3.43 respectively. This portrays that staffs were exceptional that research paper was presented in local/international/conferences; research paper was published in local/international journals and they had written grand proposal for funding. This implies that there was good research work

#### **4.4.6 Rating the Performance of Academic Staff**

The study further sought to establish how the respondents rated themselves. The responses were rated on a five point Likert scale Where 1= never, 2= rarely, 3= sometime, 4= often and 5= All the time. The mean and standard deviations were generated from SPSS and are as illustrated in table below.

**Table 4.2 Rating the Performance of Academic Staff**

	<b>Mean</b>	<b>Std. Dev.</b>
Marked and submit exam results within the deadline required by the department	3.13	1.332
Marked assignment ,course work marks and paper to students before the end of semester	3.40	1.037
Participated in other committee allocated to me by university	4.43	1.072
Available for student to consult me flexibly and as necessary	4.46	1.188

From the table above, majority of the respondents indicated that they were always available for student to consult them flexibly and as necessary and that they participated in other committee allocated to them by the university as indicated by the mean scores of 4.46 and 4.43 respectively. On the other hand, most of the respondents indicated that they rarely marked assignment, course work marks and paper to students before the end of semester and they rarely marked and submitted exam results within the deadline required by the department as indicated by the mean scores of 3.40 and 3.13 respectively. This depicts that majority of the staff were always available for student to consult them flexibly and as necessary and that they participated in other committee allocated to them by the university. This shows high level of staff commitment in their responsibilities and thus increased output.

#### **4.4.7 Questions on Research Work**

The study also sought to find out how the respondents rated the following statements on their research work. The findings are given in table below.

**Table 4.3 Questions on Research Work**

	<b>Yes</b>	<b>No</b>
Are you a member of any Professional body	79.5	20.5
Have you ever appointed as an External Examiner	84.6	15.4
Do you participated in community service activities	33.3	66.7

From the findings of the study, majority of the respondents (84.6%) had been appointed as an external examiner, 79.5% were members of professional bodies while 66.7% did not participate in community service activities. This implies that majority of the kenyatta university academic staff had been appointed as an External Examiner and this indicates that the staff performance is high and their inputs are highly demanded externally.

## **4.5 Inferential Statistics**

### **4.5.1 Regression Analysis**

Further the researcher conducted a multiple regression analysis so as to analyze the demographic characteristics and performance of academic employees at Kenyatta University in Kenya. The researcher applied the statistical package for social sciences (SPSS V.21) to code, enter and compute the measurements of the multiple regressions for the study.

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 (age, education level, marital status, tenure in the organization and gender).

The five independent variables (age, education level, marital status, tenure in the organization and gender) that were studied, explain only 83.4% of performance of academic employees at Kenyatta University as represented by the adjusted R<sup>2</sup>.

**Table 4.4 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.913	0.834	0.751	0.4538

#### 4.5.2 ANOVA

**Table 4.5 ANOVA (Analysis of Variance)**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.424	5	.208	41.6	.002 <sup>a</sup>
	Residual	5.375	998	.005		
	Total	6.799	1003			

**a.** Predictors: (Constant), age, education level, marital status, tenure at the organization, gender.

**b.** Dependent Variable: performance of academic employees at Kenyatta University

Analysis of Variance (ANOVA) consists of calculations that provide information about levels of variability within a regression model and form a basis for tests of significance. The "F" column provides a statistic for testing the hypothesis that all  $\beta \neq 0$  against the null hypothesis that  $\beta = 0$  (Weisberg, 2005). From the findings the significance value is .002 which is less than 0.05 thus the model is statistically significant in predicting how age, education level, marital status, tenure in the

organization and gender affect performance of academic employees at Kenyatta University. The F critical at 5% level of significance was 3.23. Since F calculated is greater than the F critical (value = 2.21), this shows that the overall model was significant.

### **4.5.3 Regression Coefficient**

Multiple regression analysis was conducted as to determine the relationship between performances of academic employees at Kenyatta University and the five variables. As per the SPSS generated table 4.19, the equation

( $y = \alpha + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + \varepsilon$ ) becomes:

$$Y = 1.308 + 0.558X_1 + 0.785X_2 + 0.620X_3 + 0.731X_4 + 0.568X_5$$

The regression equation above has established that taking all factors into account (age, education level, marital status, tenure in the organization and gender) constant at zero, performance of academic employees at Kenyatta University will be 1.308. The findings presented also shows that taking all other independent variables at zero, a unit increase in age will lead to a 0.558 increase in performance of academic employees at Kenyatta University; a unit increase in education level will lead to a 0.731 increase in performance of academic employees at Kenyatta University; a unit increase in tenure in the organization will lead to a 0.785 increase in performance of academic employees at Kenyatta University; a unit increase in gender will lead to a 0.620 increase in performance of academic employees at Kenyatta University and a unit increase in marital status will lead to a 0.731 increase in performance of academic employees at Kenyatta University. This infers that age contributes most to performance of academic employees at Kenyatta University followed by age then tenure in the organization, gender and

marital status contributed the little to performance of academic employees at Kenyatta University.

**Table 4.6 Regression Coefficients**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
(Constant)	1.308	1.342		1.623	0.357
<b>Age</b>	0.558	0.310	0.172	1.8	.0276
<b>Education Level</b>	0.731	0.156	0.210	4.685	.0285
<b>Tenure in the organization</b>	0.785	0.322	0.097	2.437	.0202
<b>Gender</b>	0.620	0.285	0.148	2.175	.0249
<b>Marital Status</b>	0.731	0.310	0.172	2.358	.0276

#### **4.6 Discussions of the Findings**

Majority (61%) of the respondents had Master’s degree as their highest level of education and had Doctorate degree as their highest level of education. The results indicate that majority of Master’s Degree and Doctorate degree holders are performing well. As seen from the regression analysis. It was established that education qualification highly influences their performance at work. Education qualification is a highly emphasized factor while jobs are being advertised, indicating that it is a key driver in performance. The fact that almost all the studied employees hold at least a Master’s Degree is indicative of the value that the university attaches on education in as far as employee performance is concerned. This agree with Bowman &Mehay, (1999) who observed that education is thus a key performance determinant which not only determines performance but also influences promotion decisions in organizations. Easterlin (2007) also noted that

the skills gained through education are a mark of performance level that an employee can exhibit while Cushway (2003) observed that in modern times, individuals may be used productively in a flexible manner disregarding their original qualifications when they were being employed.

From these results, age is a key determinant of employee performance. This study also established that the age category of 31 to 40 that performs the best also constitutes the highest population per age category among the employees working at Kenyatta University. This indicates that the university is aware of the age factor in as far as productivity is concerned and is therefore capitalistic on this fact. Although several writers dispute the idea of age as a determinant of productivity, this research proves otherwise. Prenda& Stahl (2001) observed that age is not a key determinant and should therefore not be used as discriminatory criteria in determining employee performance. They warn against the beliefs that the young employees are more energetic and enthusiastic of their jobs than the older ones, since the old generation has the experience, deep knowledge and good understanding of the job and therefore should not be discriminated against.

From the study findings, there was a minimal difference between the performance of men and women within the University. The question of the influence of gender on performance is a highly contested one given the fight for gender equality that is ongoing across the world. Women are coming out to prove that they can equally perform as well as men, or even better. From the above results however, this has not yet been fully achieved given the identified gap between the male and female performance. It is observed that the society looks upon men to perform better than women, although this

does not usually happen in all cases (Lovaglia, 2007). Women have been described as having their efforts submerged under the dominance of men, creating an environment which is futile in the attempt to realize their best performance (Worell, 2010). In addition to this, most women have not taken it as a full challenge to compete with men for the scarce positions and resources that are available, which leaves them inadequacies in their performance (Worell, 2010).

These findings are illustrative of the importance of long term and healthy relations between the employer and employee. When comparing the best performers, employees who have been in the organization for at least 13-23 years are performing the best due to the fact that they have gathered a productive level of experience. This can be considered as the peak employment age in as far as employee performance is concerned. Employees who have been in the university for more than 20 years are showing a static kind of performance trend, with the majority just managing to meet the set objectives. This was in line with Yeatts and Hyten (1998) who indicated that tenure was descriptive of the direct employer-employee interface, a background which may affect the way an employee performs. It was observed that employees who stay long in an organization point out that they are satisfied with the job and their stay in the organization while those who exit are dissatisfied and are hopeful of getting better places that can satisfy their employment needs.

The results have a number of indications as far as the influence of marital status on performance is concerned. Firstly most employees who are single are enjoying the freedom of having a less number of dependents to take care of; hence they can fully concentrate on their work and even comfortably work extra hours, in order to fulfill the

demands of their work. Secondly, it is easier to up skill themselves, for example, by enrolling for evening classes given the amount of free time they have when compared to the other categories that are married and/or with children to take care of. The improved performance among those married can be attributed to the motivation created by the need to work hard in order to meet family obligations. This can be attributed to heightened levels of responsibilities they have such as increased medical care expenses. Unlike the married, the single has a better chance of managing their work-life balance which gives them enough time to refresh for a better performance at work (Desforges & Abouchaar, 2003). Working mothers have been noted as one lot that goes through a number of vigorous challenges since there is a lot that they need to manage. As such, their performance at work is expected to balance the performance at home while taking care of children (Patel et al, 2006). It is also observed that an increased number of family responsibilities are likely to bring about work-life related conflicts within families (Ashfaq et al, 2013). This translates into poor performance both at work and even at home.

From the findings, the five independent variables (age, education level, marital status, tenure in the organization and gender) that were studied, explain only 83.4% of performance of academic employees at Kenyatta University. This therefore means that other factors not studied in this research contribute 16.6% of performance of academic employees at Kenyatta University. Therefore, further research should be conducted to investigate the other factors of performance of academic employees at Kenyatta University. From the findings the significance value is .002 which is less than 0.05 thus the model is statistically significant in predicting how age, education level, marital

status, tenure in the organization and gender affect performance of academic employees at Kenyatta University. The F critical at 5% level of significance was 3.23. Since F calculated is greater than the F critical (value = 2.21), this shows that the overall model was significant.

#### **4.7 Chapter Summary**

The study found out that age contributes most to performance of academic employees at Kenyatta University followed by academic level then tenure in the organization, gender and marital status contributed the little to performance of academic employees at Kenyatta University.

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

### **5.1 Introduction**

This chapter presented the summary of the findings, and the conclusions and recommendations of the study based on the objectives of the study. The objective of this study was to determine the influence of demographic characteristics on performance of academic employees at Kenyatta University in Kenya.

### **5.2 Summary of the Findings**

The study found out that all the levels of the academic staff at Kenyatta University were covered in the study and therefore the results could be generalized. The study found out that that majority of the academic staff at Kenyatta University had PhD as their highest level of education. However, there was a minimal difference between the two genders at the university. Majority were married and aged between 41-50 years. Moreover, majority of the staff had worked at Kenyatta University for 13-34 years as full- time on contract basis.

The study further established that majority of the academic staff at Kenyatta University taught three units per semester and supervised between 1-5 students per academic year majority of who were undergraduates. Further, the student –lecturer evaluation grade at Kenyatta University was good. On the other hand, the study found out that majority of the respondents was exceptional that research paper was presented in local/international/conferences; research paper was published in local/international journals and they had written grand proposal for funding. The study also established that the academic staffs at the university were always available for student to consult them

flexibly and as necessary and that they participated in other committee allocated to them by the university.

From the findings, the five independent variables (age, education level, marital status, tenure in the organization and gender) that were studied, explain only 83.4% of performance of academic employees at Kenyatta University. This therefore means that other factors not studied in this research contribute 16.6% of performance of academic employees at Kenyatta University. Therefore, further research should be conducted to investigate the other factors of performance of academic employees at Kenyatta University. From the findings the significance value is .002 which is less than 0.05 thus the model is statistically significant in predicting how age, education level, marital status, tenure in the organization and gender affect performance of academic employees at Kenyatta University. The F critical at 5% level of significance was 3.23. Since F calculated is greater than the F critical (value = 2.21), this shows that the overall model was significant.

Lastly, the study found out that age contributes most to performance of academic employees at Kenyatta University followed by academic level then tenure in the organization, gender and marital status contributed the little to performance of academic employees at Kenyatta University.

### **5.3 Conclusions**

Since demographic characteristics have an impact on how well an employee performs, they ought to be emphasized in the management of performance. In addition, they should be utilized in carrying out performance appraisal in a way that employees are not overly disadvantaged in the performance ratings they get as a result of these characteristics, some of which are beyond their control. The study concluded that all the levels of the academic staff at Kenyatta University were covered in the study and therefore the results could be generalized. The study concluded that majority of the academic staff at Kenyatta University had PhD as their highest level of education. This is expected of the universities because education qualification highly influences their performance at work. Education qualification is a highly emphasized factor while jobs are being advertised, indicating that it is a key driver in performance. The fact that all the studied academic staff hold at least a Master's Degree is indicative of the value that the university attaches on education in as far as employee performance is concerned.

The study further concluded that gender plays a critical role in employee's performance. The question of the influence of gender on performance is a highly contested one given the fight for gender equality that is ongoing across the world. Women are coming out to prove that they can equally perform as well as men, or even better. From the above results however, this has not yet been fully achieved given the identified gap between the male and female performance. The study concluded that majority of the academic staff at Kenyatta University were married. Married people have more family obligations and require more stability and security regarding their jobs. Therefore they are expected to be

more committed to their current organization they are working in than their unmarried counterparts.

On the other hand, the study concluded that Employees who have been at Kenyatta University for more than 20 years are showing a static kind of performance trend, with the majority just managing to meet the set objectives. The average percentage of the best performers and those who are performing below targets is almost the same indicating the fact that most have already had their performance levels shaped up, given the influence of other demographic characteristics. When comparing the best performance, employees who have been in the organization on permanent basis are performing better due to the fact that they have gathered a product level of experience.

#### **5.4. Recommendations**

A number of recommendations can be made from the findings of this study. Performance measurement should factor in demographic characteristics that were either an advantage to an employee or suppressive as far as performance is concerned. For instance, if the management is able to tell that one comes out as the least in performance ratings because of a specific demographic limitation then that rating can be adjusted in order to capture a true picture of his or her ability under the constraints of the demographic factor in question.

The university management should be at the forefront in nurturing employees' better performance through the creation of a conducive learning environment. This can be achieved through carrying out discussions with employees who want to further their studies on the relevance of the skills they want to acquire within and outside the

university. In addition to this, there should be adequate time and resources such as enough study leaves and scholarships to support employees who want to further their studies. There is also a need to ensure that employees are well placed in roles whose requirements match their demographic characteristics. For instance, employees with families may be considered for evening lectures given that they need more time at home to take care of children.

Further, emphasis on work life balance should also be priority at the university in order to allow employees grow and develop in other spheres of life. This will ensure that employees across all demographic categories are having enough time to participate in other issues that matter in their lives. The university management should therefore consider using effective work-volume management techniques and job rotation in order to avoid employee burn-out. Finally employees should be allowed to share freely any demographic characteristic that is a hindrance to their performance. This is in cognizance of the fact that most of the suppressive demographic traits never get to the knowledge of the management as some employees fear that they might get laid off, should their weaknesses or inabilities get exposed.

Kenyatta University policy indicates that the numbers of units that the academic staffs are supposed to handle per semester are a maximum of three units. There is a need for the university to review this policy so that the staff can have fewer units per semester. This will enable them to dedicate their time in these units to ensure that the students perform well. On the number of students supervised per academic year, the university should reduce the number to a maximum of three students per academic year so that the staff can be able to give personalized services to the students and enable enhance their performance.

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

Due to limitation of time, this research could not extend into studying a large number of demographic characteristics that might be having an influence on performance. In addition, it was not possible to get to the flipside of what this study has established, for example, some demographic factors that organizations overly emphasize on yet they do not have any impact on performance. However, the information gathered was enough for a general applicability across a number of institutions of higher learning.

A number of challenges were encountered during this study, although they were not a hindrance to the aims of the study in a significant way. Firstly, the target was 54 respondents but all could not be reached in order to share their data due to various reasons such as being on leave at the time of data collection and the unwillingness of some not to participate in the study while others were of the country on official duties. Secondly, most respondents were extremely conscious about giving out their personal data and it took more time convincing them that the data would be utilized confidentially. This resulted into using more time for data collection than was earlier planned. Despite the fact that these challenges were in place, enough data was collected and analyzed for the sake of this study.

## **5.6. Suggestions for Further Studies**

There is a need for further studies to be conducted separately on each institution of higher learning to determine the influence of demographic characteristics on performance of academic employees. This will enable the institutions of higher learning to undertake a more comprehensive measure aimed at enhancing efficiency and productivity of the academic staff.

Second, the number of the independent variables (demographic characteristics) needs to be increased as this study only focused on five demographic characteristics which influenced performance of academic staff at Kenyatta University. Also, there is need for future studies to increase the sample size. The study only covered one University in the country. It would be prudent to cover all the Universities in the Country. Future researchers should focus on other factors influencing the performance of academic staffs in the Universities like institution factors, motivation factors and legal factors.

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**APPENDICES**  
**APPENDIX I: QUESTIONNAIRE FOR THE INFLUENCE OF DEMOGRAPHIC**  
**CHARACTERISTICS ON PERFORMANCE OF ACADEMIC EMPLOYEES IN**  
**KENYATTA UNIVERSITY**

**PART ONE: BIO-DATA**

1. Department \_\_\_\_\_

2. Indicate your designation

Professor [ ]                      Associate professor [ ]                      Senior Lecturer [ ]

Lecturer [ ]                      Tutorial Fellows [ ]

3. What is the highest level of education attained?

Doctorate [ ]                      Masters [ ]                      Undergraduate [ ]

4. Any other professional certificate \_\_\_\_\_

5. Indicate your gender                      Male [ ]                      Female [ ]

6. Indicate your marital status

Married [ ]                      Single [ ]

7. Kindly tick your appropriate age in years.

20-30[ ]                      31-40[ ]                      41-50[ ]

51-60[ ]                      60-70[ ]                      Above 70 years

8. How long have you worked with the Kenyatta university?

2-12 [ ]                      13-23 [ ]

24-34 [ ]                      35-45 [ ]

Above 45 years [ ]

9. Select the most appropriate description of your job situation

Full- time permanent employee [ ] Full- time on contract [ ]

Part-time temporary [ ] Part-time contract [ ]

Any other type of employment\_\_\_\_\_

**PART-TWO: EMPLOYEE PERFORMANCE**

10. No of units you teach per semester? [ ]

11. Indicate no of students you supervised academic year (2014-2015)

	Low	Fair	Good	Very Good	Excellent
<b>No of student supervised</b>	None	1-2	3-5	6-10	Above 10

12. What is the highest education level of student you supervised? Kindly tick the appropriate number.

	Low	Fair		Good			Very Good				Excellent
<b>No of students</b>	None	1	2	3	4	5	6	7	8	10	Above 10
<b>Undergraduate</b>											
<b>Master</b>											
<b>Doctorate</b>											

13. What is your Student –Lecturer evaluation grade?

**A= Excellent B= Good C= Satisfactory D=Low (Below average)**

A [ ]

B [ ]

C [ ]

D [ ]

14. Please answer the following questions about your research work. Kindly tick the appropriate:

**Unsatisfactory = None**

**Improvement needed = 1**

**Meets expectations = 2**

**Exceeds expectations = 3**

**Exceptional = Above 4**

	None	1	2	3	4	Above 4
Research paper presented in local/international/conferences						
Research paper published in local/international journals						
Book /chapter published						
Attended local/international/workshop/seminar/conference						
Written Grand proposal for funding						

15. How do you rate yourself in the following, please tick appropriate.

	<b>Never</b>	<b>Rarely</b>	<b>Sometime</b>	<b>Often</b>	<b>All the time</b>
Marked and submit exam results within the deadline required by the department					
Marked assignment, course work marks and paper to students before the end of semester					
Participated in other committee allocated to me by university					
Available for student to consult me flexibly and as necessary					

16. Please answer the following questions about your research work. Kindly tick the appropriate:

	<b>Yes</b>	<b>No</b>
Are you a member of any Professional body		
Have you ever appointed as an External Examiner		
Do you participated in community service activities		

17. How do you rate your performance at University?

Excellent      [ ]      Good      [ ]  
 Fair              [ ]      Poor      [ ]