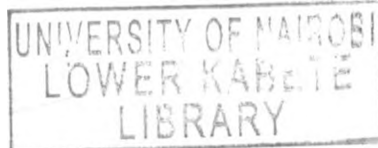


**FACTORS INFLUENCING PERFORMANCE OF STAFF IN PUBLIC
TECHNICAL, INDUSTRIAL, VOCATIONAL AND
ENTREPRENEURSHIP TRAINING (TIVET) INSTITUTIONS IN
KISUMU COUNTY, KENYA**

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**A Research Project Proposal Submitted in Partial Fulfillment of the
Requirements for the Award of Degree of Master of Business
Administration (MBA), School of Business, University of Nairobi.**

2011

DECLARATION

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

Signed  Date 30.10.11.

MERCY FLORAH OLUOCH
D61/73263/2009

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

Signed  Date 30.10.11.

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Most importantly I appreciate the love peace and understanding I received from my loving children who persevered the long absence of the only parent they know. I would not have made it without all of you.

DEDICATION

This study is dedicated to my lovely children Christine and Reagan who had to endure the absence of the only parent they know and in their very tender age raise themselves up as their mother was reading, and to my late mother Magdalene for showing me the importance of hard work.

ABSTRACT

Staff performance is a critical aspect of an organization's ability to meet its objectives, survive, and thrive. Best practice in staff performance involves a full range of managerial practices. For this reason, the study sought to investigate the factors influencing performance of staff in TIVET Institutions in Kisumu County. The study employed a descriptive survey design whereby a sample of 210 respondents were selected from a population of 415 members of staff from TIVET Institutions in Kisumu County. The study used primary data and which was collected using semi structured questionnaire. The data employed factor analysis and descriptive statistics such as frequencies, percentages and mean was used to analyze the data.

The response rate was 92.86%. The study established that the factors influencing performance of staff were: training of staff, consideration of professional qualification during recruitment, proper selection of staff attributes for job qualification, fairness in recruitment styles, awareness of career opportunities in the institutions, staff knowing what is expected of them within the institution, staff trust in the supervisors, supervisor timely provision of feedback to improve their performance, supervisors helping in resolving conflicts to ensure that performance is not compromised, staff ability to balance professional and personal responsibilities, staff being well rewarded when they perform well, staff being adequately informed of their compensations and benefits when they are employed and lastly staff being paid adequately for their responsibilities. The study recommends that the public TIVET institutions should allow management successions; adopt checks and structures in the recruitment process to ensure that fairness is maintained, and that the staff in public TIVET institutions should be adequately paid for their responsibilities. The study suggests that the same study in other areas of the economy so as to check whether the same results would hold. Such areas maybe areas such as the manufacturing sector and other service allied sectors. Since this study was conducted at one point in time, future researchers should do the same study in a longitudinal manner so as to observe the trends of the factors influencing performance of staff. Lastly, since this study only went as far as establishing the factors influencing staff performance, future studies should establish the extent to which these factors influenced staff performance.

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LIST OF ABBREVIATIONS

O.K	Government of Kenya
RS	Poverty Reduction Strategy
IAT	Ramogi Institute of Advanced Technology
S.C	Teachers Service Commission
E	Technical Education
IVET	Technical, Industrial, Vocational and Entrepreneurship Training
IVET	Technical Vocational Entrepreneurship Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States
VE	Vocational Education

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

The current trend of global changes and huge challenges in the corporate world are an indicator that effective systems and processes must be in place in order to support and maintain the focus on improvement, offer quality service to satisfy customers and compete with organizations in the same industry. The increasing competition from businesses across the world means more to being careful about the kind and choice of strategies that an organization makes in order to remain competitive. The desire to remain competitive in the corporate world has led to the concept of performance management system. Performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides to expectations to be defined and agreed in terms of role responsibilities, accountabilities and behaviours. The aim 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 (Armstrong 2003)

Torrington (2005) indicates that it's not good having the right people in the right place, but not delivering the goods. It is important to move away from the contract of employment and move towards a contract of performance. Good management practice encourages and manages performance which brings about a competitive edge. Successful organizations are discovering that performance management is a critical tool, one that plays an important role in translating business strategies in results. Success with performance doesn't happen automatically. It requires work. Those individuals responsible for implementing and maintaining performance

must ensure their management team understand the potential of effective performance management, and are committed to success. It is therefore important to align performance management practices with other organizational systems to achieve performance. This includes compensation, selection, career development, succession planning and training and development.

1.1.1 Performance of Staff

Hobon (2005) defines performance as a multi dimensional construct, the measurement of which varies depending on variety of factors. Performance means both behaviors and results. Behaviours emanate from the performer and transform performance from abstraction to action. Armstrong (2003) on the other hand indicates performance as both behavior and results and emphasizes that both behavior and results need to be considered when managing performance. According to Torrington, et al (2005), a large part of achieving effective performance is getting the organizations processes right, but within the organizational framework; there are teams, groups and individuals who do the work. Also within that framework we have to understand what is it that motivates people to perform and deploy leadership skills that match these motivations. Attempting to model all the different factors that influence the appropriate set of human resource policies and practices that lead to high performance is an extremely complex task. Some researchers argue that the performance effects of human resource policies and practices are multiplicative rather than additive and this is often termed the bundles approach (Mac Duffie 1995). This highlights the emphasis on internal rather than external fit. In other words, a particular set of mutually reinforcing practices is likely to have more impact on performance than applying one of these in isolation. This is sometimes referred to as

complementarities Pfeffer (1998) for example identifies seven critical management policies which are emphasizing employment security, recruiting the 'right' people, extensive use of self managed teams and decentralization, high wages solidly linked to organization performance, high spending on training, reducing status differentials, and sharing information. He suggests that these policies will benefit every organization. Employee's performance is important because it serves as an important outcome variable evaluating human resources.

Research has shown that higher education institutions are facing major challenges regarding the performance of staff, (Mapesela and Strydom 2004). An approach adopted internationally in line with competency based thinking suggests that the following are some competencies that may be associated with staff performance, (Franzen 2003). Leadership, communication, interpersonal skills; infrastructure, self development, development of others, innovation; creativity, decision-making, judgment; research, subject-mastery, professional relations; learner assessment, organization skills; listening skills; originality; critical and analytical skills and subject relevance. The various factors responsible for the poor staff job performance in institutions of higher learning appear to be both internal and external to the institutions. Internal factors include strikes, lack of employees' motivation and weak accountability for educational performance and poor work environment. External factors comprise staff shortage, corruption, inadequate funding of the university system by government and admission based on quotas rather than merit.

1.1.2 Factors Influencing Performance of Staff

An effective employee is a combination of a good skill set and a productive work environment. Many factors affect employee performance that managers need to be aware of and should work

to improve at all times. To get the maximum performance from employees, you need to provide them with the tools they need to succeed. Krivanek outlines the following as factors influencing performance of staff which include, managerial standards, motivation, commitment, and employee evaluations (Krivanek 1999). Managerial standards can be a factor in motivating or de-motivating employees. Krivanek (1999) explains that managerial standards should be in line with the job duties outlined in the job description outlined by human resources. The background of the employee, including their educational history, is also outlined in a job description. Managers should keep their expectations in line with the duties assigned to the employee. By expecting more from an employee than they were hired for, or than their background has prepared them for, can diminish employee performance. To get the best performance from employees, there needs to be some sort of motivation beyond the weekly pay check. Motivation can come in the form of financial incentives, the opportunity to get involved in company projects, a career path that leads to management and direct involvement from management into the daily tasks. Effective motivation can create a productive work force, but lack of motivating factors can leave employees searching for reasons to give their maximum effort.

Employees that feel as though the company has made a commitment to employee success tend to perform better. Krivanek (1999) further states that commitment means offering a competitive rate of pay and benefits package, offering assistance in paying for employee's higher education costs, developing a regular training schedule that keeps employees updated on company changes and gives pertinent information for employees to do their jobs and upgrading equipment to make sure that employees have the most efficient technology available to do their work. Commitment shown by the company is returned in the form of commitment from employees.

important skill is an effective employee evaluation which is an interactive process where the manager gives his input on the employee's performance and the employee gets the chance to put out what she has learned throughout the year. Managers create a plan along with the employee for the coming year on how the employee can develop and improve their performance. Comprehensive employee evaluations are important to the ongoing performance of employees.

1.3 TIVET Institutions in Kisumu County

Previously the field was referred to as TE, Technical Education, VE Vocational Education, or as both the combination of Technical and Vocational Education (VOCTEC). UNESCO has for sometime used TVE. In this role UNESCO guided the provision of Schools and Tertiary Institutions (TIQET, 1999). In 1999 UNESCO Members at its congress in Seoul unanimously voted to incorporate training in TVE to form TVET. However later recommendations in Sessional paper No 1 (2005) on Policy Framework for Education Training and Research, this field is referred to as TIVET. In this paper I will therefore use the term TIVET which means Technical, Industrial, Vocational and Entrepreneurship Training. Current status of TIVET in Africa differ from country to country and are delivered at different levels in different types of institutions including Vocational and Technical Schools, Polytechnics, enterprises, and apprenticeship training centers. The duration of School based Technical and Vocational education is between three and six years depending on the country and model. Some countries like Ghana, Senegal and Swaziland in an attempt to expose young people to pre employment skills have incorporated basic vocational skills into the lower or junior school curriculum. TIVET is a major initiative by the government and it was envisaged, as an occupational field to

provide the foundation for productive and satisfying careers and at the same time offer specialized preparations for initial employment, including self-employment. In addition, in line with Poverty Reduction Strategy (PRS) policy of the government, it is proposed that technological development and self-employment programmes be provided to enhance employment creation and hence reduce poverty in Kenya (Kenya Education Sector Support Programme 2005-2010)

Public TVET Institutions in Kisumu County are two namely, Kisumu Polytechnic, and Ramogi Institute of Advanced Technology (RIAT). Both institutions have a mandate to offer courses at certificate and Diploma levels in various disciplines. They produce middle level human resources that are equipped with technical and business skills that are required in industry, informal sector and service sectors. The Institutions produce technicians and technologists who are expected to play a major role towards the attainment of the national objective of industrialization of Kenya by the year 2030. This sub sector however has several challenges that need to be addressed.

1.2 Statement of the Problem

Staff performance is a critical aspect of an organizations ability to meet its objectives, survive, and thrive. Best practice in staff performance involves a full range of managerial practices. Human resource is important to all managers because it provides managers with the resources necessary to produce the work for the managers and organization, (Holton 2005). In recognizing human resource management systems as strategic assets and in identifying the value of a skilled, motivated and adaptable workforce, the relationship between human resource management and organization performance moves to center stage. The traditional human resource function when

viewed as a cost centre focuses on transactions, practices and compliance. When this is replaced by strategic human resource system it is viewed as an investment and focuses on maintaining a firm's strategic infrastructure. (Cummings and Worley 2005).

There are a number of factors that influence staff performance that managers need to be aware of and should work to improve at all times. This runs from raising the managerial standards, motivating the employees, ensuring that there is a balance between home and work, setting goals and interacting with the employees. (Krivanek 1999). In the Vision 2030, the government's focus is to eliminate poverty and empower Kenyans to enjoy quality decent livelihoods. Education is identified as one key component in the social pillar of the government's strategy of Vision 2030. (G O K 2007). The first medium Term Plan 2008-2012 of vision 2030 aims at significantly reducing the number of Kenyans living in poverty from 46% to 28% while raising average annual incomes from an estimated US\$650 to US\$992 by 2012.

This however is not the case as the area of TIVET has been largely ignored and faced with threats like inadequate human infrastructure and financial capacities, inefficient mechanisms for quality assurance, monitoring and evaluation, non competitive terms of service for TIVET personnel and high cost of TIVET activities including equipment, training materials and text book. (Nyerere 2006). The Bonn Resolution of October 2004 noted that TIVET is the master key for alleviation of poverty, promotion of peace and conservation of the environment, in order to improve the quality of Human Life and promote sustainable development. Kenya can reorient itself towards sustainable development, using TIVET as a vehicle for socioeconomic and technological transformation. It's critical that Kenya through TIVET meets the challenges of

increased unemployment, poverty, food insecurity and environmental degradation

A number of related studies on performance of staff on various sectors of the economy have been conducted Obwaya (2010); and Nginyo (2010) among others. For instance Obwaya's study looked at Employee Performance Management at Kenya National Audit office; Nginyo (2010) delved into Employee Performance Management Practices among Insurance Companies in Kenya. To the best knowledge of the researcher, no known study that has been done to determine the factors influencing performance of staff in public TIVET institutions in Kisumu County hence there is a knowledge gap that this study seeks to bridge

1.3 Objective of the Study

- 1 To determine the factors influencing performance of staff in public TIVET Institutions in Kisumu County, Kenya

1.4 Value of the Study

The study is significant to scholars because it will provide scholars with knowledge that will serve as a platform to add and improve on performance of staff in public TIVET Institutions

The government will continue gathering valuable information in order to fulfill its responsibility to eliminate poverty; empower Kenyans with education to enjoy quality and decent livelihoods and to improve performance of staff by laying down relevant strategies in Public TIVET Institutions in Kisumu County

Public TIVET Institutions in Kisumu County will obtain information that will enable them assess their performance and therefore improve on issues that will impact on their performance positively. This study will stimulate further research in the field of performance of staff in Public TIVET Institutions in particular and organizations in general

CHAPTER TWO: LITERATURE REVIEW

2.1 Performance Management

The concept of performance management has been one of the most important developments in the sphere of Human Resource Management in recent years. The phrase was coined by Beer and Ruh in 1976, but it did not become a distinctive approach until the mid 1980s. It grew out of the realization that a more continuous and a more integrated approach was needed to manage and reward performance. This was because the crudely developed and hastily implemented performance related pay and appraisal systems were all too failing to deliver the results that, somewhat naively people were expecting from them. Performance management rose like a phoenix from the old established but somewhat discredited systems of merit rating and management by objectives. Jackson et al (2009) define performance as a formal structured process used to measure, evaluate and influence employees job related attitudes and behaviors and performance results. They say that performance management helps to direct and motivate employees to maximize their efforts on behalf of the organization. The scholar's further state that organizations with effective performance management, define clear performance goals and measures, conduct performance appraisals, and provide ongoing feedback.

Dessler (2008) views performance management as a process that unites goal setting, performance appraisal, and development into a single, common system whose aim is to ensure that employee performance is supporting a company's strategic aims. The distinguishing factor feature of performance management is that it explicitly measures the employee training, standard setting, appraisal, and feedback relative to how his or her performance should be and is contributing to achieving the company's goals. Developmental organizations embrace performance management process that enables employees to become their greatest asset. When

managers function as performance coaches, they become trainers, confronter's mentors and counselors providing positive feedback and reinforcement to improve skills and competencies that ultimately enhance overall employee performance. Performance management functions as an integral part of a comprehensive development strategy, although very few organizations subscribe to this philosophy. Gilley et al (2000) An organization does not need management supermen to build a high performance management system; the system performs because its design enables ordinary people to deliver extraordinary results consistently. High performance does however require managers who understand, use and improve the system. (Stankard 2000) As Neely (2000) puts it, performance management is designed for business to work well together. Performance management has the tendency to make it easier for all the employees of business institutions to work together. Performance management uses different strategies and techniques to determine the problems of business institutions and then solve it for them to be united. Performance management checks flaws that cause disunity in a business institution. It then checks for the probable actions that can be used to initiate unity in such organization. The use of performance management opens up the lines of communication that will be used by different business institutions so that they can work as one unit.

Performance management is concerned with satisfying the needs and expectations of organizations stakeholders- owners, management, employees, customers, suppliers and general public. In particular, employees are treated as partners in enterprise whose interest are respected, who have a voice on matters that concern them, and whose opinions are sought and listened to. He asserts that, performance management should respect the needs of individuals and teams as well as those of the organization, recognizing that they will not always coincide (Armstrong,

2003) He further argues that performance management is concerned with communication and involvement. That it creates a climate in which a continuing dialogue between managers and members of their team takes place in order to define expectations and share information and the organization's mission, values and objectives. This he says establishes mutual understanding of what is to be achieved and a framework for managing and developing people to ensure it will be achieved. Winstanley and Stuart-Smith (1996) identify ethical considerations or principles in performance management. These include: respect for the individual-people should be treated as "ends in themselves" and not merely as "means to other ends", mutual respect-the parties involved in performance management should respect others needs and preoccupations; procedural fairness-the procedures incorporated in performance management should be operated fairly so as to limit the adverse effect on individuals, transparency-people affected by decisions emerging from performance management process should have the opportunity to scrutinize the basis upon which decisions are made.

Performance management is a process that unites goal setting, performance appraisal, and development into a single common system whose aim is to ensure that employee's performance is supporting the organizations. The distinguishing feature of performance management is that it explicitly measures the employees training, standards setting, appraisal, and feedback relative to how his or her performance should be and is contributing to achieving the company's goals. It does not mean meeting with subordinate once or twice a year to review their performance but daily or weekly interactions to ensure continuous improvement in the employee's capacity and performance. It also means ensuring that the employee has training he or she needs to perform the job. (Dessler, 2008)

2.1.1 Performance Management Cycle

Figure 2.1: Performance Management Cycle



Source: Phil, H. and Anthony, S. (2007) *The Happy Manager* Apex leadership Ltd pp 32

According to Phil (2007) et al, using a performance management cycle adds structure and

process to manager's efforts to help others reach their potential

The first stage of a conventional performance management cycle is the plan. This identifies future performance requirements in terms of targets, actions and behaviours. The plan should challenge the individual but also be achievable. It should allow that person to combine existing expertise with their potential for development. Plans must also address the alignment of priorities, including those of the individual, their team and the organization as a whole. For the plan to work it also requires focus, both on what is to be achieved and how that is to be done. Finally, the plan requires commitment from all involved. Employees must know what they need to do to perform their jobs successfully. Getting employees involved in the planning process helps them understand the goals of the organization, what needs to be done and how well it should be done. (Torrington, 2005) As Torrington 2005 puts it performance expectations need to be understood and where possible, it should involve the participation of employees. Goal setting involves managers and subordinates jointly establishing and clarifying employee's goals. It affects performance through influencing what people think and do by focusing their behavior in the direction of goals, energize behavior, motivate people to put forth the effort to reach difficult goals that are accepted and clarifies duties and responsibilities. Participation convinces employees that the goals are achievable and can increase motivation and performance. (Cummings and Worley, 2005)

The second stage of a basic performance management cycle is the development of the individual's expertise and potential. The development phase should focus on both improving current expertise, and on allowing new skills or knowledge to be gained, particularly where there is evidence of potential. At this stage it's crucial that the manager identifies opportunities, and then provides coaching and other support as needed. Training and development improves

the workforce in order to create a competitive advantage and contribute to organizational success. Training and development also means for employees to address the employees' needs. By offering training and development opportunities, employers help employees develop their own competitive advantage and ensure long term employability, Jackson (2008). Development implies that it is an ongoing process and that progress is made overtime and this fits also with the emphasis on lifelong learning. As people work longer, they need to continue to develop and improve their skills, knowledge and competencies. Organizations therefore have a role to play in creating sustainable environments in which learning and development can occur. Training and development are applicable to performance in a current or anticipated job. Armstrong (2000) states that management development contributes to business success by helping the organization to grow, and this help the manager meet present and future needs. Management development improves manager's performance, gives them development opportunities and provide for management succession. Armstrong concludes by saying that management development is a business led process that is concerned with development of individual performance and potential.

The third stage in this cycle is performance management. Performance management is all about performing. Firstly, plans and potential can count for little unless they are used to deliver something meaningful. In a work-based performance management cycle, this must relate to the needs of individuals, their teams and their organizations. Secondly, there is deep satisfaction to be found in doing something well and it's much easier to excel when using your strengths. Good managers ensure they help their colleagues do just that. Allow and encourage your people to do what they do best, preferably on a regular basis. Finally, and underpinning both of these points, ensure your people have the resources they need to be able to perform. Clearly there may be

limitations beyond the manager's control here. Nonetheless, it's unfair to expect improved performance without the right tools to enable it. (Krivanek, 1999) Managing performance is the stage in which action is taken to implement the performance agreement and personal development plan as individuals carry on their day to day work and their planned learning activities. It includes a continuous process of providing feedback on performance conducting informal progress reviews, updated objectives and where necessary, dealing with performance problem and counseling. (Daniels, 1998)

The final stage in most performance management cycles is the performance review. This is designed to allow both parties to the process to consider how achievements have met the goals set during the planning stage. A review looks at results, both tangible and intangible, and provides the springboard for determining where to concentrate efforts as the cycle returns to the planning stage. Performance management will not work very well if it's only seen as an annual process. The performance management cycle works best if it's used as a series of mini-cycles, throughout the year. Then, when it comes to a more detailed review and planning session, there should be no surprises. Regular performance review keeps you in constant touch with what is happening, and helps build a more effective performance management process. (Krivanek, 1999)

While the employee is working to achieve the performance agreed, the manager retains a key enabling role. Organizing the resources and off-the-job training is essential and should be accessible. There may be unforeseen barriers which the manager needs to deal with, and may require expected performance needs to be revised. (Torrington, 2005) Monitoring performance means measuring performance and providing feedback to employees. According to Armstrong (2003), measurement is an important concept in performance management as it identifies where

things are going well and where corrective action is needed Williams (2000) also concurs by indicating that reviews provide a formal opportunity to discuss overall performance results which allow the manager to summarize the informal feedback

2.1.2 Factors Influencing Staff Performance

According to Kandula (2003), many organizations and their human resource managers have realized that high employee performance is equal to high performance management practices Anderson (2010) argues that factors which influence employee performance include: experience, work home balance, manager interaction, setting goals and training and development Anderson (2010) argues that in-service training enables the staff to have relevant skills to effectively undertake his duties making the employee to improve his performance Armstrong (2003) summarizes practices that develop a performance culture in an organization to include rigorous recruitment and selection procedures, extensive and relevant training, management development, incentive pay systems and performance management process Dessler (2003) includes goal setting, worker selection and placement, performance appraisal, compensation, training and development and finally career management as factors influencing staff performance

Hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral According to employment expert Krivanek, writing for the Tech Republic website in Anderson (2010), company should focus on recruiting staff with the right education and professional qualifications Having staff with the right education and professional background is very important as it is easier to build their capacity and consequently improve the performance of the organization If an employee has undergone extensive training but is still experiencing performance issues, then the problem could be that the employee does

not possess the necessary experience to do the job. As much as an employer may not want to be affected by the personal life of his employees, personal problems can sometimes affect employee performance. Managers need to be sensitive to employee personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all of your employees that the company values its employees. Anderson (2010) further argues that if an employee does not get feedback from her manager, then she has no idea how to rate her performance. Managers should be trained to give positive and negative employee feedback. In negative situations, the manager should work with the employee to create a program that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong. To help employees improve their performance, you need to set goals that employees are required to achieve. Performing by the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals.

Kandula (2003) established that the performance of an organisation can be significantly improved if the employees are convinced that the skills they have are sufficient to undertake the work they undertake. He adds that if the attributes used to select employees in the recruitment process are good and adequate for the job then the recruited employees will perform well and by extension the organization will realize improved performance. Holton (2005) outlines that promotion of employees in the organization and the employees being aware of the promotional opportunities in the organisations is very important in ensuring that the employees performance efficiently in the organization. He however adds that it is not enough for the employees to know

the promotional opportunities but it should go along with employees getting promotion in case they qualify for promotion. This actually improves the performance of the employees as they know the promotional opportunities in the organization and also that they actually get promotions in the case whereby they deserve them. Abdi (2008) adds that employees knowing and believing that they have the opportunity to progress within the company is very important in ensuring that the employees perform to their best. He adds that employees who do not have the opportunity to progress in the company is likely not to work hard and would therefore not perform for the organization.

According to Swason (2001), many organizations and their human resource managers have realized that high employee performance is related with organizations having supervisors who are trustworthy, management establishing clear direction for the departments, relationship between employees and management being good, supervisor taking a personal interest in helping workers getting ahead with their job, supervisors consistently providing employees with timely feedback for improving their performance, supervisors helping workers deal with personal problems and supervisor helping in reconciling conflicts to ensure performance is not compromised were directly proportional to performance of the employees in the organization.

Torrington et al (2005) states that ability of employees to balance personal and professional responsibility improves the performance of the employees and workers being able to manage their workload thereby being stress free also improve their performance.

Swason (2001) argues that the most significant motivation for any employee is remuneration. He adds that if employees are adequately rewarded for their responsibilities and given adequate compensation and benefits for their services to the organization, the employees work well and consequently the organization is able to observe improved performance.

2.1.3 Benefits of improved staff performance

Holton (2005) identifies the following as benefits of improved staff performance: improved business profits, increased employee responsibility, equitable treatment of employees and enhanced quality of work life as discussed. The bottom line of an organization improves significantly by increasing employee productivity and quality of work. Communicating realistic but challenging job expectations and making employees accountable for their decisions and actions result in noticeable improvements in employee tardiness, absences, and organizational commitment. All employees are treated fairly by implementing standardized procedures that promote consistency throughout an organization. Employees experience greater job satisfaction because they become more successful. In addition, employee conflict is kept to a minimum. Employee's performance is important because it serves as an important outcome variable evaluating human resources. Abdi (2008) state that employee performance management system seek to create a new performance culture which places greater emphasis on the importance of motivation, development and optimal utilization of human resources towards the achievement of client focused and result oriented policy framework. The policy framework addresses recognition and reward for job performance. Recognition makes employees feel worthwhile members of staff, put more effort in achieving organizational goals and increase productivity. Performance management system creates a shared vision throughout the organization and helps to establish and support appropriate leadership and management styles. The targets set align each employees performance towards the mission and to achieve this, each unit of the organization is expected is expected to have a performance management system that is understood by all employees in the organization (Swanson, 2001)

The set goals drive all staff towards the same direction and this reduces confusion and ambiguity among employees. Clear expectations, requirements and definition of roles provides for individual and team development. Definition of roles supports an employee in performance and also helps the supervisor in assessing and guiding the employee in developing abilities, identifying the training needs and weak areas for deficiencies.

Torrington et al (2005) notes that improved employee performance encourages employees and supervisors in the organization as line managers own the responsibility to supervisors within their own jurisdiction and employees become active participants in goal setting. They are responsible for their own competence development to achieve the organizations objectives. Empowerment creates recognition on employees and acts as a motivator for self development. A motivated employee puts more effort on any responsibility assigned to him as he feels a worthwhile person who remains loyal to the customers and his organization. In order to make a performance management system a success, the line managers must be regularly involved and this results to improved organizational performance, both the structure of performance management system and the performance driven behavior of the organization need to be of high quality. The people should be treated as ends in themselves and not merely as means to other ends, (Armstrong, 2003)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The study adopted a descriptive survey. Mugenda and Mugenda (1999) noted that a descriptive survey seeks to obtain information that describes existing phenomena among members of a survey population. Descriptive survey is the most appropriate design for this study as it will enable the examination of the elements in the population of the existing phenomena.

3.2 Population

The population of interest consisted all staff in the Public TIVET institutions in Kisumu County. They are two such institutions in Kisumu County namely; Kisumu Polytechnic and Ramogi Institute of Advanced Technology (RIAT). There are a total of 415 members of staff in Public TIVET Institutions in Kisumu County. The support staff are 163 while the teaching staff is 252 (Monthly T S C staff Returns for teaching staff-Principals Office and Support Staff data payroll-accounts office, 9th June 2011), (appendix III.)

3.3 Sample Design

Fifty percent of the entire population was selected as the sample size which comes to 210. Stratified random sampling technique was used to select the respondents.

3.4 Data Collection

The study used primary data. The data collection instrument was a semi structured questionnaire. The questionnaire had three sections. Section A covered demographic factors, section B covered factors influencing performance of staff and section C covered performance management stages. The questionnaires were self administered.

3.5 Data Analysis

Factor analysis and descriptive statistics such as mean, mode and median was used to analyze the responses, concerns and views on factors influencing performance of staff in public TIVET Institutions in Kisumu County Serakan (2006) states that when analyzing "factors," factor analysis then can be used to describe variability among various inters of a potentially lower number of unobserved variables called factors. The observed factors are modeled as linear combinations of the potential factors plus error terms. The results were presented in percentages, tables and charts.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Response rate

The study targeted 210 staff members in the public technical, industrial, vocational and entrepreneurship training (TIVET) institutions in Kisumu County. However, the study was unable to attain 100% response rate as the researcher was only able to get 195 respondents since some respondents were unavailable for the study. This was a response rate of 92.86%. This is in line with the findings of Coopers & Schindler (2000) who said that a questionnaire response rate of at least 75% is adequate for a study to continue.

4.2 Demographic characteristics of the respondents

The study investigated the demographic characteristics of the respondents such as Gender, Age, Marital Status, Highest Level of Education and Length of Service of the staff and results presented below.

4.2.1 Gender of respondents

The study explored the gender distribution of the respondents. Figure 4.1 below shows the gender distribution of the respondents.

Figure 4.2.1: Gender distributions of the respondents

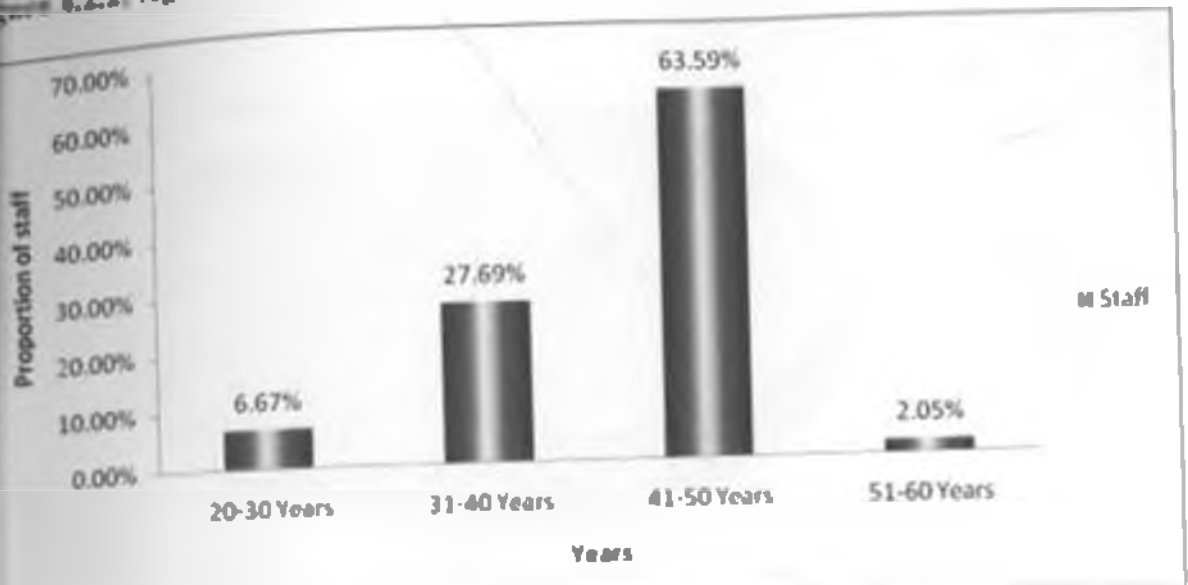


From figure 4.1, 101 (51.79%) respondents were male and 94 (48.21%) respondents were female. This results show that the study incorporated the views of both the male and female employees of the public technical, industrial, vocational and entrepreneurship training (TIVET) institutions.

4.2.2 Age distribution of respondents

The study also explored the age of the respondents. Figure 4.2.2 shows the age distribution of the respondents in the study.

4.2.2: Age distribution of the respondents

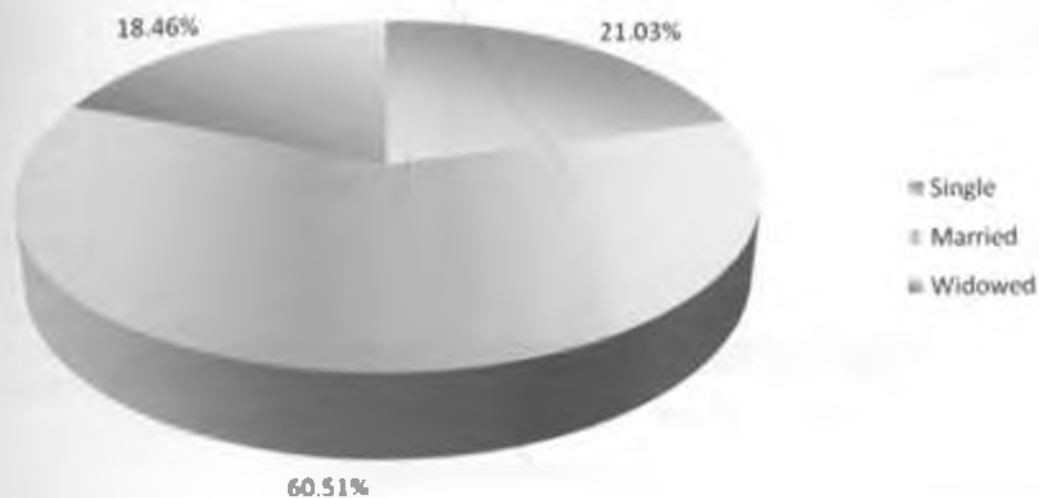


An exploration of age of the respondents revealed that the mode age category was the age category between 41 and 50 years of age. A total of 124 (63.59%) respondents were aged between 41 and 50 years of age, while 54 (27.69%) were aged between 31 and 40 years of age. On the other hand few respondents had less than 30 years or over 50 years of age. A total of 13 (6.67%) had between 20 and 30 years and 4 (2.05%) had between 51 and 60 years of age.

4.2.3 Marital status of respondents

The study also examined the marital status of the respondents and presented it in figure 4.2.3 below.

Figure 4.2.3: Marital status of respondents

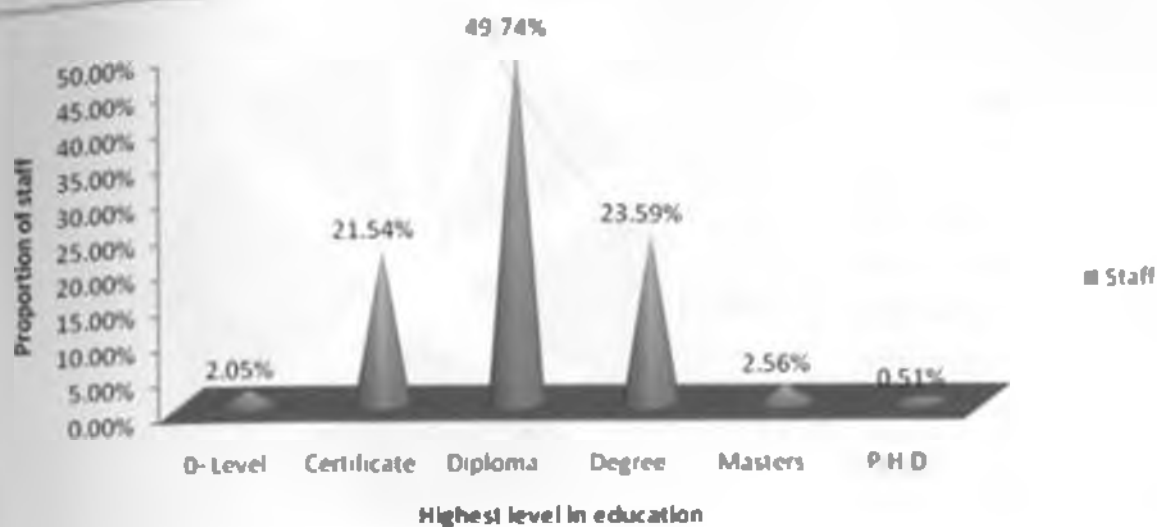


As presented in figure 4.2.3, 118 (60.51%) of the respondents were married, 41 (21.03%) were widowed and 36 (18.46%) were single. No respondent was separated. If being married has a positive influence in the performance of staff then it can be inferred that most of the staff in the study had high chances of performing well.

4.2.4 Highest level of education

The study also looked at the highest level of education attained by the study respondents. The researcher chose to investigate the highest level of education attained by the respondents because the level of education can be a pointer on a workers level of knowledge and consequently a workers ability to perform well at work. Figure 4.4 below shows level of education of the respondents in the study.

Figure 4.2.4: Highest level attained in education

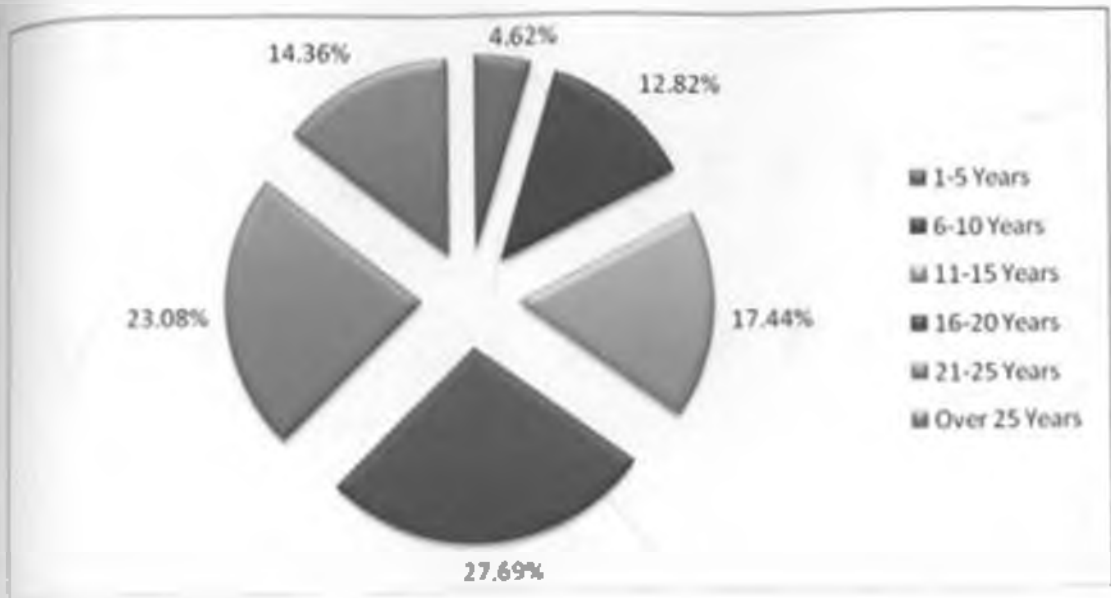


From figure 4.2.4, all the respondents had acquired some formal education and were literate. This showed that the respondents were able to understand the study questionnaire. A breakdown of the specific levels of education attained showed that a total of 97 (49.74%) of the sampled staff had diploma, 42 (21.54%) sampled staff had certificates, 46 (23.59%) respondents had degrees, 5 (2.56%) had masters and only one had a PHD. Since it is at the tertiary level of education and beyond that professional skills are learned it can be established that 191 (97.94%) had attained a level of education beyond O level and therefore were probably having some professional skills acquired from their education.

4.2.5 Length of service

The study investigated the length of service of the staff. The length of service may be an indicator of the extent to which a worker has learned the working environment and as a result ability to perform highly. Figure 4.5 shows the years of experience of the workers.

Figure 4.2.5: Length of Service



From figure 4.5, 54 (27.69%) respondents had between 16 and 20 years of experience in their current positions, 45 (23.08%) had between 21 and 25 years of experience in their current positions, 34 (17.44%) had between 11 and 15 years of experience in their current positions, 25 (12.82%) had between 6 and 10 years of experience in their current positions and 28 (14.36%) had over 25 years of experience in their current positions. Since only 9 (4.62%) had less than 5 years of experience while the rest had over 5 years of experience it can be established that most of the respondents had worked in their current job positions long enough to understand the operations of their work and therefore have good performance at work.

4.3 Factors influencing performance of staff in public TIVET Institutions

The objective of the study was to investigate the factors influencing performance of staff in public TIVET Institutions in Kisumu County. Various methods were used to establish these factors; they included factor analysis and descriptive statistics such as mean scores, which were used to identify and present results of factor analysis areas as per table below.

Table 4.3: Factors influencing performance of staff in public TIVET Institutions (Total variance explained)

Factors	Initial Eigen values			Extraction sum of squares loading			Rotation sums of squares loading		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
F1	6.624	7.673	7.673	6.624	51.50	51.5	5.325	27.46	27.46
F2	3.418	7.357	15.03	3.418	14.45	65.95	4.329	22.24	49.7
F3	2.549	7.043	22.073	2.549	6.20	72.15	3.591	12.35	62.05
F4	1.847	6.68	28.753	1.847	2.03	74.18	2.518	6.54	68.59
F5	1.059	6.552	35.305	1.059	1.61	75.79	2.217	5.24	73.83
F6	1.032	6.435	41.74	1.032	1.29	77.08	1.851	3.25	77.08
F7	0.986	5.954	47.694						
F8	0.958	5.908	53.602						
F9	0.854	5.712	59.314						
F10	0.834	5.616	64.93						
F11	0.795	4.354	69.284						
F12	0.756	3.769	73.053						
F13	0.739	3.532	76.585						
F14	0.697	3.344	79.929						

F15	0.667	3.101	83.03
F16	0.635	2.757	85.787
F17	0.603	2.412	88.199
F18	0.598	2.149	90.348
F19	0.558	2.083	92.431
F20	0.524	1.67	94.101
F21	0.514	1.564	95.665
F22	0.485	1.366	97.031
F23	0.472	1.146	98.177
F24	0.466	0.514	98.691
F25	0.423	0.494	99.185
F26	0.402	0.49	99.675

The first column in table 4.1 above represents the factors influencing performance of staff, which are also the variables under study. For instance, F1 which stands for factor number one represents training as very important in improving performance of staff and so forth. The second column presents the initial Eigen values of the factors. The Eigen values represent the variance of performance of staff explained by the factors i.e. it explains what percentage of performance is determined by the corresponding factor. There after we extract all the factors with Eigen values greater than 1, which leaves us with 6 factors which are significant in influencing performance. Factors greater than 1 are extracted in factor analysis because they are the factors that are significant in explaining performance of staff. This is because these factors have a multiplicative effect on performance. However, factors that have Eigen values less than 1 are dropped because they have a reducing effect on performance since they are fractions.

The third and last column represents the rotation sums of squares loading of the factors. Rotation has an effect of optimizing the influence of the factors on the performance of staff. The percentage of variance column represents what percentage of staff performance is determined by the factor under study. For instance 27.46% of staff performance is influenced by factor 1 (F1) which is training. Factor 2 on the other hand influenced 22.24% of staff performance.

In the last column, cumulative percentage represents the extent to which the combinations of factors influence performance of staff. For instance factor 1 alone influences up to 27.46% of staff performance; the first and the second factor influence staff performance up to 49.7% of staff performance. Lastly the six significant factors influenced staff performance up to 77.08%.

4.3.1 Training and development.

Training has the important function of improving employee's ability to perform tasks required. Training allows better use to be made of human resources; by giving employees a feeling of mastery over their work. Training is an element of performance Torrington et al, (2005); Armstrong, (2003) and Swanson, (2000). These scholars view training as an important factor influencing performance of staff, and a way of giving employees opportunities for self improvement and development to meet challenges and requirements of new responsibilities, equipment and technology. It's basically aimed at enhancing employee performance at work. The findings indicate that, a proportion of 64.11% respondents had confidence in the importance of training and development in improving employee performance. On average the respondents agreed that training and development was very important to the employees in helping them in improving performance. This finding echoes those of Anderson (2010), who argued that in-service training enables the staff to have relevant skills to effectively undertake their duties making the employees to improve their performance.

4.3.2 Selection and Recruitment

Organizations should focus on recruiting staff with the right education and professional qualifications for specific jobs. Having staff with the right education and professional background is very important as it is easier to build their capacity and consequently improve the performance of the organization. This is in line with the argument from scholars like Anderson (2010). In this study, a total of 20% respondents had confidence in the fairness in the recruitment style in the organization, 65.13% respondents did not have confidence and 14.87% respondents were undecided on whether or not had confidence in the fairness in the recruitment style in the

organization. The respondent mostly disagreed that there was fairness in the recruitment style in the organization. About education and professional qualification being considered during recruitment, a total of 69.27% respondents were confident that education and professional qualification were considered during recruitment.

A proportion of 70.26% respondents were confident that the attributes used in selection were good and adequate for their job. These findings are in line with those of Kandula (2003), who established that the performance of an organization can be significantly improved if the attributes used to select employees in the recruitment process are good and adequate for the job; the recruited employees will perform well and by extension the organization will realize improved performance.

4.3.3 Career management.

Career is a related series in an ascending order of status and responsibility. Career management and advancement motivates employees to perform better in their roles besides filling employees with feelings of security resulting from the likelihood that his or her job opportunities will increase their career progress. Robbins and Judge (2007) and Susan (2010), share the view that career management influence staff performance. In this study, career management was examined using 3 variables namely: awareness of the promotion opportunities in the institution, having the opportunity to progress within the company and employee knowing what is expected of me in my job.

A proportion of 67.18% respondents knew what is expected in their jobs. The respondent mostly agreed that there were promotion opportunities in the institution and this improved their performance. These results are consistent with those of Holton (2005), who outlined that

promotion of employees in the organization is very important in ensuring that the employees perform efficiently within the organization

The respondents were also examined on the manner in which promotions were carried out in their institutions. A proportion of 66.15% respondents did not have confidence in the manner in which promotions were carried out in the organization. On whether top management supports management succession, 70.26% had no confidence in the in top management supporting management succession. From this finding, the respondents largely disagreed that the management supported successions in management.

About having the opportunity to progress within the job, a proportion of 73.33% respondents were confident that they had the opportunity to progress within the job. Abdi (2008) also had similar findings; he states that employees knowing and believing that they have the opportunity to progress within the company is very important in ensuring that the employees perform to their best. He adds that employees who do not have the opportunity to progress in the company are likely not to work hard and would therefore not perform for the organization. A proportion of 70.26% respondents were aware of the promotion opportunities in their institution.

4.3.4 Management

Management plays a pivotal role in staff performance. They avail resources needed for good performance and ensure that targets are met. Krivanek (1999), Greenberg (2004), and Graham and Bennett (1998), assert that the purpose of management is to ensure resources are used in such a way that the employer obtains the greatest possible benefit.

Based on the overall ratings a proportion of 67.18% respondents agreed that the management had established a clear direction for the department. The respondents were queried on the relationship between employees and management. A proportion of 71.28% respondents said that the relationship was poor. The study also examined the extent to which the supervisors took personal interest in helping workers get ahead with their job. A proportion of 72.3% respondents disagreed that their supervisors took personal interest in helping workers get ahead with their job. On supervisor consistently providing the respondents with timely feedback for improving performance, 57.44% respondents agreed.

When it came to supervisor helping subordinates in dealing with personal problems, 67.18% respondents disagreed. These findings are in line with those of Swason (2001), who said that organizational performance was directly proportional to the management establishing a clear direction for the department, good relationship between employees and management, supervisor taking a personal interest in helping workers getting ahead with their job and supervisors consistently providing employees with timely feedback for improving their performance.

4.3.5 Work home balance

Torrington et al (2005) stated that the ability of employees to balance personal and professional responsibility and workers being able to manage their workload improves the performance of the employees and helps in creating a stress free working environment. Work home balance was examined using 3 variables namely ability to balance personal and professional responsibility, workers not feeling stressed in job and ability to work to take care of personal matters if the employees need to.

A total of 67.18% respondents stated that they could leave work to take care of personal matters if they needed to. About feeling stressed while in the job, a total of 73.33% respondents did not feel stressed frequently in their job, 9.74% felt stressed frequently in my job and lastly 16.92% were not sure whether or not they felt stressed in the job. The respondents were asked to respond to how they were able to balance their personal and professional responsibility. A total of 70.26% respondents were able to balance their personal and professional responsibility.

All the variables of work home balance namely ability to balance personal and professional responsibility, workers not feeling stressed in job and ability to work to take care of personal matters if the employees needed to, had mean scores greater than 3.5. This means that the respondents agreed that these factors improved performance of employees.

4.3.6 Incentive pay systems and compensation

Swason (2001), argues that the most significant motivation for any employee is remuneration. He adds that if employees are adequately rewarded for their responsibilities and given adequate compensation and benefits for their services to the organization, the employees work well and consequently the organization is able to observe improved performance.

79.49% respondents agreed that they were clearly told of their compensation and benefits when they were employed. On the benefits of the institution not being as good as they are in the private sector, a total of 72.3% respondents were positive. The respondents were also asked if they were rewarded when they performed well, 63.08% disagreed. On whether the workers were paid adequately for their responsibilities, 64.1% respondents disagreed.

All the variables namely adequate payment of workers for their responsibilities, clear information of compensation and benefits when one is employed, having good benefits like in the private sector and rewarding of employees when they perform well had mean scores lower

than 3.5 meaning that the respondents disagreed that there was good incentives and compensations in the institutions under study

4.3.7 Ranking of the factors influencing performance of TIVET institution

The study further did a ranking of the factors influencing performance of TIVET institutions to establish which factors had the highest influence on performance to the factors that had the lowest influence in performance. Table 4.2.7 below presents the results of the findings.

Table 4.3.7: Ranking of the factors influencing performance of TIVET institutions

Factors influencing performance of TIVET institutions	Mean score
Work home balance	4.098
Training and Development	3.986
Selection and recruitment	3.946
Career management	3.918
Management	3.355
Incentive pay systems and compensation	3.08

The factor that had the highest influence on the performance of employees in the TIVET institutions was work home balance; it had a mean score of 4.098. Training and development had a mean score of 3.986; and therefore second in ranking. The factor that was third in influencing the performance of employees was selection and recruitment. It had a mean score of 3.964. Career management had a mean score of 3.918; coming fourth in ranking. Management had a mean score of 3.355 while incentive pay and compensation had a mean score of 3.08.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

Based on the findings, majority of the staff in public TIVET institutions in Kisumu county were men. Most of them were between 41 and 50 years of age, and an examination of the highest level attained by the respondents found that most respondents had diplomas as their highest level of education. A majority of the respondents had served for between 16 and 20 years.

The factors influencing performance of staff in order of significance were work home balance, training and development, selection and recruitment, career management, management and incentive pay systems and compensation.

The findings reveal further that most employees were unhappy with their incentives and compensation and the management, as they did little to support the employees in order to improve their performance.

5.2 Conclusions

The study has discussed the factors influencing staff performance in the TIVET institutions in Kisumu County. It has demonstrated that factors influencing performance in order of significance include, work home balance, training and development, selection and recruitment, career management, management, incentive pay systems and compensation. A combination of these factors established that these factors influenced up to 77.08% of staff performance. These findings concur with Dessler 2008 who identified the building blocks of employee performance as composed of compensation, selection and recruitment, training and development and flexi-time.

5.3 Recommendation

The study recommends that organization management in the public TIVET institutions should allow management successions. This will not only avert cases of staff falling out but will also improve performance of staff.

The study also recommends that institution adopts checks and structures in the recruitment process to ensure that fairness is maintained and consequently improvement in performance in the institutions.

The study further recommends that the staff in public TIVET Institutions be adequately paid for their responsibilities. This is due to the fact that the respondents largely refuted that they were paid adequately for their responsibilities. Proper payment of staff is very important because it increases staff motivation, retention of staff, therefore improving performance.

5.4 Limitation of the study

There were a number of limitations that may have affected the outcome of the study. For instance, data was not collected from all the targeted respondents as the study was only able to get 195 respondents which was a response rate of 92.86%. Some information may have been missed by the respondents. The study only covered Kisumu county and not the whole country. This was because the study was constrained by time and resources and therefore adopted a sampling procedure. The finding of the study may have therefore been limited by error that may have occurred due to the sampling procedure. Financial resources were another limitation. The research demanded a lot of printing, binding, typesetting, and data collection. All these factors needed money and this was a challenge to the researcher.

Some areas of the study were very difficult to access due to poor state of roads and bad weather. This led to problems in the data collection process leading to an increase in the time for data collection.

5.5 Suggestion for further study

There is need to replicate the same study in other areas of the economy so as to check whether the same results would hold. Such areas maybe areas such as the manufacturing sector and other service allied sectors. Since this study was conducted at one point in time, future researchers should do the same study in a longitudinal manner so as to observe the trends of the factors influencing performance of staff. This study only went as much as establishing the factors influencing staff performance; future studies should establish the extent to which these factors influenced staff performance. This could be done using a coefficient of determination (R^2) of the regression model with a dependent variable being staff performance and the independent variable being the factors influencing staff performance.

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APPENDIX 1: LETTER OF INTRODUCTION

University of Nairobi,
School of Business,
Department of Business Administration,
P.O. Box 30197,
Nairobi

Date _____

Dear Respondent,

I am a Master of Business Administration student at the University of Nairobi, specializing in Human Resource Management. As part of the degree, am required to conduct a research study on "Factors Influencing Performance of Staff in Public TIVET Institutions in Kisumu County".

You have been chosen to participate in the study and I will greatly appreciate your input in responding to all the items in the attached questionnaire. This study is purely academic and please be rest assured that all your responses shall be kept anonymous with utmost confidentiality.

Thank you in Advance and God Bless

Yours Sincerely,

Mercy Florah Oluoch

MBA STUDENT

University of Nairobi

APPENDIX II: RESEARCH QUESTIONNAIRE

Kindly fill this questionnaire as instructed

PART 1: DEMOGRAPHIC DATA.

Please tick (✓) inside the box as appropriate

1 Gender Male () Female ()

2 Age 20-30 () 31-40 ()
 41-50 () 51-60 ()

3. Marital Status

Single () separated () Married () Widowed ()

4 Highest Level of Education

0-1 level () Certificate ()
Diploma () Degree ()
Masters () P H D ()

5 Length of Service Less than 1 year() 1-5yrs ()
 6-10yrs () 11-15yrs ()
 16-20yrs () 21-25yrs ()
 Over 25yrs ()

6 Which is your current department?

PART 2: FACTORS INFLUENCING STAFF PERFORMANCE

Please tick (✓) inside the appropriate box

To what extent do you agree with the following statements with regard to staff performance?

Where, 1= strongly agree, 2= agree, 3= undecided, 4= disagree,

5= strongly disagree

TRAINING AND DEVELOPMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1 Training is very important to me as an employee since it helps in improving my performance					
2 I have received training for my current job organized by the institution					
3 There are chances of advancement on my job					
4 I have confidence in the manner promotions are carried out in my institution					
5 Top management supports management succession					
SELECTION AND RECRUITMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6 There is a lot of fairness in the recruitment style in the organization					
7 Education and professional					

qualification are considered during recruitment					
8 The attributes used in selection are good and adequate for my job					
9. The recruitment style used in my institution is fair enough					
CAREER MANAGEMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10 I am aware of the promotion opportunities in my institution					
11 I have the opportunity to progress within my company					
12. I know what is expected of me in my job					
MANAGEMENT	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13 My supervisor is a person I can trust					
14 The management has established a clear direction for the department					
15. The relationship between employees and management is good					
16 My supervisor takes a personal interest in helping me get ahead with my job					

17 My supervisor consistently provides me with timely feedback for improving my performance					
18 My supervisor helps me deal with my personal problems and this helps improve my performance					
19 My supervisor helps in reconciling conflicts to ensure performance is not compromised					
WORK HOME BALANCE	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
20 I am able to balance my personal and professional responsibility					
21. I frequently feel stressed in my job					
22. I can leave work to take care of personal matters if I need to					
INCENTIVE PAY SYSTEMS AND COMPENSATION	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
23.I am paid adequately for my responsibilities					
24 I am rewarded when I perform well					
25 I think the benefits of my institution are not as good as they are in the private sector					
26. I was told clearly of my compensation and benefits when I was employed					

PART 3: PERFORMANCE MANAGEMENT

Kindly tick (✓) Yes or No as appropriate

1 My institution involves me in planning/ goal setting

Yes ()

No ()

2 My institution communicates to me performance expectations

Yes ()

No ()

3 My performance is monitored throughout the year and corrective action taken by management

Yes ()

No ()

4 I have been previously trained to improve performance

Yes ()

No ()

5 My organization recognizes good performance

Yes ()

No ()

6 My institution rewards good performance

Yes ()

No ()

7 My Supervisor gives me regular feedback concerning my performance

Yes ()

No ()

8 I understand how performance is defined and measured at work

Yes ()

No ()

9 The appraisal process is participative

Yes ()

No ()

10 Performance expectations are communicated in terms of SMART

Yes ()

No ()

APPENDIX III

Distribution of staff in public TIVET Institutions in Kisumu County

NO	INSTITUTION	STAFF	NO
1	KISUMU POLYTECHNIC	SUPPORT STAFF	123
		TEACHING STAFF	150
2	RAMOXII INSTITUTE OF ADVANCED TECHNOLOGY	SUPPORT STAFF	40
		TEACHING STAFF	102
	TOTAL		415



UNIVERSITY OF NAIROBI

SCHOOL OF BUSINESS

MBA PROGRAM - LOWER KABETE CAMPUS

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Telegrams "Varsity", Nairobi
Telex 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

Date: 7th September 2011

TO WHOM IT MAY CONCERN

The bearer of this letter Mercy Florah Oluoch

REGISTRATION NO: D61/73263/2009

The above named student is in the Master of Business Administration degree program. As part of requirements for the course, she is expected to carry out a study on The Factors Influencing Performance of Staff in Public Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) Institutions in Kisumu County, Kenya

She has identified your organization for that purpose. This is to kindly request your assistance to enable him complete the study.

The exercise is strictly for academic purposes and a copy of the final paper will be availed to your organization on request.

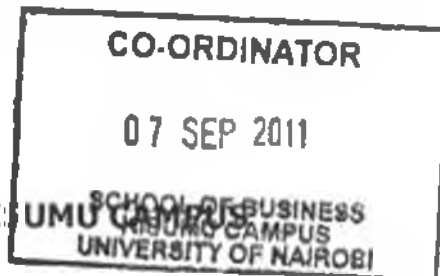
Your assistance will be greatly appreciated.

Thanking you in advance.

Sincerely,

MR. ALEX JALEHA

COORDINATOR, SOB, KISUMU CAMPUS



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