

**INFLUENCE OF ORGANIZATIONAL POLITICS ON LECTURERS'
JOB PERFORMANCE IN PUBLIC UNIVERSITIES IN KENYA: A
CASE OF THE UNIVERSITY OF NAIROBI**

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DECLARATION

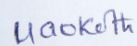
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DEDICATION

I dedicate this work to my mother Salina Kebenei and in memory of my father
Stephen Kebenei

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TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	xii
ACRONYMS AND ABBREVIATIONS	xiii
ABSTRACT	xiv

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem	21
1.3 Purpose of the study	23
1.4 Objectives of the study	23
1.5 Hypothesis of the study	24
1.6 Significance of the study	24
1.7 Limitations of the study	25
1.8 Delimitation of the study	27
1.9 Basic assumptions of the study	27
1.10 Definitions of significant terms	28
1.11 Organization of the study	30

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction	31
2.2 Concept of lecturers' job performance	31

2.3 Influence of organizational politics in promotion process on lecturers' job performance	35
2.4 Influence of organizational politics in performance appraisal process on lecturers' job performance	42
2.5 Influence of organizational politics in organizational climate on lecturers' job performance	50
2.6 Influence of organizational politics in workforce diversity on lecturers' job performance	57
2.7 Influence of organizational politics in resource allocation on lecturers' job performance	64
2.8 Summary of Literature Review	69
2.9 Theoretical framework	84
2.10 Conceptual framework	93

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	95
3.2 Research design	95
3.3 Target population	95
3.4 Sample size and sampling procedures	97
3.5 Research instruments	101
3.6 Validity of the research instruments	106
3.7 Reliability of the research instruments	106
3.8 Data collection procedures	109
3.9 Data analysis techniques	110
3.10 Ethical consideration	111

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction	113
4.2. Response rate	113
4.3 Demographic Characteristics	115
4.4 Influence of organizational politics in promotion process on lecturers' job performance	118
4.5. Influence of organizational politics in performance appraisal on lecturers' job performance	133
4.6. Influence of organizational politics in organizational climate on lecturers' job performance	149
4.7 Influence of organizational politics in workforce diversity on lecturers' job performance	162
4.8 Influence of organizational politics in resource allocation on lecturers' job performance	175

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	187
5.2 Summary of the study	187
5.3 Summary of the findings	188
5.4 Conclusion	193
5.5 Recommendation	194
REFERENCE	196
APPENDICES	222
Appendix I: Letter of introduction	222
Appendix II: Interview guide for deans of faculties	223
Appendix III: Chairs of departments' questionnaire	225
Appendix IV: Lecturers' questionnaire	231
Appendix V: Students' focus group discussion guide	237

Appendix VI: Document analysis	238
Appendix VII: Authorization letter	240
Appendix VIII: Research permit	241

LIST OF TABLES

Tables	Page
<u>Table 2. 1: Gaps summary in Reviewed Literature</u>	72
<u>Table 3. 1 Distribution of sampled departments</u>	98
<u>Table 3. 2 Sample Size Distribution summary</u>	100
<u>Table 3. 3: Reliability and validity of the data collection Instruments</u>	108
<u>Table 4. 1: Response rate of the study</u>	114
<u>Table 4. 2 Respondents distribution by gender</u>	116
<u>Table 4. 3 Distribution of the academic staff by length of service in the university</u>	117
<u>Table 4. 4 Distribution of academic staff by designation</u>	118
<u>Table 4. 5 Academic staff's response on length of promotion</u>	119
<u>Table 4. 6: Academic staff's response on equal promotion opportunities</u>	121
<u>Table 4. 7: The academic staff's response on transparency in promotion process</u>	123
<u>Table 4. 8 Response on whether patronage and favoritism determine promotion process</u>	125
<u>Table 4.9: Response on whether ethnic considerations determined promotions of lecturers</u>	126
<u>Table 4. 10: The academic staff's responses on promotion fairness</u>	127
<u>Table 4. 11: Influence of promotion process fairness on performance</u>	129
<u>Table 4. 12 Association between organizational politics in promotion process and lecturers' job performance (Lecturers)</u>	131

<u>Table 4.13 Association between politics in promotion process and lecturers' job performance (Chairs of departments)</u>	132
<u>Table 4. 14 Response on provision of performance appraisal feedback</u>	134
<u>Table 4. 15: Response on performance appraisal other standards</u>	136
<u>Table 4. 16: Response on performance appraisal utility</u>	138
<u>Table 4. 17: Response on performance appraisal awarding decisions</u>	140
<u>Table 4. 18: Response on fair performance appraisal weight distribution</u>	141
<u>Table 4.19: Influence of performance appraisal process on lecturers' job performance</u>	143
<u>Table 4. 20: Association between politics in performance appraisal and lecturers' job performance (Chairs of the departments)</u>	148
<u>Table 4. 21: Relationship between organizational politics in performance appraisal and lecturers' job performance (lecturers' response)</u>	149
<u>Table 4. 22: Academic staff's response on teamwork</u>	150
<u>Table 4.23: Response on involvement in goal setting</u>	152
<u>Table 4.24: Response on presence of cliques or in-grouping in the institution</u>	153
<u>Table 4. 25: Response on fair appointment of lecturers to administrative positions</u>	155
<u>Table 4. 26: Response on the availability of institutional support</u>	156
<u>Table 4. 27: Response on fair distribution of workload</u>	158
<u>Table 4.28: Relationship between organizational politics in organizational climate and lecturers' job performance (Chairs of departments)</u>	160

<u>Table 4. 29: Association between organizational politics in organizational climate and lecturers' job performance. (Lecturers)</u>	161
<u>Table 4. 30: Academic staff responses on community representation</u>	163
<u>Table 4. 31: Response on gender difference in top positions</u>	164
<u>Table 4.32: Responses on whether lecturers are mentored</u>	166
<u>Table 4. 33: Response on lecturers' education background differences</u>	168
<u>Table 4.34: Response on gender effects on performance</u>	170
<u>Table 4. 35: Relationship between organizational politics in workforce diversity and lecturers' job performance (chairs of departments)</u>	173
<u>Table 4. 36: Association between organizational politics in workforce diversity and lecturers' job performance (Lecturers)</u>	174
<u>Table 4. 37: academic staffs' response on fair allocation of research funds</u>	175
<u>Table 4.38: Response on the staffing in the intuitional</u>	177
<u>Table 4.39: Response on whether the allocation of space was fair</u>	178
<u>Table 4.40: Response on centralized share of research funds in the departments</u>	180
<u>Table 4.41: Association between organizational politic in resource allocation and lecturers' job performance (Chairs of departments)</u>	184
<u>Table 4. 42: Association between organizational politic in resource allocation and lecturers' job performance (Lecturers)</u>	185

LIST OF FIGURES

Figure	Page
<u>Figure 2.1: Figure of organizational politics model (Ferris, et al 1989)</u>	90
<u>Figure 2.2 Conceptual Framework showing the relations between variables</u>	93

ACRONYMS AND ABBREVIATIONS

CUE	Commission for University Education
DVC	Deputy Vice Chancellor
KEFRI	Kenya Forestry Research Institute
KNBS	Kenya national Bureau of Statistics
MBS	Merit-Based-System
MoEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
NCIC	National Cohesion and Integration Commission
RIE	Research, Innovation and Extension
ROK	Republic of Kenya
SMIS	Student Management Information System
SPSS	Statistical Package for Social Sciences
UASU	University academic staff union
UK	United Kingdom
UON	University of Nairobi
USA	United States of America

ABSTRACT

Higher education is a major contributor to high skills development necessary in the economic development of all nations. However, a variety of factors, including organizational politics, have an impact on how well this important role is performed, for example, at public universities. This thesis examined the impact of organizational politics on the work performance of lecturers in Kenya's public universities, using the University of Nairobi as a case study. The purpose of the study was to evaluate how organizational politics affected public university lecturers' job performance in the areas of workforce diversity, performance appraisal, promotion, organizational climate, and resource allocation. The Organizational Justice Theory and the Organizational Politics Model are the theoretical foundations upon which this study was anchored. In this study, a descriptive survey design was used. Purposive, stratified proportionate sampling and simple random sampling techniques were used to sample 11 deans of faculties, 19 chairs of the departments, 100 lecturers and 100 post graduate students. Questionnaires, interview guides, and document analysis guides served as the data collection tools. The content validity of the instruments was determined by expert judgement and pretesting instruments while Cronbach alpha method was used to establish reliability; Lecturers' questionnaire was 0.812 and HoD Questionnaire 0.845. Descriptive statistical analysis and Chi-Square (χ^2) test were used to analyze quantitative data which was presented in tables. The study established that organizational politics in: promotion process, performance appraisal process, organizational climate, workforce diversity and resource allocation had significant influence on lecturer' job performance. The study recommends that the governing Council to enhance fairness in the promotion process; adherence to established policies on provision of feedback in performance appraisal process and utilization of appraisal results so as to improve lecturers' performance; Council and CUE to regularly review the performance appraisal tool; and provide adequate resources to enhance working environment for effective lecturer performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Higher education remains a major contributor to high skills development among youths across all nations; this is because skilled labour force is a necessity in the economic development. In addition to promoting economic growth, it acts as a knowledge base and a hub for research, information, and expertise. Nations across the world consequently are putting a lot of focus on the provision of quality education at the institutions of higher learning for the realization of the vital contribution from education. This requires qualified and committed lecturers who play a fundamental role in provision of quality education through teaching, research and publication and consultancy services (University Act, 2012). However, a variety of issues, such as organizational politics, for example, influence how well this important task is performed in public colleges.

The concept of organizational politics, which has been defined in a variety of ways, is not new to the field of organizational management. According to Olorunleke (2015), it's a set of actions that enable workers within an organization to accomplish objectives without following the correct procedures. Organizational politics, according to Ferris, Ellen, McAllister, and Maher (2019), refers to the activities and events taking place within an organization in an attempt to seize resources and authority in order to produce desired outcomes. Scholars characterize it as a purposeful exercise of authority by people to fulfill their own interests and objectives in the workplace

(Bouckenooghe, Zafar and Raja, 2015). It is generally accepted that organizational politics is a sensitive, ubiquitous, unavoidable, and pervasive component of the social fabric of an organization, with the potential to affect organizational performance and processes (Dappa, Bhatti, and Aljarah, 2019 and Onyeyiichukwu and Agbaeze, 2019).

When unfair practices such as favoritism, lobbying, bias, a complex work environment, and inflexible organizational structures are present in an institution, employees may perceive their workplace as political (Okeke and Ifeyinwa, 2019). In general, playing politics involves prioritizing one's own interests over those of the organization (Attah, 2016). Indeed it is argued that if employees play politics to win favors from the employers, the political conducts are likely to be repeated on other favors (Ahmed, 2018) hence the name, organizational politics.

Careless behavior and obstructionist organizational practices are believed to stem from employees' perceptions of organizational politics (Bwonya, Ogutu, and Okeyo, 2020). According to Asrar-ul-Haq, Anwar, and Igbal (2019), these practices have negative effects that are likely to harm organizational achievement in terms of decreased commitment to the organization's goals, decreased task performance, restricted organizational citizenship, and dissatisfaction with work results.

Organizational politics are portrayed in research and theory as either a self-serving effect that undermines organizational goals or as a symptom of a social influence process that benefits the organization (Gotsis and Kortezi,

2010 and Ferris, Russ, and Fandt, 1989). Because organizational politics' counterproductive behavior at work is likely to interfere with lecturers' ability to perform their roles and tasks, examining the impact of organizational politics on lecturers' job performance at Kenya's public universities limits the scope of this research to its detrimental effects on performance. Hence, as a predominant issue in today's organizations, it is imperative to exhaustively investigate the perceptions of lecturers on the same to help avert its harmful influence on institutional performance.

Organizational politics and its relationship to job performance have been the subject of numerous studies recently, piqueing the interest of many academics (Castanheira, Sguera and Story 2021; Salat and Rintari, 2021; Bhattarai, 2021 and Okeke and Ifeyinwa, 2019). The settings of the studies and the results, which have reported varying findings, mean that even with the wealth of literature, the results are still far from being generalizable (Vigoda, 2007 and Zivnuska, Kacmar, Witt, Carlson and Bratton, 2004). Therefore, more research is required to determine how it affects job performance, specifically for lecturers, in public universities.

Like all employees, lecturers at higher education institutions are unique individuals who have developed a variety of competencies, skills, and quirks over the course of their careers that contribute to their dynamic work environment. That is to say, the functioning of every institution of higher learning is all about the efforts, skills and expertise of its academic staff. According to Aydin and Ayhan (2016), the success of any organization

depends largely on the performance of its total labour force (Aydin and Ayhan, 2016). Therefore, lecturers' performance, informed by their perception of all actions in an institution is crucial in attainment of institutional goals.

Many scholars have attempted to characterize the degree to which instructors fulfill their assigned responsibilities as their job performance (Namutebi, 2019; Onoyase, 2017 and Alfagira, Zumrah and Noor 2017). As per Awodiji, Oluwalola, Ogbudinkpa, and Awotunde (2020), the job performance of lecturers refers to their level of efficacy in their work concerning their respective roles and responsibilities within an organization. In this case, lecturers' roles and responsibilities in the university setup include teaching, research and community service as well as responsibilities and activities intended to facilitate students' learning and achievement of desired educational outcomes (CUE, 2012). The performance of these duties however was of major concern to this study to establish whether organizational politics has any influence on their efficiency since it is argued that organizational politics and employee' performance are closely related (Abbas and Awan, 2017).

One important strategy used extensively in organizations to boost individual and institutional achievement is the promotion of employees (Kebenei, Okoth and Khatete, 2023). Globally, issues to do with fairness in lecturers' promotion are not new. Efforts to improve promotion systems in order to ensure fairness and equity in institutions of higher learning have been concerns in the education sector of many nations (Altbach, 2015).

As described by Phelan and Zhiang (2000) in the book "Promotion systems and organizational performance," the Merit-Based System (MBS) and Seniority-Based System (SBS) are the commonly used criteria to bring about fairness and equity in the promotion of lecturers in higher education institutions. Most people agree that an institution's ability to succeed depends on how well its employees perform (Ombanda, 2018 and Djabatey, 2012).

Kebenei, Okoth, and Khatete (2023) claim that lecturers are promoted in accordance with clearly defined criteria under a merit-based system, wherein advancement is granted without conditions once a person reaches them. On the other hand, under the seniority-based criteria, a person's length of service at an institution determines their level of promotion (Ibid). But despite having solid procedures in place, many organizations continue to face a number of difficulties when it comes to staff promotions.

High levels of politicking among employees may result from perceptions of favoritism, discrimination, and nepotism in the promotion process. According to Kebenei, Okoth, and Khatete (2023), certain employees may have extremely low chances of being promoted if they are competing for a position with preferred candidates. Employee underperformance may be partially caused by organizations excluding competent individuals whose political influence would have had a major negative influence on performance. It's possible that this will cause disputes among the staff.

The general performance of lecturers decreased in Pakistan due to the perception of favoritism in the promotion of academic staff in one of the

private colleges (Ahamed and Sadia, 2018). Due to discrimination against minority groups, lecturers from marginalized groups in western countries saw their advancement stagnate while that of their counterparts increased (Zhang, Zhong, Wana, Chang, Hu and Ouyang, 2018). This not only had an impact on institutional performance but also sparked disputes among staff members. Within an institution, organizational politics can include conflicts and favoritism.

It is also observed that lengthy procedures, a lack of transparency, and a disregard for established protocols are the main reasons why promotions of academic staff in the majority of public universities in Africa typically take a long time (Mushemaza, 2016). Staff advancement in one of Ghana's public universities was severely hampered by a number of issues, including strict institutional rules, unclear parameters, partiality, and a lack of transparency (Amegatsy, Odoom, Arpoh-Baah and Okyere, 2018).

Lack of equal promotion opportunity may be seen as a form of favoritism that discriminate employees of certain groups. Stypińska and Turek (2017) assert that lack of equal promotion opportunity due to discrimination may take a form of younger employees left out of promotions and of organizations' modernization processes because of interpersonal differences that are not supported by law.

There are still some hiccups in the promotion of lecturers in public universities in Kenya, even after the Commission for University Education (CUE) harmonized and streamlined the processes for academic staff appointments

and promotion in public universities. Because the criteria ignored the relative contributions of different academic staff cadres to their performance, the CUE guidelines and standards were seen as discriminatory, unfair, and deceptive (UASU, 2018).

Gudo (2016) discovered that nepotism and negative tribalism (ethnicity) impeded equal employment opportunities in Kenyan public and private universities, especially when it came to senior management positions. It could be discouraging if employees are given positions they don't deserve due to a lack of an open and competitive search. When compared to those hired based on merit and strong performance, they are therefore unlikely to perform well due to their lack of relevant experience, training, or skills.

Studies conducted in Kenya's universities have shown conflicting results regarding the relationship between nepotism, ethnicity, and job performance; however, Taalui's (2017) study confirms the impending trend of taking ethnicity into account when promoting lecturers. When nepotism and ethnicity rise, perceptions of organizational politics appear to get more intense.

To determine quality performance, many organizations use performance appraisal to evaluate employees' effective work outcome. In addition to promoting quality, this will also help the company and its workers identify, assess, and raise each person's performance standards (Rubel and Kee, 2015 and Ikramullah, Shah, Khan, Hassan, and Zaman, 2012). According to Kebenei and Cherotich (2017), there is a claim that performance management has the power to focus institutional members' attention on a single objective.

Therefore, in order for lecturers and institutions to meet performance goals, organizations must ensure that the performance appraisal process is more accurate, equitable, and acceptable.

According to researchers, performance appraisals are the most appropriate tool used globally to assess lecturers' job performance in the education sector. University performance is evaluated using predetermined job-related performance standards because these are knowledge-based organizations that rely heavily on the depth, breadth, and dedication of their faculty. In essence, one of the human resource management techniques that have been thoroughly researched worldwide is performance appraisal (Otieno, Matula, and Okoth, 2021 and Ademola 2017).

Researchers and theory maintain that performance appraisal and organizational politics are significantly related (Naseeb, Naveed, Khan, Khan, and Qamar, 2019; Ismail, Hussin, Bakar and Nurhidayah, 2018 and Poon, 2003). It is argued that employees' performance is qualitative in nature as well as subjective (Sajid, Saif, Khan and Khan, 2019) thus it changes from time to time according to the perception of the prevailing situation in the organization. Politics in performance appraisal therefore may be seen either as the deeds of the organization or employees' initiative. Its perception then is likely to influence performance negatively.

Ordinarily, evaluation of lecturers' job performance in most institutions is aligned to set standards which guide the institution in achievement of its goals by confirming individuals' effective contribution. Nevertheless, if the

procedures used to conduct the performance appraisal process are not impartial and reliable, it causes significant distress to the staff and makes achieving institutional objectives more difficult. Therefore, political conversations among employees are based on the existence of ambiguity and uncertainty in institutional performance appraisal processes.

It is paramount to note that organizational politics is inevitable in situation where employees perpetuate self-interest in a way to maximize their benefit or to influence the performance appraisal results. Studies have shown that politics tend to increase in a situation where the set goals are bypassed in favour of some individuals (Chaudhry, Awan and Tariq (2016) and that politics enters performance appraisal processes through maneuvering of results to satisfy vested self-interests in evading justice (Naseer and Ahmed, 2016).

Unclear standards and unachievable targets are some of the impediments which are likely to bedevil the process in institutions of higher learning. According to Ogohi (2019), complex or unrealistic appraisal structures frequently lead to misunderstanding, annoyance, and disuse. For example, in the Kurdistan region of Iraq, the quality of the performance appraisal system in higher education was impacted by unfairness, inaccuracy, and a lack of clear standards (Ahmed, 2016). This made the academic staff perceived that the performance appraisal system in practice was political in nature.

Provision of feedback in performance appraisal process is important in managing and enhancing lecturers' performance. Umair, Javalid, Amir and Lugman (2016) assert that regular performance feedback is one of the factors

that predict the perception of fairness in performance appraisal system. It is through performance appraisal feedback that employees' strength, weakness and training needs are identified. Put differently, employee performance and advancement in relation to organizational goals are discussed using the results of performance appraisals.

Lack of feedback and utilization of performance appraisal results may lead to perception of unfairness in decisions making pertaining lecturers' development in the institution which is likely to affect individual's performance. For instance, low production in one of the textile companies in Romania was attributed to lack of feedback in the performance appraisal system which could have address areas of concern in employees' tasks on time (Rusu, Avasilcai and Hutu, 2016). Arguably, performance appraisal process that fail to provide feedback are often considered as invalid, inaccurate and result in unjust judgment when it comes to utilization of performance appraisal results for other managerial process (Ogohi (2019).

Unfair distribution of weight in areas of performance may not only limit the effectiveness of performance appraisal in enhancing employee' performance but also bring about division of employees in the institution. There is an argument that many institutions of higher learning worldwide put more emphasis on research activities in evaluation of employees' performance and performance of other areas such as teaching and community service are rendered vulnerable (Chen, 2015). This practice may favour the few whose major services revolve around research activities while discriminating the

majority (Moosa, 2018); as a result, conflicts among lecturers may rise. In the education sector, research performance essentially refers to scientific discoveries that are primarily published in scholarly journals (Cadez, Dimovski and Groff, 2017).

According to Umar, Amir, Javaid, and Luqman (2016), academic employees in Pakistan perceived that the performance appraisal that was used to evaluate performance was considered as discriminative in nature due to an unjust weighting system that favors research activities over other obligations. As a result, lecturers argued among themselves over who should be given more time for research activities at the expense of their duties and responsibilities. This may lower the institutional performance.

Most research done on performance appraisal and employees' performance have dwelt much on job satisfaction (Wahjono, Marina, Perumal and Wardhana (2016) employees' motivations (Lira, Silva and Viseu, 2016) and development (Ogohi, 2019). It is true that there is a dearth of evidence supporting the fairness of performance reviews, and even less is known about how politics and organizations affect performance, particularly among Kenyan public university lecturers. Therefore, by defining performance appraisal fairness and how their institution conducts appraisals, the current study aimed to investigate the impact of politics on the process of performance appraisal.

It is crucial to remember that an organization's climate plays a crucial role in assessing how well tasks and processes are performing overall within the institutions. Organizational climate is described as members' direct and

indirect perceptions of the features of specific environment by which would positively influence their attitudes, beliefs, values and motivation (Kim and Vandenberghe, 2018). Organizational climate reflects employees' behavior and feelings toward their work environment (Barhrami, Barati, Ghoroghchian, 2016).

Many forms of institutional performance, including the performance of lecturers—who are thought to be essential to the delivery of high-quality education—are correlated with the organizational climate. Scholars argue that employees' perceptions of and performance on the job are closely related to the organizational climate (Utami, Nugrobo and Jayasinghe, 2021 and Abdirahan, Najeemdeen, Abidemi, and Ahmad, 2018). It is argued that employees' attitudes and perceptions influences service deliver (Berberoglu, 2018). For this reason, a lot of universities consider the organizational climate to be a crucial indicator of how well tasks and procedures will be completed overall (Nyakoe, 2019).

Nonetheless, scholars have examined the concept organizational climate in the contest of ethical climate (Enwereuzor, Onyishi, Albi-Oparaocha and Amaeshi, 2020), service climate (Kang, Busser and Choi, 2018), safety climate (Salee and Muhammad, 2022) and leadership climate (Narad, Kaitano and Lakhanpal, 2010). Further in the contest of service delivery, numerous studies on concept have focused more on job motivation (Moharmeh, 2021); job satisfaction (Jufrizen and Pratiwi, 2021); work engagement (Rozman and Stukelj, 2021) and employee burnout (Dinibutun, Kuzey and Dinc, 2020). This

study therefore sought to investigate the likelihood of organizational politics and its effect on lecturers' job performance. This is because organizational politics is believed to be present in every organization (Hinck and Conrad, 2018).

Researchers maintain that organizational politics tend to manifest itself in an environment characterized by presence of conflicts, unfairness, intolerant, inefficiency, discrimination and abuse of authority in the provision of resources (Kassra, 2015). According to Okeke and Ifeyinwa (2019), unfavorable outcomes are likely to occur if workers believe that they are not receiving fair treatment, or that their managers' and the company's actions are biased, unfair, and based on favoritism. This is because unfair treatment discourages workers from giving their all on the job. For example, an unfavorable organizational climate contributed to the lack of commitment among teaching staff in India's public universities (Ghosh and Joshi, 2016).

Perception of organizational politics in organizational climate in most cases is as a result of general observation of members on variety of organizational structures such as work restrictions and various formal organizational procedures, process and administrative burdens which are either functional or dysfunctional (Al-Zoubi and Alfandi 2021). It is contended that the more restrictive the organizations' guidelines are, the more irritated the employees due to emphasis on standards, goal clarity and objective transparency in institutional processes (Hassanpour, Jafari, Abbasian and Touri, 2019). These may be seen as an impediment to employees' performance.

In an environment where the entire institution is focused on using power to influence decisions, organizational politics is likely to flourish. It is believed that participatory decision-making, especially on matters to improve institutional performance, is one of the factors alleged to make an organizational climate conducive since it guarantees continuous improvement in performance (Kawemba, 2017). On the other hand, academic staff members' sense of belonging may be compromised if they abstain from voting on matters pertaining to their employment (Irawanto, 2015).

It is assumed that when politics encroaches into an institution, it has potential to disrupt staff cohesion, generate violent behaviour causing uncertainty among employees (Schneider, 2016). This is likely to cause a rift between the management and the employees. Lack of institutional support and absence of role and task clarity in the institution make the organizational climate unfavorable (Thangavelu and Sudhakar, 2017). For example, the performance of the academic staff in a few private universities in southeast Nigeria was impacted by a lack of organizational support (Okoli, 2019).

Politicking tend to escalate in a divided workforce which thrives in hostility, disrespect and discrimination of people with diverse background due to perceived prejudice and biases towards their lifestyle, choices, ethnic background, disability and generation gaps (Cletus, Mahmood, Umar and Ibrahim, 2018). Although workforce diversity has the ability to attain high institutional performance through increased creativity among employees (Latif, 2015), it can stimulate conflicts due to differences in perception of

ideas, behaviour, interest, attitudes, and political differences among employees (Kyalo, 2015).

Globally, issues to do with underrepresentation of female gender in senior management positions in academic institutions are common. Discrimination against a particular gender in workforce may be seen by employees as a form of political tactics that may affect work performance to some extent. This demonstrates that despite numerous policies aimed at advancing gender equality around the world, gender roles still differ. There is gender diversity in many organizations, including higher education institutions, as evidenced by the negligible representation and participation of women in top-level management positions (World Economic Forum, 2017). It appears that just 29% of women hold senior management roles globally (IBR, 2020), across all industries including education.

In countries such as Ireland and Australia, women still remain highly underrepresented in senior positions at public universities (Irish Higher Education Authority, 2018 and Kook, 2007). Similarly, in Africa studies in Ghana, Tanzania and Uganda show that under-representation of women academic staff at the top managerial positions in public universities is common (Akau, Aikins and Darko, 2017; Mulyampiti, Muriisa and Kanahita, 2018 and Nyoni and Chen, 2019). Some of the contributing factors noted that have seen women lag behind in leadership in education sector as a whole include: bias policies that favour male lecturers, socio-cultural factors, stereotyping and lack of female leaders in place to champion the change

process (Eboiyehi, Fayomi and Eboiyehi, 2016). These factors may be attributed to organizational politics in place.

Differences in gender may also be the source of organizational politics in institutions. Gender role differences in Lebanon, for instance, were seen as the caused stress among employee (Elkhalil, 2017). Workers under stress are more likely to take up political causes in order to fulfill their ambitions. In other places, office politics had more male academicians awarded endowed chairs than female counterparts, which contributed to the majority of Turkey's higher education institutions having a higher proportion of male professors and chairpersons than female ones. (Treviño, Gomez-Mejia, Balkin and Mixon, 2018).

Relatively, research and theory hold to the fact that differences in employee's age attract organizational politics (Mahmoud, Chong and Husain, 2018; Ferries et al, 1989). According to World Bank (2019), there is a contention that the way in which young employees perceive organizational politics within an institution varies based on their age. Specifically, younger employees tend to view politics more keenly than their older counterparts, who appear to be more pragmatic and prioritize positive aspects of their experiences. Because younger employees have less experience, are less emotionally stable, and have lower cognitive stress tolerance, it is observed that a higher perception of organizational politics is likely to have an impact on their performance (Khan, Kaewsaeng-on, Zi, Ahmed, and Khan, 2020).

Politics in age difference may affect mentorship of young and inexperienced lecturers in the institutions of higher learning where mentorship is viewed as an effective means of ensuring performance continuity in the institution. Since mentorship is principally linked to career progression of employees (Mazerolle, Nottingham and Coleman, 2018), politics may be witnessed in play when experienced lecturers choose not to share knowledge, skills and expertise with their colleagues just for unhealthy competition. On the other hand, mentoring relationships are fundamentally shaped by power dynamics that is between the mentor and mentee (Tangier, Martinque, Isis, and Rusell, 2021) which is likely to cause disparities in performance. For instance, lack of mentorship from senior lecturers posed a challenge to young African scientists in their research profession (Kumwenda, Niang, and Orondo, Pole, Oyinlola, Bango and Chiwona, 2017).

Embracing ethnic diversity in an organization is one of the elements that enhances employees' performance. However, studies have shown that public universities and constituent colleges in Kenya suffer from skewed ethnic diversity (Mande 2019). According to the Ethnic and Diversity Audit of Public Universities and Constituent Colleges (2016) it was noted with concerned that there was a huge regional imbalance in terms of staff employment. This may be attributed to organizational politics of favoritism. Conflicts may arise as a result of differences in interests, needs, understanding, beliefs and/or values (Wachira, 2015) and as a result, detrimental effect on lecturers' job performance. This study therefore sought to establish whether organizational

politics in workforce diversity has any influence on lecturers' job performance.

Negative influence of organizational politics may be witnessed in a situation where institutional resources are scarce. In most cases, institutions have inadequate resources that must be allocated in some way. Therefore perception of unfairness in allocation of those resource may breeds politics. It is argued that competition over resources in an institution is likely to attracts politicking among employees (Yilmaz, Ozer and Gunluk, 2014) since unhealthy competition is political in nature.

There are varied definitions of resources in an education set up. According to Sang and Atambo (2018) resources are inputs into organizations' production process which are either tangible or intangible in nature. Ortiz and Tripathi (2017) describes institutional resources in a more elaborate that include: human, financial, material, informational, social networks, collaborations, ideological and structure in describing resources that facilitate service delivery in an institution. Fairness in resource allocation therefore is the assigning of the right employees to perform the planned activities and allocating financial and material resources essential to facilitate the performance of the activities and delivery of expected outputs within the scheduled time (Wang, 2019).

The distribution of resources in higher education has garnered significant attention on a global scale recently due to the financial constraints faced by universities in both developed and developing nations. Because of this, academic institutions—especially those in developing nations—are finding it

difficult to allocate the limited financial resources among departments and faculties in light of rising enrollment and resource shortages.. This is because organizational resources are critical in the institutional overall performance (Nga'nga and Njeru, 2018) and that organizations, institutions of higher learning inclusive, require and depend on them to conduct their activities in order to achieve their desired goals (Golhasani and Hosseinirad, 2017).

Ordinarily, organizational politics is linked to scarcity and deteriorating institutional resources. It is argued that if the process of allocating the resources is deemed unfair, unjust or unacceptable to all parties (faculties); anxiety, jostling and other machination which are political in nature, may rise (Nzulwa, 2009; and Tuomi, Venhala and Johronen, 2006).

Inadequate academic staff in private universities in Ethiopia was as a result of bias government regulatory of fund allocation that favored public universities (Yirdow, 2016). This was one of the impediments that affected institutional performance. Similar complaints were made about how difficult it was to complete PhD programs at public and private universities in Kenya, where there was a shortage of qualified academic staff and limited resources (Mbogo, Ndiao, Wambua, Ileri, and Ngala 2020). An institution's inability to draw and retain the skilled personnel needed to provide high-quality services is indicated by an inadequate number of qualified academic employees.

Understaffing coupled with inadequate funds and deficiency of essential of facilities in Kenya led to decline in; research output, quality and regularity of publications at the University of Nairobi (Gudo, 2016). Frequent lecturers' and

students' strikes witnessed in public universities may be as a result of dissatisfaction in resource allocation. Thus, the purpose of this study was to determine whether or not academic staff members' behavior and performance would be impacted by politics in the form of discrimination and favoritism in the distribution of scarce resources within departments.

There are 35 public universities in Kenya (CUE, 2016) whose vision, mission and core values authenticate lecturers' job performance in teaching/training, research and publishing, community service, consultancy and other administrative obligations (University Act, 2012). The performance of these noble duties and responsibilities have been under scrutiny lately to unearth the underlying issues that affect its efficacy. For instance, researchers have constantly argued that public universities churn out graduates who are inadequately equipped (World Bank, 2016, Lelei and Korir, 2017). The level of preparedness for Bachelor of Education graduates, for instance, is low which has raised a lot of concerns in the country to an extent that the Ministry of Education (2019) has proposed scrapping off the program and substitute it with a more rigorous post-graduate diploma (Njoroge, 2019).

The CUE report of 2017 revealed that there was a discontent picture on matters of appointment and promotion of lecturers, resource allocation, diversity management and administration and supervision of examination and research in public universities in Kenya (CUE, 2017). It is also reported that research output in public universities was still below the world's standards (CUE, 2018).

Being the oldest and largest university in Kenya, the University of Nairobi (UON) is well-known among public universities in Kenya due to its exceptional performance and experience (UON profile, 2023). Ten campuses, distributed across six distinct faculties, house 1379 academic staff members who provide 540 academic programs to 71,731 students (UON profile, 2023 and KNBS, 2023). In addition, the university with its mission “To provide excellent service to students” is with the highest number of professors in the country.

The large number of academic staff members, students, and varied programs and faculties all point to the inevitable existence of organizational politics, which is a result of power imbalances among individuals. Political issues include those involving the competition for limited resources, disputes between people, the quest for supremacy and dominance, and strategies for acquiring power.

1.2 Statement of the problem

To ensure equal employment opportunities among employees, the government has established the Affirmative Action (ROK, 2007). The establishment of Performance Appraisal System (ROK, 2008) and the Commission for University Education (ROK, 2012) are meant to ensure quality teaching at the university. Further, the establishment of the National Cohesion and Integration Commission (NCIC) is meant to ensure nation’s image is reflected at all the organizations including institutions of higher learning (ROK, 2010).

Despite the intervention measures initiated, there are still challenges of underperforming at the University of Nairobi. The fact that the university is ranked the best performing nationally, its position is deteriorating in Africa and indeed globally. For instance, for the last five years in global Webometric ranking, the university's best ever attained position in Africa is five (July, 2018) and position 621 globally. In the latest global Webometric ranking (July, 2023), the University of Nairobi is at position fourteen in Africa and position 1069 globally, a decline from the previous position both in Africa and globally.

The effort by the university to implement strategic plan tend to bore no fruits since less has been done to unearth the challenges faced through implementation. For instance issues raised in the university's strategic plan (2018-2023) such as weak mentorship programmes, staff and students indiscipline, aging faculty staff, lack of quarterly reports on resolved internal and external complaints (FED); a challenge of limited technical competences observed in the outdated knowledge skill sets (FVM) and leadership and management challenges in all faculties (FED, FVM, FHS, FASS); recurrence of strikes among teaching staff and students and conflicting policies on teacher professional development (FED, FVM, FHS, FASS) which is a threat in 2018-2023 Strategic Plan.

The previous university's 2013–2018 Strategic Plan detailed a number of departments' shortcomings, including problems that appeared to have had a detrimental impact on instructors' ability to perform effectively. The perceived

unfairness in the use of funds generated by a department that is used by the entire university without consideration of departmental needs (FHS), the lack of staff development strategies, the unfairness of pay policies that are strictly structured according to grades across the entire university, the underreporting of research, consulting, and outreach activities (FASS), and the unfavorable work environment caused by inadequate, poorly maintained teaching and learning facilities are a few of these. These problems could be a sign of internal conflict that has to be addressed.

1.3 Purpose of the study

This study looked at the impact of organizational politics on the work performance of lecturers at Kenyan public universities, specifically at the University of Nairobi.

1.4 Objectives of the study

The following were the objectives of the study:

- i. To establish the influence of organizational politics in promotion process on lecturers' job performance at public universities in Kenya.
- ii. To determine the influence of organizational politics in performance appraisal process on lecturers' job performance in public universities in Kenya.
- iii. To determine the influence of organizational politics in organizational climate on lecturers' job performance in public universities in Kenya.
- iv. To assess the influence of organizational politics in workforce diversity on lecturers' job performance in public universities in Kenya.

- v. To determine the influence of organizational politics in resource allocation on lecturers' job performance in public universities in Kenya.

1.5 Hypothesis of the study

The following hypothesis were tested:

- i. H₀₁: There is no statistically significant relationship between organizational politics and promotion process in public universities in Kenya.
- ii. H₀₂: There is no statistically significant relationship between organizational politics and performance appraisal process in public universities in Kenya
- iii. H₀₃: There is no statistically significant relationship between organizational politics in organizational climate and lecturers' job performance in public universities in Kenya.
- iv. H₀₄: There is no statistically significant relationship between organizational politics and workforce diversity in public universities in Kenya.
- v. H₀₅: There is no statistically significant relationship between organizational politics in resource allocation and lecturers' job performance in public universities in Kenya.

1.6 Significance of the study

The study findings may be used by the Ministry of Education Science and Technology (MoEST) to guide in formulation of education policies and ensure

policy implementation. The commission for university education (CUE), which sets policy, may find the study to be very helpful in enhancing its regulations for high-quality and efficient operation in higher education institutions.

The study's conclusions may help university administration implement best practices for managing academic staff, which are based on workforce diversity, fairness, and transparency in the performance review process, promotion policies, and resource allocation. Additionally, managers could use these findings to improve the organizational climate, which would help lecturers perform better, and to improve the management system.

The results of this study are intended to reinforce management's need to comprehend workers' perceptions of organizational politics, particularly within their own institution, in order to implement strategies that would reduce such perceptions and improve worker performance. It is intended to raise awareness among department chairs and deans of faculties regarding the causes and strategies of organizational politics at the university level in order to develop preemptive measures to reduce them. Ultimately, the aim is to furnish information that could serve as a foundation for additional studies within the field.

1.7 Limitations of the study

According to Theofanidis and Fountouki (2019), limitations of a study are imposed restrictions or weaknesses that are typically beyond the control of the

researcher and are closely related to the chosen research design, statistical model constraints, funding constraints, or other factors.

Online data collection replaced in-person data collection due to the Covid-19 pandemic. It was therefore difficult to obtain the emails and contact information of lecturers, department chairs, and deans of faculties. However, the researcher was able to get in touch with the quality assurance and human resource departments for the necessary contacts of the chosen respondents with the assistance of the two supervisors.

It was difficult to obtain access to some of the private records that were necessary for this research, particularly the performance complaints made against lecturers. Nonetheless, the researcher examined the excerpts from the University's 2018–2023 Strategic Plan that listed its shortcomings.

It was difficult to interview faculty deans because of the administrative responsibilities and virtual meetings that are a part of their job. To counteract this, though, the researcher gave them a call to schedule a suitable time for an interview.

Getting post graduate students' contact was also a challenge due to covid-19 effect of lockdown that led to interruption of the school program for entire academic year; and the students' nature of study that comprise field work. However, the researcher with the help of the chairpersons of departments and lecturers managed to get the students' class representatives of different causes and used them to get contacts of their colleagues as respondents of the study.

There was also a delay in department chairs' and lecturers' responses to the emails. To counteract this, though, the researcher employed a number of techniques to motivate the participants to finish the survey. Among these are three emails that serve as reminders to lecturers and department chairs. This produced a sizable number of fruits.

1.8 Delimitation of the study

Delimitation is the boundary or the scope of the research study that make it more manageable and relevant to what the researcher is trying to do (Dimitios and Antigoni (2019). This study therefore was delimited to public universities and specifically, it was carried out at the University of Nairobi.

The study focused on key aspects that may influence lecturers' job performance namely: organizational politics in: promotion process, performance appraisal process, organizational climate, workforce diversity and in resources allocation. The respondents were the deans of faculties, departmental chairpersons, lecturers and post graduate students drawn from all faculties at the University of Nairobi.

1.9 Basic assumptions of the study

The following presumptions were made when this study was being conducted.

It was believed that:

- i) Organizational politics existed at the University of Nairobi and affected the effectiveness of lecturers in their roles.

- ii) The University of Nairobi had policies in place governing resource allocation, diversity in the workforce, performance reviews, and promotions.
- iii) That every member of the academic staff in every faculty had a different perspective on organizational politics.
- iv) The University of Nairobi had documentation of complaints from instructors.

1.10 Definitions of significant terms

This study was limited to the following defined terms:

Influence is the term used to describe how poorly organizational politics affect academic staff members' performance.

Lecturer refers to qualified academic staff who perform the duties and responsibilities of teaching or training, carryout research and community services and other administrative duties assigned to by the university.

The effectiveness of a lecturer's work in relation to their roles and responsibilities in higher education institutions is referred to as their job performance.

They include teaching/training, research and publication, supervision of students' projects carrying out community and consultancy services and any other administrative duties assigned.

Organizational climate refers to the common understanding among lecturers of the significance given by their employer's policies, practices, and procedures, which may have an impact on their performance.

Organizational politics refers to non-authorized deliberate practices and activities, intended to secure and upgrade personal gain at expense of institutional achievement, for instance, unfairness, ambiguity, uncertainty, favoritism and inconsistency in the way institutional process are administered.

Perception refers to the way the lecturers interpret the institutional management process either as fair or unfair.

Performance appraisal process refers to subjective evaluation of lecturers' work performance against the set targets of the job which may influence performance.

Promotion process refers to strategies and techniques that are used in the process of upward movement of lecturers which may influence performance.

Public university refers to universities that are either state-owned or get a sizable amount of funding from the federal, state, or local governments.

Resource allocation refers to strategically selecting and assigning available scarce resources to a task or project to facilitate institutional objectives, which may influence performance.

Workforce diversity refers to similarities and /or differences among lecturers in terms of gender, age and education background which influence performance.

1.11 Organization of the study

There are five chapters in the study. The study's background, problem statement, purpose, objectives, hypothesis, significance, limitations, fundamental assumptions, definitions of key terms, and organizational structure are all covered in the first chapter. The second chapter reviews the

literature on organizational politics in the areas of workforce diversity, resource allocation, organizational climate, performance appraisal processes, promotions, and public university lecturers' job performance in Kenya. It also includes the study's conceptual framework, theoretical framework, and summary of the literature review. The study's methodology is covered in chapter three. It includes research designs, target populations, sample sizes and procedures, instruments used in the study, instrument validity and reliability, data collection methods, data analysis strategies, and ethical considerations. Data analysis, presentation, and interpretation are covered in Chapter 4. The study's summary, conclusion, recommendations, and suggested areas for more research are all included in the fifth and final chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

A review of the literature looks at the data that is currently available regarding how organizational politics affect lecturers' effectiveness at Kenya's public universities. The purpose of this was to find content for the current study and to identify gaps in the existing research.

The concept of lecturers' job performance, the impact of organizational politics on the promotion and performance appraisal processes, the organizational climate, workforce diversity, and the distribution of resources on lecturers' job performance are the subheadings under which the literature is arranged. The theoretical framework, conceptual framework, and summary of the reviewed literature are also covered.

2.2 Concept of lecturers' job performance

The realization of the higher education goals globally depend among other thing on the availability of the academic staff who are the engine and implementers of the university curriculum (Ogunode, Jegede and Musa 2021). It is lecturers' level of responsibility that is considered as a yardstick for determining job performance (Simon, 2019). Therefore lecturers' job performance is all about work related activities expected of them.

In the university set up, lecturers' job performance is a collective responsibility in fulfilment of the mandate demonstrated in teaching or training, research, consultancy and community services among other administrative responsibilities (University Act, 2012) and how well these activities are executed. This depend largely on individual's behaviors and perception of management processes that contribute to the organizational goal-accomplishment (Umar, Majid and Fareed, 2019).

Task performance and contextual performance are the two main aspects of job performance that are typically researched (Muhammad, Muhammad, Anum, and Samina, 2017). Contextual performance refers to employees' extra efforts in carrying out tasks that have no direct connection to the main job descriptions but enhance the social relationships with and between the employees and management. Task performance is defined as employees' competency to fulfill the tasks and responsibilities delegated to in the job description. Nonetheless, this performance is greatly influenced by the opinions of the workforce.

Generally, there seem to be some relationship between lecturers' job performance and perception of organizational justice. It is maintained that since work is in line with the management of the organization's assessment, organizational justice and work performance coexist in the organizational goals in order to promote maximum employee performance (Syarifah, 2016). Since job performance is used to gauge institutional accomplishments and

employee abilities, performance thus appears to determine an institution's success or failure.

In higher education set up, job performance is assessed through the contributions of lecturers to the institution during a particular time period (Orishede and Bello 2019). Therefore, aspects such as, work quality, promptness, initiative and capability play a role in teaching, research and community services (Razak, Sarpan and Ramlan, 2018).

It is believed that lecturers' job performance is enhanced when there is perception of transparency, consistency and fairness in workload distribution among the academic staff (Muramalla and Alotaibi, 2019). This implies that when lecturers' performance is low, the institutional performance is affected negatively. Thus, poor performance could be linked to opinions about organizational politics influencing how management procedures are carried out.

Organizational politics and workers' job performance have been found to be negatively correlated in multiple studies. For example, the detrimental effects of organizational politics create an unfair and unjust work environment (Kaya, Aydin, and Ayhan, 2016); have an impact on individual work performance (Abun, Macaspac, Magallane, Catbagan, and Mansueto, 2022); and obstruct organizational processes like promotion and decision-making (Ahmed, Hashim and Akhtar, 2016; Bai, Han and Harms, 2016 and Yang, 2017). These may come as a result of perceived unfair or unjust administration of

managerial process such as, promotion process, performance appraisal process and resource allocation process, which have impact on lecturers' performance.

The term organizational politics in essence is not a new phenomenon in institutional management. It has attracted varied definitions in trying to emphasize on its nature of influence among employees. It is a process strategically designed to maximize self-interest, which may be short-term or long-term, consistent with or in opposition to the interests of others in the organization, according to Ferris, Russ, and Fandt (1989) in organizational theory. Individual behavior is what seeks to protect one's own interests at the expense of another's or of an organization (Cacciattolo, 2015). Schneider (2016) asserts that organizational politics occurs when employees, managers, and/or subordinates act in a way that prioritizes their own interests over the objectives of the organization.

Organizational politics is believed to be present in every organization (Abas and Awan, 2017) and is normally understood in terms of peoples' perceptions of all activities and situations in the workplace. This is because it is assumed that it represents the reality expressions of employees which have great impact on attitudes and behavior (Elkhalil, 2017 and Ndung'u and Muathe, 2016).

Varied descriptions of the possible causes of organizational politics in institutions have been discussed by researchers. For instance, according to Sabapaty and Deepac (2016), organizational politics arise when: the organization experiences severe resources constraints; the internal and external environments of the organization are fast changing; when there is insufficient

management control in an organization, when there is little to no accountability in the organization, and when there is no clear goal to guide all of the activities within the organization. All of these reasons are managerial in nature, and transformational leadership, according to Okoth (2018), enhances organizational climate and so lessens politics. Consequently, numerous studies have shown that perception of organizational politics have negative effect on organizations' functioning, for instance, organizational politics leads to: creation of like-minded coalitions among individuals (Eniola, Iyabo, Adeshina and Olajide, 2015); playing favorites (Schneider, 2015); decrease in individual and institutional output (Abbas and Awan, 2017); increase in job stress (Rezwan and Syed, 2018); and with time, these may render the organization dysfunctional (Elkhalil, 2017). Organizational politics, according to Bwonya, Ogutu, and Okeyo (2020), lead to careless behavior and impeded organizational performance. For these reasons, the researcher looked into how it affected the job performance of lecturers in Kenya's public universities.

2.3 Influence of organizational politics in promotion process on lecturers' job performance

One of the key strategies used in any organization to improve institutional and individual performance is employee promotion. It is an upward movement with an increase in responsibility, pay and prestige (Asaari, Desa and Subramaniam, 2019). This is likely to stimulate effective performance of task assigned to employees. However, promotion is one aspect that persuasion can determine its fate thus in the same fate likely to incline to political games for

one to achieved desired goals in an organization. Consequently, flawed promotion processes or perception of unfairness in promotion of employees may negatively influence individual or and institutional performance.

It is crucial to remember that workers' opinions about the promotion process will probably have an impact on how well they perform their duties. For example, Rinny, Purba, and Handiman (2020) conducted a quantitative study in Indonesia on the connection between employee performance and job promotion at Mercubuana University. The study's target group consisted of lower-level employees. The study discovered a significant relationship between employee performance, job satisfaction, and job promotion. This study suggests that performance is directly impacted by any factor affecting an employee's ability to advance.

Studies have shown that organizational politics is likely to trigger in a situation where there is infrequent promotion opportunities and presence of uncertainty in the institutional practices (Adekoya, 2018). The perception of uncertainty in the process can be influenced by various factors such as unclear goals, imprecise performance evaluations, imprecise decision-making procedures, and intense competition between individuals or groups (Sabapaty and Deepac, 2016). These factors are also known to be causes of organizational politics. As a result, the competition for fear jobs and opportunities for advancement can quickly result in an increase in the power and influence of employees through dishonest political behavior to further personal or preferred group interests (Kumari and Saradadevi, 2016).

Lack of clear promotion standards in institutions of higher learning is likely to attract political persuasions as a means to maximize personal interest. If promotion is not pegged on effective performance, then, it is more likely to instigate political tactics and influence performance attitude of employees who are not privileged. According to a study conducted in Pakistan by Khan and Nasreen (2022) on academic staff's perceptions of organizational politics in public sector university faculties, the promotion process in these institutions is perceived by academic staff as being clouded by favoritism and therefore opaque. The fact that there is favoritism in promotion process suggests the presence and influence of organization politics in procedure.

In order to investigate the differences in the promotion procedures of lecturers across eighteen public universities in Malaysia, Azam, Omar, Yunus, and Zain (2016) conducted an investigation in public universities. One of the difficulties the study identified—which was influenced by work performance and the academic value system in the organization—was the inconsistent promotion process. This was determined through document analysis and secondary data collection. A promotion process that is inconsistent could lead to political gamesmanship in an attempt to advance oneself ahead of rivals and accomplish goals more quickly. This might not be in line with how employees behave at work.

Variations in promotion process and duration may create room for conflicts among employees in institutions. For instance, when some employees take the shortest time to be promoted than others of the same grade may depict absence

of merit which may be perceived negatively by the affected group. Use of dubious means such as bribes and patronage are politics that benefit few individuals in satisfying personal interest through shortening of the promotion process.

Ngolomba (2022) conducted a study among the academic staff drawn from six universities (three public and three private). The study concentrated on the impact of pay and advancement on employees' job performance. According to the study's findings, most academic staff members were dissatisfied with the lengthy and politically influenced promotion processes. The delay in promotion process may be as a result of the few favored by shortening the process at the expense of the whole group.

In Uganda, Ojambo (2019) examined the crisis of professoriate academics in a number of universities both public and private. The researcher found that the academic staff had problems with delayed promotions because of the government policy that ban on recruitment of additional academic staff in public universities. As a result, some universities accumulated large number of candidates for senior appointment. who are dissatisfied. Alternatively, delay in promotions is likely to attract the use of political games to achieve the desired goals for personal gain.

In Kenya, Ratemo, Bula, and Makhamara (2021) carried out a study on job promotion and employee performance in Kenya Forestry Research Institute (KEFRI). Utilizing descriptive design on a population of 121 KEFRI staff, the study findings revealed that the staff perceived that promotions of the staff

were unfairly awarded citing favoritism in the process. The issues of unfairness in promotion process indicates the presence of organizational politics in place.

Provision of equal employment opportunities for employees is imperative to enhance team performance in an organization (Ali, Yusof and Ali, 2019). Equal employment opportunities could mean giving chances to all regardless of gender, race or ethnic backgrounds. This calls for shared timely information and fairness in application of all employment standards. Olowooker, Abdulraheem and Abu (2021) argued that institutional management should promote equal employment opportunities for career growth based on gender, ethnic, educational and functional inclusivity.

Malelu, Ngare, and Okemwa (2017) studied how women's careers are institutionally progressed in one of Kenya's public universities. The study discovered that unfavorable office politics and partiality in the promotion process hindered the professional growth of female instructors. It was also discovered that there was a dearth of mentorship, networking opportunities, and recognition for female lecturers. Office politics, for example, can take the form of prejudice and stereotypes that prevent employees—in this case, employees of a particular gender—from competing and from performing well. It is advised that competent women should be granted the same opportunities as their male counterparts to play a much better role, especially in university decision-making processes.

Promotion based on race or colour has negative effects on performance of academicians in public universities and indeed any organization. It is a form of discrimination often practiced by the management to unfairly award the preferred candidates (Malarvizhi, Nahar and Manzoor, 2018). In such situations employees are likely to exhibit political behaviour if they do not qualify for promotions due to discrimination. Sadiq, Barnes, Price, Gumedze and Morelle (2019) carried out a study on academic promotion at a South African university and found that there was favoritism in promotion of academic staff which discriminated against the employees of African race. The academic staff from other races (“White” and “Asian”) therefore enjoyed quicker promotion time than Africans. This was to be unfair treatment to African academics hence it led to promotion of unqualified staff into the system in order to satisfy the majority.

Certain guidelines governing promotion processes in the institution of higher learning are likely to limit promotion opportunities of certain employees. This is more likely to increase the perception of organizational politics. Policies that tend to incline to favour one gender over the other or a particular group over the other may lead to unfairness in promotion process. For instance, absence of women friendly policies in promotion of academic staff in India disadvantaged women academic staff in promotion to higher positions (Gandhi and Sen, 2020). The study found that, despite the institution's equal opportunities for academic staff advancement, prejudice, glass ceilings, negative reactions from male coworkers, and cultural perceptions prevented

more women academic staff members from assuming managerial roles. These could be considered political forms of discrimination.

Ayebare, Kisige, Gitta, Betihamah, and Kimoga (2017) investigated the degree of institutional autonomy in the appointment and dismissal of academic staff in one of the public universities in Uganda. The study, which employed a descriptive case study design, discovered that the hiring and firing of academic staff members at one of the public universities did not follow the guidelines set forth in the policies controlling academic staff advancement. Many academicians were unhappy about the perception of favoritism in the promotion process that resulted from this.

Nepotism in promotion process is one of the factors which seem to affect promotion process in many institutions. It is a form of political tactics that forgo meritocracy for favoritism in management processes. According to Ombanda's (2018) research, nepotism has a detrimental impact on employees' job performance in both public and private organizations in Kenya. Although the study did not tackle issues to do with promotion of employees, the fact that nepotism is given a priority in the organization suggests the presence of favoritism in managerial process including promotion. These may also suggest the presence of organizational politics.

Angogo (2016) conducted a study on the impact of organizational politics on career development in Kenyan public universities. The study revealed that patronage, specifically ethnicity, tribalism, and favoritism, had a negative influence on the career development of administrative staff members in one of

the public universities. Patronage limits the chances of fairness in promotion hence it is likely to attract political discussions among the affected groups.

Based on the literature review, it is apparent that there is a dearth of research on the impact of organizational politics on the University of Nairobi lecturers' promotion process. Therefore, this study aimed to close the gap by examining how organizational politics are perceived during the promotion process and how that affects lecturers' job performance.

2.4 Influence of organizational politics in performance appraisal process on lecturers' job performance

One of the most important instruments for gauging worker productivity and job performance in an organization is the performance appraisal. According to Nasreen and Naz (2019) performance appraisal is all about the formal processes used in organizations to evaluate employees' job behaviour and performance with the aim of achieving institutional performance target.

Lecturers' performance assessment at the institutions of higher learning is a complex practice in management with several complicated factors such as personal interests and the development strategies of the education system (Schön, 2017). Indeed, Do, Pham, Dinh, Ngo, Luu, Pham, Ha and Vuong, (2020) stated that one of the most difficult issues at any institution of higher learning is to have a fair and accurate assessment of its lecturers' performance from which to delegate the respective tasks and positions.

Organizational politics is a significant predictor of organizational performance, and research and theory have shown a significant relationship between organizational politics and individual work output (Abun, Macaspac, Magallanes, Catbagan and Mansueto, 2022). That means politics is likely to influence the process of performance appraisal. Which may be an impediment in lecturers' job performance.

Imran, Haque and Rebila (2018) conducted a cross-section research on evaluations of performance politics on employees' performance in fire-fighting services in three countries; Canada, Malaysia and Pakistan. The study examined the relationship between performance appraisal politics and employee performance. The study found that performance appraisal politics had negative influence on employees' performances in all the three countries. Though the study was not done in an academic institution set up, the perception of organizational politics in performance appraisal is likely to affect lecturers' job performance.

Unclear performance appraisal standards coupled with favoritism in evaluation of employees' performance may also give room for politicking among employees. A study by Swenepoels, Botha and Mangonyane (2017) in South Africa on politicization of performance appraisal process revealed that performance appraisal in one of the health facilities was highly politicized. It was found that the managers allocated higher performance appraisals scores than are deserved in order to repay favors to some employees and low performance appraisals scores to teach the rebellious ones lessons. This

process weakened the performance attitude of the employee. Although the study highlighted issues of organizational politics, its focus was in a healthy facility unlike the current study.

Anangisye (2019) conducted a study in Tanzania that examined the impact of organizational politics on performance. The study's findings indicated that employees at Diamond Trust Bank in Dar es Salaam attributed organizational politics primarily to an ambiguous performance appraisal system. This resulted in "a go slow" mentality, confrontations between the bank management team and staff, as well as internal strife among the staff over performance reviews. In fact, "go slow" behavior is a type of organizational politics that could be detrimental to an individual's productivity.

Additionally, Muthuri, Momanyi, and Nduku (2019) conducted a cross-sectional study on the difficulties associated with the performance appraisal process for lecturers in Kenya's public technical training institutions. The study found that the performance appraisal system's perceived lack of clarity in performance expectations had an impact on the institutions' ability to trust it. This led to decrease in institutional achievement of goals. Setting of unattainable performance standards or having a complex performance appraisal system may demoralize employees. This may form a basis of political games among employees to obtain favors. Jyoti and Mohsin (2020) assert employees tend to reject a complicated performance appraisal tool due for fear of unknown.

Lack of confidence in performance appraisal process may fail to serve the intended purpose in the institution. That is, if the process of evaluation is unreliable, it is prone to favoritism hence unfit to measure employees' performance effectively. Adomako (2017) conducted a comparative study in Ghana on performance appraisal among lecturers in two technical universities. The study found that lecturers did not have confidence in the appraisal systems because the systems were unfair, bias and unreliable. Lack of credibility in the performance appraisal process therefore, led to perception of favoritism among employee and negative effect on employees' performance.

A similar study by Premkoar, Tsega, Gebremeskel and Priya (2018) in Ethiopia found that the employees in a public sector had no confidence in performance appraisal criteria used. Some of the challenges sited were that the performance appraisal was unfair, bias and that evaluations were used to punish the poor performers yet there was no reward for best performers. This may have caused conflicts among employees and also between employees and management which is an impediment to effective performance of task.

Unclear performance expectations were also a challenge found at the University of Nairobi among subordinate staff (Mbude, 2013). The employees viewed the performance appraisal process as substandard because it lacked clarity on what it measured. Clear goals in performance appraisal system are necessary for the realization of institutional objectives in performance. On the other hand, a vague performance evaluation system could lead to biased and unfair evaluations of lecturers' work.

Unfair distribution of weight in categories of performance is also an impediment to effective evaluation of lecturers' performance. It is likely to render some services less important than others. As a result, conflicts among the affected lecturers may arise. Studies have shown that research activities in the institutions of higher learning is regarded as more superior than teaching and other related activities (Chen, 2015). This is demonstrated in the attention given to research and publication when it comes to awarding marks in the performance. All services aimed at achieving institutional goals should be treated with the same zeal to avoid favoritism, even though research and its related activities are highly time- and money-consuming. This is because arguing over how weight should be distributed among performance appraisal targets could lead to unhealthy rivalry among lecturers, and ultimately, self-serving politics could emerge as lecturers pursue activities that best suit their own interests, in this case, research.

A meta-analysis study was carried out in Slovenia by Cadez, Dimovski, and Graff (2017) to evaluate the connection between teaching quality and research performance. This was done to ascertain whether the widely held concern in the education sector—that research-based performance evaluation systems negatively impact teachers' ability to be creative and innovative—was accurate. The study found that while research quality and teaching quality are positively correlated, research productivity and teaching quality are not. But, it's possible that under pressure to "Publish or Peril," less time may be spent on instruction at the expense of students' ability to advance their careers via their research.

In Estonian public universities, Kivipold, Turk, and Kivipold (2021) conducted a comparative study on organizational effectiveness and justice in performance appraisals. The goal was to determine how academic staff members' perceptions of justice are impacted by the design of a performance appraisal system. The findings demonstrated how the academic staff's perception of distributive justice was impacted by the design of the performance appraisal system. Grievances in distributive justice, even though the study's focus was not on organizational politics per se, indicate that the performance appraisal system's weight distribution was unfair.

Quan, Chen, and Shu (2016) conducted a comparable study in China that examined the cash-per-publication compensation policy in one hundred Chinese universities from 1996 to 2016. According to the study, Chinese universities awarded between thirty and one hundred sixty-five thousand dollars (USD) for articles that were published in reputable journals and included in the scientific web's index. The policy led to improvement in publication in national research. Although this was a good move to enhance performance in research, nothing of the sort was mentioned to enhance the performance of other services (teaching and community services). Variations in compensation of performance indicators suggests that there was favoritism in the way the institutions evaluated the lecturers' performance. This may have rendered the performance of other activities vulnerable. Additionally, it was reported that there was an increase in academic fraud in China, including plagiarism, academic dishonesty, ghostwritten papers, and the scandal of fake peer reviews. This implies that politics within organizations were unavoidable.

Employees' prior performance is considered during performance reviews, which also concentrate on enhancing future performance (Enyindah and Ogbungbada, 2021). In order to improve employee performance and, ultimately, institutional performance through established objectives, feedback in performance appraisals is essential.

A study by Balu and Sowmya (2019) on the benefits of performance appraisal system higher education institutions in India asserted that appropriate performance feedback can improve the lecturers' future performance. This study suggests that there is a link between performance appraisal feedback and increased performance of the academic staff.

According to Mbiti, Arasa, and Kinyili (2019), performance appraisal feedback helps an individual compare their actual performance to the established goals. It is recommended that performance feedback be used to identify performance weaknesses and strengths so that customized action plans can be created to address the issues (Ogohi 2019). If this isn't the case, though, the performance review procedure might come across as absurd, unfair, and unacceptable. Employee attitudes toward task performance are likely to be impacted by this, as it's possible that the gaps in the performance evaluation process will go unaddressed.

Lack of feedback in performance appraisal process in one of the Faith-Based private universities in Uganda had negative impact on lecturers' performance (Kimanje, Onen and Bananuka, 2020). This led the academic staff to perceive the performance appraisal process as unfair, inaccurate and inconsistent since it

failed to measure the actual performance partly because lecturers were not fully involved in the entire process of performances appraisal. Hence, the academic staff held different perceptions of the performance appraisal process at the University which varied in terms methods, procedures, techniques and levels of participation. This challenge may have not only negated the effectiveness of the process and general performance but also act as the basis of conflict among the academic staff in the institution.

Furthermore, a study on the impact of performance reviews on worker productivity in Kenyan county governments was conducted by Mayaka and Oluoch (2018). The results of the study showed that employee productivity was statistically significantly impacted by performance appraisal feedback. The researchers came to the conclusion that staff productivity in county governments was severely impacted by a lack of useful performance appraisal feedback. This occurred as a result of the employees' perception that the feedback was unfairly and biasedly given. Perceptions of unfairness, even when it comes to providing feedback, unquestionably undermine the performance appraisal procedure and reveal political strategies at work.

The University of Nairobi has not yet conducted a single study on the impact of organizational politics on the performance evaluation process on lecturers' job performance. In this regard, there was need to investigate the phenomenon to establish whether there are politics in performance appraisal process and how it influence performance of lecturers in the institution.

2.5 Influence of organizational politics in organizational climate on lecturers' job performance

Since its introduction in the 1960s, the term "organizational climate" has been defined in a variety of ways within organizational management. Numerous studies have shown that organizational climate refers to workers' collective understanding of and interpretation of the rules, regulations, and procedures they encounter at work, as well as the behaviors they witness being encouraged and expected with regard to the company's human resources (Rozman and Strukelj, 2020; Ahmad, Jasimiddin and Kee 2018; Cygler, Sroka, and DeRbkowska, 2018; Schneider 2016).

Numerous studies on the subject have demonstrated a strong correlation between the organizational climate and workers' overall performance on the tasks that are assigned to them (Owusu and Kholeka, 2020 and Abdirahan, et al., 2018). According to some, an employee's behavior in an organization is influenced by both their personal traits and how they perceive the workplace (Beberoglu, 2018). Thus, as stated by Arya and Sainy (2017), the organizational climate that is in place has a major influence on how well employees perform. That is to say, workers' performance could suffer if they felt that the workplace was politically charged.

Research hold to the fact that organizational politics which is believed to be present in every organization has some impact on organizational climate. When workers feel that they are being treated unfairly and unequally, when management is not providing enough support, and when they are not involved

in decisions that have an impact on their performance, politics is likely to be present in the workplace atmosphere. Thus, organizations that are characterized by the climate of distrust, threat, self-justifying, low support and poor communication is likely to influence employees' performance negatively.

On the other hand, sly employee behavior in the workplace motivated by self-interest is also a sign of organizational politics, which includes unfair practices like bias, favoritism, lobbying, opaque work environments, and rigid work structures (Olorunleke, 2015). Employees may feel that the work environment is unfavorable as a result, especially if they are not involved.

Alwaheeb, (2020) carried out a study on the effects of organizational climate on human resource outcomes in the Saudi Arabian public universities focusing on retention and satisfaction of the academic staff. The researcher found that unfavorable organizational climate occasioned by favoritism in managerial process affected staff retention. The researcher recommended that there was need to improve the organizational climate in order to increase retention rate of the academic staff and enhance the overall universities' performance.

Although the researcher did not investigate the influence of organizational politics per se, the fact that the unfavorable work climate affected the retention rate of the academic staff suggests that the presence of organizational politics is inevitable since unfavorable organizational climate is indeed political in nature.

Insufficient employee participation in decision-making significantly impacted the quality of customer service at the Sulaymaniyah International Airport in Iraq, according to an empirical study on the effects of organizational climate dimension (Saeed, Ahmed and Hamasaleh, 2019). For example, employee complaints about harsh decisions may result in strikes, which will exacerbate the hostile work environment and lower service quality.

Mohamed and Gaballah (2018) conducted an investigation to evaluate the correlation between organizational climate and nurses' performance in a university hospital located in Egypt. The study used a sample of 110 nurses from the university's inpatients department and a quantitative descriptive correlational research design. The results showed that most staff nurses believed that the university's unjust compensation increase policy created an unfavorable work environment.. This impacted on the performance of the employees. Variation in awarding of employees portrays the presence of organizational politics which is likely to bring about conflicts among in the employees.

A comparative study on the effects of organizational climate at Turkish state and private universities was conducted by Dinibutun, Kuzey, and Dinc (2020). The study's conclusions showed that employees' performance suffered when tasks and ethical considerations were not made clear. A political organizational climate that may not foster successful institutional achievement is characterized by conflicts and uncertainty.

A similar study in India by Arya and Sainy (2017) found that lack of clear and logical job structure couple with inadequate support and commitment from the management affected employees' engagement in banking sector. The organizational climate's risk and conflict dimensions—structure, responsibility, standards, support, commitment, reward, warmth, and warmth—were the researchers' main points of emphasis when it came to how employees behaved counterproductively. The study concluded that the effectiveness of organizational performance depend mainly on the prevailing organizational climate. This implies that organizational support plays a major role in task clarity in the institution and enhancement of lecturers' job performance.

The relationship between organizational support and performance among Pakistani secondary school teachers was investigated by Farooqi, Ahmed, and Ashiq (2019). The results showed that there was a significant relationship between teachers' performance and organizational support. The researchers suggested that in order to improve performance, institutions should support their teachers. On the other hand, it's arguable that insufficient organizational support could negatively impact employee morale at work in addition to impairing institutional performance. Uncomplimentary work climate therefore is likely to breed political games in an institution to fill the vacuum between employees and institutional management.

In Kenya, inadequate organizational support affected employees' continuance and normative commitment at the University of Nairobi (Mulwa, 2019). It also

contributed to employees' turnover intention of skilled and experienced staff. The researcher recommended that the university management needed to value, notice and recognize the efforts and contributions made by non-teaching staff towards the general achievement of the institutional goals (Mulwa, 2019). Although this study was done at the University of Nairobi, the researchers' focused on the non-teaching staff, hence this study.

Organizational politics triggers when selfish interest surpasses or disintegrates organizational interest (Arshad, Yasir and Nawaz, 2017) and as a result, political coalitions are formed rendering the organizational climate unfavorable for some. Political coalitions in essences are basically informal groups designed to champion individual or group interest. Informal organizations, according to Carnabuci, Emery, and Brinberg (2018), are social interactions among coworkers that grow out of the desire to meet social needs and workplace sentiments.

A study on the impact of informal groups on organizational performance was carried out by Karoki (2020) in the Kenyan Ministry of Interior and Coordination of National Government. The study discovered a statistically significant relationship between the leadership and norms of informal groups and organizational performance. The researcher made the case that unofficial groups have the power to limit output while defending the rights of group members who are employed by relevant organizations. Informal groups are typically political in nature and can have an impact on institutional teamwork.

Teamwork is one of the aspects that characterize a conducive organizational climate. According to Butt and Imran (2013) employees who value teamwork in an institution are less affected by organizational politics unlike those who give little value to expression of teamwork. The implication of this is that teamwork is linked to good performance and a conducive organizational climate while absence of teamwork is likely to leads to dismal work output in the institution.

A study on the impact of transformational leadership on organizational climate and teamwork in relation to organizational behavior was conducted among civil servants by Hamid, Widodo, and Buchdabi (2022). The study found a direct and positive relationship between organizational climate and teamwork. It could be argued that strong teamwork can be established and employee performance will rise if each team member at work consistently strives to create a welcoming and comfortable organizational atmosphere (Ibid).

Organizational climate is enhanced when there is a fair work distribution of workload among the academic staff. Several factors determine the decision of workload distribution in institutions of higher learning. According to Ali (2020) factors such as: the number of available teaching load, the number of available lecturers, their maximum and minimum workloads, their teaching experience and how they fit for teaching specific courses, their preference to teach particular courses and the endorsements by the management on the course assignments. However, the decision to arrive at a particular lecturer for any of the mentioned factors maybe subjective because there may be a

tendency that some particular units or workload are preserved for preferred lecturer. This can easily bring about conflicts among lecturers and as a result hostility in the institutional climate.

Muramalla and Alotaibi (2019) carried out an investigation on equitable workload and the perceptions of the academic staff in universities in Saudi Arabia. The study revealed that some particular work was preserved for a particular group of the academic staff whereby the teaching staff from foreign countries were allocated teaching services while research and administration tasks were allocated to the local members of staff. Owing to the fact that research activities and administrative responsibilities come with some privileges, the decision that only a section of the academic staff is given teaching services portray the influence of organizational politics in place. This situation may impact the organizational climate and lecturers' job performance negatively.

From the previous literature, numerous studies on organizational climate have been carried out, with a primary focus on the relationship between job characteristics and satisfaction, the effects of organizational climate and job satisfaction, job stress, communication, and climate. There is a dearth of research on the subject conducted at the University of Nairobi, particularly with regard to lecturers' perspectives. Once more, no research is done on the institution's organizational politics. In order to close the research gap, the researcher has thus started this study.

2.6 Influence of organizational politics in workforce diversity on lecturers' job performance

Workforce diversity is a multifaceted concept that has attracted a lot of attention in research globally in terms of its composition of attributes such as gender, race and culture. This is because organizations have recognized that workforce diversity is not just a legal issue, but a philosophy that needs to be accepted in any organization to be successful (Olowookere, Abdulraheem and Abu 2021). Workforce diversity according to Kaimenyi, Kidombo and Senaiji (2017) include the differences in gender, age, ethnic background, race, religion and education background. The interaction of these attributes based on the differences of employees may influence performance or employees' relationship in an organization (O'Lawrence, 2017). Li, Wang, Haque, Muhammad and Muhammad (2020) affirmed that workforce diversity is a key element in determining institutional performance.

Understanding organizational politics and their impact on the workforce is crucial, especially in light of the rapidly adopting and infiltrating mixed workforce as a result of globalization. This is due to the fact that ignorance may make it more difficult to manage a diverse workforce effectively, where bias in ratings may be particularly pervasive due to differences in gender, age, or background.

Despite the fact that many organizations, including the institution of higher learning, are striving to make the best use of diverse workforce, perception of regional identity, gender stereotype, nepotism and disparities in gender and

education background among many attributes of workforce diversity, tend to limit its importance. These obstacles may create a breeding ground for discrimination, misunderstanding and conflict among employees which may, in one way or another, undermine the performance. Notably, Organizational politics tend to thrive in a situation where there are discrimination and conflicts among employees.

Gender issues in relation to performance are not new in education sector. Underrepresentation of a particular gender and gender stereotyping may be viewed as political tactics in an organization which, if not restricted, may have negative effect on employees' job performance in any field. McDowell (2018), defines gender as description of person as either male or female. According to Ajiri and Odor (2018), gender is a factor that may have an impact on an employee's performance, primarily due to the perception of differences between males and females.

Concerns have been raised about women's underrepresentation in higher education and senior management across the globe (Yousaf and Schmiede, 2017; Avin, Keller, Lotker, Mathieu, Peleg, and Pignolet, 2015). Women continue to face barriers to academic success and positions of authority in academia, despite campaigns for gender equality, such as those in Europe (Bothwell, 2020). Many researchers are concerned about this and are working to find the causes.

From a managerial perspective, Tabassum and Nayak (2021) examined the body of research on gender stereotypes and their effects on women's career

advancement in the UK. Various factors, including personal, familial, sociocultural, and organizational aspects, have been identified as the primary contributors to stereotypes among workers. Regardless of the rank at which women are assigned within an organization, the effects of gender stereotyping on women are more pronounced. These problems hindered women's career advancement and sustained gender discrimination.

Cultural stereotyping was also found to be a contributing factor in the underrepresentation of female lecturers in leadership roles, according to Yousaf and Schmiede's (2017) investigation in Pakistan on obstacles to women's underrepresentation in academic excellence and positions of power. This not only limited the number of female lecturers in managerial positions but also led to perception of gender discrimination in the academic field.

Notably, discrimination is a form of organizational politics that is likely to affect the performance of a particular group discriminated upon. Gender discrimination also depicts the presence of organizational politics in an institution. To some extent, gender bias policies in institutional management seem to accelerate the perception of gender discrimination. This is likely to cause conflict among the academic staff due to perception of unfair treatment of some particular gender. For instance, Karak and Sen (2017) carried out an investigation on gender inequality in higher education in India. The study revealed that bias legislations was the cause of gender discrimination in higher education. The perception of this posed a challenge to policy makers who would wish to establish proper equality in the entire social field.

In Ethiopia, discrimination against women was one of the reasons as to why female gender were missing from management of universities (Ahmed (2021). Specifically, the indirect discrimination occurred mostly in appointments, occupation and advancement of women academicians while the male counterparts with similar qualifications got better positions. Although socio-cultural aspects were perceived to be the reason as to why women were missing in senior leadership positions in Ethiopian universities, one cannot rule out the presence of organizational politics that seem concealed in socio-cultural issues.

A study done in Uganda also shows that gender bias policies led to underrepresentation of female academicians in leadership positions (Nakamanya, Bisaso and Kimoga, 2017). As a result, men dominated middle and senior roles within the organization, including those on the appointment and selection committees. This definitely illustrates a political form of discrimination. Conflicts are likely to occur over gender disparity in management and to some extent negative impact on institutional achievement.

Administrative barriers, such as insufficient mentorship and biased promotion processes that discriminated against female lecturers, are one of the problems contributing to Tanzania's low representation of women in leadership roles in both public and private universities (Nyoni, Chen, and Mashala, 2017). This resulted in women being underrepresented in positions of decision-making and demoralized female instructors within the organization.

Kenya, like the rest parts of the world, is not exceptional in gender disparity in management of higher education. Several studies have noted that positions of power in an overwhelming majority of universities are occupied by men (World Bank, 2019). Despite the presence of elaborate legal framework that guarantee gender equity in all spheres of life, women lecturers in Kenyan universities still lag behind in the pursuit to leadership and decision-making positions.

Gross gender disparities in management positions were discovered in a study conducted by Onyambu (2019) on gender disparity in the management of a few Kenyan universities. This was ascribed to the dearth of women with the necessary qualifications and the persistence of patriarchal attitudes in academic institutions.

Furthermore, Chacha (2021) discovered that the main reason why women are underrepresented in senior management roles in public universities is a discriminatory promotion process. This was discovered in the study "Persistence of the glass ceiling in academia focusing on women academics in Kenya's universities." As earlier mentioned, underrepresentation of one gender is a form of discrimination of that gender which may be perceived as the action of organizational politics that is likely to impact on performance behaviour.

The aspect of age in relation to performance is likewise an attribute of workforce diversity. In essence differences in employees' age is viewed as a necessary element in workforce diversity because it is believe to boost

organizational performance (Odhiambo, Gachoka and Rambo, 2018). According to Boehm and Kunze (2015), a workforce with a diverse range of ages produces a wide range of abilities, standards, and preferences that could lead to effective institutional performance. However, poor communication and conflict between workers of different ages are some disadvantages of age diversity in the workplace (Mwatumwa, 2016).. Conflict is a form of organizational politics which manifest itself in absence of mutual understanding among employees of diverse age.

Idubor and Adekunle (2021) conducted a comprehensive study on the difficulties encountered by academic mentors in three Nigerian universities. The study found that prominent mentoring challenges among Nigerian university academics included victimization, instant gratification, gender-based bias and incivility. These challenges may be as politically instigated since they touch on behaviour and relationships among the academicians.

Female lecturers encountered more difficulties in course mentoring than their male counterparts, according to a previous study by Undiyaundeye and Basake (2017) on mentorship and career development of academia in colleges of education in Cross River state, Nigeria. This was ascribed to a power imbalance that gave male lecturers' success a higher priority than that of female lecturers. This might not only cause disputes among the academic staff but also have a detrimental impact on how well lecturers do their jobs.

Discrimination of employees on ethnic or tribal lines may have unfavorable effects on performance. Ethnic diversity in essence is positive complementary

aspect of socio-cultural workforce diversity which is specified by the number of people who have dissimilar ethnicity in the institution in relation to languages, cultures and values (Desmet, Ortuno-Ortin and Wacziarg, 2017). However, negative ethnicity may be associated with favoritism of one group of diverse workforce. There is no doubt that playing politics for to be considered is inevitable.

A study by Egwa (2016) on influence of ethnicity on human resource management in Nigerian tertiary institutions revealed that ethnicity affected all aspects of national life especially in management of public institutions and resource allocations. This led to conflicts among employees which in return affected organizational outcome.

Nepotism in organizational management processes also has negative effect on employees' performance. This could imply that favoritism is upheld at expense of merit in the institutional processes. A study by Chijioke, (2017) on implication of nepotism on performance among civil service employees established that nepotism in recruitment process had a lasting disastrous negative consequences in management of employees and work performance. Consequently, possibility of conflict emanating from those not favored is very high.

A study on ethnic diversity among Kenyan public university employees was conducted by Mande (2020). The results showed that a lack of policy implementation is the reason ethnic diversity is not embraced. According to Taaliu (2017), the impact of negative ethnicity in public universities is likely

to have an impact on lecturers' job performance because students from dominant ethnic groups are more likely to pass than those from marginalized communities if those groups have more professors and senior academic staff in their departments and are also represented on thesis examination panels. Consequently, these could be connected to organizational politics.

Furthermore, Muthoni's (2017) study conducted in Kenya on the relationship between workforce diversity management and employee performance at the national biosafety authority discovered that employees' performance was influenced by their age, gender, and educational background. Even though the study was not conducted at the University of Nairobi and did not address organizational politics, the fact that certain workforce attributes had a negative impact on employees' performance raises the possibility of political conflicts.

From the forego literature it is evident that there is limited studies on organizational politics in workforce diversity and its influence on lecturers' job performance at the University of Nairobi, this study therefore sought to fill the gap.

2.7 Influence of organizational politics in resource allocation on lecturers' job performance

When institutional resources are few, the detrimental effects of organizational politics can be seen. Organizations typically have insufficient resources that need to be distributed in some way. Yet employees utilize politics as a tool that is necessary for competition. Indeed researchers have attested that competition over resources attracts politicks among employees (Swartz,

Ivancheva, Czerniewicz and Morris, 2018). Therefore organizations are required to assign the right people to perform the planned activities and allot financial and material resources required to facilitate the execution of these activities and delivery of expected outputs within the scheduled time (Wang, 2019).

The concept allocation of resources in essences signifies a thoughtful management practice that includes apportionment of expected and available financial, human, material and other resources to the diverse functions planned to enable an organization achieve its set objectives (Maritan and Lee, 2017). It is all about deciding where to assign which resources and in what quantity to ensure that the organizations' fundamental functions are effectively executed within the confines available resources (Ekpenong and Ojiega, 2022).

A significant factor in institutional success is human resources; after all, lecturers are the most vital members of the academic system. Unquestionably, lecturers' attendance and involvement enhance the institution's service, research, and teaching missions; they also support the university's intellectual life and the local economy (Ayebere, Kisige, Gitta, Betihamah, and Kimoga, 2017). For example, having high-performing faculty would improve university instruction (Aziku, Onen, and Ezati, 2017). In actuality, the materials and other services would become unfeasible without the productive effort of people resources.

Although human resource is regarded as the greatest input to institutional achievement Kisaka et al (2019), organizational politics seem to manifest

itself in a situation where faculty management exercise power and preferentialism in managing the human resource (McCarthy, Song, and Jayasuriya, 2017; Kenny, 2018). Any discrimination, favoritism, partiality, or managerial favoritisms would lead to misconceptions among the lecturers that will affect performance in educational institutions.

Mathijs, Bol, and Rijt (2022) examined data from a sizable funding competition under the Talent Program of the Netherlands Organization for Scientific Research to determine if there were any disparities in the distribution of funds among applicants.. The researchers found that the allocation of research funds favored male applicants with the perception that research activities are male's responsibility. This created variations in publications. Though the analysis was not done in an education set up, discrimination in research funding allocation portray political tactics that limits research output.

Politics surrounding allocation of facilities may be in a situation where there is favoritism in allocation of the essential facilities for in institutional goal achievement. Ideally, facilities such as space, infrastructure ought to be allocated fairly to meet the intended purpose in the attainment of institutional goals. Researchers Saaid, Ayob, Yunu, Razabi, and Maarof (2018) investigated the difficulties with space management in Malaysian higher education. The researchers outlined a few of the difficulties encountered when implementing space management in institutions of higher learning. Key among them were lack information on the spaces usage in the departments and

differences in interest and objective for the institution. These challenges are likely to spur conflicts in the institution which may not be favorable for effective performance.

Fairness in allocation of financial resource is equally important for lecturers' job performance. However, perception of favoritism in allocation of scarce fund resource is likely to affect employees' attitude and by extension performance. According to Ekpenyong and Ojeaga's (2022) research, which examined the impact of organizational politics on the distribution of resources among academic staff members in Nigerian universities, staff quarters, office space, loans, grants, and instructional facilities were distributed according to friendship. It was discovered that different groups of academic employees in the university system requested special treatment from chairpersons and members of resource allocation committees. This portrayed a high level of organizational politics in Nigerian public universities since almost all categories of academic staff were caught in the web of organizational politics.

Funding for teacher education facilities was impacted by organizational politics and corruption information, according to a previous study conducted in Nigeria (Gunode and Ogor, 2020). One of the main issues preventing lecturers in Nigeria's teacher education institutions from performing effectively was corruption within the institutions, including financial misappropriation, diversion, and mismanagement. This led to poor performance and a brain drain among academic staff members. Corruption

represents the politics of self-interest among a small number of powerful people at the expense of the interests of the entire organization.

Bias resource allocation crippled the performance of research in some of the selected universities in Uganda. An empirical study by Tumusiime (2022) on resource mobilization and allocation priorities on knowledge production in Ugandan public universities revealed that the universities focused more on meeting the demands of teaching, administrative and instructional infrastructure development functions than in research output. This was attributed to corruption, government interference and inappropriate higher education policies. Apart from government grants many institutions of higher learning rely heavily on funds sourced from research undertakings. This may imply that if research activities are not given a priority in allocation of necessary resources then the lecturers involved are likely to perceive favoritism in the manner the institution allocate its resources. This would definitely affect the performance of lecturers in the same.

Despite the fact that the two universities had generally employed more lecturers and tutorial fellows compared to the proportion of senior lectures, associate professors, and professors during the study period (2007-2016), there was variation in the management of the academic staff, according to a study by Njoroge (2019) on academic staffing and its implications for the quality of bachelor of education programs in selected public universities in Kenya. For example, senior lecturers, associate professors, and professors were assigned tasks related to coordination, decision-making, and management duties that

would come with some allowances. Variations in human resource recognition could have an impact on how well an institution performs.

Gudo (2016) conducted a comparison study on the impact of financing the quality of university education in Kenya, comparing a few chosen public and private universities. The study findings showed that the academic staff that there was lack of credibility and transparency in the manner in which research funds were distributed among various departments in public universities compared to private universities. This did not only affected quality and quantity of research output but also led to industrial action among the academic staff. Notably, lack of transparency in allocation of scarce resources in a university set up may encourage the use of dubious means to acquire the rare funds for personal gain at the expense of institutional research output.

It is clear from the reviewed literature that there aren't many studies on how organizational politics affect University of Nairobi resource allocation. In order to close this gap, this study looked into how organizational politics affects how resources are allocated in relation to lecturers' job performance.

2.8 Summary of Literature Review

With the rising demand in regard to justice, fairness and impartiality in the management practices at the institutions of higher learning, one cannot rule out the influence of organizational politics that seem to affect institutional achievement of goals. Thus, this study looked into how organizational politics affected Kenyan public university lecturers' performance on the job.

The literature on the variables pertaining to the impact of organizational politics on lecturers' job performance was extensively reviewed by the researcher. None of the reviewed studies examined the impact of organizational politics on lecturers' job performance at the University of Nairobi, despite the fact that most of the studies on the topic were conducted in university settings.. For instance, the few studies found that on perception of politics such as Khan and Nasreen (2022) and Angogo (2016) focused on promotion criteria and career development respectively. The studies too were not linked to lecturers' job performance.

The majority of the studies reviewed on the impact of organizational politics in the performance appraisal process on lecturers' job performance came from sectors other than higher education, even though the characteristics of politics in performance appraisal were acknowledged. For instance health sector (Swanepoels, Botha and Mangonyane, 2017); airport (Imran, Haque and Rebila, 2018) and county government (Muyaka and Oluoch, 2018). Out all these studies only one was found that focused on organizational politics but linked to organizational performance and not performance appraisal.

The literature on workforce diversity attributes, including gender (Karak and Sen, 2017), age (Undeyaundeye and Basake, 2017), and ethnic background (Egwa, 2016), is extensive; however, none of the reviewed studies examined the impact of organizational politics on lecturers' job performance. Moreover, the University of Nairobi was not the site of any of the reviewed studies.

Only one study (Ekpenyong and Ojeaga, 2022) examined the impact of organizational politics on lecturers' job performance at the University of Nairobi, out of several reviewed studies on the topics of organizational climate (Hat et al., 2019; Dinibutun et al., 2020 and Gaballah, 2018) and resource allocation.. Though there is close relationship among promotion process, performance appraisal process, workforce diversity, organizational climate, resource allocation and lecturers' job performance, to the researchers' knowledge and supported by literature available, this might be the first study that pooled the five constructs in one research. Nonetheless, disparities were found in the reviewed literature and several gaps were identified especially methodological gaps and findings as presented in Table 2.1.

Table 2. 1: Gaps summary in Reviewed Literature

Construct	Author and the year	Research topic	Methodology	Key findings	Gap	Contribution to the current study
Organizational politics in promotion process	Azam et al. (2016)	Academic promotion in Malaysian public universities: A critical look at Issues and challenges.	Descriptive design	Lack of consistency in promotion process	Not liked to organizational politic and performance. Hence, contextual and methodological gaps.	Aspect of politics in promotion process
	Khan and Nasreen (2022)	Perceptions of organizational politics among public sector university faculty.	Phenomenological	Unclear promotion criteria marred with favoritism.	No linkage with lecturers' job performance. Hence, contextual and methodological gaps	Element politics in promotion process and its influence on performance
	Ngolomba (2019)	Influence of salary and promotion on academic staffs' job performance in Tanzanian universities	Correlation research design	Promotion procedures involved delay and political interference	Study area, institution and population target differences. Focus was not organizational politics Hence, contextual and methodological gaps	Aspect of politics in promotion process and its influence on performance
	Ojambo (2019)	“Building a Plane while flying it”; Crisis of professorate academics in Ugandan universities (1980-2016).	Descriptive survey design	Delay in promotion of lectures was as a result of government policy	Focus and findings were not linked to organizational politics Hence, knowledge, contextual and methodological gaps	Aspect of politics in promotion process
	Ratemo, et al (2021)	Job promotion and employee performance in Kenya Forestry Research	Descriptive design	Employee promotion were awarded unfairly	Study area, target population differences. Focus was not organizational politics.	Aspect of politics in promotion process and its influence on performance

		Institute headquarters in Muguga, Kiambu County			Hence, contextual knowledge and methodological gaps	
	Sadiq et al (2019)	Academic promotion at south African university: question of bias, politics and transformation	Document analysis of quantitative data	Discrimination in promotion process Bias promotion of the academic staff	Study area differences Focus was not organizational politics and lecturers' job performance Hence, contextual and methodological gaps.	Element in promotion politics and its influence on performance
	Gandhi and Kakoli (2020).	Missing women in Indian university leadership: Barriers and facilitators	A descriptive survey study; target phenomenological	Prejudice, glass ceilings and favoritism were barriers to equal promotion opportunities.	Focus was not organizational politics. Study area. Didn't link with performance Favoritism in Promotion opportunities Hence, contextual and methodological gaps.	Aspect of politics in promotion process and its influence on performance
	Ayebare, et al. (2017)	Appointing and Removing Academic Staff in Public Institutions: The Level of Autonomy at Kyambogo University, Uganda.	The study used Descriptive case design and qualitative content analysis	The appointment of the academic staff in University was not in line with what is provided for in the policy.	Focus not linked to organizational politics. Study area difference	Promotion policies and organizational politics
	Taaliu (2017)	Ethnicity in Kenyan Universities	Document analysis	Study established that there a looming danger of Ethnic consideration in promotions of	Difference in methodology used. the current study focus is linked to perception of organizational politics	Elements in promotion of academic staff and aspects of organizational politics and its influence

				lecturers		
	Ombanda (2018)	Nepotism and job performance in public and private sector in Kenya	Employed Cross-sectional research design	Established that nepotism significantly affected job performance of employees in public and private sector in Kenya	Different study area, target population, focus was not linked to organizational politics. Thus contextual and methodological gaps	Element in promotion, nepotism as an element of organizational politics and its influence on performance
	Angogo (2016)	Influence of organizational politics on career development	Case study research design was used	The study found that favoritism, tribalism, ethnicity, biasness, and nepotism affected staffs' career development in one of the public universities	Difference in target population, study area of focus The study is not linked to performance of lecturers. Thus, contextual and methodological gaps	Elements in promotion process and aspects of organizational politics
	Malelu, Ngare, and Okemwa (2017)	Institutional factors influencing career advancement of women faculty. A case of Kenyatta University, Kenya	Case study design, target population were the academic staff	The study found that the career advancement of women faculty at the upper ranks was slow due to office politics and biasness in the promotion criteria	Difference in target population, study area of focus, and the study is not linked to organizational politics	Element of promotion of academic staff, aspects of organizational politics and its influence on performance
Politics in performance appraisal	Imran, Haque and Rebila (2018)	Performances appraisal politics and employees' distinctive economies	Cross-section research design	The study found that performance appraisal politics had negative	Different study area, target population and the area of focus. Hence, contextual and	Aspects of politics in performance appraisal and its influence on performance

				influence on employees' performances	methodological gaps.	
	Swanepoels, et al. (2017)	Politicization of Performance appraisal.	Descriptive research design	The study found that performance appraisals are highly politicized.	Difference in area of focus of the study was not linked to organizational politics. Different study area, target population and methodology, hence, contextual and methodological gaps.	Elements of performance appraisal politics and its effect on performance
	Angasiye (2019)	The effects of organizational politics on organizational performance: A case of Diamond Trust Bank- Tanzania.	Case study design Target population is employees in the banking sector	Study found that performance of the organization is highly influenced by the practice of politics in the organization.	Different study area, target population and methodology.	Elements of performance appraisal politics and its effect
	Adomako (2017)	Performance Appraisal System in Technical Universities in Ghana. A comparative study of Kumasi Technical University and Accra Technical University	Cross-section survey and a comparative study	The study found that the employee lacked confidence in performance appraisal systems because the systems was unfair, bias and unreliable	Study was done in the technical university, Difference in design and focus of the study was not linked to organizational politics, hence, contextual and methodological gaps.	Elements of performance appraisal politics and its effect on performance
	Premkoar, et al.(2018)	Performance appraisal fundamentals,	Cross-sectional survey	The study found that the employees lack confidence on the	Focus of the study was not linked to organizational politics	Elements of performance appraisal politics and its effect on performance.

		practices and challenges in public sector		system because it was unfair, bias and was used to punish poor performers.	Different study area and methodology, hence, contextual and methodological gaps.	
	Muthuri, et al, (2019)	Challenges encountered in public technical training institution in Nairobi Region, Kenya	cross-sectional survey and phenomenological approaches	Lack of consistent support, unclear goals, unclear performance expectations and setting of unattainable goals negated goal setting.	Focus of the study was not linked to organizational politics. Different study area, thus, contextual and methodological gaps.	Elements of performance appraisal politics and its effect
	Cadez, Dimovski and Graff (2017)	Research, teaching and performance evaluation in academic: the salience of quality	Case study	Found that research quality is positively related with teaching quality	Focus of the study was not linked to organizational politics, thus, methodological, contextual and knowledge gaps.	Influence of research-based appraisal on performance
	Kivipold, et al, (2021)	Performance appraisal, justice and organizational effectiveness: a comparison between two universities	A case study design	Performance appraisal system design affects academic employees' perception of distributive justice and performance but does not affect academic employees' perception of procedural justice and organizational performance.	Focus of the study was not linked to organizational politics. Hence, contextual and methodological gaps	Aspects of the theory in performance appraisal

	Quan, Chen and Shu (2016)	Publish or Impoverish. An investigation of the monetary reward system of science in China	A Meta-analysis study	Favoritism in performance evaluation and increase in academic fraud	Different study area, different methodology and focus of the study. was not linked to organizational politics Hence, contextual, knowledge and methodological gaps	Effects of research based evaluation on performance.
	Kimanje, et al. (2020)	Academic staff perception of performance appraisal process in a private university setting	Used phenomenologica l research design, interview guide only target group were academic staff in private university	Perception of performance appraisal as unfair, inaccurate and inconsistent to measure actual performance	Focus of the study was not linked to organizational politics; Use of one instrument –interview; study was done in a private university. Hence, contextual and methodological gaps	Elements of performance appraisal politics and its effect
	Mayaka and Oluoch (2018)	Influence of performance appraisals on employee productivity among county governments in Kenya	Descriptive research design	Lack of effective performance appraisal feedback had negatively influenced employee productivity in the County Governments	Differences in the study area, population and focus of the study. The study was not linked to organizational politics. Thus, contextual, knowledge and methodological gaps.	Performance appraisal process and elements of performance appraisal politics on performance.
Workforce diversity	Tabassum and Nayak (2021)	Gender stereotypes and impacts on women’s career progressions from a managerial	Review literature	The study found that stereotype perpetuates gender discrimination and obstructs the career progressions of	Differences in study area, focus and methodology. The study focus was not linked to organizational politics. Hence, contextual	Element of workforce diversity

		perspective		women in organizations	and methodological gaps	
	Yousaf and Schmiede (2017)	Barriers to women's representation in academic excellence and positions of power Rizwana	Descriptive survey	The study found that cultural stereotyping was one of the factors which led to underrepresentation of female lecturers in leadership.	Differences in target population, research design, and focus of the study. The study was not linked to organizational politics. Hence, methodology, contextual and knowledge gaps	Element of workforce diversity and its influence on performance
	Karak and Sen (2017)	Gender inequality in higher education	Conference paper	Bias legislation was the cause of gender discrimination in higher education	The study focused on economics, culture, social and legal biases.	Gender policy and element of workforce diversity
	Nakamanya et al, (2017)	Higher education female leaders' voices on the nature of support to leadership.	Case study	The study revealed that women were not attracted into leadership because the policies in place are gender biased.	Difference in area of study, target population and focus of the study. The study was not linked to organizational politics	Gender disparities, gender policies and aspect of organizational politics in workforce diversity and its influence
	Ahmed (2021)	Barriers to women attainment of senior academic leadership positions in higher education institutions	Descriptive survey study was used	The study found that Discrimination led to underrepresentation of women in the senior academic leadership positions	Focus of the study was not linked to organizational politics. Hence, contextual gaps.	Aspect of organizational politics in workforce diversity and its influence on performance.
	Nyoni, Chen and Mashala (2017)	Status of gender in senior leadership position in higher	Descriptive survey study	Study revealed that administrative barrier in terms of inadequate	Focus of the study was not linked to organizational politics.	Element of organizational politics in workforce diversity and

		education universities in Tanzania.		mentorship and bias promotion processes that discriminate against female lecturers	Thus, contextual and methodological gaps	its influence on performance
	Chacha (2021)	Persistence of the glass ceiling in academia focusing on women academics in Kenyan universities	Meta- analysis	The study found that flawed discriminatory promotion process as the primary barrier to women underrepresentation in senior management positions in most public universities.	Focus of the study was not linked to organizational politics. Hence, contextual and methodological gaps	Aspects of politics in workforce diversity and its influence on performance
	Undiyaundeye and Basake (2017)	Mentoring and career development of academia in colleges of educated in cross river state Nigeria	Descriptive survey	The study found that female face more challenges in course mentoring than the male academics.	Focus of the study was not linked to organizational politics	Element of politics in workforce diversity and its influence on performance
	Idubor and Adekunle (2021)	Challenges of mentoring among university academics in Nigeria	Descriptive survey design	The study revealed that victimization, instant gratification, gender-based bias and incivility are some of the challenges affecting mentoring among the academic staff.	Differences in focus of the study, population target and that the study was not linked to organizational politics. Hence, contextual and methodological gaps	Element of politics in workforce diversity and its influence on performance
	Egwa (2016)	Influence of Ethnicity on human resource	Document analysis	The study established that ethnicity affected	The current study is different in research	Aspect of organizational politics in workforce

		management in Nigerian tertiary institutions		management of public institutions and resource allocations.	design, target group and data collection, the study was not linked to organizational politics, hence, contextual and methodological gaps	diversity and its influence
	Chijiuke, (2017)	Performances Implication of nepotism in Nigeria civil service employees recruitment process	Document research design	The study revealed that nepotism in recruitment process had a lasting disastrous negative consequences in management of employees and work performance.	The current study is different in methodology, and it focus was not linked to organizational politics thus, contextual and methodological gaps.	Aspect of organizational politics in workforce diversity and its influence on performance
	Mande (2020)	Ethnic diversity among staff of public universities in Kenya	Document research	The study found that ethnic diversity was not embraced due to lack of policy implementation.	Differences in research, data analysis and the focus of the study. Again the study was not linked to organizational politics. Hence, contextual and methodological gaps	Aspect of organizational politics in workforce diversity and its influence
Organizational climate	Alwaheeb, (2020)	Effects of Organizational climate on human resource outcomes in the Saudi Public Universities	Quantitative research.	The study established that unfavorable organizational climate occasioned by favoritism in managerial process affected staff retention.	Focus of the study was not linked to organizational politics	Aspects of organizational climate, organizational politics and performance.

	Dinibutun, et al,(2020)	The effects of organizational climate at state and private universities: a comparative analysis.	Descriptive survey	The study established that lack of clarity of task and ethical dimensions had negative effects on employees' performance	The current study is different in research methodology, area of study and research analysis. The study was not linked to link to organizational politics. Thus, contextual and methodological gaps	Element of organizational climate, organizational politics and performance.
	Arya and Sainy (2017)	Impact of organizational climate on employee engagement in the banking sector with special reference to state bank of India, Indore	Descriptive survey	The study found that lack of clear and logical job structure, inadequate support and commitment from the management affected employees' engagement in banking sector.	Different in study area, target population, research design, and study focus. Also the study was not linked to organizational politics. Hence, contextual and methodological gaps	Element of organizational climate, organizational politics and performance
	Gaballah (2018)	Relationships between organizational climate and performance.	The study adopted quantitative descriptive correlational research design	The study revealed that uncodusive organizational climate was as a result of unfair strategy used in salary increment in the university	The study is different in methodology and analysis. The focus of the study was not linked to organizational politics. Hence, contextual and methodological gaps.	Attributes of organizational politics in organizational climate and its influence on performance.
	Mulwa (2019)	Influence of organizational support on	Descriptive survey	The study established that inadequate organizational support	The study is different in the research design, focus of the study, the	Element of organizational politics in organizational climate

		commitment		affected employees' continuance and normative commitment	population target and that the study is not linked to organizational politics. Hence, contextual and methodological gaps	and its effects on performance
	Karoki, (2020)	Effects of informal groups on organizational performance	Quasi experiment research design	The study established that the informal groups affects organizational performance	Difference in research design, population target and focus of the study. Hence, knowledge and contextual and methodological gaps	Element of organizational politics in organizational climate and its influence on performance.
Politics in Resource allocation	Bol, Mathijsand Rijt (2022)	Gender- equality funding rates conceal unique evaluation.	Document analysis	The study found that allocation of research funds favored male applicants and as a result there were variations in publications.	Difference in research methodology, focus of the study and that the study was not linked to organizational politics. Hence, contextual and methodological gaps.	Element of organizational politics in work environment climate and its influence on performance
	Saaid, Ayob, Yunu, Razabi and Maarof (2018)	The challenges of space management in higher education	Descriptive survey design	The study established that space limitation in the higher education institution was one of the challenges affecting efficient implementation of space management	Focus of the study was not linked to organizational politics, there were differences in methodology. Hence, contextual and methodological gaps	Attribute of politics in resource allocation and it influence in performance.
	Ekpenyong and Ojeaga (2022)	Influence of organizational politics on resource allocation	Descriptive survey design	The study found that the resources were allocated based on	Differences in research design, area of study, target population and not	Aspects of politics in resource allocation and it influence in performance

		in Nigerian universities.		friendship	linked to organizational politics. Hence, methodological and contextual gaps	
	Tumusiime (2022)	Resource mobilization and allocation priorities on knowledge production in universities in Uganda	Cross-sectional survey	The study established that bias resource allocation crippled the performance of research in some of the selected universities in Uganda	Differences in research design, target population, target population and the study focus. Also the study was not linked to organizational politics. Hence, methodological and contextual gaps.	Attribute of politics in resource allocation and its influence in performance
	Njoroge (2019)	Academic staffing and implication on the quality of bachelor of education program in selected public universities in Kenya	Descriptive survey design	The study established that there were variations in management of the academic staff.	Difference in methodology and study focus. The study was not linked to organizational politics. Hence, methodological and contextual gaps	Attributes of resource allocation and its implications on performance
	Gudo (2016)	Influence of financing on quality of university education	Survey design	The study established inadequate funding led to shortage of basic learning resources and teaching staff, students' agitation and administrative weaknesses.	Differences in research design, target population and focus of the study. Still the study was not linked to organizational politics. Hence, methodological and contextual gaps	Elements of politics in resource allocation especially finance allocation and its influence in performance

2.9 Theoretical framework

Numerous theories exist to elucidate the concept of organizational politics' influence; however, due to the constraints of this study and the types of variables being examined, the options are limited to two theories: Greenberg's (1987) Organizational Justice Theory and Ferris, Russ, and Fandt's (1989) Organizational Politics model.

2.9.1 Organizational Justice Theory

The idea of Organizational Justice Theory was proposed by Greenberg (1987) in relation to how workers view organizational managerial procedures, which appear to have a variety of effects on behavior and attitude. The core idea of the organizational justice theory is how fairness is perceived by workers in their place of employment. As per Greenberg's (2017) assertion, it represents the employees' perspective regarding equitable treatment within the company. Organizational justice, according to Dike, Anetoh, Obiezekwem, and Eboh (2021), is the result of individual or group assessments of justice and moral propriety that serve to mitigate a number of the negative consequences of a dysfunctional work environment.

Employees' judgement of fairness of the work environment in regard to managerial processes is essential in understanding the job performance in the institutions. In this regard organizational justice seem to be linked to employees' job performance since employees tend to show positive behaviors to work and negative behaviors such as low commitment when they feel the

organizations justice is fair or unjust accordingly. Therefore, matters job performance and organizational justice in an institution of higher learning cannot be underrated because organizational justice determines lecturers' behavior towards work based on the perceptions of fairness. On the contrary, perception of unfairness in the same is directly linked to organizational politics (Kaya, Aydin, and Ayhan, 2016). There is a claim that the perception of organizational politics can result from an absence of justice (Saleem, 2015). When political behavior permeates the workplace, employees often feel more vulnerable to political actions taken by their peers. As a result, peculiar attitudes and actions regarding work may be seen (Khan et al, 2020).

Three dimensions of organizational justice were studied in previous research (Syarifah, 2016; Amair, Javaid, Amir, and Luqman, 2016). These dimensions are distributive justice, procedural justice, and interactional justice. Distributive justice highlights employee's perception of fairness of what they receive from the institution which can be distributed based on needs and equity. When employees perceive unfairness in the manner in which the managerial process are done for instance, employees' grievance may lead to politicking which is likely to affect commitment to work output (Harif, Dara and Hendra, 2019).

Procedural justice on the other hand plays a significant role in shaping employees' perceptions. According to Taamneh (2015) procedural justice is the degree to which employees are treated with politeness, dignity, and respect by managers while applying formal procedures. It focus on procedures used in

decisions about the design and management of internal structures pertaining processes (such as fairness in promotion, performance appraisal and allocation of resources) within the institution and how these procedures and processes are made, balanced and maintained (Khtatbeh, Mohamed and Rahman,2020).

According to Azubuike and Madubochi's (2021) hypothesis, there is a positive correlation between an employee's perception of the fairness and justice of the procedures used in managerial processes like performance evaluation, promotion, and resource allocation, and the employee's commitment to the organization and positive personal outcomes. On the other hand, people who feel that the decision-making process is biased and unjust, and that their expectations are not fulfilled, often feel that they are the victims of internal organizational politics. This can have a detrimental effect on the quality of the work that is produced.

According to organizational justice theory, there are six ways to assess how fair an organization's procedures are: how consistently they apply to different subjects over time, how accurate the information used to make decisions is, and how closely they adhere to ethical standards from bias or third party interest and consideration for opinions of stakeholders (Ajijala, 2015 and Leventhal 1980). Consequently, lack of consistency in managerial process and presence of favoritism may be seen as politically instigated.

Organizational justice theory further elucidates interactional justice that it focus on employees' perception of just treatment in the work environment. Performance is based on an employee's perception of justice, according to

Swalhi, Zgouli, and Hafaidhllaoui (2017). According to Ghosh, Sekiguchi, and Gurunatha (2017), workers may feel compelled to perform well if they believe that the organization and the authorities are treating them fairly.

The organizational justice theory is linked to this study in varied ways. Studies have found that the concerns about justice in the organizational justice theory are triggered when employees perceive unfairness in the manner in which the managerial process are handled and the way they are treated in the institution. Focusing on fairness therefore, gives organizational justice theory a lot of prominence for this study because it delineates fair and unfair processes. For instance, fair promotion processes, fairness in performance appraisal processes, fair distribution of resource and fair treatment of workforce diversity in a fair work environment may lead to effective lecturers' performance in an institution, while the opposite may be viewed as politically inclined with negative impact on lecturers' job performance. In essence, organizational justice contributes to lecturers' performance (Ombanda, 2018).

Despite its contribution to job performance, researchers have examined organizational justice theory in management context and have pointed out some weakness that call for caution when using the theory. For instance, the aspect of justice in the theory is subjective since it is examined through perceptions of employees in organizations who make judgments about the actions, situation and events of organizational management processes. In other words, that which is belief to be as just by one employee may be be seen as unjust to another (Greenburg, 2001).

Nevertheless, organizational justice theory was chosen to guide this study mainly because of its contribution to field of management. Firstly, literature shows that organizational justice is a key factor in many organizational outcome, among them is job performance (Ombanda, 2018). Therefore, the aspect of employees' perception of justice and fairness, as advocated by the proponents of the theory (Greenberg, 1987), are indeed the determiners of lecturers' job performance (Moazzezi, Sattari and Bablan, 2014). That is to say, in absence of the justice or fairness in management processes and situations may lead to politicking among the lecturers which may have negative impact on institutional achievement.

Second, the theory's three dimensions—procedural, distributive, and interaction justice—are crucial in predicting how confident employees will be in the company (Yean and Yusuf, 2016). Through interactive justice, for instance, organizations such as institutions of higher learning may create and nurture harmony in the work environment prompting quality performance. In other words, workers are more likely to perform their duties effectively if they believe they are being treated fairly.

Thirdly, evaluating the organizational processes and systems appears to be the process of determining whether organizational justice exists in a higher education institution. Thus, organizational justice lessens the likelihood of political games played by staff members (Greenburg, 1986). This is due to the close relationship between organizational justice and organizational politics as demonstrated by employee performance reviews.

The interplay between organizational politics and organizational justice within a university appears to have an effect on the productivity of lecturers. For example, low views of organizational justice may draw political behavior that could be harmful to lecturers' ability to do their jobs well. Low levels of organizational justice are caused by an increase in employees' perceptions of organizational politics within an institution (Karimi and Adam, 2016). A decline in institutional achievement could result from this.

2.9.2 Organizational politics model

Additionally, the organizational politics model put forth by Ferris, Russ, and Fandt (1989) and validated by a number of academics with modifications in various contexts serves as the basis for this investigation (for example, Ferris et al., 1996; 1999; Kacmar et al., 1999; Valle & Perrewe, 2000). The model continues to be the most popular and effective way to comprehend organizational politics and how they affect organizational results. According to the model's proponents, perceived control and understanding act as moderators in the relationship between organizational politics and final outcomes. The knowledge of how and why things happen in an organization the way they do is implied by the understanding in the model. In other words, an employee would have a better understanding of how and why things happen the way they do than someone who is unaware of the organization's decision-making process if they are aware of who is in charge of making decisions and the reasons behind their selection. In a similar vein, control represents the extent to which people can shape their workplace (Ferris et al., 1996). If workers believe that politics are present in the workplace and that

they have little influence over the process, they may view politics as a threat that could result in worse consequences. Employee performance and output are likely to improve, though, if they believe they have a great deal of control over the procedure.

Several studies substantiate its claim by demonstrating a negative correlation between favorable outcomes related to one's job and unfavorable outcomes related to the same. According to Ferris et al. (1989), organizational politics are impacted by individual, environmental, and organizational factors, all of which have an impact on organizational outcome (see Figure 2.1).

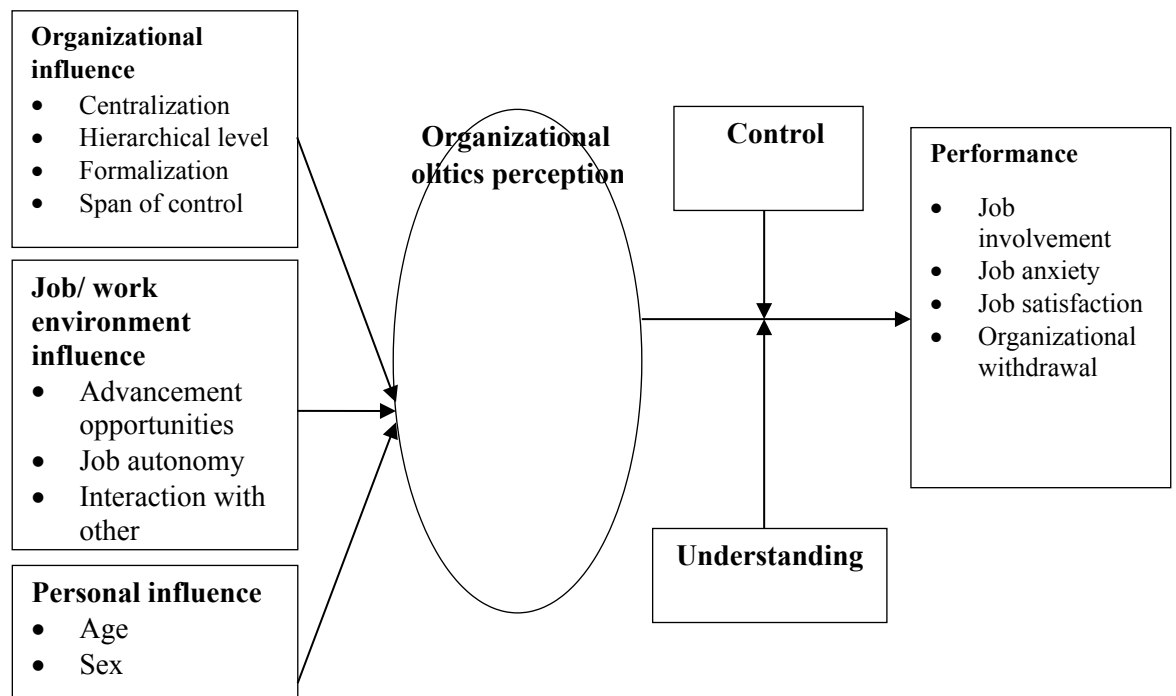


Figure 2. 1: Figure of organizational politics model (Ferris, et al 1989)

Ferris et al.'s (1989) organizational model is depicted in Figure 2.1. Three organizational politics categories are shown in the model, all of which have the potential to affect organizational outcomes. These fall into three

categories: personal, job/work environment, and organizational. According to the proponents of this theory, organizational politics can be understood in terms of four factors that comprise organizational influence. These are span of control, formalization, hierarchical level, and centralization. It is argued that a high level of ambiguity and uncertainty in the workplace increases the likelihood of political behavior (Ferris, et al 1989, Ferris and Kacmarc, 1992).

Employees at lower levels of hierarchy in the organization are likely to perceive politics more because they have less control over institutional processes; when power and control are centralized, or rather concentrated at the top management of the organization, then there is increased perception of organizational politics; and finally, an increase in the number of employees reporting to supervisors leads to an increase in perception of organizational politics because of the attention given to the supervisors. This first category is characterized by employees' perception of low formalization, which is defined as uncertainty and ambiguity in formal rules and institutional procedures (performance appraisal process and promotion criteria) (Welsh and Slusher 1986).

Under the job/work environment category, low task diversity and few opportunities for promotion may give rise to perceptions of organizational politics, which are perceived as the result of politics at work acting as roadblocks to decision-making. On the other hand, the demographic characteristics of employees in the personal influence category contribute to perception of organizational politics. It is suggested that older workers (due to

exposure to political manoeuvring) and women (who operate from inferiority complexes as a result of heightened political experience) perceive the workplace as more politicized than their male counterparts (Ferris and Kacmarc, 1992). The model also suggested a number of organizational outcomes related to how people view organizational politics. For example, if workers believe that the workplace is political, productivity levels within the organization may drop.

The two theories of organizational justice and politics are closely related to one another. Institutions typically create policies and follow the law in an effort to uphold justice internally. In this way, organizational politics and organizational justice are addressed jointly. Therefore, output distribution is carried out in a way that ensures each person receives as much as they deserve by establishing justice (Kaya, Aydin, and Ayhan, 2016). In a similar vein, people attempt to foster their own advantages through politics.

However, when management decisions are based more on internal organizational politics than on clearly defined rules and regulations, employees often perceive their workplace as unfair and biased. In these circumstances, it is believed that organizational justice is broken. Stated differently, there is a negative correlation between the perception of organizational politics and the perception of organizational justice. According to Kaya, Aydin, and Ayhan (2016), organizational justice eradicates organizational politics' detrimental effects. In contrast, how people view the

political structure of their workplace may have an effect on how well they perform.

2.10 Conceptual framework

As a guide to data collection and analysis, the study was further conceptualized linking the theory, the existing literature and the objectives of the study as shown in figure 2.2.

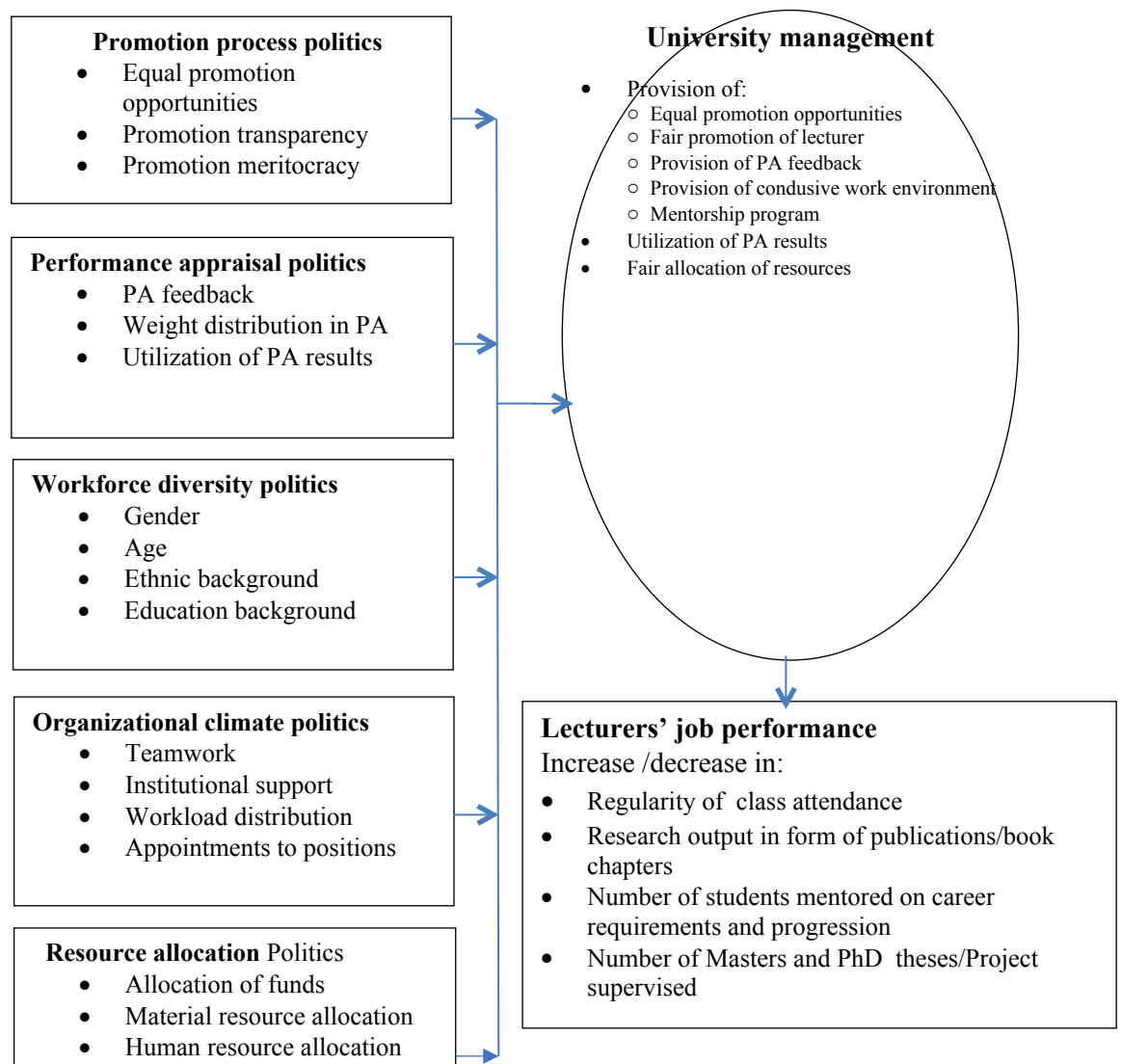


Figure 2. 2 Conceptual Framework showing the relations between variables

The study's conceptual framework is predicated on the idea that organizational politics affect instructors' effectiveness in the classroom. In the context of the issue under investigation, it offers a schematic representation of the relationships between the variables. The relationship between organizational politics, an independent variable, and lecturers' job performance, a dependent variable, is depicted in Figure 2.2. The perception of organizational politics in promotion criteria, performance appraisal criteria, organizational climate, workforce diversity, and resource allocation is a major factor in determining how well lecturers perform on the job when it comes to teaching and training, research and publication activities, student project supervision, and consulting services. That is if lecturers perceive unfairness, injustice, or uncertainty in these processes then they may engage in politicking which will have detrimental effects in performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methods and principles employed in the study are outlined in this chapter on methodology. It includes the following: target population, research instruments, validity and reliability of research instruments, sampling size and procedures, data collection methods, data analysis strategies, and ethical considerations.

3.2 Research design

Setting up the parameters for data collection and analysis is known as a research design. A proper research design should balance procedural economy with relevance to the study's objectives (Kothari, 2014). The descriptive survey design was advantageous to the study. This was due to the researcher's goal of better understanding the research problem while combining the study's qualitative and quantitative data to produce accurate and pertinent information about how organizational politics affect lecturers' job performance. The design basically is used to describe characteristics of people, situations or phenomena and frequency distributions (Abun, Macaspac, Magallanes, Catbagan and Mansueto, 2020). In other words answering the what, when, how and where questions in research (McCombes, 2020).

3.3 Target population

The University of Nairobi has ten faculties, therefore this study targeted participants drawn from all the faculties namely: faculty of Agriculture(FAG);

faculty of Art and Social Sciences(FASS); faculty of Built Environment and Design(FBED); Faculty of Business and Management Sciences (FBMS); Faculty of Education (FED); Faculty of Engineering (FENG); Faculty of Health Sciences (FHS); Faculty of Law (FL); Faculty of Science and Technology (FST) and Faculty of Veterinary Medicine (FVM).

According to the Human Resource Department (UON, 2023) and confirmed by the report given to the Kenya National Bureau of Statistics (KNBS, 2023), there were 10 deans of faculties, 63 chairs of departments and 1379 academic staff. According to Student Management Information System (SMIS, 2023) there were 3168 post graduate students (masters and PhD) at the University of Nairobi. Therefore, the total number of target population for this study was 4617 respondents.

Because of their intimate knowledge of company policies and awareness of the workplace, lecturers, deans of faculties, and chairs of departments made up the majority of study participants. Above all, lecturers are the ones who take part, directly or indirectly, in teaching, research and community service in the university. Furthermore, the deans of faculties and chairs of departments have the complete image of the workload of the same in their respective academic faculties and/or departments.

Post graduate students (Masters and PhD) were targeted in this study because of their close interaction with the institution's lecturers from their small classes, thesis supervisors for their leading role in guiding them and

administrators who receive from time to time reports on their progress in their course of study.

3.4 Sample size and sampling procedures

Sampling is a method or process used by researchers to systematically choose a smaller number of representative objects or people from a pre-defined population to act as subjects or sources of data for experiments or observation in accordance with study objectives (Sharma, 2017). Simple random sampling, stratified proportionate sampling, and purposive sampling were the methods of sampling that were used in this investigation.

The researcher used stratified proportionate sampling technique to sample the respondents according to disciplines and faculties. This was to allow the researcher obtain a representable size from each strata separately while considering samples from minority or under-represented populations (Mohamed and Ahmed, 2017). Purposive sampling was used to select all the 10 deans of faculties who were deemed to have rich information on the university management practices.

Chairs of departments were the second group of respondents for this study. To sample them, the researcher first sampled the departments as showed in Table 3.1.

Table 3. 1 Distribution of sampled departments

S/ n	Faculties	Total number of departments per faculty (Target)	Sampled departments at 30 %
1.	Agriculture	4	1
2.	Art and social sciences	14	4
3.	Built environment and design	4	1
4.	Business and management sciences	3	1
5.	Education	5	2
6.	Engineering	5	2
7.	Health sciences	16	5
8.	Law	0	0
9.	Science and Technology	7	2
10.	Veterinary medicine	5	1
Total		63	19

Source: The University of Nairobi profile (August, 2022)

Table 3.1 shows the distribution of the sampled departments where the chairs of the departments came from. The researcher took 30 percent of department in each faculty which was equivalent to 19 departments. According to Cohen, Manion and Morison (2017), twenty percent sample size is recommended however a 30 percent representation was used since the departments were not very many. Furthermore, Mugenda and Mugenda (2013) suggested that a sample size of 10–30 percent is an adequate representation of the target population when the study's population is less than 10,000.

In order to reduce bias on the participants, a basic random sampling technique was further employed to select the specific 19 departments from the 63 departments in the faculties (Gathii, Wamukuru, Karanja, Muriithi and Maina, 2019). This involved an activity of placing some papers containing the names of all the 63 departments in a small container, then the researcher picked one at the time to a total of 19. The picked departments were used in the study whereby their chairpersons, lecturers and post graduate students formed the respondents.

The third group of respondents were the lecturers who were the majority in their category. The researcher engaged the lecturers from the 19 sampled departments. There were 504 lecturers at the time the data was gathered. Twenty percent of the lecturers in each sampled department were chosen using a simple random sampling technique in accordance with the suggestions made by Cohen and Manion (2007). As a result, 100 lecturers in all were chosen to take part in the study see Table 3.2.

The post graduate students (masters and PhD) from the 19 sampled departments were further sampled using simple random sampling techniques in which a ten percent of both masters and PhD students in each sampled departments were picked as recommended by Mugenda and Mugenda (2013). As a result, Table 3.2 provides an overview of the respondents' sample size distribution.

Table 3. 2 Sample Size Distribution summary

Faculties	Deans of faculties	Chairs of departments 30 %	Lecturers 20%	Students		Total
				Master s 10%	PhD 10 %	
Agriculture	1	1	5	4	1	12
Arts and social sciences	1	4	20	9	7	41
Build environmen t and design	1	1	3	2	1	8
Business managemen t sciences	1	1	7	19	2	30
Education	1	2	7	7	7	24
Engineering	1	2	9	3	1	16
Health sciences	1	5	25	13	7	51
Law	1	0	4	2	0	7
Science and technology	1	2	15	6	5	29
Veterinary medicine	1	1	5	4	0	11
Total	10	19	100	69	31	229

Source: The University of Nairobi profile (August, 2021).

Table 3.2 presents the summary of distribution of all respondents of the study right from the number of deans, chairs of departments, lecturers and post

graduate students. The respondents of this study comprised of 10 deans of faculties; a total of 19 chairs of departments which is equivalent to thirty percent of the total chairs of departments; 100 lecturers which is equivalent to twenty percent of the lecturers in the 19 sampled departments; and 100 post graduate students which is equivalent to ten percent of the students in the sampled departments were sampled as respondents for the research.

3.5 Research instruments

Afolayan and Aniyinde (2019) define research instruments as instruments that the researcher uses to collect data in order to fulfill the study's objectives. Both primary and secondary data collection methods were employed by the researcher. Taherdoost (2021) defines primary data as first-hand information gathered by the researcher that has not yet been published and is trustworthy, authentic, and objective, whereas secondary information is information gathered by the researcher from the works of other researchers who may have gathered similar information for their own purposes and is related to the study objectives.

The goal of the study, the questions being asked, the resources available, and the researcher's experience all play a role in the selection of data collection tools (Mohammed, 2020). Therefore, in order to collect the necessary data from the study participants, the research instruments used in this study included a questionnaire, an interview guide, focus group discussions, and document analysis. In fact, using a variety of instruments to collect data, as this study did, is a suitable research technique (Chepkoech, 2021).

One of the primary tools used in this study's data collection was the **questionnaire**. According to Rathi and Binu (2022), a questionnaire is a set of questions intended to elicit information or data from respondents regarding a particular issue or subject. For this study, the questionnaire approach was chosen since it produced quantifiable data that could be used to statistical analysis. Khatete, Kebenei, Cherotich, Chepkoech and Khatete(2016) recommends for utilization of questionnaires in collection of quantitative data due to its ability to allow for voluminous data gathering from a wide geographical area and respondents at a relatively low cost and in a speedy manner.

The questionnaire instrument in this study was used to gather information from the chairs of departments and the lecturers. There were three parts to the instrument. The demographic data was the main topic of the first section. The second section had sixty items with a five-point Likert scale from strongly agree (SA=5) to strongly disagree (SD=1) that assessed the five study variables: workforce diversity, organizational climate, performance appraisal process, promotion process, and resource allocation. A portion of the survey's items came from the Organizational Politics Scale (Kacmar and Carlson, 1997).

The third part of the instrument consisted of 15 open-ended questions. This was to allow unrestricted response and to provide deeper qualitative information needed to beef up the second part of the instrument. (See **Appendix II and III**).

Interview guide was employed to obtain additional knowledge from the faculty deans. Mohammed (2020) asserts that an interview guide provides researchers with an opportunity to thoroughly unearth novel hints, quantifiable, and secure accurate inclusive accounts. Due to the descriptive and survey nature of the study design, which benefits from both qualitative and quantitative data, the researcher used interview guides when gathering data. Researchers can delve deeply into topics that are specific to the interviewees' experiences through qualitative interviews, which provide insights into how various phenomena of interest are experienced (McGrath, Palmgren, and Liljedahl, 2018).

Furthermore, because of the Covid-19 pandemic, the respondents were geographically dispersed, making the interview guide an appropriate method of data collection for this study. This prompted the researcher to carry out mobile phone interview among the deans of faculties to gather in-depth information required. Mobile phone interview are flexible, fast, offers greater personal safety and security and guaranteed anonymity of both interviewer and interviewee (Azad, Sembo, Svard, Holmlund and Brambera, 2021). Additionally, the instrument was judged appropriate for comprehensive data regarding the impact of organizational politics on instructors' productivity (Refer to Appendix IV).

Postgraduate students (Master's and PhD students) were the ones whose data was collected through **Focus Group Discussions** (FGDs). The instrument was chosen because the researcher needed the opinion of the students on the matter

at hand and also information collected through other instruments as a form of triangulation. According to Masadeh (2012), focus groups are an effective way to quickly gather a lot of information, especially opinions, and they work best when combined with other data collection techniques to create a triangulation effect. Focus group discussions, according to Nyumba Kerrie, Derrick, and Mukherjee (2017), are a quick and inexpensive method of gathering data, even though they need to be properly planned and organized.

The optimal group size for a focus group discussion is not set in stone, but Merton, Fiske, and Kendall (1990) suggest that it shouldn't be so small as to not allow for adequate participation from most members or so large as to prevent it from covering ground that would be covered in an individual interview. Therefore, FGDs were organized in two major categories. The first category was made up of Masters students while the second category consisted of PhD students. The two categories were then organized to form groups of ten participants. This translates to six groups of ten participants and one group of nine for the Masters students; while for the PhD students there were two groups of ten participants and one group of more than ten. This was to ensure maximum participation by individuals (Greenbaum, 2003).

The interaction was done through Google Meet. The researcher was able to link these groups through the student leaders in various faculties, departments, levels and courses. The researcher sought information generally related to job performance before relating to the state of lecturers determinants of job performance and commitment at University of Nairobi (**See Appendix V**).

Document analysis was also one of the instruments used to gather needed information for this research. Document analysis gathers information from documented records which include print and non-print material (Matula, Kyalo, Mulwa and Gichuhi, 2018). The document analysis guide is frequently used as a triangulation tool in conjunction with other qualitative research techniques. The researcher sought information on issues that needed documentary evidence such as lecturers' performance as well as the ranking of the institution both globally and regional. Document analysis as an instrument was preferred for this study since triangulations were done to facilitate validation of data through cross verification.

The analyzed documents therefore were: the promotion documents (number of: applicants, shortlisted short candidates and the number promoted); performance appraisal documents (rating document and appraisal feedback documents); documents that supports organizational climate including the staffing and the students' enrolment records (2022); documents that support workforce diversity (the University of Nairobi profile and the National cohesion and integration commission documents); and resource allocation documents. Other documents include: the Kenya Constitution (2010), the University Act (2012), the University's Strategic Plan (2018-2023), the CUE report, the UASU complains and webometric ranking analysis. (**See Appendix VI**).

3.6 Validity of the research instruments

The degree to which the guidelines of scientific research methods have been adhered to while producing research findings is known as the validity of instruments (Kumar, 2017). According to Gates, Johnson, and Shoulders (2018), the content, face, and construct validity of the items in the study's instruments were examined. The questionnaire items were compared to the pre-existing questions in the study's theories, topic, and variables in order to assess construct validity.

Research experts in the University of Nairobi's department of educational management, policy, and curriculum studies were given the instruments, the lecturers' and chairs' questionnaire items, the deans' of faculties interview guide items, and the students' focused group discussion items in order to test the instruments' face validity. They were asked to read the questions and determine whether they were appropriate and representative in light of the study's goals. Before pilot testing, non-conformity areas were fixed in response to feedback. A study called "piloting" is carried out to evaluate the effectiveness of research tools in an effort to improve the caliber of research findings (Malmqvist, Hellberg, Mollas, Rose and Shevlin, 2019).

3.7 Reliability of the research instruments

The degree to which an assessment tool yields consistent, stable (error-free) results is known as the instrument's reliability (Kumar, 2017). The researcher used internal consistency to test the instrument reliability. Internal consistency is a measure of consistency between various items that belong to the same construct, according to Kubai (2019). It assesses how well a set of items

measures a specific test characteristic as well as the consistency of the instruments.

At pilot stage instruments that were tested were: the lecturers' and the chairs of departments' questionnaires, the deans of faculties' interview guide and the students' focus group discussion. The respondents were one dean, 2 Chairpersons of departments 15 lecturers and 28 students. According to Conroy (2018) thirty respondents for pilot study are regarded as suitable hence 46 respondents were deemed appropriate.

The researcher conducted interviews with respondents in their respective categories as part of the process to find any limitations or other weaknesses that would allow for timely revision and/or adjustments. Nevertheless, the primary study did not include the departments where the piloting was conducted.

The internal consistency between the test's individual items was then assessed using Cronbach's alpha coefficient, which was then used to estimate the coefficient of reliability. Prior research states that a test's Cronbach's Alpha test statistic needs to be higher than 0.7 in order for it to be considered internally consistent (Pallant, 2010). The use of Cronbach alpha was deemed appropriate for this study's analysis of internal consistency due to its ability to measure reliability across multiple items, establish reliability for item-specific variance in a one-dimensional test, and ensure the stability of the instruments used to measure the research variables. Additionally, the results of the

procedure are easily interpreted. The following Cronbach alpha formula was used:

Where N is to the number of items,

C^- is the average inter-item covariance among the items and

V^- is the average variance.

Using Statistical Package for Social Sciences (SPSS) the Cronbach alpha coefficient for study variables are presented in Table 3.3.

Table 3. 3: Reliability and validity of the data collection Instruments

S/No	Objective	No. Items	Lect. Qs.	Chairs of Depts. Qs
1.	Promotion process	3	0.849	0.923
2	Performance appraisal process	4	0.835	0.857
3.	Workforce diversity	4	0.879	0.855
4.	Organizational climate	4	0.838	0.872
5.	Resource allocation	3	0.812	0.845

The findings in Table 3.3 revealed that the value of Cronbach alpha was above 0.812 for all objectives for lecturers' questionnaire and 0.845 for questionnaire for departmental chairs' questionnaire. On the basis of study findings, it is argued that the instrument made the threshold for reliability. Schneider (2016) used internal consistency to test construct reliability when studying on managing organizational politics.

3.8 Data collection procedures

Kabir (2016) defines data collection procedure as the systematic process of obtaining and evaluating information on variables of interest in order to test hypotheses, evaluate results, and respond to research questions. It permits the researcher to use particular techniques to gather the data required for a given study.

The National Commission for Science, Technology, and Innovation (NACOSTI) granted the researcher a permit for this study following the University of Nairobi faculty and departmental approval of the proposal. Before starting the data collection process, the researcher obtained a consent letter from the Deputy Vice Chancellors (DVC) overseeing Research, Innovation, and Extension (RIE) at the University of Nairobi.

The researcher visited the sampled departments with the introductory letter in hand to obtain the respondents' email addresses and contact details. With the help of one research assistant, the researcher generated Google Forms for the chairs of departments and the lecturers loaded with the questions in the respective questionnaires. These were then sent to the emails of the respondents already obtained from the departments. There were three reminder-messages sent to the non-respondents at the interval of one week.

Google Meet link was also generated to gather information from students using Focus Group Discussion method. There were ten groups of ten respondents organized to have a virtual discussion guided by the researcher using Focus Group Discussion guide questions. This was scheduled to take place in different dates and time depending on the groups' agreed time when available. The research assistant's responsibility was majorly the technical part

of generating and facilitating the Google Forms, Google Meet links and retrieving the information for analysis.

On the other hand, the deans of faculties were interviewed using phone calls. The researcher called each of the deans of faculties to book a date with them at the appropriate time and date needed after introducing the aim of interview.

3.9 Data analysis techniques

Data analysis is the methodical process of using logical and statistical techniques to summarize, describe, and analyze data in order to transform it into knowledge and information by examining the relationships between variables (Sharma, 2018). Before coding the data, the researcher carefully examined every piece of information on every research instrument and arranged the data according to the goals. The researcher employed descriptive analysis in order to examine quantitative data. Descriptive analysis made possible by the use of frequency distribution to organize, summarize, and present data in the form of tables using frequencies and percentages using SPSS software (version 25). In order to investigate the relationship between the variables in the analysis of inferential statistics in the hypothesis, the Chi-Square (χ^2) test was also employed.

Qualitative data was gathered using narratives in questionnaire items, information from focus group discussions, and interview responses. The data was then arranged into themes in accordance with the research objectives, with content analysis facilitating the categorization of the data. The data was then verbatim transcribed and presented as narratives.

Descriptive document analysis was also used in this study. This involved reviewing and evaluating various documents that were perceived to be of great help in this study so as to extract and synthesize information from them. Thus, in promotion process in objective one, the researcher examined the number of applicants, number of shortlisted candidates and the number of lecturers promoted to assess whether there was favoritism involved in the process. In objective two and hypothesis two, analysis was made on performance appraisal documents: the rating, the feedback and the utilization of results. This was to assess whether there was favoritism that would affect lecturers' job performance. On organization climate, which is in objective three as well as hypothesis three, the allocation of unit and responsibilities documents; and the records on the appointment of lecturers to management positions were examined to check whether there were some preferences in allocation. The university profile was also analyzed to assess the gender composition of those in authority. Analysis was made on how resources were allocated to assess whether they were given preferentially.

3.10 Ethical consideration

The need to observe ethical standards is a critical issue in research. Ubi, Orji and Osang (2020), state that ethics is a set of principles, standards, norms and guidelines that regulate scientific research which must be upheld by any researcher. The values upheld in this study included informed consent, anonymity, confidentiality and voluntarily participation. As a way of adherence to ethical demands, ethical approval letters were sought from the University of Nairobi in the Faculty of Education and from Education and

Research Innovation Enterprise (RIE) before proceeding to seek further approval and permit from National Commission for Science Technology and Innovation (NACOSTI). The NACOSTI is an institution that has been granted the responsibility by the government to issue research permits in Kenya.

By outlining the goal of the study and making sure that no email address or phone number was included in the Google Forms used to collect data, the researcher ensured participant consent while maintaining anonymity and confidentiality. The researcher further ensured that the interviews were done in secret place to ensure confidentiality. Comparably, all secondary data sources used in this study are duly acknowledged by making sure that their words were paraphrased, compiled, or quoted in order to prevent any instances of plagiarism. In order to protect the respondents' identities, the results were appropriately reported and provided as a group response. Finally, copies of the research findings were forwarded to NACOSTI and other pertinent organizations as sources of information.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The data analysis, presentation, and interpretation from the data collected on the impact of organizational politics on lecturers' job performance are presented in this chapter. The response rate, demographic information, and study objectives—which include the promotion and performance appraisal processes, organizational climate, workforce diversity, and resource allocation—are presented first, followed by the results regarding the job performance of lecturers at Kenya's public universities.

4.2. Response rate

The percentage of questionnaires that were returned after being given to respondents is known as the questionnaire return rate. Respondents to this study included lecturers, students, deans of faculties, and chairs of departments. 119 questionnaires were distributed to lecturers and department chairs in total. Ten faculty deans were scheduled for interviews, and ten postgraduate groups were scheduled for focus group discussions. For this reason, Table 4.1 provides a summary of the instrument response rate.

Table 4. 1: Response rate of the study

Participants	Issued/targeted rate	No. of response rate	Percentage
Deans of faculties	10	6	60
Chairs of departments	19	15	79.0
Lecturers	100	70	70.0
Post graduate students	100	91	91
Total	229	182	79.4

Table 4.1 presents the overall response rate, which is higher than 70%. The return rate for lecturers is 70%, for department chairs it is 79 percent, and for postgraduate students it is 91 percent. Cooper and Schindler (2015) state that an answer rate of between 70 and 80 percent is considered very good, and more than 80 percent is considered excellent. It is noteworthy to mention that Wu, Zhao, and Fils-Aime (2022) recommend a response rate of 44% for online investigations in fields related to education. As a result, the response rate was deemed to be very good and suitable for this investigation. The researcher's persistence in reminding department chairs and lecturers to complete the questionnaires was credited with the satisfactory response rate.

As for the interview and focused group discussions, the researcher had planned to interview 10 deans of faculties and carry out Focus Group Discussion among 100 postgraduate students. The total number of deans of faculties who responded for interview were six which was equivalent to 60 percent. This was attributed to the researcher's flexibility attitude to fit into the deans' program in order to get time for interviews.

The total number of students who participated in Focus Group Discussion were 91 which is equivalent to 91 percent. This translates to eight groups of ten participants and one group of nine participants which turned up for discussion (6 groups of masters' students and 3 groups of PhD students). The researcher formed WhatsApp groups of the categories of students the groups allocated depending on time and the category of participation in FDG. This was deemed appropriate since students' experience and views were more or less similar.

4.3 Demographic Characteristics

The deans of faculties, chairs of departments and lecturers' demographic data were based on gender, length of teaching at the department and current designation of the academic staff. The students' demographic data was based on gender and level of the study. Detailed reports on this are as follows.

4.3.1 Gender of the Respondents

To assess the institution's progress toward achieving gender parity and to ascertain the impact of gender issues on institutional performance, the gender of the respondents was inquired about. We asked department chairs and lecturers to identify their gender and noted similar responses from faculty deans during interviews. The results are shown in Table 4.2.

Table 4. 2 Respondents distribution by gender

Gender	Deans of faculties		Chairs of departments		Lecturers		Post graduate Students			
	Freq	%	Freq.	%	Freq.	%	Masters		PhD	
Male	5	83.3	11	73.3	39	55.7	25	27.4	10	10.9
Female	1	16.6	4	26.7	31	44.3	35	38.4	21	23.1
Total	6	100	15	100	70	100	56	65.8	31	34.0

The findings in Table 4.2 revealed that there is relatively a fair representation of both gender for the position of lecturers though comparatively dominated by males at 55.71 against females at 44.3. However, there is a wide disparity in the positions of both deans of faculties and chairperson of the departments at 83.33 against 16.67 and 73.33 against 26.67 for males and females respectively. The study also established that the majority of the students were female at 61.8 percent against male 38.2 percent. It was also noted that there were more female students in both levels of learning (masters and PhD) than male.

4.3.2 Academic staff's length of service in the institution

One of the attributes of the demographic data was to investigate the academic staff's length of service at the institution. This was to determine whether respondents were in a position to give candid information on organizational politics and its influence on job performance. The respondents were the chairs of departments and the lecturers. The responses were captured and presented in Table 4.3.

Table 4. 3 Distribution of the academic staff by length of service in the university

Age bracket	Chairs of departments		Lecturers	
	Frequenc y	Percentage	Frequenc y	Percentage
Less than 5 years	-	-	9	12.9
Between 6 and 11 years	3	20	19	27
Between 12 and 17	6	40	29	41
18 and above years	6	40	13	18.6
Total	15	100	70	100

Table 4.3 indicated that among the chairs of departments, 60 percent of them, had served for a period between six and seventeen years while 40 percent of them had served for over eighteen years. However, over 68 percent of lecturers, had served in the institution for the period between six and seventeen years with majority, 41 percent, in the period of between six and seventeen years. The length of service depicted that the chairs of departments and the lecturers were considered to have critical information to inform the study.

4.3.3 The academic staff designation

The designation of the academic staff was part of the demographic data needed for this study. This was to determine whether the academic staff's upward mobility in ranks was influenced by organizational politics which would affect lecturers' job performance. The respondents were lecturers and the chairs of the departments who were requested to indicate their designation. The findings are presented in Table 4.4.

Table 4. 4 Distribution of academic staff by designation

Category	Chairs of departments		Lecturers	
	Freq.	%	Freq.	%
Assistant lecturer	-	-	13	18.5
Lecturer	-	-	29	41.4
Senior lecturer	6	40	27	38.5
Associate professor	8	53.3	4	5.7
Professor	1	6.7	1	1.4
Total	15	100	70	100

Table 4.4 presents the distribution of the academic staff by their designation. The majority of the heads of departments were at the positions of associate professors and above (60 %) and lecturers at lectures and above (87 %). It can be argued that the institution has qualified academic staff for effective performance. According Kara, Tanui and Kalai (2016) lecturers' quality is one of the reliable dimensions of educational service which determines institutional achievement.

4.4 Influence of organizational politics in promotion process on lecturers' job performance

This study's primary goal was to determine how organizational politics affected lecturers' job performance in Kenya's public universities during the promotion process. A questionnaire with a likert scale model was used to collect most of the data needed to meet this goal from department chairs and lecturers. Four sub-variables, represented by the four items on the 5 Perception Scale Index, allowed the researcher to obtain additional understanding of the promotion process in light of organizational politics.

The researcher aimed to determine whether it took longer for certain lecturers to be promoted within the academic staff in the first statement. This was aimed at establishing the possible grievances among the academic staff concerning promotion process. The department chairs and the lecturers, whose scores and outcomes are shown in Tables 4.5, were asked to respond to the statement, "Promotions of academic staff take long for some lecturers."

Table 4. 5 Academic staff’s response on length of promotion

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	32	45.7	6	40.0
A	20	28.6	4	26.7
UD	3	4.3	1	6.6
D	10	14.3	3	20.0
SD	5	7.1	1	6.6
Total	70	100	15	100

According to Table 4.5 data, the majority of lecturers and department chairs agreed that it generally took a while for some lecturers to be promoted at the institutions. Of the lecturers, 74.5 percent (or 45.7 and 28.6) and 66.7 percent (or 40% and 26.7%) of department chairs agreed or strongly agreed with the statement. This finding was corroborated with what was captured through interview with the deans of faculties. The majority of the deans of faculties (66.6 percent) reported that promotion of the academic staff generally take long for some lecturers. Their position was best captured by one dean who had this to say:

“Promotion is a competitive exercise, those who qualify, move on, while those who don’t meet the standards, they have to wait and sometimes for a long time depending on their preparation in terms of what is required for a particular grade or cadre.”

When asked whether there were complaints in regard to promotions process, one of the deans remarked:

“...Yes there are complaints but sometimes they lack evidence of unfairness in promotion process. These complains sometime do not reach the authorities but rather remain as kind of rumors among the teaching staff.”

Data obtained from document analysis on promotion process, that is: number of applicants, number of shortlisted candidates for interview and the number of those promoted against the requirements in grades applied for, shows that the institution has a fair promotion process. This is because the system in place automatically knocks out the candidates who do not meet the requirements during application.

Therefore, according to the finding, it can be contended that promotion process at the institution does not favour any lecturer rather those who take long to be promoted is associated with their personal effort in terms of preparedness. This finding differ from that in the study of Ngolomba (2022) in Tanzania where it was found that some lecturers in selected public and private universities were discontented with the delay in promotion procedure which was perceived to be as a result of organizational politics interference.

The second statement aimed to determine whether academic staff members, male and female, had equal opportunities for advancement within the organization. The purpose of this was to determine if academic staff promotions were equitable in relation to gender. The lecturers and department chairs were given a positive statement that said, "There are equal promotion opportunities for both male and female academic staff in this department." Table 4.6 presents their responses.

Table 4. 6: Academic staff’s response on equal promotion opportunities

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	20	28.6	6	40.0
A	30	42.9	5	33.3
UD	10	14.3	1	6.6
D	5	7.1	2	13.3
SD	5	7.1	1	6.3
Total	70	100	15	100

According to Table 4.6 results, the majority of lecturers (71.5 percent; 28.6% and 42.9%) and department chairs (73.3 percent; 40 percent and 33.3%) said that the institution offered equal opportunities for advancement for male and female academic staff. This suggests that the academic staff was happy with the gender-based fairness adopted in the promotion process. These results were consistent with the information gathered from faculty deans via interviews, where the majority of them (50%) felt that the promotion process was fair. A dean made a comment.

“We all compete for the same positions using the same promotion guideline... there are no positions preserved for a particular gender...”

Equal promotion opportunity suggests that promotion policies on gender are adhered to. Equal promotion opportunities limits the chances of politicking and enhances collaboration in performance of a common goal among the academic staff. Therefore, it can be claimed that no gender was favored in the promotion of lecturers based on the findings. This result is in contrast to that of the Ghanaian study conducted in 2014 by Obaapanin and Afful-Broni, which found that specific institutional policies and practices acted as roadblocks to the advancement of female lecturers in public universities. Moreover, it runs counter to the results of a study conducted in 2017 at a public university in Kenya by Malelu, Ngure, and Okemwa, which found that office politics and favoritism in the promotion process impacted the advancement of female instructors.

The purpose of the third statement on politics in the promotion process was to determine whether the institution's academic staff promotions were transparent. The purpose of this was to find out if there were any complaints that would have an impact on the lecturers' ability to do their jobs. An organization's success or failure is largely determined by the transparency of its management procedures. When consistently implemented as a management principle, it enables the organization to overcome obstacles like corruption, prejudice, discrimination, and various covert agendas that negatively affect the organization's expansion (Kalokora and Lekule, 2019). A commendable

declaration, "In this establishment, the advancement procedure is transparent," was given to department heads and lecturers. The responses are presented in Table 4.7.

Table 4. 7: The academic staff's response on transparency in promotion process

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	22	31.42	4	26.66
A	26	37.14	4	26.66
UD	7	10	2	13.33
D	12	17.14	3	26.66
SD	3	4.28	2	13.33
Total	70	100	15	100

According to data in Table 4.7, the majority of lecturers (30.72% and 37.14%) and department chairs (26.66% and 26.66%, respectively) agreed or strongly agreed with the statement that academic staff promotions in the study area were transparent. This result is comparable to that of a study conducted in Malaysia by Azamam, Omar, Yunus, and Zain (2016), which found that the academic staff's promotion criteria were based on uniform standards and evidence of exceptional cumulative individual performance. This was supported by data gathered from faculty deans, of whom the majority (50%) stated that promotions were awarded meritoriously. A faculty dean made the following observation:

“...There is a display or an advert stating all what is required from an individual for promotion to a certain position, those who qualify are interviewed in a panel.”

Another dean had this to say:

“Indeed there are promotion procedures in place that guide the whole process. However, there are other measures that are not made public such as the need for regional or gender balancing among the academic staff...maybe this is likely to be perceived as unfair process.”

It is arguable from the results that the academic staff members were promoted on the basis of merit. The results of the study by Mushemaza (2016), which found that most public universities in Africa lack transparency in the promotion of academic staff, are in conflict with the findings of this study.

The researcher attempted to determine whether lecturers from a particular group within the institution were given preference in the promotion of academic staff in the fourth statement. This was done in order to assess the promotion process's merit. As noted by Martin (2009), academia is typically perceived as a field where merit is valued more highly than it is in many other professions. Kebenei, Okoth and Khatete (2023) asserted that patronage and nepotism are likely to influence lecturers' performance because if an individual competes with favored candidates, the chances of winning are minimal. The results are captured in Table 4.8.

Table 4. 8 Response on whether patronage and favoritism determine promotion process

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	5	7.14	2	13.3
A	14	20	3	20
UD	3	4.28	2	13.33
D	29	41.42	7	46.66
SD	19	27.14	1	6.6
Total	70	100	15	100

The results regarding the use of patronage and favoritism in the promotion process are shown in Table 4.8. The table's illustration demonstrates that the majority of department chairs—53.2% (46.66% and 6.6%) and lecturers—68.5% (41.42% and 27.14%)—said that the promotion process was merit-based. Additionally, the vast majority of deans believed that the promotion process is impartial. Thus, based on the results, it can be claimed that the institution never had patronage politics or favoritism in the promotion process, nor were lecturers favored.

The purpose of the fifth statement in goal one was to determine whether or not academic staff promotions were determined by ethnicity. The purpose of this was to determine whether ethnic politics had an impact on the institution's promotion process. The department chairs and the lecturers who received the lowest scores were given the unfavorable statement, "Promotions in this institution are sometimes based on ethnic considerations."

Table 4.9: Response on whether ethnic considerations determined promotions of lecturers

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	18	25.7	1	6.6
A	23	32.85	4	26.6
UD	5	7.14	1	6.6
D	12	24.3	4	26.6
SD	12	24.3	5	33.0
Total	70	100	15	100

According to Table 4.9, a significant proportion of department chairs, specifically 59.6% (26.6% and 33%), disagreed or strongly disagreed that academic staff promotions were determined by ethnicity. This result was consistent with information gleaned from faculty dean interviews, in which the majority of them (83.3%) stated that academic staff promotions were made on the basis of merit.

Conversely, a significant proportion of lecturers, specifically 58.6% (24.3% and 24.3%), expressed their belief that promotions for academic staff members were determined by ethnicity rather than merit. The two parties' opposing viewpoints are seen as contradictory because department chairs support merit-based promotion, while lecturers see themselves as the beneficiaries of any outcome. Thus, the position of the lecturers who are the majority in their category may carry more weight in this matter based on the percentage of those who were of the contrary opinion (33.2 %) among the chairs of the departments.

Therefore, the findings of the lecturers are consistent with the research conducted by Gudo (2016), which found that senior management positions in Kenyan public and private universities were filled primarily through ethnic considerations in the promotion of academic staff. Promotion of academic staff members based on race is an example of organizational politics that can be detrimental to lecturers' effectiveness.

Additionally, the researcher was interested in learning what the academic staff thought about how equitable the institution's promotion process was. The purpose of this was to get additional information about the promotion process from the academic staff that might not have been included in the answers to the questions. The open-ended question, "How fair is the promotion of the academic staff in this institution?" was posed to department chairs and lecturers. Table 4.10 presents a summary of their responses.

Table 4. 10: The academic staff's responses on promotion fairness

	Chairs of departments		Lecturers	
	Frequency	Percentage	Frequency	Percentage
Fair	8	53.3	20	28.6
Not fair	5	33.3	42	60
undecided	2	13.3	8	11.4
Total	15	100	70	100

The summarized data in Table 4.10 shows that the majority of the lecturers 60 percent stated that the promotion process was not fair. Some of the key reasons captured were: lack of transparency, credibility, sometimes lack of merit and presences of ethnic and nepotism consideration in the process.

However, the majority of the chairs of the departments 53.3 percent were of the opinion that promotion of the academic staff was fair. Some of the key reasons given were that: there are systems in place that guide promotions process and that there were no major complaints as far as promotion of lecturers was concern.

This finding was supported by the information obtained through interview with deans of faculties where a half of them were of the opinion that promotion process was credible. Some of the reasons given were that promotion process offered equal opportunities for both male and female academic staff and that promotion guidelines in place were followed. One of the deans stated:

“...We are all able to access the advert on promotion through an open communication channel. Those who qualify and have all the requirements are interviewed in a panel. So, in my view, the challenge is on individual effort and not the promotion process.”

On the same vein another dean said:

“So far promotion process is fair...the guideline are clear to everyone. So if a lecturer can work smart in terms of article publications, book authoring and of cause take care of core mandate, nothing can stop him/her promotion. The panel’s responsibility during interview is very easy, verification of supportive documents and giving verdict.”

On the basis of this finding, it is noted with concern that the percentage of those who were of the opinion that the promotion process was fair was slightly above average (response from the chairs of departments and the deans of faculties).

It was also necessary to find out whether the academic staff's opinions regarding promotion fairness had any influence on their performance of duty. The academic staff therefore were requested to respond the question, "How has this influenced your performance of duty in the department?" Their responses were summarized and presented in Table 4.11.

Table 4. 11: Influence of promotion process fairness on performance

	Chairs of departments		Lecturers	
	Frequency	Percentage	Frequency	Percentage
Positively	4	26	17	24.3
Negatively	5	33.3	45	64.3
No effect	6	40	8	11.4
Total	15	100	70	100

In Table 4.11 the findings showed that the majority of the lecturers 64.3 percent stated that promotion of the academic staff had negative influence on the performance of duty. Some of the reasons reported were lack of cooperation and teamwork with those perceived to be favored. It was also noted that the unfairness in promotion of lecturers demoralized those not preferred.

On the contrary, most of the chairs of department 40 percent indicated that promotion of the academic staff had no effect on their performance of duty in the department. This finding is consistent with the findings of Bello, Ogundipe and Eze (2017) whose study found that promotion process did not influence the academic staff's job performance in public and private universities in

Nigeria. The finding is further supported by the majority of deans of faculties (83.3) who reported that the promotion process in the institution had no effect on performance of lecturers. One of the deans commented:

“...That is the order of the day, there must be hitches here and there in every organization...but that does not affect my work in my in anyway...work must go on.”

Based on these suggestions, it can be argued that promotion process in the institution did not affect lecturers' job performance of duty in anyway.

The researcher further sought the opinion of the academic staff on what would be included in academic staffs' promotion criteria. The opinion of the academic staff was necessary for this study in order to obtain more information on promotion of lecturers in the institution. The information was necessary in drawing conclusion of the study. The major varied suggestions were summarized and the following points were drawn: that the promotion process should provide a clause to cater for diverse groups, such as persons living with disabilities (PLWDs) and the minority in the community. It was also proposed that the promotion process should be transparent, consistent and forth coming. These findings were supported by what was captured through interview guide with the deans of faculties in which the majority of them (66.6%) suggested that guidelines to promotion policies is essential for academic staff in the institution. Nonetheless, one dean noted:

“...We have the best promotion policies and systems in place, if only we adhere to them, this institution would be far.”

Based on these suggestions, it can be argued that promotion process of the academic staff at the institution was fair.

The researcher proceeded to test the hypothesis in order to ascertain whether organizational politics in the promotion process and lecturers' job performance were significantly correlated. Using data from department chairs and lecturers, the Chi-Square (χ^2) test was employed to test Hypothesis 1. Tables 4.12 and Table 4.13 present the results.

H01: There is no statistical association between organizational politics in promotion process and lecturers' job performance in public universities' in Kenya.

Table 4. 12 Association between organizational politics in promotion process and lecturers' job performance (Lecturers)

	Chi-Square Tests		
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	19.759 ^a	24	.710
Likelihood Ratio	26.174	24	.344
Linear-by-Linear Association	.281	1	.596
N of Valid Cases	70		

a. 38 cells (97.4%) have expected count less than 5. The minimum expected count is .21.

The responses from the lectures regarding the connection between job performance and organizational politics in the promotion process are displayed in Table 4.12. At the significance level of 0.05, the Pearson Chi-Square (Pearson Value (χ^2) 19.759, $df=24$) has a p-value of 0.710, which is

higher than the critical value. Consequently, the promotion process has a significant impact on lecturers' job performance, as this study rejects the null hypothesis (promotion process has no significant influence on lecturers' job performance).

Table 4.13 Association between politics in promotion process and lecturers' job performance (Chairs of departments)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.214 ^a	18	.442
Likelihood Ratio	20.728	18	.293
Linear-by-Linear Association	3.402	1	.065
N of Valid Cases	15		

a. 30 cells (100.0%) have expected count less than 5. The minimum expected count is .27

The department chairs' responses regarding the relationship between lecturers' job performance and perceived organizational politics in the promotion process are displayed in Table 4.13. At the significance level of 0.05, the Pearson Chi-Square (Pearson Value (χ^2) 18.214, df=18) has a p-value of 0.442, which is higher than the critical value. The results demonstrate a strong correlation between lecturers' job performance and organizational politics in the promotion process. The null hypothesis is also rejected by the study.

There is a significant correlation between organizational politics in the promotion process and lecturers' job performance, as indicated by the p-values

of 0.710 and 0.442. Thus, there is a strong correlation between organizational politics in the promotion process and lecturers' job performance.

Additionally, the students were asked to provide a report on the ways in which the faculty members carried out their responsibilities as teachers and mentors in the projects and thesis development. There have been reports of racial discrimination against certain students, particularly during thesis exams. Some of the students have taken longer than expected to graduate as a result, and others have given up on their studies because they were angry with their supervisors. These results support the findings of Taaliu's (2017) study, which found that postgraduate students from "other tribes" are more likely to drop out of school or take longer to graduate due to frustrations with supervisors who do not belong to their ethnic group. This demonstrates clearly that organizational politics have a detrimental effect on lecturers' ability to carry out their duties.

4.5. Influence of organizational politics in performance appraisal on lecturers' job performance

The study's second objective was to ascertain how lecturers' job performance was impacted by perceived organizational politics in the performance appraisal process. The academic staff was asked to rate their agreement with a variety of statements in order to collect data for this goal. The results were displayed as Tables 4.14 through Table 4.21.

In the first statement, the researcher sought to establish whether lecturers routinely received feedback after their appraisal. This was aimed at obtaining

information on whether there were grievances based on performance appraisal evaluation which are likely to hinder effective performance. Performance appraisal feedback is vital in evaluation of lecturers' performance because it gives one an opportunity to gauge the actual performance with the set targets (Mbiti, Arasa and Kinyili, 2019). Therefore, a positive statement, "All lecturers in this department routinely receive feedback after appraisal" was given to the chairs of departments and the lecturers who scored as reported in Table 4.14.

Table 4. 14 Response on provision of performance appraisal feedback

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	11	15.7	1	6.7
A	15	21.4	4	26.7
UD	5	7.1	1	6.7
D	29	41.4	7	46.6
SD	10	14.2	2	13.3
Total	70	100	15	100

The information in Table 4.14 showed that the institution's performance appraisal procedure lacked feedback. This was supported by the majority of lecturers (55.6 percent; 41.4% and 14.2%) and department chairs (60 percent; 46.9% and 13.3%), who disagreed or strongly disagreed with the statement. This finding was reverberated by the majority of the deans of faculties (66.6%) who reported that performance appraisal feedback was inconsistently

given to the academic staff in different departments. One of the deans of faculties remarked:

“Some department do give performance appraisal feedback to their academic staff and this has enhanced performance of lecturers to some extent while others don’t thought it is a requirement.”

In the document analysis, the researcher established that some departments were awarded for posting excellent performance. This was understood to be a combined effort of the academic staff indicating excellent individual performance too.

Based on this finding, it can be argued that performance appraisal feedback was occasionally given to the academic staff. While appropriate and timely performance appraisal feedback can improve the lecturers’ future performance, this finding suggest that there is a possibility that the gaps identified by the academic staff in their area of specialization were not addressed and that there could be unfair judgment for those left out of the practice. This might have prevented the lecturers from planning how to improve both their performance and the system they use.

The result is consistent with the literature reviewed in this research. For instance, a study by Muyaka and Oluoch (2018) which found that employees’ performance appraisal process in the County Governments in Kenya lacked feedback. Nonexistence of performance appraisal feedback limits the chance of planning that would improve lecturers’ performance (Muthuri, Momanyi and Nduku, 2019).

In the second statement, the researcher sought to establish whether performance appraisal tool had other standards unknown to lecturers in the departments. This was to determine whether there were grievances on the performance appraisal system that would ignite politicking among employees. Jyoti and Mohsin (2020) assert that employees are likely to reject a complicated performance appraisal system because of fear of unknown. The department chairs and lecturers who received the scores shown in Table 4.15 were given the statement, "In the performance appraisal tool, there are other standards that are not known to the lecturers."

Table 4. 15: Response on performance appraisal other standards

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	16	22.8	2	13.3
A	20	28.5	4	26.7
UD	2	2.9	1	6.6
D	18	25.7	5	33.3
SD	14	20	3	20
Total	70	100	15	100

A slight majority of the lecturers, 51.3 percent (22.8 and 28.5), strongly agreed or agreed that there were additional standards in the performance appraisal system that they were unaware of, according to Table 4.15 findings. This is likely to imply that most of the lecturers were not acquainted with the criteria used in evaluating of performance in the institution and most likely that they may have not participated in the setting of targets. Unclear goals, unclear

performance expectation and unattainable goals affects employees' performance in an organization (Muthuri, Momanyi and Ndiku, 2019).

However, this finding contradicts that of the chairs of departments and what was captured through interview with the deans of faculties. The chairs of departments, also slightly above average 53.3 percent (26.7% and 13.3 %) either disagreed or strongly disagreed to the statement that there were other standards in the performance appraisal tool that were not known to the lecturers. The finding was supported by the majority of the deans of faculties (66.6%) through interview. From the words of one of the deans:

“.... Not everyone is involved in setting the targets in performance appraisal tool. However, I believe what is evaluated are the obvious activities of a lecturer which are known to everyone.”

Another dean commented:

“There are hardly any new standards unknown to lecturers. Even when the system is revised, communication is done through the departmental heads.”

On the bases of this finding, the variation in perception and percentage of both lecturers and heads of departments suggest that there is a possibility of unknown standards in the performance appraisal system. However this may be minimal that may not affect the performance of the academic staff though participatory target setting in performance appraisal is highly recommended in institutions of higher learning (Mbiti, Aras and Kinyili, 2019).

An attempt was made to assess the utility of the performance appraisal results in the institution. This was to determine whether the decisions reached based

on lecturers' performance appraisal results were fair. Performance appraisal results are not only useful in identification of strengths and weakness of the academic staff but also as a basis of determining career progression in essential areas such as lecturers' training needs (Idowu, 2017). Therefore, the chairs of departments and the lecturers who scored received the negative statement, "As of now, there isn't any tangible utilization of performance appraisal results in this department." Table 4.14 presents the findings.

Table 4. 16: Response on performance appraisal utility

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	18	25.7	2	13.3
A	24	34.3	9	60
UD	4	5.7	0	0
D	14	20	3	20
SD	10	14.2	1	6.6
Total	70	100	15	100

According to Table 4.16 findings, the majority of lecturers (60 percent; 34.3% and 25.7%) and department chairs (60.3 percent and 13.3%) agreed or strongly agreed with the statement that the performance appraisal results were not utilized. This finding was confirmed by the majority of the deans of faculties interviewed (83.3%) who reported that utilization of performance appraisal results in the institution was minimal. One of the deans of faculties commented:

“In most cases performance appraisal results are left for administrative purpose since it is not pegged to promotion.”

However, from the document analysis, it was established that there was no document available on performance appraisal feedback to show individual lecturer's performance. This finding is similar to that by Bitange, Kipchumba and Magutu (2010) whose study found that performance appraisal system used in private universities in Kenya was not effective because the tool only existed for formalities and did not measure lecturers' performance; this may be argued that there was favoritism in appointment of lecturers for universities' projects. The results suggest that because the performance appraisal system does not cater to the needs of academic staff, they are more likely to perceive it as unfair. Moreover, decisions made on upgrading of lecturers (training needs, promotion) based on their performance may be as unfair because performance appraisal results are not effectively utilized. Lack of utilization of performance appraisal results would imply that there could be bias selection of lecturers for either training or promotion.

The researcher further sought to establish whether those who take credit in work merited based on the analysis of their performance. This was aimed at establishing whether there were grievances over awarding the academic staff based on their performance. The negative statement, “In this department those who take credit are not always those who made the biggest contribution” was given to the chairs of departments and the lecturers who scored as presented in Table 4.17.

Table 4. 17: Response on performance appraisal awarding decisions

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	13	18.6	1	6.6
A	27	38.6	7	46.7
UD	9	12.9	2	13.3
D	14	20	3	20
SD	7	14.2	2	13.3
Total	70	100	15	100

Table 4.17 reveals that most department chairs (53.3%) and lecturers (57.2%) disagreed or strongly disagreed that the people who take credit aren't always the ones who made the biggest contribution. This result was consistent with information gathered from faculty deans, the majority of whom (66.6%) believed that all lecturers who received recognition in any capacity were deserving of it. The finding contradicted that in the study by Ratemo, Bula, and Makhamara (2021) whose findings revealed that there was unfairness in awarding the staff in Kenya Forestry Research Institute (KEFRI) because of favoritism in the institution in selection of those who were awarded.

Based on this results, it was argued that there was fair judgment in determining lecturers' award. This is likely to improve lecturers' performance. Performance appraisal results helps generating confidence in decisions to determine human resource practices (Tinuke, 2015).

Further, the researcher sought to establish whether there was fair distribution of weight in performance standards. This was aimed at establishing whether

the lecturers' areas of performance were awarded equally. The statement, "Weight distribution in performance appraisal tool favors performance in research and related activities more than other performance," was given to the academic staff who scored as exhibited in Table 4.18.

Table 4. 18: Response on fair performance appraisal weight distribution

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	20	28.6	2	13.3
A	30	42.9	8	53.3
UD	2	2.9	1	6.6
D	15	21.4	3	20
SD	3	4.3	1	6.6
Total	70	100	15	100

Table 4.18 shows that the majority of both the heads of departments 66.6 percent (53.3% and 13.3%) and the lecturers 1.5 percent (42.9% and 28.6%) either agreed or strongly agreed to the statement that performance in research and related activities carry more weight than other units. Data from the majority of the deans of faculties 63.3 percent confirmed the finding. One of them had this to say:

“Research activities generally is believed to be quite involving and one of the main activities of an academician is to carry out quality research for the institution. Therefore, every academic staff is aware of the ground rules governing performance in this institution.”

Another dean commented:

“Apart from teaching, every lecturer is required to carry out research and publish articles, thus individuals strive to fulfil their mandate because it is awarded more points than other performance.”

Data from the analyzed the performance appraisal document revealed that research standards was graded higher than teaching standard and other responsibilities that form lecturers’ job performance in performance appraisal.

As per the results it was argued that the academic staff are likely to concentrate on research and publication more at the expense of the other duties and responsibilities. This also may imply that the awarding may favour lecturers appointed to carry out research/projects for the institution and disadvantage the majority. Furthermore, lecturers are prone to devoting a significant portion of their time and energy to research that will benefit them more than other obligations.

The finding is in line with that of Casez, Dimoyki and Graff (2017) whose study established that research-based performance appraisal made lecturers compromised performance in teaching and other duties to improve their career prospects through research production. Furthermore, this finding also is in line with that by Tinuke (2015) whose study found that the appraisal system of selected public universities in Nigeria focused primarily on research job elements leaving the performance of the other core elements (teaching and community service) consigned background. This had negative influence on academic staff’s performance. Nevertheless, employees in most institution are aware of the policies governing research output Gudo (2016).

Additionally, the researcher asked academic staff members about how organizational politics in the performance appraisal process affected their ability to carry out their duties in their departments in the open-ended section of the questionnaire. The purpose of this was to gather additional information to help with the research question conclusion-making. The question, "How has the performance appraisal process affected your performance of duty in the department?," was posed to the department chairs and lecturers. Table 4.19 presents a summary of their responses.

Table 4.19: Influence of performance appraisal process on lecturers' job performance

	Chairs of departments		Lecturers	
	Frequency	Percentage	Frequency	Percentage
Positive	7	46.6	20	28.5
Negative	2	13.3	35	50.0
No effect	6	40.0	15	21.5
Total	15	100	70	100

Table 4.19 indicates that a half of lecturers (50%) stated that performance appraisal process had negative influence on their performance in the department. Some of the reasons given were: the whole process was only there for documentary purpose, lacked feedback which could help lecturers assess their performance; unfair judgment of performance for those rewarded; the under-performers in the department affected the collective responsibility of teamwork, and the system for evaluating performance did not address the flaws found in the procedure.

Conversely, however, most of the chairs of departments (46.6%) indicated that performance appraisal had positive influence in their performance of duties. Some of the major reasons given were that performance appraisal help the institution to analyze lecturers' performance, recognize their abilities and competencies. It also helped in keeping lecturers' work records for future use. The results of the faculty dean interviews, in which the majority of them 66.6 percent said that the performance appraisal process had a positive impact on lecturers' performance of duty, corroborated this conclusion.

Based on these findings, performance appraisal seem to be of benefit for administrative purpose than evaluating lecturers' performance. The outcome is in agreement with the findings in the study by Umair et al (2016) which revealed that the employees in the garment industry in Pakistan perceived that there was fairness in their performance appraisal system which was seen as a boost in employees' effective performance.

It was also concerning to learn that 40% of department chairs claimed performance reviews had no bearing whatsoever on how well lecturers performed at their jobs. This could suggest that while performance reviews are necessary, they don't really affect lecturers' effectiveness. This result is in line with that of Sulkowski, Przytula, Borg, and Kulikowski (2020), who found that performance evaluation was seen as a means of increasing bureaucracy rather than a means of improving performance in public universities in Malta and Poland.

Further, the academic staff were requested to state the challenges in performance appraisal process in relation to their performance. Some of the challenges listed by the academic staff included: unachievable targets set in the tool; the performance appraisal not pegged to promotion if not very little is known; overdependence on academic rank; unrealistic score rank; over emphasis on research and publication at expense of teaching; the tool disadvantage those who are not in administrative positions; untimely feedback if any and lack of adequate research infrastructure which hampered good and quality research. These challenges were echoed by the deans of faculties.

The listed challenges therefore are indeed an indication that the academic staff perceives their performance appraisal as unfair, bias and unreliable. The results are similar to that in the study by Adamako (2017) in Ghana whose study found that the rating of performance standards was unfair, biased and unreliable because it did not address all areas of performance equally in favour of research activities.

Moreover, the academic staff were requested to give suggestions on what would be included in the performance appraisal tool. This was aimed at obtaining more elaborate information that would be of importance in drawing conclusion for this study. Some of the suggestions include: the need for performance appraisal review in order to capture the attitudes and commitment of the lecturers towards work; to customize the performance appraisal system to cater for different standards at departmental level and faculties; to include a software to upload individual performance evidence in self-appraisal; that the

institution management should set attainable performance appraisal standards and that there is need to raise rating standards in teaching activities and community service. Others maintained that the system was good enough but lacking a follow up in the implementation.

Based on the academic staff's opinions, it can be argued that performance appraisal process did not evaluate the academic staff performance adequately. However this did not affect lecturers' job performance. The same findings were found in a study by Dasanayaka, Abeykoon, Ranaweera, and Koswatte (2021), which showed that lecturers at the biggest universities in the UK were unhappy with the performance appraisal process because it involved favoritism and did not fairly assess the academic staff's performance. Despite this, their complaints had no bearing on the success of the institution.

In addition, the students were required to submit a report detailing how the lecturers fulfilled their responsibilities to instruct and mentor them as they worked on their projects and theses. There were reports of lecturers who frequently skipped classes and did not make up lost material, lecturers who took their time to provide feedback on students' work, and lecturers who did not have time for student consultations. As a result some units were taught hurriedly and stagnation in thesis writing. One of the students (masters) had this to say:

“I have challenges in research work now because I was not taught well, in reality the notes I have is just one page...”

Another student commented (masters) Commented:

“It has taken six months for my supervisor to give feedback on my project proposal...I am not sure whether this is due to workload or negligence...”

Yet another student retorted (PhD student):

For me I had to change my supervisor through the department because I realized I was heading nowhere in my project work.

Although post graduate studies is more of research work than teaching in a classroom setup, lecturers' availability when the students require their services is very important. When the academic staff miss lessons and fail to attend to students' needs on time, this may suggest that the academic staff could be either overworked or dissatisfied with management practices, particularly performance evaluation processes which boosts the moral of service in the institution.

These results support the claim that low morale among students, which may be linked to organization politics within the institution, particularly in relation to the performance appraisal process, is indicated by their complaints about lecturers frequently missing classes without providing make-up lessons, delaying feedback, and not responding quickly enough when projects and theses are being developed. This is due to the fact that academic staff members who are unhappy with these procedures are more inclined to use politics as a venting mechanism.

The hypothesis was further investigated by the researcher to see if there was a statistical relationship between lecturers' job performance and organizational

politics in the performance appraisal process. The data collected from department chairs and lecturers was utilized to test Hypothesis 2 using the Chi-Square (χ^2) test. The results were presented separately in Tables 4.20 and 4.21.

H0₂: There is no statistically significant association between organizational politics and performance appraisal process in public universities in Kenya.

Table 4. 20: Association between politics in performance appraisal and lecturers' job performance (Chairs of the departments)

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.398 ^a	20	.0543
Likelihood Ratio	27.980	20	.110
Linear-by-Linear Association	.337	1	.562
N of Valid Cases	15		

a. 29 cells (87.9%) have expected count less than 5. The minimum expected count is .13.

The results in Table 4.20 demonstrate that the p-value of the Pearson Chi-Square (Pearson Value (χ^2) 29.398, df = 28) is 0.543, higher than the critical value at the significance level of 0.05. Therefore, the hypothesis is disproved.

Table 4. 21: Relationship between organizational politics in performance appraisal and lecturers' job performance (lecturers' response)

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.719 ^a	28	.80
Likelihood Ratio	30.369	28	.346
Linear-by-Linear Association	.231	1	.630
N of Valid Cases	70		

a. 45 cells (100.0%) have expected count less than 5. The minimum expected count is .23.

As can be seen in Table 4.21, the Pearson Chi-Square (Pearson Value (χ^2)25.719,df = 28) has a p-value of 0.80, above the crucial value at the 0.05 level of significance. Thus, the performance appraisal process has a significant impact on lecturers' job performance, as this study rejects the null hypothesis (performance appraisal process has no significant influence on lecturers' job performance). Thus, the hypothesis is disproved.

The null hypothesis was rejected, as evidenced by the P-Value of 0.543 and P-Value of, suggesting a significant relationship between organizational politics in the performance appraisal process and lecturers' job performance.

4.6. Influence of organizational politics in organizational climate on lecturers' job performance

The third objective of the research aimed to ascertain the impact of perceived organizational politics within the organizational climate on the job

performance of lecturers. Using a likert-scale-modeled questionnaire, department chairs and lecturers provided the majority of the data needed to meet this goal. In order to gauge their degree of agreement, different statements were provided to department chairs and lecturers. The results are shown in Tables 4.22 to 4.29.

The researcher aimed to determine whether the academic staff at the institution worked as a team in the first statement. This was done to see if academic staff members were cohesive and cooperative enough to foster group synergies in a supportive work environment. Team cohesiveness is fundamental in understanding institutional performance (Bravo, Catalán, and Pina, 2019) and may be perceived as an indicator to a conducive organizational climate. Thus, a positive statement, “We embrace team work in our department” was given to the heads of department and lecturers who scored as presented in Table 4.22.

Table 4. 22: Academic staff’s response on teamwork

	Lecturers		Chairs of Departments	
	Frequency	Percentage	Frequency	Percentage
SA	11	15.7	2	13.3
A	17	24.3	6	40
UD	3	4.3	1	6.6
D	21	30	4	26.7
SD	18	25.7	2	13.3
Total	70	100	15	100

Table 4.22 results indicate that most lecturers—55 percent (30.0% and 25.7%)—strongly disagreed or disagreed that the institution's academic staff

worked as a team. The majority of department chairs, 53.3 percent (40% and 13.3%), disagreed with this finding, stating that there was teamwork among the academic staff. This was corroborated by the information gleaned from the faculty dean interviews, wherein half of them believed that collaboration was the norm at the university. One of the deans commented:

“Performing in an exemplary manor and obtaining the first position in the country as an institution is a clear indication that we all embrace teamwork. Performance is a combined effort.”

One could argue that the academic staff worked as a team based on the findings. This is due to the fact that the majority of department chairs and lecturers agreed with the statement. When lecturers embrace teamwork in the institution they are less affected by organizational politics thus performance is enhanced (Butt, Imran, Shah and Jabbar 2013). A conducive work climate increases chances of teamwork among the academic staff and this may enhance effective performance.

The purpose of the study was to determine whether academic staff members were involved in establishing institutional goals. This was done to find out if there were complaints regarding choices that the department had made. If staff members are knowledgeable about issues pertaining to their job and organization and are permitted to actively engage in planning, strategizing, and decision-making that is consistent with their work (Kisaka, Jansen, and Hofman, 2019), then they are likely to perceive that their work environment is conducive. This may enhance the performance in the institution. Indeed adequate participation in decision making among the academic staff is likely

to increase chances of ownership since all will be working for and towards a common goal. Therefore, a positive statement, “The academic staff are involved in setting goals for the institution,” was given to the academic staff who scored as presented in Table 4.23.

Table 4.23: Response on involvement in goal setting

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	14	20.0	1	6.6
A	11	15.7	7	46.7
UD	6	8.57	2	13.3
D	24	34.2	4	26.7
SD	15	21.4	1	6.6
Total	70	100	15	100

Table 4.23 presents the majority of department chairs' responses to the statement that they were involved in setting goals for the institution. Of them, 54.3 percent (46.7% and 6.6%) agreed or strongly agreed. Nonetheless, 55.6 percent (34.2 percent and 21.4%) of the lecturers disagreed or strongly disagreed with the statement. This conclusion is corroborated by data gathered from faculty dean interviews, wherein 83.3 of them stated that instructors were not involved in establishing the institution's goals.

One of the deans remarked:

“... Of course not everyone is involved in setting of goals. The chosen few in the management team represent the larger group.”

This result suggests that a representative group of lecturers took part in the decision-making process on behalf of the entire group. Though it may be difficult for some to communicate and take ownership of the policies created, most people may feel excluded from goal-setting processes. This result is consistent with that of a study conducted in 2019 by Kisaka, Were, Kapkiai, and Okeche, which found that employees' job performance increased when they were involved in setting goals for the organization.

The researcher set out to determine if the department was home to any in-groups or cliques. The purpose of this was to find out if there were any complaints that would negatively affect the atmosphere within the organization. Clique formation in an institution inhibits trust, openness, creativity and good communication in an institution (Sokola, Gozdeka, Figurskab and Blaskovac, 2015), hence make the organizational climate unfavorable. A negative statement, “There are cliques or in-groups that hinder effective performance in the department” was given to the academic staff to score and the responses are presented in Table 4.24.

Table 4.24: Response on presence of cliques or in-grouping in the institution

	Lecturers		Chairs of Departments	
	Frequency	Percentage	Frequency	Percentage
SA	10	14.2	1	6.6
A	23	32.9	4	26.7
UD	7	10.0	2	13.3
D	20	28.6	7	46.7
SD	10	14.2	1	6.6
Total	70	100	15	100

The data in Table 4.24 shows that most of the lecturers 47.1 percent (32.9 % and 14.2 %) either agreed or strongly agreed that there are cliques or in-groups that hinder effective performance in the departments. This finding was contradicted by the majority of the chairs of departments 53.3 percent (46.7% and 6.6%) whose response indicated that there were no cliques or in groupings noticed among the academic staff. This was echoed by all the deans of faculties (100%) interviewed whose opinions suggested that there were no groupings noticed in the institution. One of the deans had this to say:

“That does not exist here, whenever there is an issue it is handled amicably either in the department or in the faculty.”

This finding suggests that there are no in-groups or cliques within the organization that could have an impact on the performance of the lecturers.

The researcher set out to determine if it was equitable to assign lecturers to various administrative roles. This was done in order to assess the fairness of the tactics employed during those appointments. The chairs of departments and the lecturers who received the scores shown in Table 4.25 were given the affirmative statement, "The appointments of lecturers to different administrative positions are generally fair."

Table 4. 25: Response on fair appointment of lecturers to administrative positions

	Lecturers		Chairs of Departments	
	Frequency	Percentage	Frequency	Percentage
SA	8	11.4	2	13.3
A	20	28.6	7	46.7
UD	3	4.3	1	6.6
D	22	31.4	4	26.7
SD	16	22.9	1	6.6
Total	70	100	15	100

Table 4.25 findings indicate that most department chairs—60% (46.7 % and 13.3%)—agreed or strongly agreed with the statement that lecturers were generally fairly appointed to administrative positions. The majority of faculty deans (83.3%) who participated in interviews revealed that academic staff appointments to various positions within the institution were generally fair, which corroborated this finding. Nonetheless, the results demonstrated that 54.3 percent of the lecturers (31.4% and 22.9%) disagreed or strongly disagreed with the statement.

The dissimilarity in the way the academic staff’s response is perceived in terms of one category is in the position of management whereby they are involved directly or indirectly in appointment process. In this case the report from the lecturers, who are the majority and the subject for that matter, suggests that there is a possibility of favoritism in appointments made in the

institution. This may not only render the institution climate unfavorable but also affect lecturers' job performance. This finding concurred with that in the study by Aydogan (2012) in Turkey, whose findings revealed that favoritism existed in appointment of deans, directors, chairs of departments and selection of teaching staff for academic activities.

In the fifth statement, the researcher sought to establish whether the institutional management put some effort to enhance a conducive work climate. The purpose of this was to find out if there were any complaints coming from the organization that would impact the atmosphere within the company and, consequently, output. This is due to the fact that institutional support plays a significant role in determining how well employees perform (Farooqi, Ahmed and Ashiq, 2019). A positive statement, "There is support from the institutional management to ensure a conducive work environment," was presented to the heads of departments and the lecturers who scored and the details of their response are presented in Table 4.26.

Table 4. 26: Response on the availability of institutional support

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	8	11.4	1	6.6
A	20	28.6	7	46.7
UD	8	11.4	0	0
D	20	28.6	5	33.3
SD	14	20	2	13.3
Total	70	100	15	100

Table 4.26 shows that the majority of the chairs of departments 53.3 percent (46.7% and 6.6%) either agreed or strongly agreed to the statement. This findings was supported by what was captured through interview with the deans of the faculties in which the majority of them (83.3%) were of the opinion that the institution gave maximum support to ensure the conducive work climate was maintained for effective performance. Some of the reasons pointed out were: provision of equal treatment in administering institutional process, availability of improved facilities, and provision of good atmosphere for interaction among lecturers. One of the deans of faculties had this to comment:

“Right from the top management to the lowest, were in constant communication to ensure maximum service delivery to enhance institutional performance.”

However, it was found that most of the lecturers 48.6 percent (28.6% and 20.0%) either disagreed or strongly disagreed that there was support from the institutional management to ensure a conducive work environment. On the basis of this finding and the fact that there was a minimal number of lecturers disagreeing with the statement, it can be argued that the institution gave maximum support to enhance a conducive organizational climate. This finding confirmed what was found in the study by Grove (2016) which established that most leading ranked public universities, including the University of Nairobi, had good organizational climate as a result of managements support. Further, the researcher sought to establish whether there was fair workload distribution among lecturers in the university. This was to determine whether

there was fair treatment of the academic staff. Perception of transparency, consistency and fairness in workload distribution are attributes of organizational climate which are likely to enhance the performance of the academic staff in a learning institution (Muramalla and Alotaibi, 2019). Therefore, a positive statement, “There is fair distribution of workload among lecturers in this department” was presented to the chairs of departments and the lecturers to score. The responses are captured in Table 4.27.

Table 4. 27: Response on fair distribution of workload

	Lecturers		Chairs of Departments	
	Frequency	Percentage	Frequency	Percentage
SA	10	14.2	1	6.6
A	12	17.1	7	46.7
UD	2	2.9	2	13.3
D	27	38.6	3	20
SD	19	27.1	2	13.3
Total	70	100	15	100

Table 4.27 shows that the majority of the lecturers 65.7 percent (38.6% and 27.1%) either disagreed or strongly disagreed to the statement that workload was distributed fairly among academic staff. This finding was supported by what was obtained from the majority of the students who reported that some lecturers missed lessons, some were unavailable for consultations and those available could take long to give feedback in thesis development. However, the situation was not the same for all the faculties and departments depending on the causes taken and the enrolment of the students in those courses.

On the other hand, the majority of the chairs of departments 53.3 percent were of the contrary opinion. The results showed that the statement that there was a fair distribution of workload among lecturers was either strongly agreed upon or agreed with the department chairs. This finding concurred with what was obtained through interview with the deans of faculties in which the majority of them, 66.6 percent stated that workload was well distributed among the academic staff.

In the open-ended questions, the respondents (heads of the departments, deans of faculties and lecturers) were requested to state the challenges faced that were likely to make their work environment uncondusive. This was aimed at obtaining more information to support the earlier findings in this objective on possible issues that are likely to render the organization unfavorable for effective performance in the institution.

Some of the outstanding challenges mentioned were: frequent change in policies which come with a lot of demands and fear of uncertainty; shift to ICT usage in teaching with workload being carried out at home; tension due to anxiety of being rendered redundant because of merging academic units and too many online meetings that sometimes go into late hours.

Further, the researcher sought the opinion of the chairs of the departments and the lecturers on what would be included to make their work environment conducive. Some of the major suggestions included the need for clarification of tasks in the department especially after merging unit; the need to balance workload distribution in departments; and that support from the management

was needed in order to enhance cohesion, teamwork and participation among the academic staff. Based on these suggestions, it is more likely that the academic staff perceived that the organizational climate was not conducive enough for effective performance of duty. Besides, conflicts are likely to arise when there is no task clarity.

Additionally, the hypothesis was tested to see if lecturers' job performance and perceived organizational politics in the workplace climate were related. The results of the Chi-Square (χ^2) test, which was used to test Hypothesis 3 using data collected from department chairs and lecturers, are shown in Tables 4.28 and 4.29 for both groups of participants.

H0₃: There is no statistically significant association between organizational politics in organizational climate and lecturers' job performance in public universities in Kenya.

Table 4.28: Relationship between organizational politics in organizational climate and lecturers' job performance (Chairs of departments)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.000 ^a	18	.792
Likelihood Ratio	11.963	18	.849
Linear-by-Linear Association	2.285	1	.131
N of Valid Cases	15		

a. 30 cells (100.0%) have expected count less than 5. The minimum expected count is .07.

The department chairs' responses regarding the relationship between organizational politics in the workplace environment and instructors' job performance are displayed in Table 4.28.

The p-value of 0.792 for the Pearson Chi-Square (Pearson Value (χ^2) 13.000, $df=18$) is higher than the critical value at the significance level of 0.05 (P-value $0.792 > 0.05$ level of significance). This demonstrates that there is a strong correlation between lecturers' job performance and how organizational politics are perceived in the workplace. The null hypothesis, which states that organizational climate has no discernible impact on lecturers' job performance, is likewise rejected by this study. As a result, there is a strong correlation between organizational politics and lecturers' job performance.

Table 4. 29: Association between organizational politics in organizational climate and lecturers' job performance. (Lecturers)

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.694 ^a	24	.598
Likelihood Ratio	26.645	24	.321
Linear-by-Linear Association	.768	1	.381
N of Valid Cases	70		

a. 36 cells (92.3%) have expected count less than 5. The minimum expected count is .11.

The answers of the lecturers regarding the relationship between organizational politics in the organizational climate and their work performance are displayed in Table 4.29, which is the result of the Chi-Square test. At the significance

level of 0.05, the Pearson Chi-square (Pearson Value (χ^2) 21.694, $df=24$) has a p-value of 0.598, which is higher than the critical value.

The null hypothesis was rejected, as evidenced by the P-Values of 0.792 and 0.598, showing a significant correlation between organizational politics in the workplace environment and lecturers' job performance. As a result, there is a strong correlation between organizational politics and lecturers' job performance.

Prior research by Owusu and Kholeka (2020) and Abdirahan et al. (2018) revealed a strong correlation between the organizational climate and the way in which workers carry out their responsibilities on a daily basis. It is argued that employee's behavior in organizations is the product of their personal characteristics as well as their judgement of environment in which they perform (Beberoglu, 2018). Therefore, the effectiveness of lecturers' performance in an institution depends largely on the predominant organizational climate.

4.7 Influence of organizational politics in workforce diversity on lecturers' job performance

The fourth objective of this research aimed to evaluate the impact of workplace politics within diverse organizations on the job performance of lecturers. The academic staff was asked to rate their agreement with a variety of statements in order to collect data for this goal. Tables 4.30 through 4.36 presented the results.

The researcher attempted to evaluate the academic staff's representation of the community in the first statement. This was done to find out how academic staff members felt about ethnic (tribal) representation and how it affected lecturers' ability to do their jobs. Extreme imbalanced workforce in terms tribe may be associated with favoritism of some groups of diverse workforce. In such situations playing politics is inevitable. To gauge their level of agreement, department chairs and lecturers were given the negative statement, "No single community has more than one third representation in the university's academic staff." Table 4.30 displays the responses they provided.

Table 4. 30: Academic staff responses on community representation

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	18	25.7	2	13.3
A	20	28.5	6	40.0
UD	5	7.1	1	13.3
D	20	28.5	5	33.3
SD	10	14.2	1	6.6
Total	70	100	15	100

Table 4.30 reveals that most lecturers (54.2 percent; 28.5% and 25.7%) and department chairs (53.3 percent; 40% and 13.3%) agreed or strongly agreed with the statement that no single community had more than one-third of the academic staff represented in the university. This result was consistent with information gathered from faculty deans via interviews, where the majority of them (50%) stated that no community had greater representation than any other.

It is possible to argue, based on the data that staff members are not members of a single tribe that predominates over others, and that communities are fairly represented in the organization. The university's central location in Kenya's capital city, which is thought to be multi-ethnic, could be the reason for this.

In the second statement, the researcher sought to establish whether the majority of lecturers in top positions were of one gender. This was to determine whether the academic staffs' views of gender differences had any effect on their performance. The department chairs and the lecturers who received the scores shown in Table 4.31 were given a negative statement that read, "Most of the lecturers in top positions in this department are of one gender."

Table 4. 31: Response on gender difference in top positions

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	16	22.9	2	13.3
A	20	28.6	6	40.0
UD	5	7.1	1	6.6
D	15	21.4	4	26.7
SD	14	20	2	13.3
Total	70	100	15	100

The results in Table 4.31 demonstrate that the majority of lecturers (51.5%) and department chairs (40% and 13.3%) agreed or strongly agreed with the statement that the majority of academic staff in top positions was of one gender.. This finding was confirmed by the deans of faculties in which the majority of them 66.6 percent through interview admitted that there was

gender variation in the institution especially at the top management positions. On the basis of this finding, it is more likely that there is gender inequality in management of faculties and departments in the institution. The managerial positions in the institutions of higher learning ranges from the position of the chairs of departments to that of vice chancellors. Some of these positions are through appointments by the appointing authority in the institution and by the government as the case of vice chancellors. Other posts are elective which require members to compete for the positions advertised.

Apart from qualification, gender disparity in the appointments for may imply that there could be some politics that either limit or favour the academic staff of a particular gender. This result validates the findings of the Onyambu (2019) study, which showed that there was a glaring gender gap in top management roles at the chosen public universities in Kenya.

The researcher set out to determine whether all of the institution's junior and inexperienced lecturers were mentored.. This was to determine the influence of age difference among the academic staff as an aspect of workforce diversity. An age heterogeneous workforce is paramount in institution management it is associated with increased productivity (Bohem and Kunze, 2015). However, age disparity is likely to cause communication problems and conflict among employees (Mwatumwa, 2016). As a result, mentoring can help remove a variety of possible obstacles to institutional success by providing a productive and efficient method for encouraging collaboration, socialization, and early career and underrepresented faculty members (Yun,

Baldi and Sorcinelli, 2016). In such situation, influence of organizational politics is limited. A positive statement, “All young and inexperienced lecturers are mentored by their experienced colleagues in this department” was given to the department chairs and lecturers of the departments that received the scores shown in Table 4.32.

Table 4.32: Responses on whether lecturers are mentored

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	19	27.1	2	13.3
A	13	18.5	5	33.3
UD	4	5.7	2	13.3
D	23	32.9	4	24.7
SD	11	15.7	2	13.3
Total	70	100	15	100

According to Table 4.32 findings, the majority of lecturers—58.6%—strongly disagreed 32.9% and 15.7% with the statement that the institution's young, inexperienced lecturers were mentored. Nonetheless, the majority of department chairs 46.6%, or 33.3% and 13.3% agreed that the organization engaged in junior staff mentorship. The results of the chairpersons' analysis corroborated findings made during faculty dean interviews, in which the majority of them (33.3%) attested to the existence of mentorship within the organization. This is what one of the deans said: *“Though not programmed, mentoring junior academic staff is mostly done at the departmental level.”*

One dean noted:

“Mentorship is critical in some fields especially in health science...so it is an on-going process.”

Yet, another dean commented:

“...Some departments do while others don't ...not all departments or faculties require mentorship anyway.”

In addition, the students were in support of the finding when they reported that in some departments and faculties their colleagues were involved in part-time services offered by the management through their supervisors. Therefore, on the basis of this finding, it is more likely that mentorship of junior and inexperienced lecturers was limited and that it was left for individual departments to decide. This may signify some possibility of age differences which may limit the possibility of mentorship in the institution. This was more likely to affect performance in the institution. This result is comparable to that found in the research by Abugre and Kpinpuo (2017) whose research revealed that there was very low presence of academic mentorship in the universities of Ghana. Further, it is in line with earlier study by Kumwenda, Hadiji, Niang, Orondo, Pote, Onyilola, Bongo, and Chiwona (2017) in Malawi which found that lack of mentorship among lecturers led to low research output among African scientist.

Further, the researcher sought to establish whether lecturers' differences in academic background influenced their performance. This was to determine whether there were grievances raised based on differences in experience and education background that would affect performance of lecturers especially in

supervision of students' projects. Education background diversity is likely to affect performance particularly lecturers' teamwork since their performance depend largely on the level education one has. A positive statement, "Lecturers' differences in academic background have no effect in supervision of students' thesis/project" was delivered to the department chairs and lecturers who received scores; Table 4.33 records their responses.

Table 4. 33: Response on lecturers' education background differences

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	11	15.7	2	13.3
A	29	42.4	7	46.7
UD	8	11.4	1	6.6
D	17	24.2	4	26.7
SD	5	7.1	1	6.6
Total	70	100	15	100

According to Table 4.33 results, the majority of lecturers (58.4% and 15.7%) and department chairs (46.7% and 13.3%) stated that lecturers' varied academic backgrounds had no bearing on their ability to supervise students' theses or projects. Further, the response through interview in which the majority of the deans of faculties (83.3 %) confirms the finding.

From the words of one of the deans:

“Supervision of students’ thesis normally follows certain institutional standards. However, one cannot rule out personal difference between lecturers which sometimes is disguise in ones’ experiences and expertise. Students sometimes complain about their supervisors over the same...”

Another dean commented:

“...It is true that there are complaint raised by students at the departmental level seeking to change their supervisors because of misunderstandings in the process of thesis development. However, most of the complaints are more of personal differences than educational or experience background.”

Further, another dean commented:

“Yes there are complaints from students that some lecturers tend to outdo each other based on academic qualification and experiences one has. Conversely, serious cases with evidence are dealt with accordingly.”

From what was obtained in the focus group discussion with the post graduate students, it was reported that some students have had challenges with their supervisors which were perceived to have been instigated by lecturers' differences in experiences and education background. From the words of one of the students (Masters):

“I have taken long to graduate just because my two supervisors would always try to outshine each other at the expense of my work and time. This is frustrating indeed.”

Another student (PhD) commented:

“For me I experienced the same but I had to change one supervisor because I would not move at all... now I can say I am soon graduating.”

These results support the notion that organizational politics have a negligible impact on lecturers' differences in educational background or experience, and

that this is more likely to have a negative effect on their performance. This finding is similar to earlier study by Johansen, Olsen, Øverby, Garred, and Enoksen (2019) which established that there were no conflict among supervisors based on their educational background.

Using open-ended questions, an attempt was made to elicit more detailed information about the impact of workforce diversity on lecturers' job performance from the academic staff. This served to bolster and elucidate the previous objective finding. The researcher set out to determine whether gender disparities among academic staff members affected their ability to do their jobs. The lecturers' and departments' chairs' responses to the question, "How has gender differences influence your performance of duty in this department?" were compiled and are shown in Table 4.34.

Table 4.34: Response on gender effects on performance

	Chairs of Departments		Lectures	
	Frequency	Percentage	Frequency	Percentage
Positive	4	26.7	19	27.1
Negative	6	40	30	42.9
No effect	5	33.3	21	30
Total	15	100	70	100

In Table 4.34, the most of both heads of departments 40 percent and lecturers 42.9 percent stated that their differences in gender negatively influenced the performance of duty in the institution. Some of the outstanding reasons were gender disparity in some areas of performance. These included the appointments of the academic staff to key positions such as for administrative

duties which seem to favour one gender demoralizing the other; the composition of interview panel in the faculties which were not gender balanced. This made some academic staff feel that their interests and contribution in leadership were not valued. The results in arrangement with the earlier study by Onyambu (2019) which found that there was gross gender disparities in management of selected universities in Kenya which was attributed majorly to the existence of patriarchy tendencies in the universities.

Furthermore, the researcher sought to find out whether differences in academic staffs' ethnic background had any influence on performance of duty. The question, "How has differences in ethnic background influence your performance of duty? Was presented to the academic staff. The majority of both chairs of departments 83.3 percent and lecturers 57.1 percent were of the opinion that their differences in ethnic background had no effect in their performance of duty. Some of the reasons given were that there was no time and place for tribal discussions because the institution's departments and faculties are widely spread and so are varied tribes. This finding was supported by what was captured through interview where the majority of the deans of faculties also reported that there was no room and time for tribal cocoons or parochial discussion in the institution since they had no issues that threatened them in terms of tribe or ethnic affiliation.

Further, the researcher sought to establish the perception of the academic staff in terms of inclusivity and its influence on performance. This was to investigate whether there were grievances based on perception of diverse

groups' inclusivity in the institution that would affect their performance. The question, "What is your perception of inclusivity among the academic staff in this institution?" was asked and was responded.

The study established that the composition of the institution's staff was balanced in terms of tribes and marginalized groups' representation. This was stated by the majority of the chairs of the departments (50 %) and the lecturers (54.2 %). The deans of faculties through interview also reported that persons living with disabilities and those from minority groups were included among the teaching staff in the institution. Based on this finding it can be argued that there were no grievances perceived in terms of inclusivity of the academic staff. This confirmed the earlier finding on community representation.

The researcher went further to test the hypothesis to determine whether there was a statistical relationship between perceived organizational politics in workforce diversity and lecturers' job performance. Chi Square (χ^2) test was used to test the Hypothesis 4 using the information gathered from both chairs of departments and lecturers. This was applied to examine the relationship between independent and dependent variable. The findings are presented separately in Tables 4.35 and 4.36.

H0₄: There is no statistically relationship between organizational politics and workforce diversity in public universities in Kenya.

Table 4. 35: Relationship between organizational politics in workforce diversity and lecturers' job performance (chairs of departments)

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.589 ^a	14	.559
Likelihood Ratio	15.183	14	.366
Linear-by-Linear Association	.132	1	.717
N of Valid Cases	15		

a. 24 cells (100.0%) have expected count less than 5. The minimum expected count is .27.

Table 4.35 shows the response of the chairs of departments on association between perceived organizational politics in workforce diversity and lecturers' job performance. The Pearson Chi-Square (Pearson Value (χ^2) 12.589, df=14) has a p-value of 0.559 which is greater than the critical value at the level of significance 0.05 (P-value 0.559>0.05 level of significance). This shows that there is significant association between organizational politics in workforce diversity and lecturers' job performance. This study also rejects the null hypothesis (workforce diversity has no significant influence on lecturers' job performance). Therefore, organizational politics in workforce diversity is significantly associated to lecturers' job performance.

Table 4. 36: Association between organizational politics in workforce diversity and lecturers' job performance (Lecturers)

Chi-Square Tests	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.819 ^a	28	.583
Likelihood Ratio	30.369	28	.346
Linear-by-Linear Association	.231	1	.630
N of Valid Cases	70		

a. 45 cells (100.0%) have expected count less than 5. The minimum expected count is .23.

Table 4.36 shows the response of lectures' on the association between perceived organizational politics in workforce diversity and job performance. The Pearson Chi-Square (Pearson Value (χ^2) 25.819, df = 28) has a p-value of 0.583 which is greater than the critical value at the level of significance 0.05 (P-value 0.583 > 0.05 level of significance).

With the P-Value of 0.7559 and P-Value of 0.583 shows the null hypothesis was rejected indicating that there is significant association between organizational politics in workforce diversity and lectures' job performance. Earlier study by Sohail, Khan, Sufyan, Uddin and Basit (2019) on the effects of workforce diversity on employees performance in higher education sector revealed that there is a positive relationship between workforce diversity (age

gender, education background and ethnic diversity) and employees' performance.

4.8 Influence of organizational politics in resource allocation on lecturers' job performance

Objective number five of this study sought to determine the influence of organizational politics in resource allocation on lecturers' job performance. To address this objective, the researcher sought information from the lecturers and the chairs of departments through the use of questionnaire modeled on likert scale. Various statements were given to the chairs of departments and the lecturers to indicate their level of agreement and the findings are presented in Table 4.37 to 4.42.

In the first statement, the researcher sought to establish whether research funds in the institution were fairly allocated to the department and faculties in the institution. This was to determine whether there were grievances among the academic staff on the allocation financial resources. A positive statement, "There is fair distributing of research funds in this department," was given to the chairs of departments and the lecturers who scored as presented in Table 4.37.

Table 4. 37: academic staffs' response on fair allocation of research funds

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	9	12.9	1	6.6
A	15	21.4	5	33.3
UD	7	10	1	6.6

D	25	35.7	6	40.0
SD	14	20	2	13.3
Total	70	100	15	100

Table 4.37 shows the level agreement on the provided statement as responded by lecturers and chairs of departments. The findings shows that the majority both the lecturers 55.7 percent (35.7% and 20%) and the chairs of the departments 53.3 percent (40% and 13.3 %) either disagreed or strongly disagreed to the statement that there was fair allocation of research funds in the departments. This finding was in agreement with what was captured through interview with the deans of faculties whereby the majority of them 66.6 percent were of the opinion that the issue at hand was not fair allocation but rather there was no funds to be allocated.

Data from document analysis on resource allocation, it was established that lecturers finance most of their research activities on their own and that it is through lecturers' creativity that the university get the grants for research work.

Based on this finding, it can be argued that there is no favoritism in allocation of research fund. This finding differs with what was found in the studies by Nganga and Njeru (2018) and Gudo (2016) which found that the allocation of research funds among departments and individual academic staff lacked credibility and transparency in public universities in Kenya.

In the second statement, the researcher sought to establish whether there was adequate teaching staff in the institution. This was to determine whether there

was favoritism in staffing of the departments. Adequate teaching and research human capacity is one of the fundamental requirements in the higher education achievement. A positive statement, “The institution has adequate teaching staff,” was given to the chairs of departments and the lecturers who scored as presented in Table 4.38.

Table 4.38: Response on the staffing in the intuitional

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	19	27.1	2	13.3
A	23	32.8	4	26.7
UD	2	2.8	2	13.3
D	14	20	5	33.3
SD	12	17.1	2	13.3
Total	70	100	15	100

The finding in Table 4.38 shows that the majority of both the chairs of departments 60 percent (26.7% and 13.3%) and the lecturers 60 percent (21.4% and 12.9%) either agreed or strongly agreed to the statement that the institution had adequate teaching staff. This finding concurred with what was captured through interview with the deans of faculties where the majority of them (83.3%) indicated that the institution had enough teaching staff.

Based on this finding therefore, it can be concluded that the institution has adequate teaching staff. The outcome contradicts that by Shiundu (2015) in

which the study established that understaffing at the university of Nairobi posed a challenge in content coverage of units.

In the third statement of this objective, the researcher sought to establish whether the allocation of space to the academic staff was fair. This was to determine whether there were complains on sharing of space as an essential material in institutional performance. A negative statement, “The allocation of space (offices, consultation rooms, lecture theaters) in this department is unfairly done,” was given to the chairs of the departments and the lecturers to score. The responses are presented in Table 4.39.

Table 4.39: Response on whether the allocation of space was fair

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	13	18.57	1	6.6
A	24	34.2	5	33.3
UD	9	12.85	1	6.6
D	18	25.7	7	46.7
SD	6	8.57	1	6.6
Total	70	100	15	100

The finding in Table 4.39 shows that the majority of the lecturers 52.7 percent (34.2% and 18.5%) either agreed or strongly agreed to statement that the allocation of space (offices, consultation rooms, lecture theaters) was unfairly done in the institution. However, the majority of the chairs of department 53.3 percent (46.7% and 6.6%) either disagree or strongly disagree to the statement.

The finding by the chairs of department is in line with that of the deans of faculties where the majority of them 66.6 percent stated that the allocation of space was fairly done. It was also reported that space was scarce and that the issue was not fairness in allocation but lack of space to be allocated. From the words of one of the deans:

“There is no enough space in the institution... many lecturers are operating from congested offices, some lecturers meet their students in their vehicles or on open places. Something ought to be done soon.”

The response from the students also affirmed the finding. It was reported that space was limited at the institution. From the words of one students (masters’ student):

“I don’t know whether my supervisor has an office or not because most of the time we meet at the parking bay.”

Another student commented (PhD student):

“There is hardly a room for consultation with my supervisors in my department. Their offices are congested ... three to four lecturers share a small room/office. Therefore, meeting them for consultation is always a challenge. Most of the times we meet in the lecture halls whenever free.”

Based on this finding, it is more likely that there is scarcity of space at the University of Nairobi and therefore matters to do with of favoritism in its allocation was not an issue. This finding concurred with what was found in the study by Saaid, et al (2018) which established that one of the major factors

that affect performance in higher education is limited space. Inadequate or lack of space is an impediment to performance because it restricts the consultative time for students and the lectures this may affect quality service delivery in some way. Nonetheless, with the introduction of online learning, this is not an issue anymore.

Further, the researcher sought to establish whether research funds acquired by the departments was centrally shared among departments/faculties. This was to determine whether there were grievances in sharing funds sourced in research among departments. Centralized method of resource allocation is where nearly all the revenue is under the control of central administration to cover costs while the balance is allocated to the spending units (Ehrenberg, 2000). The statement, “Any funds acquired by a particular department are centrally shared among all departments,” was given to the chairs of departments and the lecturers to score. The responses are captured in Table 4.40.

Table 4.40: Response on centralized share of research funds in the departments

	Lecturers		Chairs of departments	
	Frequency	Percentage	Frequency	Percentage
SA	12	17.7	2	13.3
A	30	42.9	7	46.7
UD	5	7.1	2	13.3
D	18	25.7	3	20
SD	5	7.1	1	6.6
Total	70	100	15	100

The finding in Table 4.40 shows that the majority of the chairs of departments 60 percent (46.7% and 13.3%) and the lecturers 60.6 percent (42.9% and 17.7%) either agreed or strongly agreed to the statement that funds acquired by a particular department were centrally shared among all the departments. Centralized method of resource allocation operates through the assumption that resources are allocated to units in kind (Chevaillier, 2002). Therefore, on the basis of this finding, it can be argued that financial resources were centralized and allocated to the departments/faculties. Although central allocation of funds is one of the best practices of equitable sharing of resources in many institutions of higher learning, the practice may involve a lot of bureaucracies that would delay the allocation of the sourced resource. On the other hand, there is a possibility that those who participated in sourcing the funds would have loved to be allocated a bigger portion than the receiving departments. This is likely to attract politicking among the academic staff which may slow down the initiative of sourcing the funds and performance in general.

The finding is similar to that of Solanke and Olatunji (2015) in Nigeria which revealed that the centralized model of resource allocation (financial) was perceived to be unfair because it lacked consistency in implementation and was affected by exaggerated bureaucracy. This affected the performance of the academic staff in the selected polytechnics in Nigeria.

In an open-ended question, an attempt was made to find out whether there were complaints raised by the academic staff on resource allocation. The

researcher aimed at obtaining more information on resource allocation to support the earlier findings of this objective. The question, “What complaints are raised in this department as far as sharing of resource is concern (finances, facilities and human resource)?” was posed to the academic staff to answer.

Some of the key mentioned complaints on finance allocation included: scarcity of finances, unclear guidelines in utilization of internally generated funds, unsatisfactory allocation of finances to department, centrally distribution of finances sourced by departments, inconsistency and delay in disbursement of funds meant for departments due to bureaucracy in the institution. Based on these complaints, it is more likely that the academic staff perceived unfairness in the allocation of financial resource in the institution. This may lead to political discussions among them which may affect the performance of duty. The finding is similar to that in a study by Yego (2016) which found that there was unclear guideline in distribution of funds acquired from the Private Sponsored Student Programme (PSSP) which affected the performance of lecturers who were involved.

Complaints on human resource allocation were also mentioned. The researcher sought the complaints on staffing of the departments and whether it influenced performance of duty. It was found that some academic staff were overworked in some departments. This was as a result of some lecturers seeking for less duties due to age, illness and even other administrative duties. It was also found that some lecturers were ever out on research activities for the institution with no clear criteria on how they were selected/ appointed. Based

on this finding, it can be argued that staffing was not a challenge at the University of Nairobi but unfair utilization of the academic staff which may have brought conflicts in the institution.

Further, some of the complaints noted in regard to the allocation of facilities were as follows: that the facilities in terms of teaching learning facilities and space were overstretched in some departments due to large enrolment. Offices and other facilities for consultation were also scarce. On the basis of this finding, it is argued that there were scarce facilities in the institution. However, there was no indication that the said facilities were unfairly allocated. This finding affirms what was noted as a challenge in the institutional Strategic Plan (2018-2023); that inadequate space and limited connectivity posed a challenge in the institutional achievement of set goals.

The researcher went further to test the Hypothesis 5 to determine whether there was a relationship between perceived organizational politics in resource allocation and lecturers job performance. Chi-Square (χ^2) test was used to test the hypothesis using the information gathered from both the chairs of departments' and the lecturers' response to various statements. The findings are presented separately in Tables 4.41 and 4.42.

H0₅: There is no statistically association between organizational politics and resource allocation in public universities in Kenya.

Table 4.41: Association between organizational politic in resource allocation and lecturers' job performance (Chairs of departments)

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.125 ^a	14	.517
Likelihood Ratio	10.513	14	.724
Linear-by-Linear Association	.023	1	.879
N of Valid Cases	15		

24 cells (100.0%) have expected count less than 5. The minimum expected count is .07.

The Table 4.41 shows the Chi-square responses of the chairs of departments on the association between organizational politics in resource allocation and lecturers' job performance. The Pearson Chi-Square (Pearson Value (χ^2) 13.125, df=14) has a p-value of 0.517 which is greater than the critical value at the level of significance 0.05. This implies that there is a statistical association between organizational politics in resource allocation on lecturers' job performance. Therefore, this study rejects the null hypothesis and this implies that organizational politics in resource allocation is significantly associated to lecturers' job performance.

Table 4. 42: Association between organizational politic in resource allocation and lecturers' job performance (Lecturers)

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.390 ^a	24	.784
Likelihood Ratio	23.072	24	.516
Linear-by-Linear Association	1.126	1	.289
N of Valid Cases	70		

39 cells (100.0%) have expected count less than 5. The minimum expected count is .16.

Table 4.42 shows the response of lecturers on relationship between organizational politics in resource allocation and their job performance. The Pearson Chi-Square (Pearson Value (χ^2) 18.390, df=24) has a p-value of 0.784 which is greater than the critical value at the level of significance 0.05. This shows that there is a significant relationship between organizational politics in resource allocation and lecturers' job performance. This study reject the null hypothesis (resource allocation has no significant influence on lecturers' job performance). Therefore, organizational politics in resource allocation is significantly associated to lecturers' job performance.

The P-Value of 0.517 and 0.784 shows that the null hypothesis was rejected indicating that there is significant relationship between organizational politics in resource allocation and lectures' job performance. Earlier study by Nzulwa

(2009) established that there is a direct relationship between the amount of politics and how critical and scarce resources are allocated. The finding is in agreement with what was found in the study by Yilmaza, Özerb and Günlükc (2014), which established that organizational politics affects the resource allocation(financial and human resource) and has negative effects on organizational outcome.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives summary of the findings in chapter four and offers conclusions made from the findings. The chapter also presents the recommendation made by the researcher and offers suggestions for further research. All these are done in respect to the laid down objectives of the study.

5.2 Summary of the study

The study aimed at establishing the influence of organizational politics on lecturers' job performance at public universities in Kenya, a case of the University of Nairobi. The study focused on five objectives in which the researcher sought to establish the influence organizational politics in: promotion process, performance appraisal process; organizational climate; workforce diversity and resource allocation on lecturers' job performance.

The literature reviewed was undertaken globally and in areas related to this study. The reviewed literature therefore established that there was limited information on the influence of organization politics specifically in relation to lecturers' job performance and in particular at the University of Nairobi.

The study targeted deans of faculties, chairpersons of departments, lecturers and post graduate students (masters and PhD students). The researcher used stratified proportionate sampling technique, simple random sampling technique and purposive sampling technique to sample the 10 deans of

faculties, 19 chairs of departments and 100 post graduate students (69 masters and 31 PhD students). The main research instruments used to collect data for this study were the questionnaires for chairs of the departments and lecturers; interview guide for the deans of faculties and focused group discussion guide for the post graduate students. Document analysis was also utilized for triangulation purpose. The response rate of the study comprised of: 6 deans of faculties, 15 chairs of departments, 70 lecturers and 91 post graduate students. Their response rate was above 70 percent for the chairs of departments, 70 percent for the lecturers, above 90 for the postgraduate students and 60 percent for deans of faculties. Therefore the study response rate was at 95 percent.

In data analysis, descriptive statistical analysis and Chi-Square (χ^2) test were used to analyze quantitative data which was presented in tables. Qualitative data was analyzed using content analysis, transcribed and presented as narratives and in verbatim.

5.3 Summary of the findings

The study sought to establish the influence of organizational politics on lecturer' job performance in public universities in Kenya, a case of the University of Nairobi. The various objectives of this study included:

- To establish the influence of organizational politics in promotion process on lecturers' job performance in public universities in Kenya.
- To determine the influence of organizational politics in performance appraisal process on lecturers' job performance in public universities in Kenya.

- To assess the influence of organizational politics in workforce diversity on lecturers' job performance in public universities in Kenya.
- To determine the influence of organizational politics in organizational climate on lecturers' job performance in public universities in Kenya.
- To determine the influence of organizational politics in resource allocation on lecturers' job performance in public universities in Kenya.

The summary of the study therefore was done based on the results received from both descriptive and inferential statistics on variables relating to topic as discussed in the specific objectives.

5.3.1 Influence of organizational politics in promotion process on lecturers job performance

The first objective of the study sought to determine the influence of perceived organizational politics in promotion process on lecturers' job performance in public universities in Kenya. Several statements were presented to the chair of the departments and the lecturer whose scores were analyzed. The study established that promotion process for some lecturers takes long with the majority of both lecturers at 74.5 percent and the chairs of the departments at 66.7 percent. This was attributed to lack of individual preparedness and not the influence of organizational politics. The study found that there were equal promotions opportunities for both male and female in the institution as indicated by the majority of both the lecturers 71.5 percent and the chairs of the departments 73.3 percent. It was established that promotion process of lecturers in the study area was transparent as indicated by the majority of both

the lecturers at 68.7 percent and the chairs of the department at 53.3 percent. The study found that there was no favoritism in promotion process as indicated by the majority of both the chairs of the departments (53.2%) and the lectures (68.5 %). The results in the first hypothesis tested indicated that the Chi-Square value (Pearson Value (χ^2) 19.759, df=24) has a p-value of 0.710 and p-value of 0.442 which is greater than the critical value at the level of significance of 0.05, indicating that promotion process has a significant relationship with lecturers' job performance. Therefore, the study found that organizational politics in promotion process had no influence on lecturers' job performance.

5.3.2 Influence of organizational politics in performance appraisal process on lecturers' job performance

In objective two, the researcher sought to determine the influence of organizational politics in performance appraisal process on lecturers' job performance in public universities in Kenya. The study established that lecturers in the study area did not receive feedback after their appraisal as reported by the majority of both the chairs of the departments 60 percent and the lectures 55.6 percent. It was also established that the performance appraisal results were not utilized as reported by the majority of the lecturers 60 percent and chairs of department 73.7 percent. However, organizational politics in performance appraisal process had no influence in the way lecturers performed their duties since the Chi-Square value on the 2nd hypothesis with a P- Value of 0.543 and P-Value of 0.80 was rejected indicating that

performance appraisal process has a significant association to lecturers' job performance.

5.3.3. Influence of organizational politics in organizational climate on lecturers' job performance

In the third objective of this study, the researcher sought to establish the influence of organizational politics in organizational climate on lecturers' job performance in public universities in Kenya. This study established that there was teamwork among the academic staff as reported by most of both the lecturers 40 percent and the chairs of the department 53.3 percent. The study found that lecturers were involved in setting of goals in the institution as indicated by the majority the chairs of the departments (53.3%). Majority of the lecturers 55.6 percent were of different opinion. However their perception was over ruled since only a representation of them participated in goal setting.

The study established that there were no cliques neither groupings that would hinder effective performance of lecturers. This was reported by the majority of both the chairs of the departments 53.3 percent and all the deans of faculties. It was also established that there are fair appointments of lecturers to administrative positions as observed by the majority of both the chairs of departments 60 percent and most of the lecturers (39%). The study further found that there is fair distribution of workload among the lecturer as reported by the majority of the chairs of the departments (53.3%) and the deans of faculties (66.6%). However, organizational politics in organizational climate had no influence on lecturers' job performance since the Chi-Square value on

the 3rd hypothesis (P-Value of 0.792 and P-Value of 0.598 which is greater than the critical level of significance 0.05) was rejected indicated that organizational climate has a significant association with lecturers' job performance.

5.3.4. Influence of organizational politics in workforce diversity on lecturers' job performance

In the fourth objective, there searcher sought to establish the influence of organizational politics in workforce diversity on lecturers' job performance in public universities in Kenya. The study found that there is no single community with majority of the academic staff in the institution as reported by the majority of both the lecturers 54.2 percent and chairs of the departments 53.3 percent. The study established that majority of the academic staff in top management positions were of one gender. This was indicated by the majority of both the chairs of the departments 53.3 percent and the lecturers 51.5 percent. This study further established that education background of the academic staff had no effect on supervision of students as reported by the majority of both chairs of the departments 60 percent and the lecturers 58 percent. The study established that organizational politics in workforce diversity had no influence on lecturers' job performance since the Pearson Chi-Square has a p-value of 0.559 and 0.583 which is greater than the critical level of significance 0.05 was rejected.

5.3.5. Influence of organizational politics in resource allocation on lecturers' job performance

The last objective of this study sought to establish the influence of organizational politics in resource allocation on lecturers' job performance in public universities in Kenya. The study found that there were adequate academic staff in the institution as reported by the majority of both the chairs of the department 60 percent and the lecturers 60 percent. It was found that space was scarce in the institution and that there was no favoritism in its allocation as reported by the majority of the chairs of departments 53.3 percent. However, this study established that organizational politics in resource allocation had no influence on lecturers' job performance since the Chi-Square Pearson Value (χ^2) has a p-value of 0.784 and 0.517 which is greater than the critical level of significance 0.05 was rejected.

5.4 Conclusion

The study revealed that there were no organizational politics in the promotion of the lecturers since the chi square value on the 1st hypothesis indicated that promotion process has a significant relationship to the lecturers' job performance. Therefore, the null hypothesis which states that was rejected it is concluded that the lecturers are satisfied in their job performance.

This study found that there were no perceived organizational politics in appraising of lecturers in the institution since the chi square value on the 2nd hypothesis indicated that performance appraisal process has a significant association to lecturers' job performance. Therefore, the lecturers were

contented with the way their performance was evaluated and in their performance.

The study found out that there were no organizational politics in the organizational climate since the chi-square value on 3rd hypothesis indicated that organizational climate has a significant associated to lecturers' job performance. Therefore, it is concluded that the lecturers are contented with their organizational climate and their job performance.

The study found no organizational politics in workforce diversity since the chi-square value in hypothesis four indicated that workforce diversity has a significant associated to the way lecturers perform their duty. Therefore, it is concluded that the lecturers are satisfied in their job performance

The study further found no organizational politics in the way institutional resources were allocated among the departments and faculties, since the chi square value on the 5th hypothesis indicated that resource allocation has a significant associated to the lecturers' job performance. Therefore, it can be concluded that the lecturers are contented with the allocation of resource and their performance.

5.5 Recommendation

In view of the research findings, the researcher makes the following recommendations:

- i. That the university Council to enhance fairness in the promotion process;

- ii. That the university council to adherence to established policies on provision of feedback in performance appraisal process and utilization of appraisal results so as to improve lecturers' performance.
- iii. That university Council and the Commission for University Education CUE to regularly review the performance appraisal tool in order to enhance lecturer performance.
- iv. That the university council to provide adequate resources to enhance working environment for effective lecturer performance.

5.5.1 Suggestions for further studies

- i. This study was limited to the influence of organizational politics on lecturers' job performance in public universities in Kenya, a case of the University of Nairobi. More research is needed to find out the influence of organizational politics on performance of other employees in public universities.
- ii. The area of study is located in the city or rather in the urban center, therefore, the results may vary if the study is done in institutions situated in the counties.
- iii. The study was limited to public universities in Kenya and more so at the University of Nairobi, a similar study to be conducted in private universities with different management systems in order to compare the findings.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

SR. PAULINE KEBENEI JELAGAT

THE UNIVERSITY OF NAIROBI,

**DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND
CURRICULUM STUDIES,**

P.O. BOX 92,

KIKUYU.

Dear Sir/Madam,

**REF: INFLUENCE OF ORGANIZATIONAL POLITICS ON
LECTURERS' JOB PERFORMANCE IN PUBLIC UNIVERSITIES IN
KENYA: A CASE OF THE UNIVERSITY OF NAIROBI**

I am a post graduate student at the University of Nairobi pursuing Doctor of Education Degree in Educational Management and Administration in the department of Educational Management, Policy and Curriculum Studies. I am currently undertaking my research on the above topic.

You have been randomly selected to participate in this study. I am humbly requesting for your support and participation in answering the questionnaire.

All information will only be used for academic purposes and your identity remains confidential. Your participation will assist in compiling data related to organizational politics and its influence on performance in public universities in Kenya.

Yours sincerely

Sr. Pauline Kebenei Jelagat

APPENDIX II

INTERVIEW GUIDE FOR DEANS OF FACULTIES

This interview guide tool aims at gathering in-depth information on the influence of organizational politics on lecturers' job performance in public universities in Kenya. You are kindly requested to answer the following questions as honestly as possible. Your opinion will only be used for the purpose of this study.

1. How fair is the promotion process of the academic staff in this institution?
2. How has promotion process influence performance of the academic staff in your faculty?
3. What would you suggest to be included in promotion criteria in the faculty /institution?
4. How are lecturers' performance appraisal results utilized in this institution?
5. What complaints do lecturers raise as far as their performance appraisal process is concern?
6. What impact do these challenges have on lecturers' job performance?
7. What would you suggest to be included in performance appraisal criteria in this institution?
8. How doe lecturers' differences in gender influence their performance in this faculty?
9. In what way does lecturers' differences in age influence their performance in this faculty?

10. In what way do lecturers' differences in education background and experiences influence their performance in students' thesis/projects supervision?
11. How inclusive is the composition of the academic staff in this faculty?
12. How fair is the allocation of research funds in this institution?
13. Kindly comment on the adequacy of the academic staff in this faculty?
14. Kindly comment on the availability of space in this faculty?

Thank you for your time

APPENDIX III

CHAIRS OF DEPARTMENTS' QUESTIONNAIRE

You have been randomly chosen to participate in this study. You are kindly requested to answer the following questions as honestly as possible to the best of your knowledge. The answers given will only be used for academic purpose.

Section A: Background information.

[Please tick against what you think is the most appropriate]

1.1 Indicate your gender: Male Female

1.2 Kind indicate the category of years you been teaching in this institution?

 a. 1-5 years b. 6-11years c. 12-17 years d. over 18 years

1.3 What is your current job designation? _____

a. Assistant Lecturer b. Lecturer c. Senior lecturer d. Associate professor e. Professor

Section B: Influence of organizational politics in promotion process on lecturers' job performance

2. Kindly indicate the level of your agreement to each of the statements provided on the influence of organizational politics in promotion process on lecturers' job performance. Key: **SA-strongly; Agree A- Agree; D- Disagree** and **SD- Strongly Disagree**

No	Statement	S	A	N	D	SD
.		A				
i.	Promotions of academic staff take long for some lecturers					

ii.	There are equal promotion opportunities for both male and female academic staff in this department					
iii.	In this institution promotion processes is transparent					
iv.	Patronage and favoritism rather than merit determines who gets a head in this institution					
v.	Sometimes promotions in this institution are based on ethnic considerations.					

3. How fair is promotion of academic staff in this institution?
4. How has promotion of the academic staff influence their performance in this department?
5. What will you suggest to be included in promotion criteria in this institution?

Section C: Influence of organizational politics in performance appraisal on lecturers' job performance

6. Kindly indicate your level of agreement to each of the statements provided on the influence of perceived organizational politics in performance appraisal process on lecturers' job performance. Key: **SA- strongly; Agree A- Agree; D- Disagree and SD- Strongly Disagree**

No	Statement	SA	A	UD	D	SD
.						
i.	All lecturers in this department routinely receive					

	feedback after appraisal					
ii.	In performance appraisal tool there are other standards that are not known to the lecturers					
iii.	So far there isn't any tangible utilization of performance appraisal results in this department					
iv.	In this department those who take credit are not always those who made the biggest contribution in performance					
v.	Weight distribution in performance appraisal tool favor performance in research and related activities than other performance					

7. How has performance appraisal influenced your performance of duty in this department?

8. What are some of the complaints raised by lecturers concerning performance appraisal process?

9. What will you suggest to be included in performance appraisal measures in this institution?

Section D: Influence of organizational politics in workforce diversity on lecturers' job performance

10. Kindly indicate your level of agreement to each of the statements provided on the influence of perceived organizational politics in workforce diversity on lecturers' job performance. Key: **SA-strongly; Agree A- Agree; D- Disagree and SD- Strongly Disagree**

No	Statement	S	A	U	D	S
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.		A		N		D
i.	No single community has more than one third representation in the university's academic staff.					
ii.	Majority of lecturers in top positions in this institution are of one gender.					
iii.	All young and inexperienced lecturers are mentored by their experienced colleagues in this department.”					
iv.	Lecturers' differences in experiences and academic background have no effect on supervision of students' thesis/project.					

11. How has gender differences influenced your performance of duty in this department?

12. How has differences in ethnic background influence your performance of duty in this department?

13. What is your perception of inclusivity among the academic staff in this institution?

Section E: Influence of organizational politics in organizational climate on lecturers' job performance

14. Kindly indicate your level of agreement to each of the statements provided on influence of perceived politics in organization climate on lecturers' job performance. Key: **SA-strongly; Agree A- Agree; D- Disagree and SD- Strongly Disagree**

No	Statement	SA	A	UN	D	SD
.						
i.	We embrace team work in our department					
ii.	The academic staff are involved in setting goals for the institution					
iii.	There are cliques or in-groups that hinder effective performance in this department.					
iv.	The appointments of lecturers to administrative positions are generally fair					
v.	There is support from the institutional management to ensure a conducive work environment					
vi.	There is fair distribution of workload among lecturers in this department					

15. What challenges do you encounter in your work environment?

16. What would you suggest to make this institution a better place to work in?

Section F: Influence of organizational politics in resource allocation on lecturers' job performance

17. Kindly indicate your level of agreement to each of the statements provided on the influence of perceived organizational politics in resource allocation on lecturers' job performance. Key: **SA-strongly; Agree A- Agree; D- Disagree** and **SD- Strongly Disagree**

No	Statement	SA	A	U	D	SD
.				N		

i.	There is fair distributing of research funding in the departments					
ii.	The university has adequate teaching staff					
iii.	The allocation of space (offices, consultation rooms, lecture theaters) in this department is unfairly done					
iv.	Any funds acquired by a particular department are centrally shared among all departments					

18. What complaints do the academic staff raise on resource allocation in this department?

- a) Finance allocation complaints?
- b) Facilities allocation complaints?
- c) Academic staffing adequacy complaints?

19. How have these complaint influenced your performance in the department?

Thank you for your time

APPENDIX IV

LECTURERS' QUESTIONNAIRE

You have been randomly chosen to participate in this study. You are kindly requested to answer the following questions as honestly as possible to the best of your knowledge. The answers given will only be used for academic purpose.

Section A: Background information.

[Please indicate the most appropriate]

- a. Kindly indicate your gender: Male Female
- b. Kindly indicate the category of year you have been teaching in this institution.
- a. 1-5 years b. 6-11years c. 12-17 years d. over 18 years
- e. What is your current job designation? _____
- a. Assistant lecturer b. Lecturer c. Senior lecture d. Associate professor g. Professor

Section B: influence of organizational politics in promotion process on lecturers' job performance

2. Kindly indicate the level of your agreement to each of the statements provided on the influence of perceived organizational politics in promotion process on lecturers' job performance. Key: **SA-strongly; Agree A- Agree; D- Disagree and SD- Strongly Disagree**

No	Statement	S	A	N	D	SD
.		A				

i.	Promotions of academic staff take long for some lecturers					
ii.	There are equal promotion opportunities for both male and female academic staff in this department					
iii.	In this institution promotion process is transparent					
iv.	Patronage and favoritism rather than merit determines who gets a head in this institution					
v.	Sometimes promotions in this institution are based on ethnic considerations.					

3. How fair is promotion of academic staff in this institution?

a. How has this influenced your performance in the department?

4. What will you suggest to be included in promotion criteria in this institution?

Section C: Influence of organizational politics in performance appraisal process on lecturers' job performance

5. Kindly indicate the level of your agreement to each of the statements provided on the influence of perceived organizational politics in performance appraisal process on lecturers' job performance. Key: **SA-strongly; Agree A-Agree; D- Disagree and SD- Strongly Disagree**

No	Statement	SA	A	U D		D	SD
i.	All lecturers in this department routinely receive						

	feedback after appraisal						
ii.	In performance appraisal tool there are other standards that are not known to lecturers						
iii.	So far there isn't any tangible utilization of performance appraisal results in this department						
iv.	In this department those who take credit are not always those who made the biggest contribution in performance						
v.	Weight distribution in performance appraisal tool favor performance in research and related activities than other performance						

6. How has performance appraisal process influenced your performance of duty in this department?
7. What are some of the challenges in relation to performance appraisal process that affect your effective performance in this department?
8. What will you suggest to be included in performance appraisal measures?

Section D: Influence of organizational politics in workforce diversity on lecturers' job performance

9. Kindly indicate the level of your agreement to each of the statements provided on the influence of performance organizational politics in workforce diversity on lecturers' job performance. Key: **SA-strongly; Agree A- Agree; D- Disagree and SD- Strongly Disagree**

No	Statement	S	A	U	D	S
----	-----------	---	---	---	---	---

.		A		N		D
i.	No single community has more than one third representation in the university's academic staff.					
ii.	Majority of lecturers in top management in this institution are of one gender					
iii.	All young and inexperienced lecturers are mentored by their experienced colleagues in this department."					
iv.	Lecturers' differences in academic background have no effect on supervision of students' thesis/project.					

10. How has gender differences influenced your performance of duty as a lecturer in this department?

11. How has differences in ethnic background influence your performance of duty as a lecturer in this department?

12. What is your perception of inclusivity among the academic staff in this institution?

Section E: Influence of organizational politics in organizational climate on lecturers' job performance

13. Kindly indicate the level of your agreement to each of the statements provided on the influence of perceived organizational politics in organizational climate on lecturers' job performance. Key: **SA- strongly; Agree A- Agree; D- Disagree and SD- Strongly Disagree**

No.	Statement	SA	A	UD	D	SD
i.	We embrace teamwork in our department					
ii.	The academic staff are involved in setting goals for the institution					
iii.	There are cliques or in-groups that hinder effectiveness in performance in this department.					
iv.	The appointments of lecturers to administrative positions are generally fair.					
v.	There is support from the institutional management to ensure a conducive work environment.					
v.	There is fairness in distribution of workload in this department					

14. What challenges do you encounter in your work environment?

15. What would you suggest to make this institution a better place to work?

Section F: Influence of organizational politics in resource allocation on lecturers' job performance

16. Kindly indicate the level of your agreement to each of the statements provided on the influence of Perceived organizational politics in resource allocation on lecturers' job performance. Key: **SA-strongly; Agree A- Agree; D- Disagree** and **SD- Strongly Disagree**

No	Statement	SA	A	UD		D	SD
.							
i.	There is fair distributing of research funding in the						

	departments						
ii.	The university has adequate teaching staff						
iii.	The allocation of space (offices, consultation rooms, lecture theaters) in this department is unfairly done						
iv.	Any funds acquired by a particular department are centrally shared among all departments						

17. What complaints are raised by lecturers on resource allocation in this department?

- d) Finance allocation complaints?
- e) Facilities allocation complaints?
- f) Academic staffing adequacy complaints?

18. How have these complaints influenced your performance in the department?

Thanks for your participation

APPENDIX V

STUDENTS' FOCUS GROUP DISCUSSION GUIDE

The purpose of this Focus Group Discussion guide is to gather information on the influence of organizational politics on lecturers' job performance

Date _____ Faculty _____ Department: _____

Group: Masters students: Male [] Female: []

PhD students: Male [] Female []

Number of participants in the FGD: []

1. Kindly comment on how lecturers perform their duties in terms of teaching and supervision of your project/thesis.
2. Do lecturers sometimes miss to attend lessons in your area of study?
 - a. If Yes, what could be the reason?
 - b. How has this impacted on your achievements?
3. Have you experienced lecturers' differences in supervision of your thesis?
 - a. If Yes, what could be the basis of their differences?
 - b. What impact do their differences have in completion of your work?
4. In most cases where do you meet your supervisors for consultations in your thesis development?
5. Kindly comment on lecturers' work environment in terms of availability and suitability of consultation offices?

APPENDIX VI

DOCUMENT ANALYSIS

The researcher scrutinized the following records at the University of Nairobi:

1. Promotion and appointment policy documents

To get the number of applicant, shortlisted and promoted

2. Performance appraisal documents

To get the awards in every standards and feedback reports

3. Resource allocation documents

To get the requisition details of resources

4. Gender policy document

To check the composition of the academic staff

5. UON current (2023) profile

To get the general information of the institution, the faculties, departments, the programmes offered, the motto, the mission, values, teaching and research reputation.

6. UON strategic plans (2013-2018 and 2018-2023)

To get the information on general weakness and in the institution which was necessary for this study.

7. UON staffing records (2023)

To get information on the institution's current statistics of the academic staff in the faculties/departments which was necessary in obtaining the sample size in this study.

8. UON post graduate student enrolment records (masters and PhD)

To get information on number of post graduate students in each department/faculty essential for this study

9. CUE Reports.

To get information on the challenges affecting the institution that was crucial to this study.

10. KENBS report (2020-2023)

To verify the institution's statistics on staffing and students enrolments.

11. NCIC document

To check the compliance of the policy in workforce diversity

12. UASU complain reports.

To obtain information on the complaints/ grievances raised by the lecturers that was crucial for this study.

13. Webometric ranking analysis report (2023).

To get the latest ranking analysis that was crucial in analysis of lecturers' performance appraisal in this study.

APPENDIX VII

AUTHORIZATION LETTER



UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
(Research, Innovation & Enterprise)

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UON/RPE/3/5/

February 19, 2020

Sr. Pauline Kebenei
P.O. Box 136-30300
Kapsabet

Dear Sr. Pauline

PERMISSION TO COLLECT DATA

I refer to your request to collect data at the University of Nairobi, towards your PhD Degree thesis entitled: *"Influence of Perceived Organizational Politics on Lecturers' Job Performance at Public Universities. A Case of University of Nairobi"*.

I write to inform you that your request has been approved. By a copy of this letter, College Principals and Director, ODEL, University of Nairobi are requested to assist you.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your research findings with the Director, Library & Information Services on completion of your study.

MADARA OGOT
DEPUTY VICE-CHANCELLOR
(RESEARCH, INNOVATION AND ENTERPRISE)
AND
PROFESSOR OF MECHANICAL ENGINEERING

Copy to: Director, Library and Information Services
College Principals
Director, ODEL

/jwn



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APPENDIX VIII

RESEARCH PERMIT



REPUBLIC OF KENYA



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Date of Issue: 18/February/2020

RESEARCH LICENSE



This is to Certify that Sr.. **KEBENEI JELAGAT PAULINE** of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: **INFLUENCE OF PERCEIVED ORGANIZATIONAL POLITICS ON LECTURERS' JOB PERFORMANCE AT PUBLIC UNIVERSITIES IN KENYA. A CASE OF THE UNIVERSITY OF NAIROBI** for the period ending : 18/February/2021.

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