ASSESSMENT OF INSTITUTIONAL FACTORS AFFECTING EMPLOYEE PERFORMANCE IN SELECTED UNIVERSITIES IN KENYA.

BY

JERUSHA KANANU KOBIA

A DISSERTATION SUBMITTED TO FACULTY OF BUSINESS, COMPUTER SCIENCE AND COMMUNICATION STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER OF BUSINESS ADMINISTRATION (STRATEGIC LEADERSHIP AND MANAGEMENT) OF ST. PAUL'S UNIVERSITY

AUGUST, 2017

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REG. NO: MBA/NRB/2852/16

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DECLARATION

This dissertation is my original work and has not been presented for a degree or other award in any other University. No part of this dissertation should be reproduced without authority of the author or/and of St. Paul's University.

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SUPRERVISORS' DECLARATION

We confirm that the work reported in this dissertation was carried out by the student under our supervision. This dissertation has been submitted with our approval as university supervisors.

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DEDICATION

This Dissertation is dedicated to my husband Abraham Kobia and my children Kenneth Kobia and Derrick Kobia for their support and encouragement throughout the dissertation writing period.

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I would like to thank the Almighty God for his guidance, wisdom and strength throughout this dissertation. I would like to appreciate my family for their unconditional moral support and encouragement. I specifically extend my sincere gratitude to my supervisors Dr. Julius Kahuthia Mwangi (Ph.D) and Dr. Godfrey Muigai Kinyua (Ph.D) for their continuous, support, motivation, immense knowledge, advice and guidance throughout. Finally, I would like to acknowledge St. Paul's University for granting me the opportunity to carry out this Dissertation.

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ABSTRACT

Employee performance is one of the most essential and critical aspects in an organisation. The current trend of intense competition in businesses that result from factors such as globalization, increasing consumer awareness and technological advancements affect the overall organization performance. Employee performance is beyond just the satisfaction gained from employment arrangement and simple allegiance to the employer. This study therefore sought to interrogate the issues facing the performance of employees among selected universities in Kenya. The specific objectives were to establish the effect of motivation on the performance of employees among selected universities in Kenya, to determine the effect of organizational culture and employee training on the performance of employees among selected universities in Kenya. The study was anchored on the hierarchy of needs theory, scientific management theory, learning organization theory and Herzberg two factor theory. The study adopted explanatory and cross-sectional research design which sought to establish causal relationship between variables. The data was collected through semi-structured questionnaires. The study population comprised of 135 from which a sample of 57 employees were selected. Validity of the questionnaire was established through literature review and seeking opinion from professionals and experts in the field of investigation. Reliability of the questionnaire was determined using Cronbach's alpha co-efficient of 0.7 and the questionnaire was found to be internally consistent based on the 0.762 which met threshold of Cronbach's alpha coefficient of 0.7. The data was analyzed and presented in form of tables, charts and graphs for easy understanding of the results. The major findings of the study established that motivation, organization culture and employee training have a positive and significant effect on employee performance. The study concluded that the organization should treat the key motivating factors with a caring manner in order to motivate the employees for improved performance. The culture of work efficiency, employees' development, recognition and rewarding hard work to be given priority and also equipping employees with more skills and knowledge of their areas of specialization alongside with refreshing of their skills through refresher courses. The study recommended motivation, organizational culture and employee training to be keenly observed by the universities' management as they influence employee performance and contributes immensely to the overall organization performance. Annual reviews of employee development should be done to ensure that organization is committed towards its employees in terms of employee training needs. The study recommends that organization should allocate funds that are geared towards improving employees' welfare and as a result employee performance improves.

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ACRONYMS AND ABREVIATIONS

ANOVA Analysis of Variance

EAPs Employee Assistance Programs

SPSS Statistical Package for Social Sciences

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DEFINITION OF TERMS

Employee performance: How well an employee accomplishes a given task in an organization as measured against quality, fair standards of satisfaction and transparency (Hose, 2011).

Employee training: Refers to the process of developing employee knowledge, skills and capabilities through developing effective programs that enhances employee ask performance (Meyer & Allen, 1991).

Motivation: Influences that account for the initiation, direction, intensity and resistance of behavior by employees (Bernstein, 2008).

Organizational culture: It is a system of shared assumptions, values, and beliefs, which governs how people behave in organizations. These shared values have a strong influence on the people in the organization and dictate how they dress, act, and perform their jobs.

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CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Getting maximum commitment and performance from employees has remained a major challenge facing managers in organizations worldwide. According to Bartlett (2012), this challenge is as a result of employee's satisfaction being derived from a variety of things from their jobs besides their pay and fringe benefits. Loyalty and commitment by an employee to the firm depends upon the extent to which their employer satisfies these wants. Factors affecting employee performance has been researched over the years which has generated various views and theories (Chacha, 2013). From the researches, it also concluded that there is no standard definition and measure of employee performance since what constitutes performance differs among different firms and sectors.

The concept of employee motivation and performance has been reviewed theoretically by various scholars for instance Herzberg through the Herzberg two factor theory which suggests that job factors are categorized into two; motivation factors which relate to the job itself and the hygiene factors also referred to as maintenance factors which include factors that are external and do not relate to the persons work (Herzberg, 1968). Abraham Maslow (1970) in his Hierarchy of Needs theory suggests five needs which if not met affects the satisfaction hence performance of employees in one way or another. But when they are met, they motivate employee to perform better due to raised level of employee satisfaction. These factors include; basic, security, affiliation, esteem, and self-actualization. This suggests that different scholars suggest different factors to determining employee performance thus this area of knowledge is subject to more research.

The administration department is the backbone in a firm while effective administration staffs are their assets (Mishra, 2014). The major function performed by administration staff is to link the departments in the firm and make sure the information flows smoothly between them. Thus when a firm lacks an effective administration, it will not operate professionally and smoothly. Although the administration staff roles are dependent on the company, common roles of an

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administrator include; overseeing and ensuring that all departments in an organization perform efficiently; acting as a connecting link between the senior management and the employees; providing motivation to the employees, Making the rules and regulations and applying these rules in an organization and ensure they achieve the objectives set by the organization (Mishra, 2014). This crucial tasks played by administration staffs call for firms to understand the factors that affect their performance so that they can improve on them to enhance their performance.

1.1.1 Employee Performance

Employee performance is how well an employee accomplishes a given task in an organization as measured against quality, fair standards of satisfaction and transparency (Hose, 2011). While Nelson and Quick (2000) define it as a task or tasks accomplished by an individual employee at a given time. Kirkpatrick (2006) on the other hand define employee performance as the total effect of individual employee output. Employee performance results from their engagement to their work. Engagement to work involves working with high commitment and passion for their work. Employee performance also involves the willingness by employees to invest themselves and expand their discretionary efforts to assist the employer to achieve the set goals. Employee performance is beyond just the satisfaction gained from employment arrangement and simple allegiance to the employer (Macey & Schnieder, 2008) as cited by Jankingthong and Rurkkhum (2012).

Researchers and other famous work such as Hawthorne studies suggest that employee performance is to a great extent determined by their satisfaction (Elnaga & Imran, 2013). Poor performance hence employees' turnover is likely to rise if employees are not satisfied with their job. According to Kinicki and Kreitner (2007), as cited by Elnaga and Imran (2013), happy and satisfied employees perform better thus the management find it easy to motivate them to attain the organizations objectives and goals than those who are not satisfied. Training is said to enhance employee performance. The workers are only satisfied when they see themselves competent enough to attend to organizational duties, which are enhanced through quality training programs.

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Many organizations and even researchers look at employee performance in terms of the outcomes. Others such as Armstrong (2000) look at employee performance in terms of the behavior of the employees. Other researchers suggest that employee performance should be measured according to the organizations set standards. However, there are several measures are taken into consideration by the organization when measuring employee performance for instance; quality, efficiency, effectiveness, productivity and the profitability of the employees (Nassazi, 2013). Employee effectiveness is the employee's ability to meet the desired goals and objectives while employee efficiency is the employee's ability to produce desired results using minimal resources. Profitability is the employee ability to earn the firm profits (Wood & Stangster, 2002), while productivity is the ratio of output in relation to input thus measures the rate at which the firm converts the input into output. Employee performance is said to be higher among happy, motivated and satisfied employees who will give the management an easy time focus on attaining the set objectives and targets (Kinicki & Kreitner, 2007).

1.1.2 Factors Affecting Employee Performance

There are various factors that affect employee performance. Different scholars suggest different factors for instance; Herzberg's two factor theory suggests that employee performance is affected by factors which are categorized into two; hygiene and motivation factors. Motivation factors are factors such as; advancement, achievement, recognition, responsibility, growth opportunities while hygiene are factors such as; salaries, quality of supervisors, working conditions, job security, status of the employee and company policies (Herzberg, 1968). Organizational commitment also affects employee performance to a great extent. According to Root (2013), workers who feel that the firm has made some commitment towards them tend to perform better than those that feel that the firm doesn't care about their welfare. The firm's commitment is measured by offering better pay and benefits, developing regular training schedule's, offering assistance in employee further studies, upgrading firm equipment and also technology. Company employees show commitment in return for the firm's commitment.

Other studies suggested different factors that affect employee performance for instance; Nassazi (2013) suggested that employee training affected the performance of

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employees in the telecommunication industry in Uganda. Chinomnso (2014) also found that employee training affected the performance of employees in Nigeria. Oduma and Were (2014) found that employees performance in Kenya is affected by factors such as employee orientation, job advancements, mentorship and training. Mullins (2010) however suggests that employee performance is affected by motivation. Peel (2005) suggested that employee performance is affected by factors such as employee mentoring and coaching. Common factors suggested by researchers are; employee motivation, organizational culture and employee training.

Motivation is an inner drive that pushes an employee to do more thus a motivated employee is perform better and better. Motivation is also defined as a psychological process that causes the inner drive, direction, and persistence of performing voluntary actions which are mostly goal directed (Kreitner & Kinicki, 2006). Organizations and research have come to notice the role that motivation play in enhancing the performance of employees. Employees being the real assets of the organization, are able to perform their duties with dedication, loyalty, honor when they are motivated (Asim, 2013). According to Saeed and Asghar (2012), motivation transforms the organization's human resources into action through improving the level of efficiency in employees which helps in attaining organizational goals.

Organizational culture is brought forward by various researchers as a factor that affects employee performance. Organizational culture refers to a mixture of beliefs, values, communications and explanations of behavior that employee hold at work place (Awadh & Saad, 2013). Since organizational culture affects various aspects of the organization, organizations should develop cultures that could support a continuous improvement in the employee performance (Ojo, 2009). This implies that the organization should develops a culture that will enable its employees to identify themselves with the norms, values and beliefs of the organization. Organizational culture has been established to affect the performance of employees hence the success of the firm by various researches such as Hellriegel and Slocum (2009); Cascio (2006) and Sackman and Bertelsman (2006).

Training of employees is also suggested to affect the performance of employees. Literature has suggested a positive relationship between training and employee performance. According to Sultana, Irum, Ahmed and Mehmood (2012), firms have

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adopted employee training and development as a strategy that enhances the firm's competitive advantage that helps the firm survive the hash competition in the business market. However other scholars suggest that success of training requires the organization to critically analyze the factors that affect employees directly and also that training programs must be evaluated to be sure that they are successfully designed to impart required skills and knowledge required by the firm.

1.1.3 University Education in Kenya

In Kenya, university education started in 1963. According to Weidman (1995), university education started with the enrolment of 571 students in Nairobi University College. According to Wanzala (2016), majority of the universities were awarded charters in 2015-2016 after the request by the education commission. The commission suggested if there could be a way where they could combine the award of the charters to all new universities to be at a central place to save time and resources. Public universities increased from 22 in 2014 to 23 in 2015. As of 2016, there were more than 70 fully fledged private and public universities. The high rate with which the universities are established is attributed to the establishment of more constituency colleges and the expansion of the universities' infrastructure (Wanzala, 2016).

Universities in Kenya are collaborating with other institutions and industries to enhance performance. Some of the collaborations involve partnering with other local and their foreign counterparts (Muchiri, 2010). The partnership is mostly one way in which Kenyan universities receive equipment, books, grants for development and trainings. The foreign institutions on the other hand are offered a chance of spending some time in local universities to visit lecturers or researchers. Some of the challenges witnessed in the sector are lack of resources to expand, strikes by university staff both teaching and non-teaching and recently tribalism. Oduma and Were (2014) suggested that majority of Public Universities staff both teaching and non-teaching have undergone training but have remained stagnant in their positions with low chances of career advancement. The researchers also found that in Public Universities, there is a level where employees find it difficult to grow upwards. The institutions need employees who perform their duties well.

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1.2 Statement of the Problem

The concept of employee performance has recently received much attention by both businesses and scholarly research due to among others the current trend of intense competition in businesses that result from factors such as globalization, increasing consumer awareness and technological advancements (Sonnentag, Volmer & Spychala, 2008). The understanding of employee performance and the factors that affect it, is thus crucial for firms to survive.

Employees of Kenyan universities are thus faced with immense problems like lack of house allowance, hard work recognition, rewarding, and uncontrollable situations due to a growing number of issues such as unsettled employee benefits like medical covers and salary increments among others that have remained unresolved. A study by Oduma and Were (2014) established that the performance of employees at Kenyatta University is affected by career development. Reduced employee performance is one of the biggest challenges faced by many organizations today. According to (Kongkiti 2013); little can be done without the employees' commitment to their daily activities. For this to be realized and achieved, the employees must be motivated and rewarded well for them to give their best. The universities management do not realize these silent crises until they get overboard and too late to deal with. This make the assessment of the factors affecting the employee performance a unique component of review in this study.

The uniqueness of the concept of this study arises from the fact that employees are expected by their organizations to perform their duties excellently with minimal or no interruption, to achieve organizational goals which in turn ensures the survival of the firm. The management of the firms has even put in place performance management process that would ensure the employees perform as expected or even supersede the expectations (Armstrong 2010). But this is however not the case in many organizations. Employees in many organizations lack commitment to perform and sometimes get disappointed with their work. They are often on strike for various reasons (Otieno & muthoni, 2014).

Organizations' employees are vital especially when the firm wants to achieve their ultimate goal of making profit. In today's competitive business environment,

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successful firms irrespective of their size need employees that perform their work effectively and also have the necessary knowledge and skills to enhance the firm's performance (Oduma & Were, 2014). Poorly performing employees are not likely to go an extra mile to maintain the firm's stability, which makes the firm perform poorly and even close business (Lauby, 2007). This makes it thus important for the firms to review the performance of their employees since the survival of the firm may depend on them.

Several scholars have reviewed employee performance among various institutions. Kongkiti (2013) suggested that administrative staffs in Kenyan universities are faced with challenges that affect their productivity and since the challenges are not addressed quickly, the workers are forced to down their tools to demand for the government to resolve them. This has over time left a gap between the ideal situation and the status quo of the conditions of the administrative staff of Kenyan universities. Other scholars that have reviewed this topic include; Ghafoor, Furqan and Aslam (2011); Agba and Ushie (2010); Jankingthong and Rurkkhum (2012); Chacha (2013) and Arinanye (2015). These scholars however, have based their studies on other contexts other than the administration staff in the universities. For instance Jankingthong and Rurkkhum (2012); Chacha (2013) based their studies on other sectors such as manufacturing and health. Others based their studies on other countries other than Kenya for instance, Agba and Ushie (2010) based their study on Nigerian firms. Moreover, different scholars suggest different factors as affecting employee performance with no set of factors that are common to all scholars. This study was carried out to fill this gap through answering the question, what are the factors that affect the performance of employees among selected universities in Kenya?

1.3 Research Objectives

1.3.1 General Objective

To assessed institutional factors affecting the performance of employees among selected universities in Kenya.

1.3.2 Specific Objective

The specific objectives of this study were as follows:

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i. To establish the effect of motivation on the performance of employees among selected universities in Kenya.
ii. To determine the effect of organizational culture on the performance of employees among selected universities in Kenya.
iii. To determine the effect of employee training on the performance of employees among selected universities in Kenya.

1.4 Research Questions

The study sought to answer the following questions:

i. What is the effect of motivation on the performance of employees among selected universities in Kenya?
ii. How does organizational culture affect the performance of employees among selected universities in Kenya?
iii. How does employee training affect the performance of employees among selected universities in Kenya?

1.5 Scope of the Study

The study focuses on assessing institutional factors affecting employees' performance of selected universities in Kenya. The universities studied were Kenya Methodist University, Kiriri Women's University of Science and Technology, Jomo Kenyatta University of Agriculture and Technology and Technical University of Kenya. In this study, institutional factors comprised of motivation, organizational culture and employee training. Data was collected from employees of the selected universities in the month of May, 2017.

1.6 Significance of the Study

The study established that motivation has a positive and significant effect on the performance of employees among selected universities in Kenya. The study found out that the key motivating factors which should be treated in a caring and considerate manner were conducive working environment, meritorious promotion, positive recognition and adequate job security.

It is established that organizational culture has a positive and significant effect on the performance of the employees among selected universities in Kenya. The study also

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found out that the culture of work efficiency, customer focus, employee development; recognition and rewarding hard work have the greatest influence on the performance of employees of selected universities in Kenya employee training also was found to have a positive and significant effect on the performance of the employees among selected universities in Kenya. The study also established that that the key aspects of employee training that affects employee performance are Equipping them with more skills and knowledge of their work; guidance and support on their area of specialization and refreshing of their skills through refresher courses on the areas that are not very clear.

The above study findings are of importance to several parties, for instance, the government and other regulators in the labour industry, the labour unions, universities both public and private and other organizations that are interested in assessing the performance of their employees, the researchers and academicians. Through the findings of this study, the Government through its relevant Ministries will formulate and implement policies that promote fair work environment for optimal employee performance. The government and other policy makers could use the findings of this research paper to design and implement policies that are meant to protect the employees from exploitation by the organization and also ensure that employees are catered for well by their organizations. The government will also use the findings of this study to manage their own employees.

This study could also be of value to the labour unions in the country to enlighten them on the factors that affect the performance of their members at their work place thus ensuring that, the organizations caters for them for the wellbeing of the employees. Through the findings of this study, the trade unions could learn ways of improving the working conditions of their members by understanding what parameters to bargain on.

The findings can also be useful to both public and private universities and also other institutions that are interested in enhancing employees' performance, as they can use the new knowledge acquired from this study to identify factors affecting the performance of their employees and put in place measures that will enhance their performance. The study would be of great importance to other researchers and academicians who seek to understand and learn more on the factors that affect the performance of employees across universities in Kenya. The study would first act as

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empirical source of literature in guiding their studies besides suggesting areas where they can conduct further research.

1.7 Limitations of the Study

Some of the respondents' approached failed to co-operate in availing information fearing that it maybe be used to victimize them. The researcher explained the nature of the study and its intended purpose of academic undertaking. Further, the researcher carried an introduction letter from St. Paul's University.

Some of the respondents were fearing to fill in the questionnaires fearing that the information they give might be used to expose them. The researcher assured the respondents of confidentiality and utmost privacy. The researcher ensured that the questionnaire doesn't collect any personal information that may breach the respondent's confidentiality.

Further, some of the respondents were having busy working schedules in their work stations. This derailed the whole process of collecting data. In order to acquire sufficient data, the researcher made regular follow-ups to remind the respondents of the urgency of the data.

Some respondents had mixed personal issues and bad attitude in the sense that they did not even want to listen or give the researcher a chance to explain what was intended. This attitude was mostly found with the gate guards who deny access to the premises, receptionist and secretaries. The researcher had to create a very good rapport with them without mentioning the visit intentions until audience was given and then requested to be given a chance to see the relevant people.

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CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature that formed the basis of this study. Literature related to the study is reviewed with the aim of identifying gaps. Theoretical and empirical literature was reviewed through evaluation of the various theories and empirical studies on the institutional factors affecting the performance of the company's employees.

2.2 Theoretical Review

Work management is a topic that has been reviewed for long by different scholars. Studies such as Hawthorne Studies that were conducted in 1920s to establish the factors that helped improve employee performance and even identify the importance of employee performance to a firm. Other literature for instance the Contingency Approach suggest there being no optimal factor that can be used to enhance employee performance but all depend on other factors such as organization culture, employee gender, age and job level of employee. Theories that inform the study's findings include; Herzberg Two Factor theory, Hierarchy of Needs theory and the Taylors Scientific Management theory.

2.2.1 Herzberg Two Factor Theory

Herzberg Two Factor theory also known as Herzberg's motivational theory was developed by Herzberg, in 1959. This theory is also referred by other terms such as Herzberg's motivation-hygiene theory and also Herzberg's dual-factor theory. Herzberg Two Factor theory is based on data collected from interview of 203 accountants and engineers in different firms. The interviews involved asking the workers to describe their work citations, where they felt so happy and when they felt so unhappy. According to the theory, here are two sets of factors in an organization; some of them cause job satisfaction at the workplace while the other set of factors cause dissatisfaction. Motivation factors relate to the job itself while the hygiene factors also maintenance factors include factors that are external and do not relate to the persons work (Herzberg, 1968). This is based on the principle of satisfiers and dissatisfies which suggests there being factors that stimulate workers to enhance their

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efforts and those that do not. The satisfaction and job dissatisfaction factors act independent of each other (Herzberg, Mausner & Snyderman, 1959).

Herzberg proposed a two-factor model of motivation, where availability of one set of incentives made workers satisfied at work, while other set of job characteristics lead to job dissatisfaction. This implies that satisfaction and dissatisfaction are independent phenomena thus to motivate employees, managers must identify and take care of both sets of characteristics (Herzberg et al., 1959). Herzberg further argues that there is set of intrinsic job conditions which exist in every business firm that enhance employee performance through building their levels of motivation thus orchestrating them to perform at their maximum. The factors and arise from fundamental conditions of the job.

According to Herzberg et al (1959) factors that enhance employee satisfaction are referred to as satisfiers and include factors such as; work, employee responsibility, their achievements, job advancement, their individual growth and development and employee recognition. Hygiene factors on the other hand are also known as dissatisfies and include factors such as; company policies, salaries and fringe benefits, job security, supervisor behaviors, working conditions and employee status. According to Herzberg (1959), these factors are not general to all companies but vary from to the other. This theory is criticized on the basis that the theory assumes that happy employees produce more. The theory is as criticized on the account that it does not consider employee traits which could provide different responses to a hygiene or motivator factor (Leadership-central.com/2016). This theory is however relevant to this study in that it suggests that employee's performance is affected by various factors which this study sort to find out. This theory was crucial to this study in that it helped the researcher establish key factors of motivating employees among motivation and hygiene factors. This theory anchors motivation variable.

2.2.2 The Learning Theory

The learning theory was developed by Peter Senge (1990) in his work "the art and practice of the learning organization". In his learning theory, Senge (1990) took a systematic point of view in describing the learning organization and defined five disciplines, which he deem essential in forming a learning organization. First is the

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Personal Mastery discipline which involves developing our own personality. Second includes Mental Models discipline which involves deep engrained assumptions, which are said to have a high impact on how we act and how we perceive our environment. Third involves Shared Vision discipline which involves the ability to create a common image of the future of the organization. Fourth includes Team-Learning discipline which is all about engaging in real corporate thinking and dialog. Then five is Systems Thinking which involves renunciation of the linear cause-effective thinking (Senge2008).

According to Senge (1990), some organizations use learning to enhance their workers performance more than others. Learning organizations are able to discover different ways of tapping people's commitment and capacity to learn at all levels. This enhances people's capacity to continually expand their ability to create the results they truly desire.

Different firms try different strategies, processes and systems to acquire knowledge, share learning and turn it into the capacity to learn for change, re-learn and continually improve. The learning theory has not been modified since development in 1990. This theory is relevant to this study for its proposition that learning enhances employee performance which makes learning organizations able to discover different ways of tapping people's commitment and capacity which enhances their performance. This theory anchors the organizational culture variable

2.2.3 Scientific Management Theory

The Scientific Management theory was developed from the work of Fredrick Tailor in 1909. Frederick Taylor is one of the earliest of the theorists whose work has helped in enhancing the understanding of managerial practices. Taylor and his associates were the first scholars to study the work process scientifically. They studied how work was performed, and also how this affected employee productivity. Taylor's mostly concentrated on the belief optimizing the way the work was done, is better and more efficient than that making employees work harder. This thus implies that optimizing and simplifying jobs increases employee productivity. Taylor also proposed the idea that manager and employees need to cooperate with one another to enhance efficiency in the organization.

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According to Kanigel (1997), the Scientific Management theory is based on Taylor's four principles which are; replace working by simple habits and common sense by making use of scientific method to study work and establish the most efficient way to perform specific tasks; match workers to their tasks based on capability and motivation rather assigning them to any job and also train them to work efficiently; the manager should also monitor worker performance and also allocate work to managers and other workers to ensure that managers spend most of their time planning and training which allows the workers to perform their tasks efficiently.

Taylor's theory is criticized on the account that some scholars such as Stephen Waring, suggest that despite its popularity, it is very controversial since it views workers as machines thus overworking them which in turn result to hostility in the work place (Drury, 1915). As a result employees formed unions, went on strikes to protest against control issues and also claimed pay rise. This also brought about the class conflict which Taylorism was initially meant to prevent (Waring, 1991). This theory is however relevant to this study in that it suggests that employee performance is affected by work thus improving work environment while enhancing employee performance. This study sort to find out if this is true and to what extent it is applicable. This theory anchors employee training.

2.2.4 Hierarchy of Needs Theory

The Hierarchy of Needs theory in psychology was developed by Abraham Maslow (1943). This theory was developed to understand what motivates people to do what they do. Maslow's theory comprises of five tier model of human needs which are often put in hierarchical levels in a pyramid. According to Maslow (1943), in a firm people are motivated to achieve certain needs which precede each other according to the people's preferences. When the five human needs are not met, it will affect the satisfaction hence performance of employees in a way which will also affect the performance of the firm. But when the firm ensures that the needs are met, they motivate employees to perform better due to raised level of employee satisfaction. These factors include; basic, security, affiliation, esteem, and self-actualization.

According to Maslow, workers possess a set of motivational systems that are not related to rewards or unconscious desires as many people think. He further suggests

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that works are motivated to achieve certain needs and some needs take precedence over the other. These needs are divided into five levels with the first four representing deficiency needs while the fifth level represents growth needs (MacLeod, 2007). The deficiency needs are said to motivate the employees mostly when they are not met and the need to fulfill them becomes stronger as they remain unmet. Growth needs on the other hand may become stronger as they engage. Once the growth needs are satisfied, the employee reaches the self-actualization level. Life experience is said to cause employees to fluctuate between the levels. Self-actualization needs: achieving ones full potential, esteem needs; prestige and feeling of accomplishment, belongingness and love needs; intimate relationships and having friends, safety needs, security and safety, physical needs, food, water, clothing and shelter (McLeod, 2016).

In 1970s, this theory was later expanded to include; Cognitive and Aesthetic needs and then transcendence needs which makes it now an eighth stage model and not the previous five stage model. Up to today, the theory is relevant for understanding work place motivation, training and personal development. This theory is criticized on the account that it is based biographic approach which is extremely subjective as it is based solely on the researches opinion which is mostly bias. This theory is also criticized on the basis of population validity of its findings. This theory is also criticized for its simplicity which tends to limit the appreciation of the theory's vision and humanity which is still relevant and penetrating. It is also difficult to empirically test the concept to establish causal relationships (MacLeod, 2007). It is however relevant to this study in that it suggests that employee performance is affected by various needs that this study was finding out. This theory anchors employee performance.

2.3 Empirical Review

The empirical review is based on the factors that affect employee performance. These include factors such as motivation, organizational culture and employee training.

Studies such as Gitman and McDaniel (2009), Werner and Desimone (2009) and Mullins (2010) have found motivation to be a very crucial factor in determining employee performance. The studies are however based on other contexts. This study was to determine whether employee motivation affects performance through

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reviewing the relationship between motivation both intrinsic and extrinsic and employee performance. Different scholars such as Hellriegel and Slocum (2009), Mohammad *et al*. (2013) Agwu (2014) Arinanye (2015) have established that organizational culture affects firm performance. This study was to establish whether the cultures of the universities affect the performance of their employees through reviewing the focus of the organizations, work efficiency and whether the organizations encourage team work.

Training has been found to affect employee performance by various scholars such as Ghafoor, Furqan and Aslam (2011), Nassazi (2013), Chinomnso (2014) and Asfaw, Argaw and Bayissa (2015). This study was however to establish whether the universities train their employees and the approaches used in training in the universities and if the training affects the performance of the employees. The performance of the university staff has been in the limelight recently with the education cabinet secretary suggesting that some of the staff members are lazy and that the sectors should introduce joint exams to root out lazy lecturers. This study examined the performance of employees in selected universities in light of factors such as motivation, organizational culture and employee training.

2.3.1 Performance of employees

The levels of the performance by employees affect the overall firm's return to investment. It is only through enhanced employees' performance that improved firm performance is achieved (Armstrong, 2009) as cited by Mukwa (2014). This is the reason as to why many firms look for ways to enhance employee commitment hence effectiveness. However, factors such as the general dynamics of environment, rapid changes in technology, organizational and individual cultures differences and the complex nature of the business environment makes it challenging for firms to enhance the performance of their employees. This thus calls for managers to put in place the right motivators such as reward systems and right work environment that would guarantee maximum employee efforts.

Employee performance is measured through various means. Employee output has been one of the oldest ways of measuring employees' performance and involves assessing the net impact of tasks accomplished by the employees on firm effectiveness

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(Ogaboh *et al*., 2013). This also involves productivity assessment of each unit in any firm which makes it easy for the management to find out and address factors that affect employees' commitment hence effectiveness. The level of productivity of each unit is then compared to the firm set goals which then provide a way through which employee performance is assessed. Another approach of that is vital for measuring employee performance is goal setting and management by objective. Goal setting is either at individual or organizational levels and when these goals are attained, it gives a rough idea of the performance of the unit or department. This approach enables the management to observe and verify the results and also does not depend on modern technology which makes it cheaper. In this approach the goal set become the standard upon which several performance attributes are measured (Nelson & Quick, 2000) as cited by Ogaboh, Mboto and Agba (2013).

Other firms use performance appraisal as a mechanism for evaluating employees' performance. Effective performance appraisals enable employee to pinpoint their strength, abilities also new opportunities for job advancement which enhances career development (Ogaboh *et al.,* 2013). Currently, modern technology is being used to monitor and measure employee performance for instance use of systems that track the performance of employees, use of cameras. This process of monitoring and evaluation of performance is mostly done without the knowledge of the employees. Various studies have been done on this topic for instance a study by Agba and Ushie (2010) established that in most of Nigerian firms, managers mostly focus on the importance of monetary incentives as the most effective driver of workers performance while ignoring other variables that enhance employee motivation hence commitment which seems to affect the output of the employees to a great extent.

Arinanye (2015) assessed the organizational factors that affect the Makerere University employee performance in Kampala – Uganda. Based on data from 82 respondents, the study established a positive association between organizational culture and employee performance. The study also found a significant positive relationship between organizational commitment and employee performance and further no significant relationship between organizational commitment and employee performance. The study thus concluded that organizational culture and communication positively affected the performance of employees at Makerere University. Thus

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employee performance determines firm productivity hence performance. Managers are thus required to examine the factors that affect employee performance so as to enhance their performance which will increase the performance of their firms.

2.3.2 Motivation and Performance

A motive is said to be a reason for a certain kind of behavior (Bernstein 2008) and as such people's behavior is determined by what motivates them (Mullins (2010). Motivation is defined as an inner urge that makes a person behave in a certain manner. According to Baldoni (2015), it involves internal and external factors that make a person behave in a certain manner. Motivation is also defined as the influences that account for the initiation, direction, intensity and persistence of behavior by employees (Bernstein, 2008). Motivation is also defined as a combination of personal, social, organizational and inherent factors that drive an employee to perform to or exceed agreed job standards on a continual basis. Motivation is also defined as a feeling of enthusiasm or interest that makes an employee determined to do something (Macmillan English Dictionary for Advanced Learners, 2007) it is also a force that energizes, directs and sustains behavior (Perry & Porter, 1982).

Employee performance is a product of both their ability level and motivation thus motivation is necessary for effective job performance. This makes it clear that if the manager is to improve performance of work in an organization, attention must be given to the level of motivation of its workers. Motivation can be intrinsic or extrinsic. Extrinsic motivation is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of work while intrinsic motivation is related to psychological rewards such as opportunity to use one's ability, a sense of challenge and achievement, receiving appreciation, positive recognition and being treated in caring and considerate manner (Mullins, 2010).

There are various studies that are reviewed on this relationship for instance; Lauby (2007) found that employees that are lowly motivated do not mostly go an extra mile to maintain the organizations stability thus the organization ultimately underperforms. A study by Gitman and McDaniel (2009) established that lack of motivation in a firm has adverse effect on its performance since lack of motivation in an organization will

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mean that less work is accomplished which reduces productivity, which is detrimental to the organization performance, as well as future success. Werner and Desimone (2009) also suggested that motivation of employees contributes to building of organizations stability in terms of performance on the market. A study by Oduma and Were (2014) concluded that factors that enhance employee motivation hence commitment and performance of employees in public university in Kenya include; investment in employee training, motivation, communication through orientation, job advancements and employee mentorship.

Peel (2005) through his study findings suggested that employee mentoring and coaching are the easiest means through which organizations maximizes the potentials of their employees hence enhancing their job performance. Coaching and mentoring does this through changing the attitudes of the employees to be positive making them realize their hidden potentials. Mullins (2010) posits that employee performance is a result of two things which are motivation and employee ability level. Motivation can be intrinsic or extrinsic. Extrinsic involves the tangibility of the rewards for instance security, salary and fringe benefits, contract of service, promotion and the work conditions while intrinsic motivators involves psychological rewards for instance appreciation, a chance to use one's ability, recognition, challenges and achievement and fair and considerate treatment from the employer. Gitman and McDaniel (2009) stated that lack of motivation in an organization is equal to less work being accomplished.

Job satisfaction is suggested to be one of the factors that motivate the employees. This is through changing the attitudes and internal state of the employees to a state that is necessary to achieve high level of motivation and performance (Mullins, 2011). Employee compensation also plays a key role in employee motivation because it is at the heart of the employment relationship thus it is of importance to both employees. Employee compensation can be in form of salaries, wages and other benefits. Majority of the employee are highly motivated by salaries which then determine their performance at the work place. Compensation decisions influence the employer's ability to compete for employees in the labor market, as well as their attitudes and behaviors while with the employer. According to Slocum (2007), managers often misunderstand the factors that motivate their employees and tend to relied on their

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own perception and forget that different employees have different perceptions hence are motivated by different factors and this affect their performance.

Financial rewards are suggested to have the capacity to maintain and motivate employee towards higher performance since the employees use the financial rewards to satisfy their needs which leaves them satisfied and motivated. Thus pay is a key motivator and has significant impact in determining the performance of employees hence the performance of the organization. However other scholars such as Whitley (2002) suggest that pay has no impact on employee motivation hence productivity on the long term thus money does not significantly enhance performance. There are other non-financial factors that have a positive influence on employee motivation for instance; rewards, social recognition and performance feedbacks.

Njoroge (2011) assessed the relationship between reward system and employee motivation in Civil Service employees in Kenya Government Ministries. The researcher found that the ministries make use of non-monetary rewards, monetary rewards and performance contingent rewards which motivate employees hence enhance their performance. Kivuva (2012) examined the factors that influence employee motivation hence performance at the Bamburi Cement limited. The study established that the factors that affect employees' motivation hence performance at Bamburi Cement limited include; supervision, employee development, pay and benefit; reward and recognition, work environment. A study by Genc (2014) to determine the major external environment factors that affect employee motivation hence performance established that factors such as changes in the international economy, changes in technology, national culture and traditions, industry/sector characteristics, legislations and actions of competitors.

Agba *et al*. (2013) assessed wages and other conditions that affect motivation of workers hence performance in Nigeria and found that employees in Nigeria are motivated by first of all regular and good remuneration, followed by conducive work environment, then internet facility, regular promotion, training opportunities, access to medical care, good library and then by recognition and awards. The researcher also established that in any formal organization, good and regular salary in the absence of other variables would not lead to employee motivation hence improvement in workers performance. The study thus recommended that management should thus not ignore or

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undermined other factors that motivate employee for instance; training, provision of internet facilities, promotion, good library and medical care since each of them hold at least a level of ingredient that motivates employees.

2.3.3 Organizational Culture and Performance

Organizational culture is defined as a mixture of beliefs, values, communications and explanations of behavior that provides direction to people at work place (Awadh & Saad, 2013). Organizations culture is also defined as the organization's personality. Forehand and von Gilmer (1964) on the other hand define organizational culture as a mixture of norms, values and attitudes which enables differentiate one organization from the other. Organizational culture is also a system of shared values, assumptions and beliefs which shape the way employees behave in companies. The shared assumptions, values and beliefs have a strong influence on the employees thus they dictate how the employees act, dress and perform their tasks (McLaughlin, 2015).

Elements that make up organizational culture include; innovation, attention to details, emphasis on achievement, emphasis on people, teamwork, aggressiveness and stability (McLaughlin, 2015). Needle (2004) on the other hand list common organizational cultures as; customer focus, work efficiency culture, involvement of employees in policy making, culture of innovation, employee development culture and culture of recognition and rewarding hard work. Zheng, Yang and Mclean (2009) identified four dimensions of organizational culture as: adaptability, commitment, consistency and mission. Adaptability is defined as the degree to which an organization is able to change the structure, behavior and system to survive and monitor changes in the environment. Commitment refers to the level of employee participation in the organizational activities and also in decision making processes. Consistency refers to the extent of the values, beliefs and expectations among employees in the organization. The mission on the other is defined as the organizational goals and objectives.

Organizational cultures can be strong or weak. An organizational culture is said to be strong when the organizational employees respond to stimulus due to the alignment they have to the organizational values. A strong culture in an organization help the firm to operate efficiently just like a well-oiled machines and may only require minor

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adjustments to existing procedures. A weak organizational culture on the other hand involves little alignment by organizational employees to the firm's values thus control must be exercised through extensive bureaucracy and procedures (Modaff, DeWine & Butler, 2011). Cultures can also be adaptive or unadaptive (Kotter & Heskett, 1992). Organizations with adaptive cultures are said to perform better than the others that have un-adaptive cultures. Adaptive cultures are characterized by managers that pay a close attention to everything especially customers and initiating change when needed, and sometime taking risks that will translate to organizational success. Unadaptive organizational culture on the other hand can greatly reduce the effectiveness of the firm which in turn destabilizes the firm causing it to stop focusing on its operation (Kotter & Heskett, 1992).

Organizational cultures are as a product of factors such as technology, firm history, vision, values, market, norms, and type of employees, systems, product, language, strategy, assumptions, management style and habits (Needle, 2004). The culture of an organization affects the way the employees and other people interact with each other, for instance with the firm's clients and other stakeholders and also how employees identify with an organization (Schrodt, 2002). Organizational culture can be altered or manipulated depending on the firm's leadership and members (Modaff, DeWine & Butler, 2011).

Various scholars, (Cascio (2006), Sackman and Bertelsman (2006), Hellriegel and Slocum (2009) have reviewed the effect of organizational culture on firm performance and found a positive and significant relationship, however, most of them focused on employee participation and organizational success. Cascio (2006) posits that organizational culture enables the employees to perform better since it helps them understand performance more as an aspect of employee commitment to organizational tasks and assignments. According to Sackman and Bertelsman (2006) organizations can improve their employee performance through developing certain types of organizational cultures. Hellriegel and Slocum (2009) posit that employee performance can only be enhanced by organizational culture if what sustains organizational culture can be understood by the employees.

Ojo (2009) suggests that firms should develop cultures that could support a continuous improvement in the employee performance. This involves the firm developing a

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culture that will enable employees to identify themselves with the norms, values and beliefs of the organization. This will also enable the employees to learn the organizational culture and be able to make a decision on whether to adopt and cope with the culture or not. Agwu (2014) suggested that organizational culture is to an extent related to organizational practices which in turn influence the performance of employees. A study by Arinanye (2015) established that organizational culture has a positive relationship on employee performance. Mohammad et al. (2013) study found a positive relationship between a strong culture and employee performance improvement thus if universities and other institutions in Kenya want to improve the profitability hence performance of their employees, norms, values and attitudes are the first places to look at.

Developing a strong and productive organizational culture may be beneficial to the firm in the following ways; it enhances employee motivation and loyalty; it helps align the organization towards attaining its mission, vision, and goals; it promoting consistency and also encourages coordination and control in the organization; it increases team cohesiveness among various departments in the firm; it shapes employee behavior at work which enables the organization to be more efficient (O'Donovan, 2006). A healthy organizational culture is shown by: fair treatment of each employees; a show of acceptance and appreciation for people's diversity; lower than average turnover rates; pride and enthusiasm among employees for the work performed and the organization at large; equal opportunity for all employees; high employee involvement; a strong communication employees especially in regard to policies and other company issues; strong leaders with a sense of direction and purpose; does investments in employee training, learning and employee knowledge; it is able to compete in terms of customer service and innovation and also has a better financial growth (Luthans & Doh, 2015).

2.3.4 Employee Training and Performance

Employee training involves developing employee knowledge, skills and capabilities through developing effective programs that enhances employee task performance (Meyer & Allen, 1991). They further suggested that this enhances employee motivation hence improved performance. Training helps the employees recognize the firm's concerns thus become motivated and committed to achieve the organization's

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goals which enhance their performance (Elnaga & Imran, 2013). Emphasis on employee training and development at work place has in the modern business environment become an important strategy that firms are using to gain competitive advantage that will help them survive the hash competition in the market (Sultana, Irum, Ahmed & Mehmood, 2012).

According to Sultana *et al*. (2012), employee training ensures that the firm gets employees that are competent both socially and technically. Training also helps to develop employee potential through enhancing their motivation, commitment and also building skills that will help employee to be able to cope with uncertain conditions in the work place (Elnaga & Imran, 2013). According to McKinsey (2006), firms with talented work force that is full of knowledge, skills and capabilities gain a competitive advantage in the business market. Other scholars such as Brinkerhoff (2006), Champathes (2006) and Wei-Tai (2006) support McKinsey (2006) by suggesting that employees with developed knowledge, skills and capabilities are highly satisfied with their jobs, have enhanced abilities in coping with challenges and also void on the job errors and mistakes which earns the firm a competitive advantage. For an organization to develop a work force that is full of skills, knowledge and capabilities, it must develop an effective training program that enhances employee motivation hence commitment (Meyer & Allen, 1991). The program should also help employees recognize the firm's concerns (Elnaga & Imran, 2013).

Various empirical evidence have been reviewed on employee training and performance for instance; Cole (2002) found that training employees enhanced their performance through improving employee morale, lowering employee turnover, improving the availability and quality of the company's staff and also making employees more responsible, more recognized thus increasing the chances of promotion. According to Elnaga and Imran (2013), training improves employee performance through developing employee potential which helps in building skills that will enable employees to cope with uncertain conditions in the work place and enhancing their motivation and commitment. Ghafoor, Furqan and Aslam (2011) at Pakistan also established that on job training significantly affected employee performance which in turn has a positive effect on the performance of the organization mostly among firms in developing countries. In light of the benefit derived from employee training, many

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firms have resulted to adopting effective employee training programs although there is still limited literature on how these benefits can influence employee performance especially in developing countries.

A study by Nassazi (2013) on employee performance in the telecommunication industry in Uganda found employee training determined their performance. Chinomnso (2014) also suggested through their study that training enhanced the performance of employees at Soft Drinks Bottling Companies in Enugu State, Nigeria thus the firm should ensure that the right employees are trained systematically through the use of procedure in identification and selection of employees for training. Other scholars such as Amadi (2014) and Asfaw, Argaw and Bayissa (2015) suggest that employee training is also crucial in determining employee performance. They indicated that training plays an important role in employee motivation and performance through changing employee attitudes towards work and also as a means through which top executives create better working environment that would eventually improve employee motivational level to enhance their performance.

The study by Liraz (2013) found that effective training methods enables the firm to create a pool of readily available and adequate personnel, who enable the organization to adopt and use advances in technology, builds an effective, efficient and highly motivated team and also ensured an adequate human resource for expansion into new programs. Githinji (2014) determined the effects of training on the performance the employees of United Nations Support Office for the African Union Mission in Somalia using a sample of 45 questionnaires. The researcher found that the quality of training influences employee performance by positively influencing employee engagement; innovation; better performance and also enthusiasm to work. The study also found that training enhanced employee performance through positively influencing employee motivation levels, ensuring employee recognition; alignment to organizational goals and motivation for work performance.

Mohamed (2014) examined the effect of training on the performance of employees in NHIF Machakos County, in Kenya. The study used interview guide and questionnaires to collect data from 100 staffs at the NHIF Machakos branch. The researcher used a descriptive research design. The researcher found that the quality and frequency of training had an impact on organizational productivity. The study also

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established that the management at NHIF faced challenges such as; lack of employee training, poor motivation, lack of compensation policy, poor working conditions and inadequate financial resources to support training among others. The researcher then recommended that NHIF, Machakos branch should conduct training assessments in all of their departments.

Diab and Ajlouni (2015) determined the influence of training on employee's performance, organizational commitment, and quality of medical services at Jordanian Private Hospitals. The study adopted 380 questionnaires which were distributed among the Jordanian private hospitals. The researchers found a strong relationship between the training and the Performance of workers. The study however is not based the context of this study. Al-Mzary, Al-rifai and Al-Momany (2015) examined the impact of training on the performance of Jordanian Universities employees and established that training components such as training program design, quality and delivery method affect the performance of employees at Jordanian University. Asfaw *et al*. (2015) assessed how training and development impacts employees' performance at Addis Ababa, Ethiopia using an institutional quantitative research method. The study established that the quality of training offered by a firm had positive and significant relationship on performance of employee.

2.4 Summary of Literature Review and Research Gaps

The literature reviewed in this study was based on the factors affecting employee performance. The literature reviewed was in relation to performance of administrative staffs, motivation and employees' performance, organizational culture and employees' performance and employee training and employees' performance. The study reviewed four theories that try to explain the performance of employees and factors that affect it. These include; the Herzberg Two Factor theory by Herzberg (1959), Hierarchy of Needs theory Maslow (1943), the Taylors Scientific Management theory Tailor (1909) and the learning theory by Senge (1990). From the literature, it can also be summarized that most common training components cited by most scholars include; organizational culture, employee training and motivation.

On theoretical review, the theories reviewed have different perceptions and focus on employee performance. For instance, Herzberg Two Factor theory suggests that

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employees are affected by factors at work which are categorized into two; motivation factors (factors relating to the job itself) and hygiene factors (factors external and not relating to the persons work). Hierarchy of Needs theory suggests there being five human needs that affect employee performance. The Taylors Scientific Management theory suggested work itself and incentives affected employee performance. The learning theory on the other hand suggested that skills and knowledge acquired by employees affect their commitment hence performance. Thus the theoretical review is criticized on the basis of lacking a common understanding on factors that affect employee performance. This is so because all the theories do not view employee commitment and drive to work as triggered by one aspect such as motivation, employee needs, incentives or skills and knowledge acquired by employees.

From the empirical review, it can be summarized that the effect of motivation on the performance of the employees is subject to conflicting results with most researchers suggesting a positive relationship while others such as Whitley (2002) suggesting no relationship. On organizational culture, the empirical reviewed literature suggests a positive relationship between organizational culture and the performance of employees. On employee training and firm performance, researchers generally suggest that employee training enhances the performance of employees however some researchers suggest that this only happens in the long run.

The literature on the factors affecting the performance of employees is not enough especially on the context of this study which is the universities in Kenya. The literature reviewed is mainly based on other contexts of employee performance other than administrative staff in the universities for instance Jankingthong and Rurkkhum (2012); Chacha (2013) were based on performance of employees in other sectors such as manufacturing and health. The literature reviewed is based on other countries other than Kenya for instance, Agba and Ushie (2010) is based on Nigerian firms, Arinanye (2015) is based on Makerere University in Uganda while Ghafoor, Furqan and Aslam (2011) is based on Pakistan. Different scholars suggest different factors as determining employee performance with no set of factors that are common to all scholars. This therefore leaves a gap in knowledge which this study seeks to fill by focusing on determinants that include; motivation, organizational culture and employee training.

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Table 2.1: Summary of the Literature review and Research Gaps

Author (s)	Topic of Research	Research Findings	Research Gap	Focus of the Current Study
Arinanye, T. R. (2015)	Organizational factors affecting employee performance at the college of computing and information sciences (CoCIS), Makerere University, Kampala - Uganda	organizational culture and organizational communication positively affected the performance of employees	Did not review motivation and training	Current study covers culture, motivation and training in Kenyan University context
Asfaw, Argaw and Bayissa (2015)	The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia	Training, improves Employee performance and effectiveness	Culture and motivation not considered in the Kenyan university Context	Current study covers culture, motivation and training in Kenyan University context
Chinomnso, N. B. (2014)	Effect of employees training on organizational performance in soft drinks bottling companies in Enugu State, Nigeria	Training enhances employees focus and thus improves performance	Organization culture and motivation not covered	Current study covers culture, motivation and training in Kenyan University context
Githinji A. (2014)	Effects of training on employee performance: a case study of united nations support office for the African Union Mission in Somalia	Quality of training influences performance, motivational levels and enhances recognition	Organization Culture not considered. Also context of the study different from current Study context	Motivation, Training and culture In university context
Mohamed (2014)	Effect of training on the performance of employees in NHIF Machakos County, in Kenya	Quality and frequent training improved productivity.	Motivation and culture were not considered	Motivation, Training and culture
Liraz (2013)	Effect of Training methods on employee development	Training methods improves efficiency in employee	Motivation and culture were not considered	Motivation, Training and culture have been considered
Nassazi, A. (2013)	Effects of Training On Employee Performance. Evidence from Uganda	Training programs, objective of training, methods employed have a positive effect on employees motivation	Did not consider motivation and organization Culture in Kenyan Context	This study considered motivation, culture and training in Kenya Contexts in Universities

Source: Author and Literature Review (2017)

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2.5 Conceptual Framework

The conceptual framework is given by the dependent and the independent variables. This study's dependent variable is the performance of employees of selected universities in Kenya while the independent variables include the factors that affect employee performance. These include; motivation, organization culture and employee training.

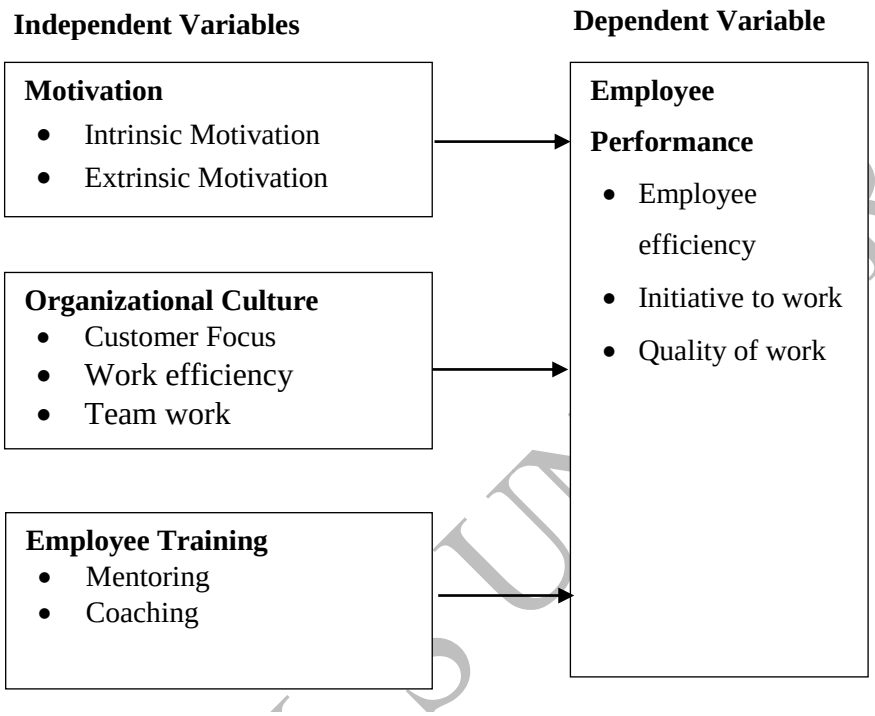


Figure 2.1: Conceptual Framework
Source: Researcher (2017)

The conceptual framework had three independent variables: motivation, employee training and organization culture while the dependent variable was employee performance. Motivation was measured from the perspective of intrinsic and extrinsic variables. Employee training was measured using the methods applied in training where there was mentorship and coaching, the frequency of training and the competence of the trainers. Organization culture was measured in terms of customer focus and work efficiency all of which influence employee performance. The dependent variable was measured in terms of employee efficiency, initiative to work and the quality of employee output.

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CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the primary data collection methods and procedures. It discusses the following aspects; the research design, study population, sampling design and technique and sample size, data collection procedure and instrument, data analysis and ethical considerations.

3.2 Research Design

This study employed an explanatory and cross-sectional research designs. Explanatory study seeks to establish causal relationships between variables. This research study adopted explanatory and cross-sectional survey design as recommended by Saunders, Lewis and Thornhill (2009). As noted by Saunders *et al*., (2009), explanatory study establishes causal relationships between variables. This study sought to establish the factors that affect the performance of employees among selected universities in Kenya. In addition, a cross-sectional study sought to measure the relationship of variables at a specified time of a period of one month so as to describe the incidence of a phenomenon and how the variables are related.

3.3 Population of the Study

The target population for this study was the employees of selected universities in Kenya. The selected universities included Kenya Methodist University, Kiriri Women's University of Science and Technology, Jomo Kenyatta University of Agriculture and Technology and Technical University of Kenya. The estimated number of administrative staff in these universities at the close of the year 2016 was 135. These universities were considered to have the relevant information to address the research problem.

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Table 3.1: Target Population

	Classification	Number
1.	Kenya Methodist University	35
2.	Technical University of Kenya	35
3.	Kiriri Women's University of Science and Technology	25
4.	Jomo Kenyatta University of Agriculture and Technology	40
	Total	**135**

Source: CUE (2017)

3.4 Sampling Design and Technique

The quality of any research is influenced by the appropriateness of methodology, instrumentation and suitability of the sampling strategy that has been adopted (Manion, 2001). This study used convenience sampling design. The sample size was calculated using Yamano Taros formula. This formula was preferred because it enabled the researcher to arrive at the sample size scientifically.

3.5 Sampling Size

The sample size for this study is calculated using the Yamano Taros formula (Israel, 2012) as shown here below:

Table 3.2: Sample Size

	Classification	Number	Sample
1.	Kenya Methodist University	35	15
2.	Technical University of Kenya	35	13
3.	Kiriri Women's University of Science &Technology	25	11
4.	Jomo Kenyatta University of Agriculture & Technology	40	18
	TOTAL	**135**	**57**

Source: Researcher (2017)

3.6 Data Collection Procedure

Primary data was used in this study because it gave the researcher complete control of the process which allowed the researcher to meet the research objectives. The data was collected by the use of semi-structured questionnaires that were administered to the target population through "drop-and-pick-later method". The researcher preferred this method because it ensured adequate time for the respondents to fill-in the

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questionnaires. The study was targeting the employees at Kenya Methodist University, Kiriri Women's University of Science and Technology, Jomo Kenyatta University of Agriculture and Technology and Technical University of Kenya.

3.7 Data Collection Instruments

Semi-structured questionnaires were used to collect the data for this study. The questionnaire was the preferred data collection instrument since it allowed a standardized procedure of primary data collection. It contained both open-ended and closed-ended questions. It was also structured in three sections as follows: Section A had questions on general demographics about the respondent; Section B comprised questions on the extent to which various factors influence the performance of employees, while Section C contained questions that appraised the performance of the administrative staff.

3.7.1 Test of Validity

Ogula (1998) observes that data validity is the measure of research instrument's accuracy when measuring variables of the study. It is used to indicate whether the research instrument really measures what it purports to measure. Validity refers to the match between a construct, or the way the study conceptualizes the idea in conceptual definition and the data (Mugenda and Mugenda, 2003). It was also noted that the usual procedure in assessing content validity of a measure is to use a professional or expert in a particular field of study. The researcher piloted the research instrument. Piloting was done in order: to clarify the wording and grammar of the research instrument; to avoid misinterpretations; to avoid research bias; detect ambiguity in the questions and to pick out any other issues in advance before deploying the instrument to the respondents. Piloting was done by subjecting 6 questionnaires to peer-review. This ensured the validity of the data collected.

The study used construct validity to evaluate the validity of the instrument. Construct validity refers to inferences that observations or measurement tools actually represent or measure to the construct being investigated, it is the degree to which a measure confirms the related hypothesis generated from theory based concept. This is achieved when empirical evidence generated by a measure is consistent with the theoretical logic about the concept (Zikmund, 2003). The rationale of the instrument was conducted by four raters who are familiar with the construct of interest and

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recommendations incorporated in the final questionnaire. Additionally the study applied face validity to determine whether the instrument measured what it was supposed to measure (Anastasi & Urbina, 1997). Content validity was achieved by ensuring the content of the instrument were harmonized with the objectives of the study (Cooper & Schindler, 2006)

3.7.2 Test of Reliability

Data Reliability refers to the consistency of the research findings if the same data is subjected repeated trials. A research instrument is deemed reliable if its outputs have consistence results even after repeated trials (Mugenda & Mugenda, 2003). The researcher ensured that the research instrument is internally consistent using Cronbach's Alpha co-efficient of $\alpha \geq 0.7$ as the minimum requirement for an internally consistent research instrument.

The researcher carried out a reliability test of the questionnaire using Cronbach's Alpha so as to establish its internal consistency. The researcher considered a Cronbach's Alpha co-efficient of $\alpha \geq 0.7$ as the minimum required co-efficient for an internally consistent questionnaire according to Lee Cronbach. The results of the reliability tests are as shown on table 3.3

Table 3.3: Results of Reliability Test

Variable	Cronbach Alpha	Number of items	Comments
Motivation	0.766	10	Reliable
Organization culture	0.767	6	Reliable
Employee training	0.804	5	Reliable
Employee performance	0.711	9	Reliable
Aggregate score	**0.762**	**30**	**Reliable**

Source: Pilot Study (2017)

The research questionnaire used in this study was found out to be internally consistent based on the 0.762 established to be adequate as compared to the recommended Cronbach's Alpha co-efficient of $a \geq 0.7$. This implies that the questionnaire can be relied on to establish the extent to which various factors affect the performance of employees among selected universities in Kenya

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3.8 Data Analysis

The collected questionnaires were sorted for completeness and then serialized in preparation for coding. Once coded, the responses were keyed into a statistical package for social sciences and analyzed. Descriptive statistics such as mean scores, standard deviation and frequency distribution was used to analyze the quantitative data collected using closed-ended questions. Analysis was done using measures of central tendency and dispersion. Arinanye (2015) and Mohammad et al. (2013) successfully used descriptive analysis in their research studies. Qualitative data was collected using open-ended questions and were analyzed through content analysis where the findings were organized into common themes. Nachmias and Nachmias (1996) observe that content analysis is a technique for making inferences by systematically and objectively identifying specified characteristics of data collected. The study findings were presented using figures and tables.

The regression model was used to establish the relationship between dependent and independent variables.

$Y= \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$

Where:

Y – Employee Performance (Dependent variable)

X_1- Employee Motivation

X_2- Organizational Culture

X_3- Employee Training

β_0 - Is the constant of the model

β_1 - β_3 – Are the regression coefficients

ε – Stochastic error term estimate

3.9 Ethical Considerations

Ethics refers to the norms or standards of acceptable behaviour that dictate choices about our moral behaviour especially on how we relate to each other. According to Cooper and Schindler (2008), the role of ethics in research is to ensure that nobody suffers adverse consequences or gets harmed during the course of the research exercise. On the other hand, Mugenda and Mugenda (2003) argue that, protecting the welfare and rights of the respondents is the main ethical consideration for the

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researchers. To ensure the privacy of the participants in this research, the researcher sought permission and got approval from the targeted universities and also from St. Paul's University. The researcher also assured the respondents that the data collected was to be used for academic purposes only, and would be treated with utmost confidentiality.

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CHAPTER FOUR
DATA ANALYIS, FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the analysis of the primary data collected, conclusion and the recommendations that the researcher found fit for the study after the sufficient findings were compiled. The study used primary data that was collected from the respondents of the selected universities in Kenya and Statistical Package for Social Science (SPSS version 23) software was used together with descriptive statistics such as means and standard deviations for data analysis. The findings were presented in form of tables and figures. Regression analysis was used to establish the relationship between dependent and independent variables. Analysis of variance (ANOVA) was used to test the goodness of fit of the regression model to the data collected.

4.2 Response Rate

The researcher administered questionnaires to 57 respondents and received a total of 49 filled and completed questionnaires which translate to 85.96% response rate. The results of the response rate as are shown in Table 4.1.

Table 4.1: Response Rate

Response Rate	Frequency	Percentage
Filled	49	85.96
Not Filled	08	14.04
Total	57	100.00

Source: Survey Data (2017)

The researcher considered this response adequate on the bases of the 50% threshold as recommended by Richardson (2005).

4.3 Background Information of the respondents

This section discusses the general demographics of the respondents who participated in the study. The demographics discussed are the ones that appertain gender, age,

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education, job position, duration in job and the department. The findings are as discussed in the subsequent sections.

4.3.1 Gender of Respondents

The study sought to establish the gender of the respondents from the employees of selected universities in Kenya. The results of the study are as shown in **Error! Reference source not found.**.

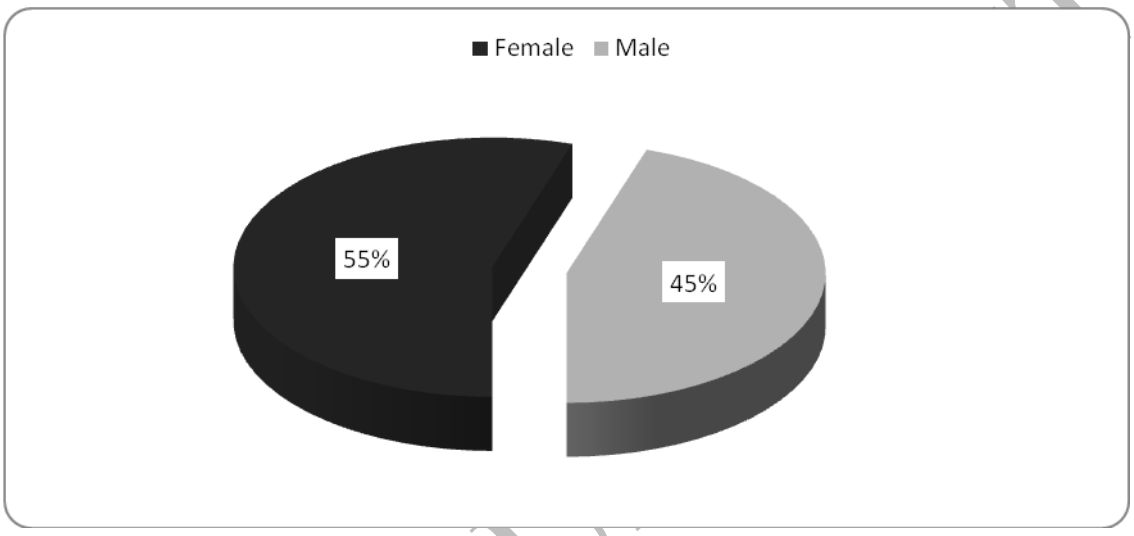


Figure 4.1: Gender of Respondents

Source: Survey Data (2017)

The study established that majority (55%) of the respondents were female while 45% were male. This implies that majority of the employees from the selected universities in Kenya are female. However, it also implies that the universities in Kenya have observed gender balance when recruiting their employees. No single gender comprises of more than two thirds of the administrative staff.

4.3.2 Age Bracket Respondents

The study further sought to know the distribution of the respondents in terms of their age brackets. This was important because age has a bearing on how various employees are affected by factors that influenced their performance. The results are as shown in Figure 4.2.

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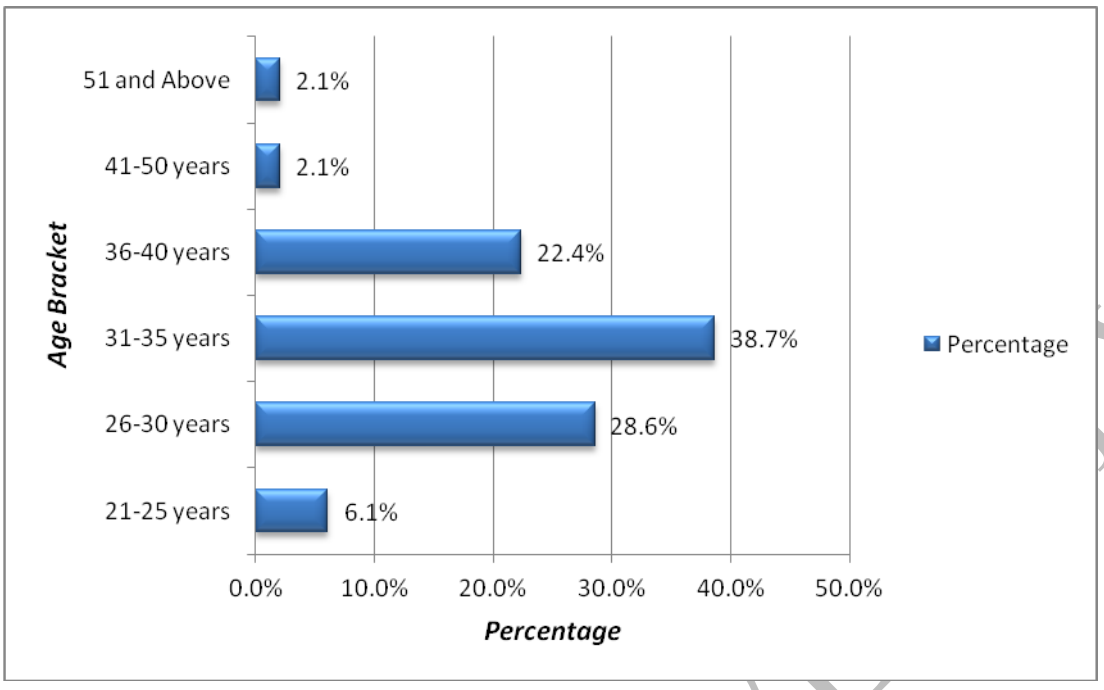


Figure 4.2: Age bracket

Source: Survey Data (2017)

The study found out that most (38.7%) of the employees of selected universities in Kenya are composed of young people age between 31-35 years followed by those aged between 26-30 years at 28.6%. The employees in the age bracket of 36-40 years account for 22.4%. Only 6.1% of the respondents were in the age bracket of 20-25 years. Those between 41-50 years and those above 50 years accounted for 2.1% each. These findings indicated that more than half of the employees in selected universities in Kenya is young people of 35 and below years.

4.3.3 Level of Education

Further, the study sought to establish the level of education of the employees of selected universities in Kenya. The level of education was used as an indicator of the ability of the respondent's to understand the question in regard to how various factors that affect their performance. The analysis results are as shown in Figure 4.3.

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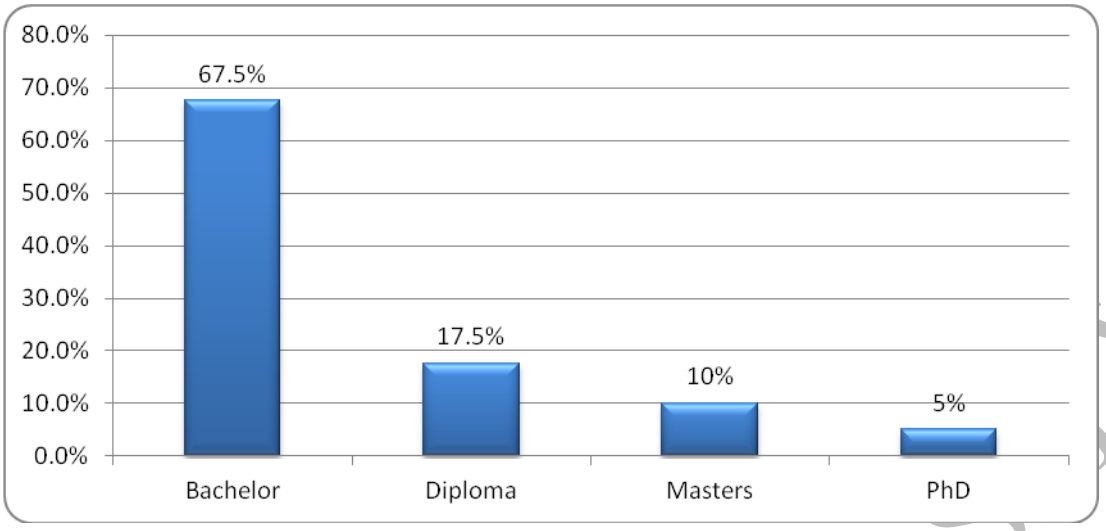


Figure 4.3: Level of Education

Source: Survey Data (2017)

The results of the study indicated that majority (67.5%) of the employees in selected universities had a bachelor's degree followed by 17.5% who have a diploma and then 10% who have a master's degree. Only 5% of the respondents had a PhD level of education. This implies that the respondents were well educated to understand the queries on how various factors influenced their delivery of administrative duties within selected universities in Kenya.

4.3.4 Job Designation

The study also sought to establish the job designations of the study respondents. The results of the study are as shown in Table 4.2.

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Table 4.2: Job Designation

Position	Frequency	Percent
Lecturer	16	32.65
Assistant marketer	5	10.2
Receptionist/Secretary	5	10.2
Librarian	4	8.16
Administrative Assistant	3	6.12
Accountant	2	4.08
Clerical officer	2	4.08
Marketer	2	4.08
Technician	2	4.08
Acc. Assistant	2	4.08
Clerical officer	2	4.08
Environment manager	1	2.04
Human Resource Officer	1	2.04
ICT Engineer	1	2.04
Student Counselor	1	2.04
Total	**49**	**100.0**

Source: Survey Data (2017)

The study established that the employees of selected universities consisted of various job designations. 32.65% of those who responded were lecturers followed by Assistant Marketers at 10.2% and then Receptionists/Secretaries also at 10.2%. Librarians accounted for 8.16% of the respondents while Administrative Assistants accounted for 6.12%. Other job designations of the respondents were those of Accountant, Clerical officer, Marketer, Technician, Account Assistant, Clerical officer, Environment manager, Human Resource Officer, ICT Engineer and Student Counselor. By virtue of the job positions they held, the respondents were in a position to give response's that can be used to determine the factors affecting the performance of employees among selected universities in Kenya.

4.3.5 Number of Years in the Position

The study further sought to know the duration the respondents had been serving in their current positions. The results of the analysis are as shown in Figure 4.4.

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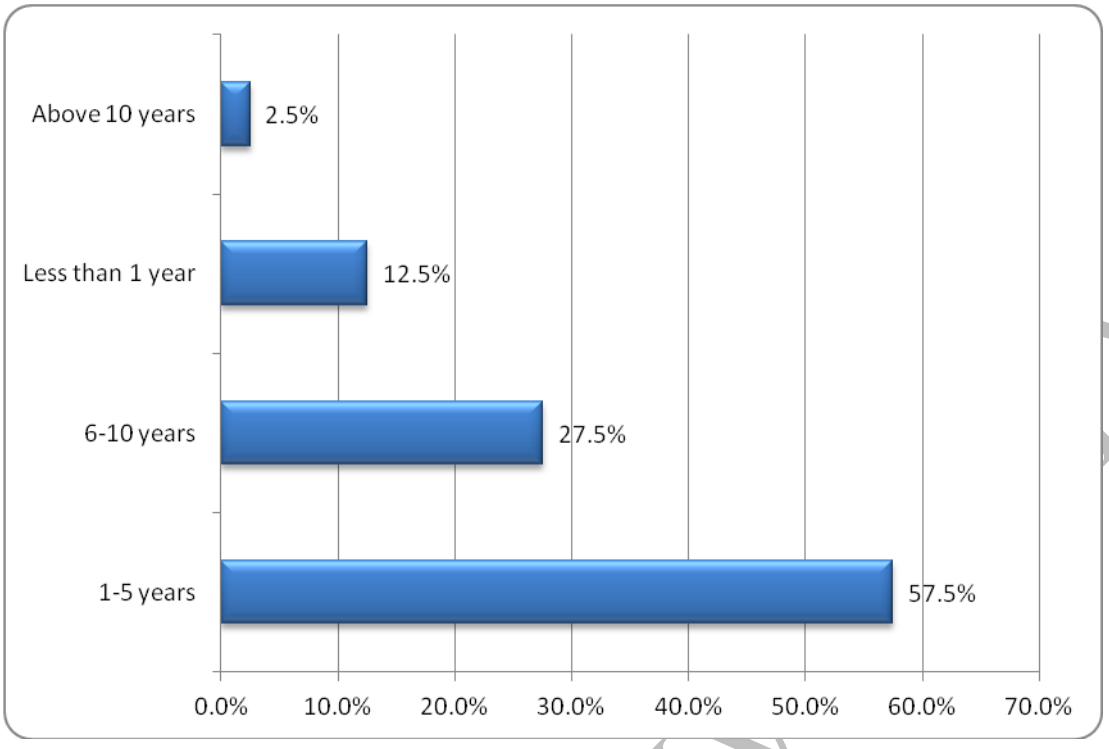


Figure 4.4: Number of Years in the Position

Source: Survey Data (2017)

The results revealed that that majority (57.5%) of the respondents had been working in the respective universities for 1-5 years followed by those working for 6-10 years at 27.5%. Those working for less than one year accounted for 12.5%. Only 2.5% had been working in their universities for above 10 years. These results indicate that the respondents had adequate working experience in their universities to allow them to understand how various factors affect their performance of administrative duties.

4.3.6 Department of the Respondents

Lastly, the study sought to know the departments to which the respondents worked in. The results of the analysis are as shown in Table 3.1.

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Table 4.3: Department of the Respondents

Department	Frequency	Percent	Cumulative Percent
Registry	11	22.5	22.5
Academics	9	18.37	40.87
Finance	7	14.3	55.17
Human Resource	5	10.2	65.37
ICT	4	8.2	73.57
Library	4	8.2	81.77
Marketing	4	8.2	89.97
Head of Department	2	4.1	94.07
Students Welfare	2	4.1	98.17
Environment	1	1.83	100.0
Total	**49**	**100.0**	

Source: Survey Data (2017)

The study established that most (22.5%) of the respondents belonged to the registry department followed by teaching 18.37% then 14.3% of the respondents from the finance department and then 10.2% who came from the Human resource department. Those from the ICT and Library department accounted for 8.2% each. Only one respondent (1.83%) belonged to the Environment department. This indicates that the researcher sourced information from diverse departments and the findings are therefore not biased.

4.4 Descriptive Statistics

The study sought to know the extent to which various factors influence the performance of employees in selected universities in Kenya. The selected universities were Kenya Methodist University, Kiriri Women's University of Science and Technology, Jomo Kenyatta University of Agriculture and Technology and Technical University of Kenya. The respondents were requested to rate the extent to which the factors influence the performance. Analysis of the data was done using means and standard deviations as discussed in the subsequent section.

4.4.1 Descriptive Statistics for Motivation

The study sought to determine the extent to which Motivation influenced the level of performance of employees from selected universities in Kenya. The responses were rated on a Likert scale of 1-5. The results are as shown in 4.4

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Table 4.4: Motivation

Motivation	n	Min	Max	Mean	Std. Deviation
Being treated in a caring and considerate manner	49	1.00	5.00	4.08	0.894
Conducive working environment	49	1.00	5.00	3.92	0.839
Meritorious promotion	49	1.00	5.00	3.85	0.893
Positive recognition	49	1.00	5.00	3.80	1.159
Adequate job security	49	1.00	5.00	3.69	1.151
Salary and fringe benefits	49	1.00	5.00	3.53	1.012
A sense of challenge and achievement	49	1.00	5.00	3.51	0.885
Receiving appreciation	49	1.00	5.00	3.38	1.192
Contract of service	49	1.00	5.00	3.20	0.723
Opportunity to use one's ability	49	1.00	5.00	2.75	1.127
Aggregate				**3.57**	**0.988**

Source: Survey Data (2017)

The results showed that the aggregate mean score and standard deviation for motivation were M=3.57, SD= 0.988 respectively. This meant that the respondent approximately rated on a Likert scale of 1-5. The result implies that employee performance is influenced by motivation to a great extent. Being treated in a caring and considerate manner and conducive working environment were the most rated motivating factors with mean and standard deviation of M=4.08, SD= 0.894and M=3.92, *SD*= 0.839 respectively implying that they influence employee performance to a great extent. Receiving appreciation, contract of services and opportunity to use one's ability were the least rated motivating factors with a mean and standard deviation of M=3.38, SD= 1.192, M=3.20, SD= 0.723 and M=2.75, SD= 1.127 respectively indicating that they influence employee performance to a moderate extent.

The standard deviations recorded indicated that there were variations in respondents' opinions. Receiving appreciation, Positive recognition and adequate job security recorded the highest standard deviations of 1.192, 1.159 and 1.151 respectively. This indicates that the respondents differed on them. Contract of service and Conducive working environment recorded the smallest standard deviations of 0.723 and 0.839 respectively. This implies that there was more agreement among the respondents in

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relation to the extent to which Contract of service and Conducive working environment influences their performance.

These findings corroborate previous studies that have established that motivation affects the performance of the employees. For instance, Lauby (2007) found that employees that are lowly motivated do not mostly go an extra mile to maintain the organizations stability thus the organization ultimately underperforms. Gitman and McDaniel (2009) also established that lack of motivation in a firm has adverse effect on its performance since lack of motivation in an organization will mean that less work is accomplished which reduces productivity, which is detrimental to the organization performance. Werner and Desimone (2009) also suggested that motivation of employees contributes to building of organizations stability in terms of performance on the market. Further, Oduma and Were (2014) established that motivation is one of the critical factors that enhance commitment and performance of employees in public university in Kenya.

4.4.2 Descriptive Statistics for Organizational Culture

The study sought to determine the extent to which organizational culture influenced the level of performance of employees from selected universities in Kenya. The responses were rated on a Likert scale of 1-5. The results are as shown in Table 4.5.

Table 4.5: Organizational Culture

Organizational Culture	n	Min	Max	Mean	Std.
Work efficiency culture	49	1.00	5.00	3.98	0.768
Customer focus	49	1.00	5.00	3.80	0.911
Employee development culture	49	1.00	5.00	3.35	1.075
Culture of recognition and rewarding hard work	49	1.00	5.00	3.33	1.080
Culture of innovation	49	1.00	5.00	3.25	0.899
Involvement of employees in policy making	49	1.00	5.00	3.15	1.145
Aggregate				**3.48**	**0.980**

Source: Survey Data (2017)

The results showed that the aggregate mean score and standard deviation M = 3.48, SD = 0.980 on organizational culture among Kenyan universities influences the

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performance of administrative staff to a moderate extent. Work efficiency culture with a mean of M = 3.98, SD= 0.768 and Customer focus with a mean of M = 3.80, SD = 0.911 were the top rated organizational culture parameters which implies that they influence employees performance to a great extent. Other factors that also had a moderate effect on administrative staff performance were Culture of innovation M = 3.25, SD = 0.899 and Involvement of employees in policy-making M = 3.15, SD = 1.145.

The respondents held different opinions on the extent to which various aspects of organizational culture influence their performance. For instance, the respondents differed more on the extent to which Involvement of employees in policy making, Employee development culture and Culture of recognition and rewarding hard work influences their performance as evidenced by high standard deviations of 1.145, 1.075 and 1.080 respectively. They tended to agree more on the influence Work efficiency culture and Customer focus culture which recorded the lowest standard deviations of 0.768 and 0.911 respectively.

The findings of this study are consistent with the findings of other scholars on the significant effect of organizational culture on the success of an organization. According to Cascio (2006), organizational culture enables the employees to perform better since it helps them understand performance more as an aspect of employee commitment to organizational tasks and assignments. According to Sackman and Bertelsman (2006), organizations can improve their employee performance through developing certain types of organizational cultures. Agwu (2014) observes that organizational culture is related to organizational practices which in turn influence the performance of employees. A study by Arinanye (2015) established that organizational culture has a positive relationship on employee performance. Mohammad *et al*. (2013) study found a positive relationship between a strong culture and employee performance improvement.

4.4.3 Descriptive Statistics for Employee Training

The study sought to determine the extent to which employee training influenced the level of performance of employees from selected universities in Kenya. The responses were rated on a Likert scale of 1-5. The results are as shown in Table 4.6.

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Table 4.6: Employee Training

Training	n	Min	Max	Mean	Std. Deviation
Equipping you with more skills and knowledge of your work	49	1.00	5.00	4.21	0.724
Guidance and support on your area of specialization and others	49	1.00	5.00	3.90	1.194
Refreshing of the courses that are not so clear to you	49	1.00	5.00	3.83	1.059
Orientation on job assigned to you when you are new	49	1.00	5.00	3.48	1.037
Knowledge of other departments other than yours	49	1.00	5.00	3.18	0.931
Aggregate				**3.72**	**0.989**

Source: Survey Data (2017)

The results showed that the aggregate mean score and standard deviation M= 3.72, SD= 0.989 on employee training influences their performance to a great extent. Equipping employees with more skills and knowledge of their work was found to have the greatest effect on their performance as evidenced by a mean of M= 4.20, SD= 1.043. This was followed by Guidance and support on your area of specialization and others with a mean of M= 3.90, SD= 1.194 and Refreshing of the courses that are not so clear to you with a mean of M= 3.83, SD= 1.059 implying that they were also affected performance to a great. Other training factors that affected employees performance greatly were orientation on job assigned to them when they are new and knowledge of other departments gained through job rotation as indicated by their mean of M= 3.48, SD= 1.037 and M= 3.18, *S*D= 0.931 respectively.

The respondents differed more on the extent to which Guidance and support on your area of specialization and others, Refreshing of the courses that are not so clear and Orientation on job assigned to them when they are new as indicated by their significant standard deviations of 1.194, 1.059 and 1.037 respectively. However, there was more agreement among the respondents that equipping you with more skills and knowledge of your work influences their performance to a great extent. This is the case because knowledge of other departments other than theirs recorded the lowest standard deviations of 0.724.

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Existing empirical evidence also show similar effect of training on employee performance. Cole (2002) established that training employees enhanced their performance through improving employee morale, lowering employee turnover, improving the availability and quality of the company's staff and also making employees more responsible, more recognized thus increasing the chances of promotion. Further, Elnaga and Imran (2013) established that training improves employee performance through developing employee potential which helps in building skills that will enable employees to cope with uncertain conditions in the work place and enhancing their motivation and commitment. Ghafoor, Furqan and Aslam (2011) also established that on job training significantly affected employee performance.

4.5 Employee Performance

In this section, the study sought to establish the extent to which employees from selected universities rated their own performance. The performance was rated on a Likert scale of 1-5. The study findings are as shown in Table 4.7.

Table 4.7: Employee Performance

Employee Performance	n	Min	Max	Mean	Std.
Achieving high quality	49	1.00	5.00	4.48	0.470
Team work	49	1.00	5.00	4.43	0.543
Effective communication	49	1.00	5.00	4.26	0.711
Employee punctuality	49	1.00	5.00	4.18	0.801
Observing personal habits	49	1.00	5.00	4.09	0.856
Timely completion of	49	1.00	5.00	4.05	1.089
Adherence to company rules	49	1.00	5.00	4.03	0.915
Reduced mistakes and errors	49	1.00	5.00	4.00	0.667
Absenteeism	49	1.00	5.00	2.49	1.261
Aggregate				**4.00**	**0.813**

Source: Survey Data (2017)

The performance of the employees from universities in Kenya was rated to a great extent as evidenced by the aggregate mean of M = 4.00, SD= 0.813. The most rated employee performance parameters was achieving high quality standards with a mean of M= 4.48, SD= 0.470 followed by team work with a mean of M = 4.43, SD = 0.543 which implies that the two parameters were rated to a great extent. Effective communication with a mean of M= 4.26, SD= 0.711, employee punctuality with a

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mean of M = 4.18, SD = 0.801, observing personal habits with a mean of M = 4.09, SD = 0.856 and timely completion of projects with a mean of M = 4.05, SD = 1.089 indicates that they were rated to a great extent. Also rated to a great extent were adherence to company rules and reduced mistakes and errors with means of M = 4.03, SD = 0.915 and M = 4.00, SD = 0.667 respectively. The least rated employees performance parameter was employee absenteeism with a mean of M = 2.49, SD = 1.261 which indicates that the parameter were rated to a little extent.

An aggregate standard deviation of 0.813 was recorded implying that there was agreement among most of the respondents about the level of their performance. The level of agreement was lowest in regard to Absenteeism, Timely completion of projects and Adherence to company rules as evidenced by high standard deviations of 1.261, 1.089 and 0.915 respectively. The level of agreement was highest in regard to Achieving high quality standards, Team work and reduced mistakes and errors since they recorded the lowest standard deviations of 0.470, 0.543 and 0.667.

Literature review indicated that the levels of the performance by employees greatly affect the overall performance of the firm (Armstrong, 2009) as cited by Mukwa (2014). However, this performance is greatly affected by various factors such as factors such as the general dynamics of environment, rapid changes in technology, organizational and individual cultures differences and the complex nature of the business environment. Researchers and other famous work such as Hawthorne studies suggest that employee performance is to a great extent determined by their satisfaction (Elnaga & Imran, 2013). Employee dissatisfaction can result to high employees' turnover. According to Elnaga and Imran (2013), happy and satisfied employees perform better thus the management should motivate them to attain the organizations objectives and goals. The workers are only satisfied when they see themselves competent enough to attend to organizational duties, which are enhanced through quality training programs.

4.6 Inferential Statistics

Multiple regression analysis was carried out to establish the relationship between dependent (employee performance) and independent variables (Motivation, Organizational Culture and Employee Training).

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4.6.1 Model Summary

In order to establish the relationship, dependent variable (employee performance) was regressed against the independent variables (Motivation, Organizational Culture and Employee Training). The findings of the model summary are as shown in Table 4.8.

Table 4.8: Goodness-of-fit model

Model Summary

Sample size	R	R Square	Adjusted Coefficient of determination	Std. Error of the Estimate	Durbin-Watson
49	.701	.491	.624	.27439	2.179

a. Predictors: (Constant), Motivation, Organizational Culture, Employee Training,
b. Dependent Variable: Employee Performance

Source: Survey Data (2017)

Regression analysis established the existence of a strong relationship between employees' performance and Motivation, Organizational Culture and Employee Training as evidenced by an R-value of 0.704. The regression findings also revealed that Motivation, Organizational Culture and Employee Training can account for 62.4% of the total variance in Employee performance as implied by the Adjusted Coefficient of determination value of 0.624. A durbin-watson statistic of 2.179 was recorded implying that the regression model residuals were not serially correlated. The residuals of the regression model are said to be serially correlated if they have a durbin-watson statistic of less than 1.5.

4.6.2 Analysis of Variance

Goodness of fit of the regression model was tested using Analysis of Variance (ANOVA). The ANOVA results are as shown in Table 4.9.

Table 4.9: ANOVA Regression Model

Model	Sum of	Df	Mean Square	F	Sig.
Regression	1.555	1	.518	6.883	.002
Residual	1.581	48	.075		
Total	3.136	49			

a. Dependent Variable: Employees Performance
b. Predictors: (Constant), Motivation, Organizational Culture and Employee Training,
Source: Survey Data (2017)

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The study established that the regression model had a significance level of 0.2% which implies that the regression model has goodness of fit and can be relied upon in establishing the effect of motivation, organizational culture and employee training on the performance of employees of selected universities in Kenya. For the regression model to be said to have goodness of fit, the model should have a significance value (p-value) of 5% or less.

4.6.3 Regression Coefficients

At 95% confidence level, the coefficients of regression revealed that Motivation, Organizational culture and employee training have a combined positive effect on the employees' performance of selected universities in Kenya, (Kenya Methodist University, Kiriri Women's University of Science and Technology, Jomo Kenyatta University of Agriculture and Technology and Technical University of Kenya). The results are as shown in Table 4.10 Table 4.10.

Table 4.10: Significance of the Regression Model

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	Significance (P- Value)
	B	Std. Error	Beta		
1 (Constant)	2.116	.600		3.525	.002
Employee Motivation	.193	.132	.264	3.460	.002
Organizational Culture	.518	.148	.632	3.493	.002
Employee Training	.244	.088	.431	2.779	.011
a. Dependent Variable: Employee Performance					

Source: Survey data (2016)

The study established that all the independent variables (Motivation, Organizational Culture and Employee Training) had a positive and statistically significant effect on the performance of employees of selected universities in Kenya**.** This is evidenced by the high t-values and p-values of less than 0.05: Motivation (t= 3.460, p= 0.002), Organizational culture (t= 3.493, p= 0.002) and Employee training (t= 2.779, p= 0.011).

The following regression equation was derived from the regression co-efficient:
Employee Performance = 2.116+ 0.193**Motivation** + 0.518**Organizational Culture** + 0.244 **Employee Training**

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The model also recorded a constant value of 2.116. This value implies that in the absence of employee motivation, organizational culture and employee training, the performance of administrative staff would be 2.116 which is low. In order to estimate the regression equation, the researcher assumed that the stochastic error term of the model was zero. If employee motivation, organizational culture and employee Training were increased by one unit each, employees' performance would improve by 0.193, 0.518 and 0.244 respectively. This implies that organizational culture has the greatest influence on the performance of employees selected universities in Kenya followed by employee training and then employee motivation. However, all of them have a positive and significant effect.

4.7 Explanation of Findings

The study sought to establish the effect of employee motivation, organizational culture and employee training on the performance of employees among selected universities in Kenya. The selected universities were Kenya Methodist University, Kiriri Women's University of Science and Technology, Jomo Kenyatta University of Agriculture and Technology and Technical University of Kenya. The results of the study were then compared to existing literature. Analysis was done using descriptive statistics such as means and standard deviations. The findings were presented inform of tables and figures. Regression analysis was used to establish the relationship between dependent and independent variables. Analysis of variance (ANOVA) was used to test the goodness of fit of the regression model to the data collected.

The study established that Employee Motivation, Organizational Culture and Employee Training had a combined positive and significant effect on the performance of employees of selected universities in Kenya. These findings are in support of existing literature. For instance, Oduma and Were (2014) established that motivation is one of the critical factors that enhance commitment and performance of employees in public university in Kenya. Arinanye (2015) in his study established that organizational culture has a positive relationship on employee performance. Mohammad et al. (2013) concluded that there exists a positive relationship between a strong organizational culture and employee performance improvement. Ghafoor, Furqan and Aslam (2011) carried out a study in Pakistan and established that on job training significantly affects employee performance. This implies that thus if

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universities and other institutions in Kenya want to improve the performance of their employees, they should focus on their employee motivation, employee training and organizational culture that is inclined towards efficiency and excellent service delivery.

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CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings where the objective was to assess the institutional factors affecting the performance of employees among selected universities in Kenya. The chapter also presents the conclusions of the study, recommendations for policy and practice and suggestions for further research in relation to the factors affecting employee performance. The study sought to establish the effect of motivation, organizational culture and employee training on the performance of employees among selected universities in Kenya. The selected universities were Kenya Methodist University, Kiriri Women's University of Science and Technology, Jomo Kenyatta University of Agriculture and Technology and Technical University of Kenya. The results of the study were then compared to existing literature. Analysis was done using descriptive statistics such as means and standard deviations. The findings were presented inform of tables and figures. Regression analysis was used to establish the relationship between dependent and independent variables. Analysis of variance (ANOVA) was used to test the goodness of fit of the regression model to the data collected.

5.2 Summary of Findings

The first objective of the study was to establish the effect of motivation on the performance of employees among selected universities in Kenya. The study established that motivation has a positive and significant effect on the performance of the employees among selected universities in Kenya. The study found out that the key motivating factors being treated in a caring and considerate manner, conducive working environment, meritorious promotion, positive recognition and adequate job security. These findings were supported by the findings of other scholars such as Oduma and Were (2014) who concluded that motivation is one of the critical factors that enhance commitment and performance of employees in public university in Kenya. Gitman and McDaniel (2009) also established that lack of motivation in a firm has adverse effect on its performance. Werner and Desimone (2009) also suggested that motivation of employees contributes to building of organizations stability in terms

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of performance. Lastly, Lauby (2007) concluded that employees that are lowly motivated do not mostly go an extra mile to maintain the organizations stability thus the organization ultimately underperforms.

The second objective was to determine the effect of organizational culture on the performance of employees among selected universities in Kenya. The study established that organizational culture has a positive and significant effect on the performance of the employees among selected universities in Kenya. The study also found out that the culture of work efficiency, customer focus, employee development; recognition and rewarding hard work have the greatest influence on the performance of employees of selected universities in Kenya. The findings of this study were found to be similar to the findings of previous studies. Mohammad *et al*. (2013) established a positive relationship between a strong culture and employees Performance improvement. Cascio (2006) found out that organizational culture enables the employees to perform better since it helps them understand performance more as an aspect of employee commitment to organizational tasks and assignments. Further, Agwu (2014) observed that organizational culture is related to organizational practices which in turn influence the performance of employees. Sackman and Bertelsman (2006) concluded that an organization can improve employee performance through developing certain types of organizational cultures. Lastly, Arinanye (2015) in his study concluded established that organizational culture has a positive relationship on employee performance.

The third objective was to determine the effect of employee training on the performance of administrative staff among selected universities in Kenya. The study established that employee training has a positive and significant effect on the performance of the administrative staff among selected universities in Kenya. The study also established that that the key aspects of employee training that affects employee performance are Equipping them with more skills and knowledge of their work; guidance and support on their area of specialization and refreshing of their skills through refresher courses on the areas that are not very clear. These findings were in support of existing literature. For instance, Elnaga and Imran (2013) concluded that training improves employee performance through developing employee potential which helps in building skills that will enable employees to cope

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with uncertain conditions in the work place and enhancing their motivation and commitment. Ghafoor, Furqan and Aslam (2011) concluded that on job training significantly affected employee performance which in turn has a positive effect on the performance of the organization mostly among firms in developing countries. Lastly, Cole (2002) the study established that training employees enhanced their performance through improving employee morale, lowering employee turnover, improving the availability and quality of the company's staff and also making employees more responsible, more recognized thus increasing the chances of promotion. In light of the benefit derived from employee training, many firms have resulted to adopting effective employee training programs although there is still limited literature on how these benefits can influence employee performance especially in developing countries.

Regression analysis proved the existence of a strong relationship (R = 0.704) between Employee performance and Motivation, Organizational Culture and Employee Training. The regression analysis findings also established that Motivation, Organizational Culture and Employee Training can account for 62.4% of the total variance in the performance of employees. Further, the durbin-watson statistic of 2.179 indicated that that the regression model residuals were not serially correlated. Analysis of variance (Anova) verified that the regression model had goodness of fit and was reliable in establishing the effect of Motivation, Organizational Culture and Employee Training on the performance of employees of selected universities in Kenya.

5.3 Conclusion

On the effect of motivation on the performance of employees among selected universities in Kenya, the study concludes that motivation has a positive and significant effect on the performance of the emloyees among selected universities in Kenya. The study also concludes that the key motivating factors are: being treated in a caring and considerate manner, conducive working environment, meritorious promotion, positive recognition and adequate job security.

In regard to the effect of organizational culture on the performance of employees among selected universities in Kenya, the study concludes that organizational culture has a positive and significant effect on the performance of the employees among

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selected universities in Kenya. On organizational culture, the study also concluded that the culture of work efficiency, customer focus, employee development; recognition and rewarding hard work have the greatest influence on the performance of employees of selected universities in Kenya.

On the effect of employee training on the performance of employees among selected universities in Kenya, the study concluded that employee training has a positive and significant effect on the performance of the employees among selected universities in Kenya. The study also concluded that the key aspects of employee training that affects employee performance are equipping them with more skills and knowledge of their work; guidance and support on their area of specialization and refreshing of their skills through refresher courses on the areas that are not very clear.

The study also concludes that there is a strong relationship between employees' performance and Motivation, Organizational Culture and Employee Training. The study also concluded that Motivation, Organizational Culture and Employee Training have a combined positive effect on the employees' performance of selected universities in Kenya where they influence 62.4% of the total improvement in employee performance.

5.4 Recommendations for Policy and Practice

The universities in Kenya should focus on motivating their employees since employee motivation has been proved to have a positive and significant effect on the performance. The motivation should be geared towards treating employees in a caring and considerate manner; creating a conducive working environment; doing promotions based on merit; positive recognition of the employees and ensuring that the employees have adequate job security.

Kenyan universities should cultivate the culture of work efficiency, customer focus, employee development; recognition and rewarding hard work. This is because this study has established that organizational culture has a positive and significant effect on the performance of the employees among selected universities in Kenya.

The management of the Kenyan universities should consider carrying out regular employee training with a bias towards equipping them with more skills and

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knowledge of their work; offering guidance and support on their area of specialization and sponsoring them for refresher courses based on the skills they need. The need for training is based on the findings of this study where the researcher found out that employee training has a positive and significant effect on the performance of the employees among selected universities in Kenya.

5.5 Areas for Further Research

The study narrowed its scope to the employees of selected universities in Kenya. This implies that the findings of this study are limited to academic institutions in Kenya and cannot be adequately extended to non-academic institutions. A similar study should be conducted among non-academic institutions in order to understand how various factors affect the performance of the employees.

Further, this study only focused on three factors that influence employees' performance. These factors were Motivation, Organizational Culture and Employee Training. The three factors could only explain 49.6% of the total variance on the employee performance. This implies that that there are other factors that also greatly influence employee. Further studies should be carried out to pin-point those other factors.

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APPENDICES

Appendix I: Research Questionnaire

This questionnaire seeks to collect data on the factors affecting the performance of employees among selected universities in Kenya. Kindly fill in the questionnaire. Any information availed will be treated with utmost confidentiality and shall be used for academic purposes only. Your identity shall not be revealed.

SECTION A: GENERAL INFORMATION

1. Name of the University

……

2. Gender

Male [ ] Female [ ]

3. Age Bracket in years

20-25	[ ]	26-30	[ ]
31-35	[ ]	36-40	[ ]
41 -50	[ ]	51 and Above	[ ]

4. Highest level of education

Secondary [ ]
Diploma [ ]
Bachelor [ ]
Masters [ ]
PhD [ ]
Any other (Specify) ……..

5. What position do you hold in this institution?

……

6. How long have you been in this position?

Less than 1 year	[ ]	1 - 5 years	[ ]
6 – 10 years	[ ]	above 10 years	[ ]

7. Size of Department of Respondent

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Registry [ ]

Finance [ ]

Head of Department [ ]

Human Resource [ ]

Students Welfare [ ]

Any other, specify

_____

SECTION B: FACTORS AFFECTING PERFORMANCE

8. To what extent do the following motivating factors influence your level of performance? Tick as appropriate using the following Likert scale of 1-5 where: 1= No Extent; 2= Little Extent; 3= Moderate Extent; 4= Great Extent; 5=Very Great Extent.

Motivation						
1.	Salary and fringe benefits	1	2	3	4	5
2.	Adequate job security	1	2	3	4	5
3.	Meritorious promotion	1	2	3	4	5
4.	contract of service	1	2	3	4	5
5.	Conducive working environment	1	2	3	4	5
6.	Opportunity to use one's ability	1	2	3	4	5
7.	A sense of challenge and achievement	1	2	3	4	5
8.	Receiving appreciation	1	2	3	4	5
9.	Positive recognition	1	2	3	4	5
10.	Being treated in caring and considerate manner	1	2	3	4	5

How else does motivation affect your performance?

_____

_____

9. To what extent does organizational culture influence your level of performance? Tick as appropriate using the following Likert scale of 1-5 where: 1= No Extent; 2= Little Extent; 3= Moderate Extent; 4= Great Extent; 5=Very Great Extent.

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Organizational Culture						
1.	Customer focus	1	2	3	4	5
2.	Work efficiency culture	1	2	3	4	5
3.	Involvement of employees in policy making	1	2	3	4	5
4.	Culture of innovation	1	2	3	4	5
5.	Employee development culture	1	2	3	4	5
6.	Culture of recognition and rewarding hard work					

How else does organizational culture affect your performance?

_____

_____

10. To what extent does training influence your level of performance? Tick as appropriate using the following Likert scale of 1-5 where: 1= No Extent; 2= Little Extent; 3= Moderate Extent; 4= Great Extent; 5=Very Great Extent.

Training						
1.	Orientation on job assigned to you when you are new in the	1	2	3	4	5
2.	Knowledge of other departments other than yours	1	2	3	4	5
3.	Refreshing of the courses that are not so clear to you	1	2	3	4	5
4.	Guidance and support on your area of specialization and others	1	2	3	4	5
5.	Equipping you with more skills and knowledge of your work	1	2	3	4	5

How else does training affect your performance?

_____

SECTION C: EMPLOYEE PERFORMANCE

11. To what extent do you rate your performance based on the following performance parameters? Tick as appropriate using the following Likert scale of 1-5 where: 1= No Extent; 2= Little Extent; 3= Moderate Extent; 4= Great Extent; 5=Very Great Extent.

Performance Measurement					
	1	**2**	**3**	**4**	**5**
Timely completion of projects					
Employee punctuality					
Observing personal habits					
Achieving high quality standards					

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Absenteeism					
Adherence to company rules					
Effective communication					
Team work					
Reduced mistakes and errors					

Thank you for participating in this study

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