AN INVESTIGATION INTO FACTORS AFFECTING WORK PERFORMANCE OF EMPLOYEES OF CHURCH SUPPORTED EDUCATIONAL INSTITUTIONS IN NYANZA PROVINCE.
(A CASE OF S.D.A CHURCH INSTITUTIONS)

BY: -

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D53/OL/1502/02

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF THE DEGREE OF MASTERS IN BUSINESS ADMINISTRATION (H.R.M) OF KENYATTA UNIVERSITY.

AUGUST, 2005
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An investigation into factors affecting
DECLARATION

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

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I confirm that the work reported in this research project was carried out by the candidate under my supervision and has been submitted for examination with my approval as the university supervisor.

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DEDICATION

This research project is dedicated to my beloved son Brian and daughter Clarise and the sacred memory of my late loving wife, Mrs. Margaret Muya.
ACKNOWLEDGEMENTS

I would like to first and foremost, express my gratitude to the almighty Lord for giving me the strength, courage, resources and determination to undertake this noble and worthy course.

My indebtedness goes to my university supervisor, madam, Judith Oluoch, for her invaluable commitment, encouragement and guidance without which, maybe, this study would not have been brought into completion. Her advice was a great source of inspiration.

My gratitude also extends to the principal and the head of my department at Kamagambo T.T.C, Messers, Yaola and Omoro, respectively, for their understanding and allowing me to be away from my normal duties frequently as I carried out this study.

I also wish to extend my sincere gratitude to all the respondents, staff and administrators who spent their quality time, out of their busy schedules, to complete the questionnaires, without which I would have been totally crippled in my endeavor to complete my study.

I equally feel indebted to the many students and secretaries in Kamagambo College who were pivotal to the typing of my research proposal and this report. They did all the typing for me free of charge.

Most sincerely, my heart felt gratitudes extend to Mr. And Mrs. Nyamweya, who spent a lot of their precious times in helping me to put my proposal and report together, free of charge.

I am also indebted to my late loving wife, Mrs. Margret Muya, with whom I hatched the idea of pursuing the course and was out to support me fully. And to my children, Brian and Clarise, who without qualms bore with my constant absence when they needed me most, may God, who comforted them during those moments, bless and see them through in all their dreams.

Finally, special recognition extends to my loving friend, Ann for her hospitality, encouragement and inspiration as I undertook the course.

In a nutshell, it is not possible to acknowledge all who assisted me, as time and space would fail me. However, to all those who contributed to this study in a small or bigger way, I say ASANTE SANA. May God never bypass you.

M.J.N.
ABSTRACT

The purpose of this study was to investigate the factors affecting work performance of employees of church supported educational institutions in Nyanza province (A case of S.D.A institutions). Specifically, the study aimed at establishing whether employees had the relevant academic and professional qualifications; the extent to which working conditions in the said institutions were conducive and promoted work performance; if the rewards and compensation systems in place were motivating enough; the extent to which the human resources development programs affected employees work performance; And finally, to develop guidelines that could be used to address the problem of low morale among employees in the said institutions.

Data prevalent to this study was gathered using two self-constructed questionnaires, one for the administrators and the other for the teaching and support staff.

The population of the study comprised of the employees in SDA Church supported education institutions in Nyanza Province. Institutions were stratified on the basis of their district of location and purposefully selected. All the administrators from the institutions were selected, while the teaching and support staffs were randomly selected to constitute the sample of the study. Fifty percent of the employees in the education institutions were sampled for the study, which was equivalent to 134 out of 260 employees.

The statistic package for social sciences (SPSS) was used to analyze the data. The statistical tools used in the analysis of the data were the pie chart, bar graph, frequencies, mode and percentages.

After the study, the following was found. First, in most church institutions, administrators and the teaching staff had the required academic and professional qualifications. However, a great percentage of the support staff were wanting as far as academic and professional qualifications were concerned. Second, the working conditions in most of the institutions were a hindrance in the performance of work. Third, most church institutions lacked comprehensive human resources and development policies for the professional growth of their employees. Fourth, the rewards and the compensation systems in most church supported education institutions were not satisfactory and motivating enough. On the overall, the study found that the morale of most employees in the church supported education institutions was low. Most of them were not motivated to give their best service. On the basis of the above, recommendations, having policy, practice implications and further research were made.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROJECT TITLE</td>
<td>i</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>x</td>
</tr>
<tr>
<td>DEFINITION OF TERMS</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER ONE
INTRODUCTION
1.0 Overview of the chapter                        1
1.1 Background to the Study                        1
1.2. Statement of the Problem                      6
1.3. Objectives of the Study                      7
1.4. Research Questions                           8
1.5. Significance of the Study                    8
1.6. Scope of the Study                           9
1.7. Limitations of the study                     10

## CHAPTER TWO
LITERATURE REVIEW
2.0. Introduction to Literature Review            11
2.1 Theories of Motivation Relevant to the study  11
2.2. Generally Accepted Motivational Factors      20
2.3. Empirical Studies                            20
2.4.0. Conceptual Framework                      22
2.4.1. Definition of Employee Performance, Motivation and its Importance 24
2.4.2. Effects of Employees Educational Qualifications and Training 26
2.4.3. Working Conditions and their Effects on Employees’ Performance 28
2.4.4 Effects of Rewards and Compensation on Employees’ Performance 31
2.4.5. Effects of Human Resources Development (HRD) Systems on Employees’ Performance .................................................. 32
2.5. Conclusion ............................................................................. 35

CHAPTER THREE ........................................................................... 38
RESEARCH METHODOLOGY .......................................................... 38
3.0 Introduction ............................................................................. 38
3.1 Research Design ....................................................................... 38
3.2 Target population ...................................................................... 38
3.3 Sampling Strategy and Frame ..................................................... 39
3.4 Data Collection Instruments ...................................................... 41
3.5 Pilot study ................................................................................. 41
3.6 Data Collection Procedures ...................................................... 42
3.7 Data Analysis and presentation .................................................. 42

CHAPTER FOUR .......................................................................... 43
DATA PRESENTATION, ANALYSIS, AND INTERPRETATION ......................... 43
4.0. Introduction ............................................................................. 43
4.1. General information of respondents ......................................... 44
4.1.1. Distribution and return rate of questionnaires per institution ........ 45
4.1.2. Distribution of respondents by gender .................................... 45
4.1.3. Highest academic qualifications of respondents .................... 46
4.1.4. Professional qualifications of the respondents ....................... 47
4.1.5. Teaching and support staff working experience ..................... 48
4.2 Employment of workers in church supported institutions ............. 50
4.3. Working conditions in the Church Supported Education Institutions .............................................................. 55
4.4. Human Resources Development Policies In the Church Institutions ................................................................. 59
4.6. Workers Morale and Factors Suggested to be Affecting Work Performance ................................................................. 73
4.7. Suggested Factors that Can Improve Work Performance in the Church Institutions ....................................................... 75
CHAPTER FIVE .................................................................................................................. 77
SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .................. 77

5.0. Introduction ........................................................................................................... 77
5.1. Summary .............................................................................................................. 77
5.2. Findings ............................................................................................................... 78
5.3. Discussion ........................................................................................................... 81
5.4. Conclusions ......................................................................................................... 83
5.5. Recommendations ............................................................................................. 84
5.5.1. Policy and practice ....................................................................................... 84
5.5.2. Suggestions for Further Research ............................................................... 85

REFERENCES ............................................................................................................. 87
APPENDICES ............................................................................................................... 89
APPENDIX 1: Plan and Schedule of Activities ......................................................... 89
APPENDIX 2: Budget Estimates ............................................................................... 90
APPENDIX 3: Administrators’ Questionnaire .......................................................... 91
APPENDIX 4: Teaching and Support Staff Questionnaire ....................................... 96
LIST OF TABLES AND FIGURES

Table 3.1 displaying the targeted institutions for the study------------------------39
Table 3.2 Showing the number of employees to be sampled in the selected institutions--40
Table 4.1 Distribution and return rate of questionnaires per institution- ---------------45
Table 4.2: Respondents by gender.---------------------------------------------------------------45
Table 4.3 Academic Qualifications--------------------------------------------------------------46
Table 4.4 Professional qualifications of the respondents--------------------------------------48
Table 4.5(a) Total working experience----------------------------------------------------------48
Table 4.5(b) Number of years served in a church institution------------------------------------49
Table 4.6 Administrators working experience---------------------------------------------------49
Table 4.7(a) Employment of workers in church institutions-------------------------------------50
Table 4.7(b) Employment of employees in church institutions----------------------------------51
Table 4.8(a) working conditions---------------------------------------------------------------55
Table 4.8(b) working conditions---------------------------------------------------------------56
Table 4.9(a) Human Resources Development Policies--------------------------------------------60
Table 4.9(b) Human Resources Development Policies--------------------------------------------61
Table 4.10(a) Compensation and Rewards System in Place---------------------------------------66
Table 4.10(b) Compensation and Rewards System in Place---------------------------------------67
Table 4.11. On Employees’ Morale---------------------------------------------------------------73
Fig 2.1: The Conceptual Framework.-------------------------------------------------------------24
Fig 4.1 Pie chart showing the distribution of respondents by gender.--------------------------46
Fig. 4.2. A graphical representation of the academic qualifications of the respondents---47
LIST OF ABBREVIATIONS

H.R.D- Human Resource Development

E.A.D- East African Division

E.A.U- East African Union

G.C- General Conference

S.D.A- Seventh-Day Adventist

T.T.C- Teacher Training College

T.S.C- Teachers Service Commission

M - Mode
DEFINITION OF TERMS

For better understanding of this study operational definitions of the following terms are given below:-

**Church Supported education institutions**- Those education institutions established to provide education ranging from primary school to the University and which are fully sponsored and maintained by the church. Employees are recruited, selected and paid in accordance with the church’s policy.

**General Conference**- The highest S.D.A church administrative office that sets and approves the operating polices for the church.

**Human Resources Development**- It is a process by which employees are helped, in a continuous and planned way, to acquire or sharpen, develop and exploit their capabilities and potentials required to perform various functions associated with their present or expected future roles and develop an organisational culture in which supervisor-subordinate relationships, teamwork, and collaboration among sub-units are strong and contribute to the professional well-being, motivation and pride of employees.

**Job enrichment**- This is the process of achieving and improving the “quality of work life”. This the type of improvement in the context of the job which may give a worker more challenge, more complete task, more responsibility, more opportunity for growth, and more chance to contribute his ideas.

**Morale**- a feeling or attitude of satisfaction, with a desire to continue in, and willingness to strive for the attainment of an organisation’ goals.

**Performance appraisal**- The process through which an employee’s behaviour and accomplishments for a fixed time period are measured and evaluated on the basis of previously set standards.

**Primary School**- Refers to an institution of study attended for eight years in the Kenyan curriculum of education.

**Recruitment**- This is the process of identifying prospective employees, stimulating and encouraging them to apply for a particular job or jobs in an organisation.

**Selection**- The process of examining the applicants with regard to their suitability for the given job(s), and choosing the best from the suitable candidates and rejecting the others.

**Secondary school**- Refers to an institution of study attended after completing eight years of primary cycle. This lasts for four years.

**Seventh-Day Adventist Church**- It’s a Christian religious denomination that worships on Saturday and operates several education institutions countrywide.

**Teacher training college**- It refers to a post-secondary institution attended by those intending to acquire professional qualifications required in the teaching of primary schools. It lasts for two years.

**Technical Institute**- A post-secondary institution of education that equips trainees with technical skills to enable them perform technical tasks.
CHAPTER ONE

INTRODUCTION

1.0 Overview of the chapter

This chapter gives background information about the study, the statement of the problem, the objectives of the study, the research questions, the assumptions, the scope, limitations, justifications of the study, and finally, the significance of the study.

1.1 Background to the Study

Employees are the common elements and the most important resource in every organization. Through their individualized background, skills and abilities, they make things happen. They create strategies and innovations for which organizations are credited, that produce valued products and services. It is employees who can make or break an organisation.

Productivity of any organization or department or work unit depends upon the people who work in that unit. Given the same inputs, people can produce more if they work more thus increasing the productivity of the organization, department or work unit. “How do you make people work more or work better?” is an issue that requires an understanding of what motivates people to work (or work more or work better).

Finer (2000) notes that “employee’s performance level never exceeds 50% of an individual capacity to perform. They may stunt and wallow in low morale leading to poor performance and professionalism, which is any organization’s worst nightmare”.

1
What then leads to employees’ poor performance, inefficiency and low productivity? Low morale as a pointer to lack of motivation is more often prevalent among employees. Morale is a composite attitude of various individuals employed by a company. It is generated by the group and may be considered as a by-product of the group. It is not an average of individual’s attitudes.

Miner and Crane (1995), defines morale as “an attitude of satisfaction, with a desire to continue in, and willingness to strive for, the goals of a particular groups or organization”, and the belonging to a group of employees through, adherence to a common goal and confidence in the desirability of these goals! Morale is the summation of feeling of employees as a group towards various aspects of their work/job, their company, working conditions, fellow workers, supervisors and so on. If the attitude of employees towards all these aspects is more positive than negative, the morale of the group can be said to be high, otherwise it is low”.

To understand what motivates workers, it is perhaps best to understand why employees join organizations. This can be done by answering the following self-searching questions: Why do I work? Why do I work for my present company? And why do I work hard (or otherwise)? (Cooper, et al, 1996). It is often interesting to answer the above questions (especially the first one) from the point of view of a group of which one is not a member.

What normally result from such an exercise are lists of needs, which have some degree of similarity, but which also reveal some individual differences (Ibid).

Human beings have individual needs, desires, drives and capabilities. They, thus, join and work in organizations to satisfy their needs and any attempt to motivate or boost their
morale should seek to meet those needs. Planning and analysing an adequate positive response to employees' needs, therefore, deserves the first place in any organization. This calls for our attention in understanding of the meaning, scope and utility of motivation. Although different organizations pursue different paths towards good performance and growth, one that is not given weight is capitalizing on superior response to employees' needs. The fact is, without high gains in employees' effective performance, organizations finally faint. Employees' productive performance must thus be enhanced through motivational practices totally responsive to their needs. Employees' motivation is the central and crucial factor in any organization. When employees are motivated, their work morale is high, and this increases efficiency and productivity. Superior performance has to be supported by appropriate skills and a body of knowledge.

Employees must be enticed and induced to perform in a dependable fashion that results to quality and quantity. They must be seen to employ spontaneous and innovative behaviour to work as need arises, that corresponds to their professional standards (Gibbs: 1994).

In view of the above, the value of motivation as an investment for individual employees and organizations is indisputable. It is only when employees' needs are met morally, emotionally and physically, that they are ready to satisfy the needs of the employer and customer. Well-designed and individualistic motivational programmes for employees should be in place in every organization.

Education remains the most important index in measuring development of a nation. (Human development journal: 2001). Its linkage to other indicators of development like social-economic status, health, mortality rate, technology and poverty reduction and eradication are clear. Education develops full potential of people to lead productive lives, in
accordance to their needs and interests. It enables them to adapt to the environment. Fundamentally, education enlarges people’s choices in life through capacity building. It transforms people by making them more receptive (Ndegwe: 1991).

In view of the above, the Kenya government and her people have continued to invest immensely in education. Well, over 40% of the country resources are spent on education (Economic Survey: 2003) and so does a heavy load of every yearly budgetary allocation.

In an attempt to meet the country’s expanding education needs, the government has continued to encourage the establishment of private education institutions managed by individuals, religious groups and other partners, as a result of the realization of her inadequacy to meet the ever growing education needs.

The Seventh-day Adventist church is one such religious organization that has strongly come out to supplement the government efforts in the provision of education through the establishment of education institutions, ranging from primary school to the university. The establishment of the education institutions is entrenched in the churches’ mission, which states as follows:

"The mission of the Seventh – day Adventist church is to proclaim to all peoples the everlasting gospel…. Leading them to accept Jesus as personal saviour and to unite with His church, and nurturing them in preparation for His soon return. We pursue this mission under the guidance of the Holy Spirit through: preaching, Healing and Teaching – Acknowledging that development of mind and character is essential to Gods redemptive plan...". (GC, working policy 2004).

The church operates a school system to ensure that its youth receive a balanced physical, mental, moral, social and vocational education. The stated interest of the church is the
optimum development of the whole child for both this life and the life thereafter. Seventh day Adventists church operates schools from kindergarten through university, for the purpose of transmitting to their children their own ideals, beliefs, attitudes, values, habits and customs. The government maintains a highly developed public school systems for making citizens; but in addition to being patriotic, law abiding citizens, seventh day Adventists want their children to be loyal, conscientious Christians (EAD, Education Code: 1995).

The individual schools are the employers of the workers serving in them. Each school is operated by a school board accountable to the constituent churches that started it. The board appoints administrators, faculty, and staff; develops institutional policies; approves the yearly budget; and advises the leadership as it administers the institution. Working through designated committees (for academics, finances, students development, etc), the board interfaces with the administration and provides overall guidance (opcit).

The board is considered the highest administrative body of the Adventist school accountable to the next higher organization. The principal is the chief executive officer who reports directly to the board.

Over the years, employees in the Seventh day Adventist (S.D.A.) church supported education institutions have lamented over poor pay, job insecurity, and poor working conditions among other numerous problems. These have often led to poor work performance which, has always been reflected in the poor academic performance of most of the church maintained schools in comparison to other public schools and more particularly to those maintained by churches like Catholic Church. Most of them are a frustrated lot
always on their toes and with ears wide open, looking for employment elsewhere. Frustration is a common phenomenon to most of them.

1.2. Statement of the Problem

Most of the developed countries owe their success to the quality of education in place. Highly motivated workers, whose performance is exemplary, are required for good performance. The church has a responsibility of getting back its monies worth from the labour of its workers. It should always create situations where workers are motivated to perform fully and disperse their duties with commitment, effectively and efficiently. The secret of success, for any business is highly motivated and enthusiastic employees. They deliver both quality and quantity. However through observations of a small sample group, low morale is evident amongst employees in S.D.A church supported education institutions.

*Simpson (1995), cites the following as indicators of demotivation: increasing absenteeism among employees and excessive labour turn over, low output and productivity, an increasing rate of accidents and wastage of raw materials, frustration and unrest in the workforce, defiant and violent behaviour of workers in or outside the working place, and frequent confrontation or argument with supervisors and managers and non-co-operation, strikes, abusive and violent demonstrations.

He further observes that, frustration is the most common manifestation of demotivation and that it may be caused by erosion of real wages due to rising prices and unsatisfactory personnel administration. He says that, whenever frustration develops, a worker will either seek a better job elsewhere, if he can, or will develop a sense of apathy towards the organization and his work, so that he would do so as
little as possible. Most of the symptoms of demotivation cited by Simpson are prevalent among most employees in SDA church supported education institutions.

Given the observable symptoms indicating low work morale among most employees in S.D.A church supported education institutions, this research aimed at investigating and singling out the factors that affect work performance of employees in S.D.A church supported education institutions with a view to generating recommendations on how the identified factors could be controlled.

1.3. Objectives of the Study

The general objective that the researcher sought to achieve was to investigate factors affecting work performance of employees of S.D.A. church supported educational institutions in Nyanza province.

The specific objective were:-

1. To find out whether educational qualifications and training affected work performance in the church supported education institutions.

2. To establish the extent to which working conditions affected employees work performance in the institutions.

3. To find out if rewards and compensation systems in place in the institutions affected work performance of the employees in the said institutions.

4. To examine the extent to which the Human Resources Development (HRD) systems in place in the education institutions affected employees work performance.
5. To find out if there were any other factors other than the above, that affected employees' work performance in the said institutions.

6. To find out what should be done to improve employees' morale and hence their work performance.

1.4. Research Questions

The following research questions guided the research.

1. Did the employees in the institutions possess the relevant education qualifications and training required for high work performance?

2. To what extent did the working conditions in the said institutions affect employees' work performance?

3. Were the rewards and compensation systems in place in the institutions satisfactory and motivating enough for high work performance?

4. To what extent did the Human Resources Development (HRD) systems in place in the education institutions affect employees' work performance?

5. What other factors affected employees' work performance in the said institutions?

6. What could be done to improve employee morale to enhance their work performance in the said institutions?

1.5. Significance of the Study

This research will benefit the following parties:

First, the findings of this research will benefit parents and learners in the S.D.A. church supported institutions, who are the key stakeholders, as improved work performance is expected to result into improved academic performance. The good performance of learners
will be a worthwhile return on resources invested by parents and will be a step towards a bright future for the learners.

Second, it is hoped that the findings of this research will improve employees work morale; this will improve their work performance. Work will be enjoyable for them. The employees will offer their services not only as a means of earning an income but also as a way of developing their life-long careers. They will want to stick to the institutions. In addition, the findings of this research will act as a guide to existing and future manpower development, especially motivational strategies that will appropriately encourage employees in the said institutions to perform highly. Hopefully, the research will translate into a process that will meet employee’s needs.

Third, well-motivated employees will be cost-effective. As a result the institution will reap the sweet fruits of their continued survival amidst stiff competition. Ultimately, the church will achieve her noble mission of developing morally upright citizens who will be of service to the society and in the world to come.

Fourth, the findings will in the long run contribute to the government of Kenya’s effort to achieve its dream of making Kenya an industrialized country by the year 2020. in addition, two of the greatest challenge of the country; poverty and ignorance, will be addressed.

Finally, this research will form an important base for further research by interested researchers in future.

1.6. Scope of the Study

The study was confined to only four purposefully selected S.D.A church supported education institutions, which were selected from seven, such, education institutions in
Nyanza province. The institutions were stratified on the basis of their district of location. From each district, one institution was selected. The institutions used were Kamagambo complex, in Migori district, Nyanchwa complex, in Gucha district, Nyabola girls in Rachunyo district, and Ruby Kraft in Homa Bay District. Only a total of 134 respondents were used in the study out of a population of 316-targeted candidates. The final sample comprised of all administrators, teachers and support staff from the selected institutions. The teaching and support staffs were randomly selected. However, it was hoped that the sample chosen would give a general overview about the general status of employees’ work performance, not only in the selected institutions, but all other similar institutions.

1.7. Limitations of the study

The researcher encountered the following difficulties in the course of the research:-
First, finances and time for undertaking the research were limited, as the researcher did not have a sponsor. The researcher was also working full time hence limited time to do the research. Time limitation could not allow the researcher to, very exhaustively, look at all the variables involved in the problem, many as they were.

Second, some of the respondents were not co-operative. Administrators in the institution were reluctant to fill the questionnaires due to suspicion while others did not have the time.

Third, Some of the respondents, especially the support staff, could not comprehend the language in the questionnaires, hence, prompting the researcher to spend a lot of time explaining to them. This also made the researcher to reframe most of the questions after the pilot study.
CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction to Literature Review

Literature review in this study was done along the following broad areas; a critical review of motivation theories relevant to the study was critically done. The gaps to be filled by the study were then discussed, then a conceptual framework, with a discussion of the issues in it, followed, and finally, a summary of the whole chapter was given.

2.1. Theories of Motivation Relevant to the Study

Various theories have been developed in attempt to explain how motivation of employees can be achieved. These theories provide an important understanding of human behaviour and also show how such behaviour can be channeled to facilitate good performance in an organisation. The theories that have been reviewed are: -goal setting, Maslow’s theory of human needs, economic, equity and theory X and Y, as follows:

(A) Goal Setting Theory

Goal-setting theory is at present one of the most influential theories of motivation, yet it is based upon fundamentally simple assumptions (Maken et al: 1996). The theory is commonly associated with Locke. According to Locke and Latham (1984), satisfaction comes from achieving specific goals. They assert that, the harder these goals are to achieve, the greater the effort and subsequent satisfaction.

According to Locke, goal-setting work by directing attention, facilitating a search for appropriate methods, mobilizing and maintaining effort. The effect of directing attention
towards the task involved is, of course necessary if the task is undertaken. It also removes
uncertainty about precisely what is expected. Once attention is directed, then there has to be
a search for appropriate methods of task attainment. When the task is clear and precise, it is
possible to rule out a large number of alternative strategies and concentrate on those most
directly relevant. Finally, goal setting mobilizes and maintains effort. The fundamental and
assumption behind the theory is that people will do what they say they will do, and will
strive hard to do it! (Ibid.).

S.D.A church supported education institutions managers could apply the theory by
involving employees in the setting of the goals they are expected to achieve. The goals
should be specifically defined and jointly, the managers and the employees should agree on
the best strategies to be used to achieve the set goals. By so doing, employees will identify
themselves with the institutions’ goals and will commit themselves towards their
achievement. The goals set should also be hard and those that an employee believes can
achieve. Feedback should be provided to the employee continually.

(B) Maslow’s Theory of Human Needs

The theory, which is variously known as the “need hierarchy theory”, is one of the most
popular theory of motivation. Developed by Maslow in 1954, it is based on the premise that
man is a wanting being whose behaviour is goal directed. The theory contends that
employees are motivated to satisfy a number of things and that money can satisfy directly
or indirectly, some of these needs.

Maslow postulates a catalogue of needs at different levels ranging from the basic
psychological and biological needs to the higher, cultural, intellectual, and spiritual needs,
that is: -
1. **Psychological**: these are essential to survival e.g. food, drink, sleep, reproduction etc.

2. **Security or safety**: these refer to the need to be free from danger and to live in a stable, non-hostile environment.

3. **Affiliation**: as social beings, people need the company of other human beings.

4. **Esteem**: This include self-respect and value in the opinion of others.

5. **Self-actualization**: these are needs at the highest level, which are satisfied by opportunities to develop talents to the full and to achieve personal goals.

Two important concepts fundamental to Maslow’s theory are; first, higher needs do not become operative until lower needs have been met (e.g. a hungry professor in prison is likely to be more interested in food than philosophy); secondly, a need that has been satisfied is no longer a motivating force. (Bennett and Pratt: 1998)

Research into the applicability of this theory to real life situations has indicated that it is an over-simplification of reality. Bateman and Zeithaml (1990), for example, argue that it is neither logical nor practical to do that. Luthers (1989) argued that Maslow’s formulated this theory on the basis of clinical observation and did not test it through systematic research. However, Maslow’s theory implies that, it is not worthy trying to provide means for employees to satisfy high needs if lower ones are not yet met. There is a lot of logic in this in that, for example, a hungry man minus shelter and clothes cannot realize his full potential.

This theory is wanting in that; it fails to recognize that human needs may shift back and forth under different circumstances. It is also possible to satisfy two levels of needs at the
same time. Sometimes satisfying a need partially may result to another need emerging. It is also possible for some needs to occur simultaneously and be satisfied concurrently.

Nevertheless, the classification of needs into categories has provided very useful basis for subsequent research and managers can carefully borrow a lot from this theory and try to satisfy as many employee needs simultaneously to improve performance. The S.D.A church supported education institutions managers should borrow the need for the employees to grow and self-actualize from Maslow.

According to Betman and Zeithaman [1993], numerous, prosperous companies world-wide have formulated personnel growth awareness for their employees based on Maslow’s findings and this has proved to be very rewarding in terms of performance. Most employees in the S.D.A church maintained education institutions still have a host of needs as postulated by Maslow still not being met, which has continually hampered their morale and hence work performance. By borrowing a leave from Maslow, the trend can be reversed and they can join the list of organizations that have reaped the sweet fruits of good performance by applying carefully Maslow’s theory.

(C) Economic Theory of Motivation

Sometimes described as the Rational- Economic theory or the Traditional theory, it is exemplified in the ideas of F.W Taylor, 1901 and his followers in the so-called Scientific Management School, which introduced methods of time and motion study into work organisations. It was based on the assumptions that workers are motivated mainly by material incentives. Taylor argued that, the output of a highly productive person would decrease when he discovered that he was receiving basically the same compensation as that
of a person who produced less. His solution was to design a system whereby individuals were compensated according to their production. (Mullins: 1999)

Taylor’s theory got huge support from the Scientific Management movement at the dawn of the 19th century and continues to receive huge support in modern day organisations. In supporting Taylor’s ideas, Fred Luthens (1991) observes that:

"Whether employees maintain high performance or not depend on how they perceive consequences of their efforts. If they believe high performance will be rewarded, they will be more likely to work to achieve it. The monetary incentives should be performance contingent".

Gellerman (1994) says that: money is an important employee’s motivator. It is a means through which employees can access other important things in life. Through money, their children can go to school. It determines where they live, what they eat, wear, access to social amenities and generally to ‘good life’. More money, he felt, was the only way to move employees to higher performance.

However, Nzuve (1999), argues that, monetary incentives though important motivators, are not by themselves sufficient to motivate the employees. He observes that human beings have much more needs beyond what monetary incentives can provide. The opportunity for recognition, power, social status, prestige, security, belonging, growth and development in their career, and leadership, are much more important than money rewards towards good performance.
In view of the above, it is important to note that money constitutes a key factor in the motivation of the employees of the S.D.A church supported education institutions in that many continually lament over poor salaries, that do not enable them to meet most of their basic needs. However, it is worth noting that its motivation level is limited and hence there are a host of other factors that motivates employees, like need for personal growth, development, a sense of belonging, security and a conducive working environment. This is one of the weakest areas of the traditional economic theory.

To assume that monetary incentives are the only sources of motivation is questionable. Heller (2002) cautions that: one should think twice if he thinks that money is the only motivator. He is supported by Luthens (1991) who asserts that: many managers wrongly assume that employees’ motivation is based upon monetary motive only. This, he says, makes managers fail to recognize the complexity of human motivation. It is a clear and a vivid fact, which is undeniable, that not all the employees who draw huge salaries in S.D.A church maintained education institutions that perform highly.

Notwithstanding the shortcomings of Taylor’s theory, modern organisations have designed different monetary incentive plans to improve employees’ performance. These include: different piece rate plan, pay for performance plan, Emersion efficiency plan, and bonus plans prevalent in most organisations. With these plans, a basic pay is guaranteed while individual effort and efficiency are linked to additional monetary reward.

D. Equity Theory

Propounded by Adams in 1977, equity theory suggests that people are influenced in their behaviour by the relative rewards they either receive or expects to receive. The theory is
based on the assumption that people are most likely to be motivated if they are equitably treated at work. It is concerned with the way in which people judge the fairness or otherwise of the way rewards, including wages are distributed. Maken et al (1966), observes that the way the scarce resources are ought to be shared is an issue of major concern in most societies. They further observe that the way the scarce resources are distributed between individuals or groups within organizations influences their performance at work. Workers determine equity by comparing the input on the job with what is expected after investing the effort. People tend to compare, for example, the pay they get with what others are paid for the same effort and situation.

The implications of equity theory to managers of S.D.A church supported education institutions are: firstly, there are different behaviours possible when people believe they are not equitably rewarded or are in a situation they believe will lead to inequity. Secondly, people will compare how they are treated against the organizations practice, for example when an organization allows overtime to some employees, the rest of the staff doing similar jobs in the same situation will consider themselves as victims of inequity. Thirdly, managers should pay attention to employees' perceptions of what is fair and equitable. Fourthly, managers benefit by allowing employees to participate in making decisions about important work outcomes and that employees should be given the opportunity to appeal against decisions that affect their welfare. Fifth, employees are more likely to accept and support organization change when they believe it is implemented fairly. Sixth, managers can promote cooperation and teamwork among group members by treating them equally, and finally, employees denied justice at work are likely to look for arbitration and if the matter is not amicably resolved, their motivation to work is adversely affected.
In supporting the above ideas Mullins (1996), asserts that feeling of inequity in a worker causes tension, which is an unpleasant experience. The presence of inequity, he says, motivates the worker to remove or reduce the level of tension and the perceived inequity and that the magnitude of perceived inequity determines the level of tension.

(E) Theory X and Y.

McGregor in 1960 developed the theory. The theory was based on his idea that effective readership depend upon a managers assumptions of the nature of management and about people in general (Betts: 1993). McGregor proposed that managers make two kinds of assumptions about people, which he calls theory X and Y. Theory X is a set of traditional beliefs that people are inherently lazy and unambitious and will avoid work or responsibility. The main incentives to work, he says, are provided by the carrot and the stick and constant supervision is necessary. Theory X attitudes, in McGregor’s view, are the main reasons why workers adopt defensive postures and group together to beat the system whenever they can. Management expects them to behave this way and they fulfill the prophecy (Shaun and York: 1996).

Theory Y, on the other hand, takes a benevolent view of human nature. It assumes that work is a natural human activity, which is capable of providing enjoyment and self-fulfillment. According to theory Y, the chief task of the manager is to create a favorable climate for growth, development of self-reliance, self-confidence, and self-actualization through trust and by reducing supervision to a minimum. (Ibid)
McGregor's assumptions in Theory X correspond to Zenith's (1969) views about human motivations and those of other earlier researchers like Maslow. Their arguments have formed basic foundations for research on employee's motivation. Heller (2002), concurs that, any management must encourage employees to develop their potentials from within.

The S.D.A church education institution managers have a task of encouraging employees by creating an atmosphere that is conducive for them to direct their efforts towards creativity, growth, and development.

Opportunities should be created while eliminating every obstacle that hinders employees' growth and development. Realizing and nurturing potentials, giving guidance and stimulating individual growth, good for overall organizational/corporate culture, should be the ultimate dream of the managers.

The Economic Times (1981) introduces a new view to add on McGregor's Theory X and Y. William Ouchi (2000), in his Z Theory stipulates that the organization should develop a philosophy and a value system, which fosters commitment to organizational goals through the following practices:

- **Long-term security of employment**
- **Consensual participative decision-making, standards and performance.**
- **Slow personnel development, evaluation and promotion.**
- **Implicit, informal control within a framework of explicitly formalized measures.**
- **Generally linear and moderately specialized career paths and,**
- **A holistic concern for the well being of the organization and all its members (including their families) in the widest sense.**
The managers of the S.D.A church supported education institutions, besides offering employment and monetary compensations to employees, should also embrace the above factors to motivate employees appropriately.

2.2. Generally Accepted Motivational Factors

A myriad of management writers and researchers unanimously agree that there are general factors that motivate people at work and which every manager should strive to put in place for workers to perform highly. These are: money and other financial rewards, good working conditions, challenging work, job enrichment, security, participation in decision making, recognition, status, responsibility and power, independence/autonomy, opportunity for personal growth, communication, feedback, quick response to employees grievances and concerns, teamwork, informal groups, proper disciplinary procedures which are perceived to be fair and just, a management/leadership style that encourages all employees to participate in decision making, and regular employee performance appraisal among others.

2.3. Empirical Studies

Recent findings published by Hersey and Blanchard (2001), shows that the following factors motivate employees. They include: advancement, autonomy, company philosophy, attractive fringe benefits, improved communication channels with top management/supervisors, responsibility, good working conditions, tactful disciplinary machinery, good wages, clear promotion and growth opportunities, job security and interesting work. Most of the above motivational factors are still lacking in most S.D.A church maintained education institutions; hence low work morale is prevalent in most of the institutions.
Polarold (2002), identified and implemented the following motivational aspects, which have since then been a success story. They include: change in working environment; good financial incentives; and provision of basic daily essentials among others. These have led to high productivity. Daughtrey (2000), highlight the following factors as being at the top on the list of today's workers importance: health insurance benefits, job security, advancement opportunities and recognition for good performance. The S.D.A church education institutions managers should, thus, envisage the above success story to motivate employees. Thompson and Strickland (2001), recommend that to put the strategic plan in place, motivational practices be in place. They advocate that the following practices be put in place by firms that expect to achieve success: the use of standard reward-punishment mechanism, salary rise, bonuses, stock options, promotion, praise, and recognition; employees meeting regularly to have inspiration/ motivational aspects and to chat corporate litany; and designing a set of incentives and rewards that induce people to do the very things needed to meet performance targets.

Peters and waterman (2002) noted that one of the most untapped motivational factors is creation of a Company or a corporate culture. They say that, culture that is "unashamed" inspire the employees to perform well and this includes the belief in being the best employer, employee doing the best job and the belief in superior quality and service.

Mutinda (2003), in her research entitled "Motivational factors affecting employees" conducted among public school teachers in Nairobi, found that, most employees in those schools were unhappy about most human resource practices, especially, how they were administered. The compensation package was neither satisfactory nor pleasant, recruitment,
selection, induction, appraisal, promotion; recognition, disciplinary machinery, transfer and retirement were singled out as either being opaque or unprofessional. She recommended that similar studies should be carried out in private institutions to find out whether the situation was different. (Unpublished M.B.A research project, Kenyatta University)

Okoth (2003), in his research entitled “Factors determining job satisfaction” conducted among top ranking public school teachers in Nairobi found that, in those schools, teachers were highly compensated, working conditions were conducive, they were involved in decision making, performance standards were collectively set, among other things. He recommended that, similar studies should be conducted in those private and public schools, outside Nairobi, in which performance was poor to find out whether the findings could be replicated. (Unpublished M.B.A research project, University of Nairobi)

Sinha (2005), observes that, motivation helps to unfold the untapped energy in employees. He recommends that, organizations not performing satisfactorily should find out what they not doing to their employees to make them be highly productive.

Although many studies have been conducted on motivation, studies specifically on motivation of employees in S.D.A church supported educational institutions are still lacking. It is as a result of this that the researcher wishes to carry out this study to provide insight on how employees in these institutions can be motivated for better work performance.

2.4.0 Conceptual Framework,

There are diverse reasons that drive people to work. It is not only unfair but also illogical to expect one motivational factor to boost employees’ performance across the board.
Employees are human beings with diverse individual needs. Thus they expect different motivators in respect to their needs.

An employer’s assumption about employees’ motivation depends on his perspective of motivation. Understanding why people do the things they do on the job is not an easy task for any employer. An old age question for every employer has indeed been how to motivate employees to work hard and perform to their best. Employers should look at their employees carefully, seeking to understand them and then put in place a well-tailored measure that meets individual motivational needs. They should also engulf policies or strategies that create conducive working life and all the nitty-gritty that motivates employees for better performance. Such effort should ensure that high turnover rate, grumbling employees, absenteeism, go-slow, picketing, strikes, work stoppage and fence sitting employees, ready to leave at the sound of the trumpet, are unheard of (Betts: 1993).

In most S D.A church maintained education institutions, just like in most private education institutions, workers are silently dissatisfied and quietly a grumbling demotivated lot, who stick to their institutions because they have no better alternatives; hoping that one day God will open doors for them to be in other places where their efforts will be better appreciated. They are not inwardly, outwardly or otherwise motivated to work to their full potential. Frequent absenteeism, lateness and rush, laxity, poor work ethics are frequent phenomena. Time wasting techniques are clearly observed. This trend indicates that the work performance and motivation of most employees is wanting and adversely affects the education sector and eventually the whole economy of the country.
In view of the above, the researcher proposes to investigate closely, identify, and analyse the motivational factors affecting performance of employees in S.D.A church supported education institutions with an aim of reversing the current trend and thereby improving employees work performance.

In this study, employees' performance was a function of:- employees' education and professional qualifications and training, working conditions, compensation and reward systems, and the human resources development programs in the education institutions. This is diagrammatically represented as follows:

**Fig 2.1: The Conceptual Framework.**

<table>
<thead>
<tr>
<th>Educational qualifications and training</th>
<th>Working conditions</th>
<th>Compensation &amp; rewards system</th>
<th>Human Resources Development Program</th>
<th>Other factors</th>
<th>Employees Work Performance</th>
</tr>
</thead>
</table>

Source: Researcher (2005)

2.4.1. Definition of Employee Performance, Motivation and its Importance

The relationship between the organisation and its employees is governed by what motivates them to work and the fulfillment they derive from it. The manager needs to understand how to elicit the cooperation of staff and direct their performance to achieving the goals and the
objectives of the organisation. The manager must know how best to motivate staff so that they work willingly and effectively (Mullins: 1999). Employee performance is the contribution of an employee towards the achievement of organisational goals. It is the behaviour exhibited by an employee in the work place.

There are many influences or factors that affect behaviour. To locate and analyse some of them is exceptionally difficult, as are attempts to remove or replace them to change behaviour. All are complex, and collectively, are subject to a basic psychological process called motivation. In today’s organisations, motivation means getting people to exert a high degree of effort on their job. A motivated employee is an employee who tries hard. The key to motivation, then, is getting employees to want to do a job. In this light, motivation is something that must come from within an employee and not something that the supervisor does to an employee. A supervisor can however, create an environment that encourages motivation on the part of the employees (Rue and Byars: 1993).

Motivation may be defined as an inner force that impels human beings to behave in a variety of ways, and is therefore a very important part of the study of human individuality. Because of the extreme complexity of human individuals and their differences, motivation is very difficult to understand both in oneself and others. Nevertheless, there are certain features of motivation, which may be regarded as generally applicable (Shaun and York: 1996).

Studying motivation provides the supervisor with some answers on how the mind operates, how to motivate, and why failures often occur. Research has not found any exact laws to apply but certain theories, principles and tendencies have evolved to help explain
behaviour. Without complete knowledge, the probability of arriving at the right conclusion as to the cause of anyone’s behaviour is very low (Betts: 1993).

2.4.2. Effects of Employees Educational Qualifications and Training

In organizations, managers and employees work together to accomplish goals that are too complex to be achieved by any single individual. More and more, it is recognized that the most significant factor in determining the success of any organization is the quality of its people (Drucker: 1989).

Employees should be number one priority of every organization. If they are looked after, they will look after customers. And that is good for shareholders. Every organization is in competition for its most essential resource; qualified, knowledgeable people (ibid).

An organization needs to hire the most qualified people it can at the most competitive price. Selection and recruitment of the right employee to fill vacancies in an organization is a critical function of a manager. A manager must take into account not only the fact that an incorrect decision can lead to a tremendous cost in terms of resources and opportunity, but also that many people will be affected by the decision. The right choice of employees can mean growth and increased productivity for the entire work group. Wrong selection can result in months and years of frustrations, repetitive training, documentation and low morale prior to the eventual termination of the recently hired person, after which the selection process begins all over again. Employee selection is a decision that needs to be made right the first time (Simpson and Stricktland: 2001).
Simpson (1995), notes that, selection of employees with right qualifications is critical because their performance always determine the productivity of the whole organization. He further observes that, employees who haven’t the right skills or are abrasive or obstructionist won’t perform effectively and the performance of the firm eventually suffers. The time to screen out undesirables is before they are in the door, not after. Effective screening is important because it is costly to recruit and hire employees. The total cost of hiring, especially top managers, is very high, once such fees in interviewing time, reference checking and travel and moving expenses are taken into consideration. The cost of hiring non-executive employees, although not as high proportionally, is still high enough to warrant effective screening.

The basic goal of selection is to hire the employees most likely to attain high standards of performance. Human resource managers and all involved in the selection process must concentrate on the most promising candidates, being as selective as possible. Identifying potential employees is a highly developed art, if not a science. In the past, this meant selecting candidates who had the skills the company needed now. Now it means selecting employees who can function at a high level in one job or with one work group today and later be trained or promoted as need dictate. (Shaun and York: 1996).

Bennet and Pratt (1989), states that, an effective selection process seeks to achieve the following goals: first, developing high performing work force; one which can implement organizational strategy and achieve bottom line results within legal considerations. Second, increasing the rate of return on recruiting costs (selection expenses as an investment to reduce turnover, training and receive a good value for salary expenditures). Third, selecting
top performers who will be able to attract others like themselves and continue a winning process.

It is evident from the foregoing that the selection of employees with right qualifications is a pre-requisite to high performance. Employees without the right qualifications are a great liability to any organization, the S.D.A. church supported institutions are not exempted from this vital fact.

2.4.3. Working Conditions and their Effects on Employees’ Performance

Working conditions embrace numerous factors that combine together to make an employee feel motivated to exert all his efforts towards the achievement of the organizational set goals. Bennet and Pratt, (1989), notes that, if workers are worried about their salaries, housing, safety with the work they are doing, job security, e.t.c, much energy will be wasted in their efforts to ensure these things. They observe that, if employees do not have job security, they may try to organize themselves to ensure security. If they cannot organize, their mental energies may be spent in thinking about the poor conditions in which they are living in. Most people, if not everyone, like a clean, safe and tidy environment. An attractive work environment is a good motivator although we find few highly motivated people working in unattractive environment.

The need for economic security i.e. the desire to be free from fear of such things as job loss, demotion and loss of income is in all employees. Providing job security (not firing people at random), insurance cover, medical benefits, pension scheme, e.t.c, are good for motivation. Physical security is also suitable for high work performance. (Hersey and Blanchard: 2001)
The physical working environment in which a person works has a tremendous motivational
force. A pleasant, noise-free, well-lit room with comfortable temperature and proper
facilities of telecommunication, secretarial assistance, canteen, transport, etc., is always
conducive to work. (Ibid)

Schein (1973), says that, working environment is a motivating factor by itself. He says that
first and foremost, the status of the organization for which a person works and the mere fact
that he is working in that organization gives him that status. He also adds that, the actual
physical factors present in the work environment acts as motivation.

Relationships developed at work with the boss, colleagues, and subordinates have an
important motivating influence. The more congenial, friendly and supportive are these
relationships, the greater their positive motivational value. In contrast, strained
relationships, which create tension and unhappiness, are serious enough reasons for people
to leave jobs, which in all other aspects may seem comfortable and attractive. (Op Cit).

The design and content of the actual work to be done in itself is an important motivational
factor. An element of freedom to experiment with new ideas within the parameters of the
job fulfills the creative urge in every individual. Freedom to make decisions and assume
responsibilities for the result are factors which enhance an individual’s self-confidence and
feeling of self-esteem. The more such factors can be built into the job, the greater would be
the job satisfaction of the individual performing the job. A happy, satisfied worker is a
productive worker and a great asset to any organization. If an individual in himself is
involved in designing the content and objectives of his job, there are greater chances that he
will work to his utmost to fulfill these objectives. (Hersey and Blanchard: 2001)
Conflict resolution is another factor that affects the working conditions in all organizations. Conflict is a process, which begins when one or a group of employees perceives that the other person or a group of employees is making some conscious efforts to frustrate him in pursuing his interests or goals. Alderfer, (1987), states that, the current view of conflict is that it is not only inevitable, but could be desirable as well. He says that, depending upon the nature, intensity, duration and the way it is handled, it could be functional leading to a higher goal attainment or dysfunctional leading to goal failure.

Communication in an organization highly influences employees’ performance. One of the important roles of the manager is the informational role wherein a manager seeks information from his peers, subordinates and others about anything relating to their jobs and responsibilities. He is at the same time a disseminator of information about his job and the organization to those who are concerned with it.

According to Peter Drucker (1996), good communication is the basis for sound management, and hence, high employees’ performance. He observes that, for planning to be realistic, it is essential that it is based on sound information which is not possible without a good communication system in an organization. The important fact of organizational life for a manager is communication, and his success will depend upon how effectively he can communicate with others in the organization.

The formal framework through which communication is designed to flow determines the effectiveness of communicating. The structuring of the flow can act as a barrier against free flow of communication between persons and levels in the organization.
Rue and Byars (1993), notes that, communication is the fabric that binds the organization together. They advice that managers should maintain open communication channel, they should listen to the views and opinions of their subordinates and show interest and concern for their feelings and needs. They further observe that, effective communication can eliminate many problems and damages, which occur as a result of misunderstanding and gossip. They state that rumour thrives where information is scarce.

**2.4.4 Effects of Rewards and Compensation on Employees' Performance**

Employee compensation refers to all forms of pay or rewards going to employees and arising from their employment. It includes: direct financial payments in the form of wages, salaries, incentives, commissions, bonuses and indirect payments like health and insurance (Dessler: 1994).

Whitesay and Maurer, (1993) observes that, employees are motivated to appropriate behaviours by appropriate rewards. They further observe that, while specific compensation plan designs will vary according to company and industry, and be based on culture, management style and overall objectives, the basic outcome should remain the same: improvement in value of dollars spent and increased satisfaction for all stakeholders.

Employees are an organisations’ most important resource. Rewards for performance must be commensurate with the skills brought in an organisation. Counting the cost of human resources has tremendous potential benefit in both humanistic and financial terms (Sutherland and cooper: 1986)
The importance of rewards and compensation in the performance of work by employees will be more understood when the economic and equity theories of motivation will be discussed in the following section of this chapter.

2.4.5. Effects of Human Resources Development (HRD) Systems on Employees’ Performance.

Human resources development is a process by which employees of an organization are helped in a continuous and planned way to acquire and sharpen capabilities required to perform various functions associated with their present or expected future roles. It is a process that aims at developing employees’ capabilities as individuals and helps them to discover and exploit their own inner potentials for their own and/or organizational development purposes. Human resources development develops an organizational culture in which supervisor-subordinate relationships, teamwork, and collaboration, among sub-units are strong and contribute to the professional well being, motivation and pride of employees (Rao and Pareek: 1986).

HRD is needed by all organisations that desires to be dynamic and growth oriented or to succeed in a fast – changing and competitive environment. Organisations can become dynamic and grow only through the efforts and competences of their human resources. Personnel policies can keep the morale and motivation of employees high, but these efforts are not enough to make an organisation dynamic. Employee’s capabilities must be acquired, sharpened, and used continuously. (Rao and Pereira: 1989)
HRD is a combination of various processes, all aimed at improving the capabilities of employees. These processes include:

i) **Performance appraisal**: This is a HRD – oriented mechanism used by supervisions to:

- understand the difficulties of their subordinates and helping them to overcome them;
- understand the strengths and weaknesses of their subordinates and help them to realize them;
- help the subordinates to become aware of their positive contributions;
- help subordinates to acquire new capabilities and plan for effective utilization of the talents of subordinates.

ii) **Potential appraisal and development.** This is the assessment of the potentials of employees for career-enhancement. This assessment is important in developmental planning as well as for placement of the employee. A dynamic and growing organisation needs to continually review its structure and systems, creating new roles and assigning new responsibilities. Capabilities to perform new roles and responsibilities must be continually developed among employees. The identification of employee potential to ensure the availability of people to do different jobs helps to motivate employees in addition to serving organisational needs. (Shaun and York: 1966).

iii) **Career planning**: The HRD philosophy is that people perform better when they feel trusted and see meaning in what they are trusted and see meaning in what they are doing.

In the HRD system, corporate growth plans are not kept secret. Long-range plans for the
organisation are made known to the employees. Employees should be helped to prepare for change whenever such change is planned. Because managers and supervisors have information about the growth plans of the organisation, it is their responsibility to transmit information to their subordinates and to assist them in planning their careers within the organisation. (Dessler G: 1994)

iv) Training: This is the process of teaching new and old employees the skills they need to perform their jobs. Training is an attempt to improve performance of a worker by the attainment of specific skills. In essence, training is investing in human resources. It tends to broaden the focus of the employee being trained (Martin P: 1987). Training is a learning experience in that; it seeks a relatively permanent change in an individual. Training has the important dual function of utilization and motivation.

The benefits that a firm may obtain from training according to Martin (1987) include: greater productivity and quality, less scrap or spoiled work, greater versality and adaptability to new methods, fewer accidents, and greater job satisfaction showing itself in lower labour turnover and less absence. Therefore, training is an invaluable HRD mechanism that any organisation that seeks to grow cannot underestimate at any cost.

v) Employee welfare and quality of work life: Quality-of-work-life programmes generally focus on the environment within the organisation and include: basic physical concerns such as heating and air conditioning, lighting, and safety precautions; additional physical amenities such as food and beverage facilities, recreation, and aesthetics, and psychological and motivational factors such as flexible work hours, freedom to suggest
changes or improvements, challenging works and varying degrees of autonomy (Mullins: 1999).

HRD systems focus on employee welfare and quality of work life by continually examining employee needs and meeting them to the extent feasible. Job-enrichment programmes, educational subsidies, recreational activities, health and medical benefits, and the like generate a sense of belonging that benefits the organisation in the long run (Ibid).

The HRD mechanisms discussed above do not work in isolation. They are designed to work together in an integrated system. In isolation, these mechanisms do not afford the synergistic benefits of integrated subsystems. MC Gregory’s Theory X and Y and the Achievement-power-affiliation theories discussed the next section sheds more light on the importance of HRD to any organisation.

2.5. Conclusion

Researchers in the field of motivation concur that motivation is paramount to productivity of employees. They all agree that an employee is a bundle of untapped energy, ready to work, if he is properly trained and fairly treated. The basic principle of motivation is that people do what they expect to be rewarded for doing.

Whereas there may be no single magic wand of motivating employees, because their needs and priorities of satisfaction differ, there are issues of importance that all managers should focus on. These form a set of complementary motivational practices that could result in productivity and improve quality of the service, in regard to the organizational goal and mission. These include: -
One, a well defined humanistic personnel policy wherein the workforce is regarded as the valuable asset of the organization, and sufficient care is taken to maintain and develop it, not only to attain organization objectives but also to satisfy the normal aspirations of employees.

Two, a long-term employment policy projecting image of fairness in recruitment and selection, placement of the right person in the right job, sound and fair promotion and transfer policies, well-planned need-based training and development programs for grooming employees for higher jobs or building their career in the organization, and suitable manpower planning.

Three, good compensatory schemes and reward systems that ensure equality and are free from internal and external inequalities. Four, rewarding of good performance adequately, at the earliest, and giving it the deserved publicity. Five, a constructive and objective system of performance appraisal and merit rating of employees aiming at improving them and not so much for punishing them.

Six, prompt handling of workers grievances by having a short-time-bound procedure, well known to employees, in handling grievances. The attitude of persons managing grievances should be co-operative and positive, and the worker should have the feeling that he will be properly heard and justice will be done.

Seven, in handling disciplinary cases, the management should not only be fair but also seem to be fair. Disciplinary procedure should conform to the principles of natural justice. A corrective and not punitive approach in this respect may be more motivating. Eight, participative and consultative style of management and supervision and increasing
autonomy in work should be encouraged to create the necessary conditions for motivating workers to give their best.

Nine, job enrichment and enlargement or making the job more challenging and interesting. These will not only reduce job boredom and frustration, but also increase job satisfaction, and satisfy the esteem or ego and self-actualisation needs of employees, which are perpetual motivators and; Ten, self-motivation by top management, senior and middle managers and supervisors is essential if the persons working under them are to be motivated. The dictum “before you motivate others, you must first motivate yourself” should not be lost sight of.

Bryars (2003), summarily contends that, motivation is crucial to every organization that seeks to effectively succeed. Motivated employees are something that all organizations wish to have. Motivated employees are pivotal to success and a goose that lays golden eggs. Motivation is the wide scope, and all round scope of the totality of the effective human resource system, which stands to be continuously improved. The S.D.A church supported education institutions managers must embrace the above solid facts. Bellois (2003), carefully cautions that, “when you ride a horse, go steady, when you ride people go easy.”
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the methods and procedures of the study. It presents the research design, the population sample, instrumentation, data gathering procedures/techniques, and data analysis techniques that were used.

3.1 Research Design

The researcher used a descriptive research design to investigate factors affecting employees work performance in S.D.A church supported education institutions. The dependent variable was employees work performance whereas the independent variables were the human resource development programs, compensation and reward systems, working conditions, and workers professional and academic.

3.2 Target population

In this research, the target population comprised of all teaching, support staff and administrators in all the S.D.A church supported education institutions in Nyanza province. There were seven (7) such institutions as indicated in the table below. Kamagambo is a complex institution comprising of a primary, a secondary, and a teacher training college. Nyanchwa was also a complex institution comprising of a primary, a secondary, a teacher training college, and a technical institute. Nyabola was the only girls secondary school in the province supported by the S.D.A. Church. Nyabikaye was a secondary school. Matutu and Rannen were each comprised of a primary and a secondary school. Finally, Ruby Kraft
was a primary school. The number of staff (teaching and support) is also indicated in the table. The number of administrators in each institution, which included the principals, Business managers, and heads of departments are also indicated in the table. The total population comprised of 287 staff and 29 administrators, giving a total of 316 candidates.

Table 3.1 displaying the targeted institutions for the study

<table>
<thead>
<tr>
<th>Name of institution</th>
<th>No. of staff</th>
<th>No. of administrators</th>
<th>Total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamagambo</td>
<td>78</td>
<td>6</td>
<td>84</td>
</tr>
<tr>
<td>Nyanchwa</td>
<td>113</td>
<td>7</td>
<td>120</td>
</tr>
<tr>
<td>Matutu</td>
<td>26</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Nyabola</td>
<td>18</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Nyabikaye</td>
<td>12</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Ruby Kraft</td>
<td>14</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Rannen</td>
<td>26</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>287</strong></td>
<td><strong>29</strong></td>
<td><strong>316</strong></td>
</tr>
</tbody>
</table>

Source: *S.D.A. Church Education Head Office*

3.3 Sampling Strategy and Frame

The sampling strategy and frame was constrained by finances and time. Since most of the S.D.A. education institutions are managed by the same management and are in the same compound, stratified and purposeful sampling was used to select the sample as far as the institutions were concerned. Selection of institution was done on the basis of their district of location. Kamagambo Complex, which comprises of a Teachers’ college, a High School
and a Primary school, was selected for the study from Migori District. Nyanchwa complex, which also encompasses a Teachers' college, a Primary school, a High school and a Technical Institute, was selected from Gucha District. In addition to the location, the fact that Nyanchwa and Kamagambo Teachers' Colleges are complex institutions qualified them to be involved in the study. Nyabola girls, which is the only girls’ secondary school and the only S.D.A church, supported institution in Rachuonyo district was selected for the study. Finally, Ruby Kraft being the only S.D.A church supported primary school in Homa Bay district was selected for the study. From the selected institutions all the administrators (Principals, Heads of Departments and Business managers) constituted the sample. 50% of both support and teaching staff who were randomly selected constituted the sample as shown in the table below.

3.2 showing the number of employees to be sampled in the selected institutions

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Teaching staff</th>
<th>Support staff</th>
<th>Administrators</th>
<th>Total Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. 50%</td>
<td>No. 50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kamagambo Complex</td>
<td>45 23</td>
<td>33 17</td>
<td>6</td>
<td>44</td>
</tr>
<tr>
<td>Nyanchwa Complex</td>
<td>62 31</td>
<td>57 29</td>
<td>7</td>
<td>67</td>
</tr>
<tr>
<td>Nyabola Girls</td>
<td>11 6</td>
<td>7 4</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Ruby Kraft</td>
<td>10 5</td>
<td>4 2</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>128 65</strong></td>
<td><strong>101 52</strong></td>
<td><strong>17</strong></td>
<td><strong>134</strong></td>
</tr>
</tbody>
</table>

Source: S.D.A Church Education Head Office

In total 134 respondents were selected to constitute the sample. Out of these, 17 of them were administrators from the sampled institutions. The remaining 117 were 50% of the total
number of teaching and support staff from the sampled institutions, who were randomly selected.

To ensure that there was a fair representation of both teaching and support staff in the final sample, from each category 50% of the staff was included. The final sample of 134 respondents was 42% of the total targeted population of 316. The researcher believes that the sample selected was a true representation of the targeted population.

3.4 Data Collection Instruments

A combination of structured and semi-structured questionnaires were used in this study. Two types of the same were prepared, one for administrators, and the other for the teaching and support staff. The purpose was to enable the researcher compare the responses from both the administrations and the other employees with an aim of arriving at viable conclusions. The questionnaires covered the variables in the research questions and objectives.

3.5 Pilot study.

Prior to the main research, a pilot study to verify the instruments for data collection of this study was undertaken. It was done in one primary and secondary school that had not been sampled for the study. The pilot schools were randomly selected. The main aims of the pilot study were to find out if the questionnaire covered all the intended variables of the research, whether questions were clear and unambiguous, and whether the space provided for answering the question would be adequate. Responses to the above issues helped the
researcher to modify and adjust the instruments and come up with the final questionnaires as they are in the appendices 3 and 4 of this report.

3.6 Data Collection Procedures

A preliminary survey in all selected institutions was undertaken to identify the place, research assistants and make the necessary arrangements with the administrators for actual data collection day. On the material day, questionnaires with instructions were distributed to the respondents. The method of drop and pick later was used to administer the questionnaires.

3.7 Data Analysis and presentation

The study employed basic statistics, which were mainly qualitative and descriptive. The data collected from this research was edited, coded and tabulated. The statistical package for social sciences (S.P.S.S) was used to analyse data. The statistical tools that were used in the analysis of data were pie chart, bar graph, frequencies, mode, and percentages. Frequencies were used to reflect on the number of respondents in each item in the questionnaire while mode and percentages were used to determine the response with most respondents. Tabulation constituted the main format of organizing and presenting the collected information from which recommendations and suggestions were made. For purposes of arriving at viable conclusions, the staff and the administrators' responses were presented alongside each other. This enabled the researcher to make comparisons about the responses and thus draw appropriate conclusions.
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0. Introduction

This chapter focuses on the presentation, analysis, interpretation and discussion of the data gathered from the field to investigate factors affecting work performance of employees of S.D.A. church supported educational institutions in Nyanza province from randomly selected teaching and support staff and administrators. This chapter seeks to answer the research questions spelt out in chapter one which acted as the researcher’s guide in the study. The researcher sought to answer the following prevalent questions: does the employees have the relevant education qualification and training for the performance of their work in the S.D.A church supported institutions?; Are the working conditions in the said institutions conducive for employees’ work performance?; Does the reward and compensation systems in place motivate employees enough to perform their work in the said education institutions?; Are there human resource development (HRD) systems and policies in place in the education institutions aimed enhancing employees’ professional growth for improved work performance in the institutions under study?; What other factors affect employees work performance in the said institutions?; And, what could be done to improve employees’ work performance in the church supported education institutions?

The responses from administrators and those from the teaching and support staff have been reported separately. However, they are reported alongside each other for easier comparison, discussion and comprehension. The reporting of questions in section two and most of the questions in section three of both the administrators’ and that of the teaching and support staff
has been done together because questions in section three were meant to clarify some of the questions in section two.

The first section of this chapter gives a report of the respondent’s general information, in terms of their gender, education and professional backgrounds and their working experience. The second section gives the respondents’ responses on factors that the researcher thinks could be affecting employees work performance in the said institutions. The third part reports the factors that respondents felt affects work performance in church supported education institutions. The fourth section reports the suggestions that respondents feel should be implemented in the church institutions to improve employees work performance. And finally, the fourth section of this chapter summarizes and discusses the general findings of the researcher.

The presentation of the information will be in form of tables, pie charts and bar graphs. Percentages and mode will be widely used in the analysis of the data. The source of all tables and figures in this report is the research data collected from the field.

4.1. General information of respondents

As explained in chapter three of this report, a total of 134 respondents were identified to form the sample. This figure included 17 administrators, 65 teaching staff and 52 support staff. All the administrators (principals, deputies and business managers) in the sampled institutions formed the sample. The teaching and support staff included in the sample, which constituted 50% of the targeted population (see table 3.2), were randomly selected. The sampled respondents had been targeted to respond to a questionnaire. There was a questionnaire for administrators alone, while the teaching and support staff questionnaire was one. These figures, as explained earlier, were hoped to be a representation of the targeted population.
4.1.1. Distribution and return rate of questionnaires per institution

Table 4.1: Distribution and return rate of questionnaires per institution

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Administrators</th>
<th>Teaching Staff</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kamagambo</td>
<td>6  5  83.3</td>
<td>23  23  100</td>
<td>17  15  88.2</td>
</tr>
<tr>
<td>Nyanchwa</td>
<td>7  6  85.7</td>
<td>31  25  80.7</td>
<td>29  23  79.3</td>
</tr>
<tr>
<td>Nyabola girls</td>
<td>2  2  100</td>
<td>6   6   100</td>
<td>4   3   75</td>
</tr>
<tr>
<td>Ruby Kraft</td>
<td>2  2  100</td>
<td>5   5   100</td>
<td>2   2   100</td>
</tr>
<tr>
<td>Total</td>
<td>17  15  88.2</td>
<td>65  59  90.8</td>
<td>52  43  82.7</td>
</tr>
</tbody>
</table>

From the above table a total of 17 administrators were given questionnaires. 15 of them, which was equivalent to 88.2 percent completed and returned the questionnaires. The rest, 2 or 12.8% didn’t return their questionnaires. A total of 65 teachers were given the questionnaires to complete but only 59, which was the same as 90.8% fully completed and returned the questionnaires. The rest 6, which was equivalent to 9.2% did not either return or gave incomplete information and therefore the questionnaires were discarded. The table also indicates that 52 support staffs were given the questionnaires to complete. However, only 43, which were equivalent to 82.7%, returned questionnaires, which were fully completed. The rest 9, which was the same as 17.3% did not return them or their questionnaires were incomplete and therefore were not considered. The total number of questionnaires which was completed and returned was 117 which, was still a good representation of the targeted population.

4.1.2. Distribution of respondents by gender

Table 4.2: Respondents by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Administrators</th>
<th>Teaching staff</th>
<th>Support Staff</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>14</td>
<td>40</td>
<td>26</td>
<td>80</td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>19</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>59</td>
<td>43</td>
<td>117</td>
</tr>
</tbody>
</table>
From the above table 4.2 and the chart, most of the respondents sampled were male teachers, followed by male support staff, then, female teaching staff, followed by male administrators and the least number was that of female administrators. This represents the gender disparities on the ground in the institutions under study. Most of the employees be they administrators, teachers or even support staff are male.

4.1.3. Highest academic qualifications of respondents

Table 4.3 Academic Qualifications

<table>
<thead>
<tr>
<th>Category of Respondents</th>
<th>Academic qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Masters</td>
</tr>
<tr>
<td>Admin.</td>
<td>3</td>
</tr>
<tr>
<td>T / staff</td>
<td>3</td>
</tr>
<tr>
<td>S / staff</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: The percentages on the first three rows are based on the total number of respondents in a category, while the percentages on the fourth row is based on the total number of respondents in the study.
Fig. 4.2. A graphical representation of the academic qualifications of the respondents.

From table 4.3 and figure 4.2 above, 41.9% of the respondents possessed a bachelors degree, 24.8% held a certificate, 12.8% held a diploma, 10.3% were either form four or form six leavers, while masters and standard eight certificate holders were 5.1% respectively. On the overall, 40.2% of the respondents held a certificate and below, while 59.8% held a diploma and above. Masters holders were the least. This is believed to be a indication of the real situation on the ground in the institutions.

4.1.4. Professional qualifications of the respondents

Table 4.4 below shows that 80% of those administrators involved in the study possessed the relevant professional qualifications, while 20% did not. 67.8% of the teaching staff involved in the study had the relevant professional qualifications, while 32.2% of them were not professionally qualified. 41.9% of the support staff included in the study possessed the relevant
qualifications, while the rest 58.1% were not professionally qualified to do the jobs they had been recruited to do. On the overall, the results reveal that, 59.8% of all the respondents were professionally qualified; while 40.2% were not qualified to do the jobs they had been employed to do. Such figures raise a critical question on the levels of work performance in the institutions.

Table 4.4 Professional qualifications of the respondents

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Those with relevant professional qualifications</th>
<th>%</th>
<th>Those with relevant professional qualifications</th>
<th>%</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>12</td>
<td>80</td>
<td>3</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Teaching staff</td>
<td>40</td>
<td>67.8</td>
<td>19</td>
<td>32.2</td>
<td>59</td>
</tr>
<tr>
<td>Support staff</td>
<td>18</td>
<td>41.9</td>
<td>25</td>
<td>58.1</td>
<td>43</td>
</tr>
<tr>
<td>Total</td>
<td>70</td>
<td>59.8</td>
<td>47</td>
<td>40.2</td>
<td>117</td>
</tr>
</tbody>
</table>

Note: percentages in each row are based on the total number of respondents at the end of the row.

4.1.5. Teaching and support staff working experience.

Table 4.5(a) Total working experience

<table>
<thead>
<tr>
<th>No of years</th>
<th>Teaching staff</th>
<th>%</th>
<th>Support staff</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>30</td>
<td>75</td>
<td>10</td>
<td>25</td>
<td>40</td>
<td>39.2</td>
</tr>
<tr>
<td>5-10</td>
<td>12</td>
<td>54.5</td>
<td>10</td>
<td>45.5</td>
<td>22</td>
<td>21.6</td>
</tr>
<tr>
<td>Over 10</td>
<td>17</td>
<td>42.5</td>
<td>23</td>
<td>57.5</td>
<td>40</td>
<td>39.2</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>43</td>
<td>102</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 4.5(a), above, 39.2% of the respondents had a working experience of less than 5 years, 21.6% had an experience of 5-10 years, while 39.2% of the respondents had working experience of over 10 years. Therefore, most of the employees are in the categories of new recruits and the very old ones.
Table 4.5(b) showing the number of years served in a church institution

<table>
<thead>
<tr>
<th>No of years</th>
<th>Teaching staff</th>
<th>%</th>
<th>Support staff</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>35</td>
<td>77.8</td>
<td>10</td>
<td>22.2</td>
<td>45</td>
<td>44.2</td>
</tr>
<tr>
<td>5-10</td>
<td>14</td>
<td>60.9</td>
<td>9</td>
<td>39.1</td>
<td>23</td>
<td>22.5</td>
</tr>
<tr>
<td>Over 10</td>
<td>10</td>
<td>29.4</td>
<td>24</td>
<td>70.6</td>
<td>34</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td></td>
<td>43</td>
<td></td>
<td>102</td>
<td></td>
</tr>
</tbody>
</table>

The above table indicates that, 44.2% of the respondents had served in church supported institutions in their work for less than 5 years, 22.5% of the respondents had served in church institution(s) for between 5 and 10 years, while 33.3% of the respondents had served in church institutions for over 10 years. This indicates that, in most church institutions, highest proportions of employees were new recruits, the greatest number being the teaching staff. This indicates a relatively high turnover of employees and low retention rates.

Table 4.6 Administrators working experience

<table>
<thead>
<tr>
<th>No of years</th>
<th>No of administrators</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>8</td>
<td>53.3</td>
</tr>
<tr>
<td>5-10</td>
<td>4</td>
<td>26.7</td>
</tr>
<tr>
<td>Over 10 years</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

The table above indicates that, 53.3% of the administrators involved in the study had been administrators for less than 5 years. This represents the greatest number of respondents. 26.7% of the administrators had served in their current capacity for between 5 and 10 years, while only 20% of them had been administrators for over 10 years. This indicates that most of the administrators in the church institutions were fairly new.
4.2 Employment of workers in church supported institutions

4.2.1 Presentation

There were eight variables (items) on the employment of workers in both the administrators' and the teaching and support staff questionnaires. Table 4.7(a) summarizes responses from teaching and support staff, while table 4.7(b) summarizes the responses from administrators.

Table 4.7(a) Employment of workers in church institutions. (Teaching and support staff)(N=102)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD %</td>
<td>D %</td>
<td>U %</td>
<td>A %</td>
<td>SA %</td>
<td></td>
</tr>
<tr>
<td>1) My institution has people with the right qualifications doing the right jobs.</td>
<td>8 7.8</td>
<td>17 16.7</td>
<td>1 1.0</td>
<td>50 49</td>
<td>26 25.5</td>
<td>4</td>
</tr>
<tr>
<td>2) Recruitment and selection of employees is done on a competitive basis.</td>
<td>9 8.8</td>
<td>26 25.5</td>
<td>7 6.9</td>
<td>44 43.1</td>
<td>16 15.7</td>
<td>4</td>
</tr>
<tr>
<td>3) Recruitment and selection involve experts of the various tasks.</td>
<td>13 12.7</td>
<td>24 23.5</td>
<td>7 6.9</td>
<td>40 39.2</td>
<td>18 17.6</td>
<td>4</td>
</tr>
<tr>
<td>4) Nepotism, tribalism, regionalism, and religion are not a basis of recruitment of employees.</td>
<td>14 13.7</td>
<td>45 44.1</td>
<td>5 4.9</td>
<td>28 27.5</td>
<td>10 9.8</td>
<td>2</td>
</tr>
<tr>
<td>5) New employees are always inducted and orientated into the organization once employed.</td>
<td>40 39.2</td>
<td>28 27.5</td>
<td>6 5.9</td>
<td>23 22.5</td>
<td>5 4.9</td>
<td>1</td>
</tr>
<tr>
<td>6) Assignment of responsibilities is done on merit and not on the basis of who is who.</td>
<td>32 31.4</td>
<td>40 39.2</td>
<td>3 2.9</td>
<td>22 21.6</td>
<td>5 4.9</td>
<td>2</td>
</tr>
<tr>
<td>7) There is a clear chain of command well articulated and followed by all employees.</td>
<td>29 28.4</td>
<td>41 40.2</td>
<td>7 6.9</td>
<td>23 22.6</td>
<td>2 2.0</td>
<td>2</td>
</tr>
<tr>
<td>8) My institution has sound, clear and fair promotion and transfer policies for all employees.</td>
<td>38 37.3</td>
<td>46 45.1</td>
<td>2 2.0</td>
<td>14 13.7</td>
<td>2 2.0</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: The analysis and interpretation of this table is found on page 51.
Table 4.7(b) Employment of employees in church institutions (administrators) (N=15)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD % D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My institution has people with the right qualifications doing the right jobs.</td>
<td>0</td>
<td>3</td>
<td>20</td>
<td>0</td>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>Recruitment and selection of employees is done on a competitive basis.</td>
<td>1</td>
<td>6.7</td>
<td>3</td>
<td>20</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Recruitment and selection involve experts of the various tasks.</td>
<td>1</td>
<td>6.7</td>
<td>5</td>
<td>33.3</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Nepotism, tribalism, regionalism, and religion are not a basis of recruitment of employees.</td>
<td>2</td>
<td>13.3</td>
<td>7</td>
<td>46.7</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>New employees are always inducted and orientated into the organization once employed.</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>60</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Assignment of responsibilities is done on merit and not on the basis of who is who.</td>
<td>2</td>
<td>13.3</td>
<td>6</td>
<td>40</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>There is a clear chain of command well articulated and followed by all employees.</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>53.3</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>My institution has sound, clear and fair promotion and transfer policies for all employees.</td>
<td>3</td>
<td>20</td>
<td>9</td>
<td>60</td>
<td>1</td>
<td>6.7</td>
</tr>
</tbody>
</table>

4.2.2. Analysis and interpretation.

From the two tables above, 4.7(a) and 4.7(b), which have presented alongside each other for easier analysis and comparisons, the following observations are made:

Variable 1, which sought to know whether the institutions had people with the right qualifications doing the right jobs had 49% of the support and teaching staff agree. This was the highest response among the five available choices. The same view was supported by 60% of the administrators, again making the highest response. Based on the above analysis, variable 1 with a mode of four from both staff and administrators shows that, a good proportion of the church supported institutions had people with the right qualifications doing the right jobs.
However, looking at tables 4.3 and 4.4 on the academic and professional qualifications, in section 4.1 of this report, one realizes that this is only true for administrators and teaching staff. According to the analysis of employees' academic and professional qualifications in the previous section, most of the support staff in the institutions were not qualified. This conclusion is supported by the fact that, 69.8% of the support staff who responded to the questionnaires held a certificate, were form 4 or 6 or standard 8 graduates. An analysis of the professional qualifications revealed a similar position in which 58.1% of the support staff included in the study did not possess the relevant professional qualifications.

When asked whether recruitment and selection of employees in their institution was done on a competitive basis, 43.1% of the teaching and support staff agreed, and on the same variable, 40% of the administrators also agreed. These formed the highest responses. 39.2% and 46.7% of the staff and the administrators respectively agreed that recruitment and selection of employees in the church institutions involved experts on the various tasks. These were the highest responses in this variable. The analysis of variable 2 with a mode of 4 for both the staff and the administrators shows that, recruitment and selection of employees is done on a competitive basis. A mode of 4 in variable 3 for both administrators and staff leads one to conclude that recruitment and selection of employees involves experts of the various tasks in most of the church supported education institutions.

The highest response on variable 4 which sought to know whether nepotism, tribalism, regionalism, and religion were not a basis of recruitment of employees in church institutions was 44.1% and 46.7% for staff and administrators respectively. These responses disagreed with the statement implying that, tribalism, regionalism, religion, and nepotism were strong basis of recruitment and selection of employees in the church institutions. A mode of 2 in this variable
shows that nepotism, tribalism, regionalism, and religion form a strong basis of recruitment of employees in most church supported education institutions. This means that most workers come from a given ethnic group, region and religion. The case of religion has a strong support from the church policy, which restricts employment of institutional employees to only S.D.A Church members unless it is extremely difficult to get one. This stand is maintained by the church due to its concern for the spiritual and moral development of students (E.A.D Education code, 1995:70). However, the church advocates for equal employment opportunities, with no discrimination in recruitment of any employee or applicant because of race, color, ethnic background, country of origin, age or sex except where age or sex are bona fide occupational qualifications (Ibid).

39.2% and 60% of the staff and administrators, respectively, strongly disagreed with variable 5, which stated that new employees were always inducted and oriented in the organization once employed. These were the highest responses for this item. An analysis of variable 5 on induction and orientation of new employee reveals that, in most church supported education institutions, newly recruited employees are never orientated neither are they inducted into the institution. This, obviously, affects the employee work performance as he/she may take a lot of time before settling and adjusting in the institution and sometimes he/she may never know who to contact if he/she has a problem or if he/she does not have the resources required for his work performance.

When asked whether assignment of responsibilities was done on merit, rather than on the basis of who is who, the highest response of staff was 39.2% while that of administrators was 33.3%. in both cases the respondents disagreeing with the statement. The analysis of variable 6 on the assignment of responsibilities shows that, in most church supported education institutions,
assignment of responsibilities is not done on merit. This means that an employee’s relationship with the boss is prevalent in the assignment of responsibilities. This has adverse effects of demotivating employees because favourism leads to the assigning of responsibilities to undeserving employees while those who merit are left out. In the long run, performance of work is affected adversely.

The highest response on item 7, which sought to know whether there was a clear chain of command, which was well articulated and followed by all employees was 40.2% and 53.3% for the staff and administrators respectively. Both categories of respondents disagreed with the statement. This implied that in most institutions no clear chains of command existed. The analysis of variable 7 on the chain of command reveals that, in most church supported institutions employees are not well versed with the chains of command. This in essence means that solving of problems takes too long which in turn has a negative impact on the employee work performance.

Variable 8, which was the last in this section, sought to know whether the institutions had sound, clear and fair promotion and transfer policies for all employees. The highest responses were 45.1% and 60% from staff and administrators respectively. In both cases the respondents disagreed with the statement. Analysis of variable 8, on the promotion and transfer policies of the employees, shows that, most church supported institutions do not have clear promotion and transfer policies for their employees. This view is supported by the responses on variable 6 on the assignment of responsibilities. Lack of clear promotion and transfer policies in the church institutions implies that, employees’ professional growth and career development are hampered. This in turn affects their work performance because a worker remains in the same grade for too long.
4.3. Working conditions in the Church Supported Education Institutions.

4.3.1. Presentation

This section of the questionnaire had ten questionnaires in both the staff and administrators' questionnaires, which were similar in every aspect. The questions sought to assess the state of working conditions in the church supported institutions. The responses of both categories of respondents are presented alongside each other in tables 4.8(a) and 4.8(b) for staff and administrators, respectively.

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) The working environment is safe for employees in terms of equipment and facilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Employees are always provided with the relevant tools and materials for performance of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Job security for all employees is assurance and guaranteed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) There are clear communication channels and free flow of information from top to bottom and vice versa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) Response to workers' grievances is done and promptly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Workers participate in decision making in important matters affecting them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) The institution has workers' social welfare association(s) to cater for their social needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Freeness of interaction of administrators and employees is encouraged and promoted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) Disciplinary procedures are clear to all employees and are perceived to be fair and promote justice to all employees always.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) Workers calculate well the mission and the philosophy of the institution.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The analysis and interpretation of this table is found on page 56.
### Table 4.8(b) working conditions (Administrators) (N=15)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>SA</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>The working environment is safe for employees in terms of equipment and facilities.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>33.3</td>
<td>2</td>
<td>13.3</td>
<td>4</td>
</tr>
<tr>
<td>Employees are always provided with the relevant tools and materials for performance of work</td>
<td>2</td>
<td>13.3</td>
<td>7</td>
<td>46.7</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
</tr>
<tr>
<td>Job security for all employees is assurance and guaranteed.</td>
<td>2</td>
<td>13.3</td>
<td>6</td>
<td>40</td>
<td>2</td>
<td>13.3</td>
<td>3</td>
</tr>
<tr>
<td>There are clear communication channels and free flow of information from top to bottom and vice versa.</td>
<td>1</td>
<td>6.7</td>
<td>6</td>
<td>40</td>
<td>2</td>
<td>13.3</td>
<td>5</td>
</tr>
<tr>
<td>Response to workers’ grievances is done and promptly.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>73.3</td>
<td>1</td>
<td>6.7</td>
<td>3</td>
</tr>
<tr>
<td>Workers participate in decision making in important matters affecting them.</td>
<td>1</td>
<td>6.7</td>
<td>8</td>
<td>53.3</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>The institution has workers’ social welfare association(s) to cater for their social needs.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13.3</td>
<td>2</td>
<td>13.3</td>
<td>9</td>
</tr>
<tr>
<td>Freeness of interaction of administrators and employees is encouraged and promoted.</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>26.7</td>
<td>1</td>
<td>6.7</td>
<td>8</td>
</tr>
<tr>
<td>Disciplinary procedures are clear to all employees and are perceived to be fair and promote justice to all employees always.</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>20</td>
<td>2</td>
<td>13.3</td>
<td>8</td>
</tr>
<tr>
<td>Workers calculate well the mission and the philosophy of the institution.</td>
<td>6</td>
<td>40</td>
<td>7</td>
<td>46.7</td>
<td>1</td>
<td>6.7</td>
<td>0</td>
</tr>
</tbody>
</table>

#### 4.3.2. Analysis and interpretation.

From tables 4.8(a) and 4.8(b), the following is observed: 40.2% of the staff and 40% of the administrators respectively felt that the working environment is safe for employees in terms of equipment and facilities. However, looking at the percentages in 60th categories respondents...
who disagreed, which were, 38.2% and 33.3% for staff and administrators. One realizes that the range is very narrow. This gives an impression that security of employees could be a problem in a good number of the institutions.

When asked whether employees were always provided with relevant tools and materials for performing their work, 31.4% of the staff strongly disagreed, 27.5% disagreed while 46.7% of the administrators disagreed. Combining the responses of the staff and the administrators indicate that majority of the respondents were of the view that employees were not always provided with the necessary tools required for the performance of their work which in the long run influence their work performance.

Variable 3 in both the staff and administrators questionnaires sought to know whether all employees in the institutions were assured and guaranteed of their jobs. 34.3% and 30.4% of the staff strongly disagreed and disagreed while 40% and 13.3% of the administration gave the same response respectively. These response indicates that a good portion of the employees do not have job securities. This arises from the fact that in most of the institutions, a good number of employees are employed as casuals while several others are employed on temporary terms of service. This means that the casual and temporary employees can be terminated any time. Such terms of services makes the employees to constantly look for jobs else where as they are worried of what may happen in the near future. This negatively affects the employee’s work performance and their productivity because their loyalty is divided.

An analysis of variable 4, shows that 47.1%, and 40%, which were the highest responses from staff and administration, respectively, disagrees with the statement that, there are dear communication channels and free flow of information from top to bottom and vice versa. Such as a scenario is likely to create communication problems because information may never reach
the targeted persons. As a result, rumor mongering slips in and even official information may not be taken seriously.

When asked whether response to workers grievances is done and promptly, 50% and an overwhelming 73.3% of staff and administrators, which constantly the highest response on this item, disagreed. This implies that in most church supported institutions workers grievances take time to be addressed or else never addressed.

The sixth variable sought to know whether workers participated in decision making in important matters affecting them and the institution. The highest responses from the staff and administrators, respectively, were 54.9% and 53.3%, with the staff strongly disagreeing while administrators just disagreed. This is interpreted to imply that in most institutions workers are just implementers of the decision made elsewhere. They do not own the long run, makes the implementation of decisions hard because the workers cannot identify themselves with them.

A simple majority of 39.2% and 60% of the staff and administrators who responded to the questionnaire respectively agreed that in most institutions these were workers social welfare associations catering for the social needs of the employees. This means that when employees have social needs they can be attended to and as a result their productivity can be high.

The eighth variable in this section stated that freeness of interaction of administrators and employees was encouraged and promoted in the church institutions. The reactions to this item were mixed and not very clear cut. 29.4% of the staff agreed while 28.4% disagreed. On the same item, 53.3% of the administrators agreed while 26.7% disagreed. The administrator’s response is likely to be misleading as it was obviously expected that they would agree with the statement. A comparison of those staff who strongly disagreed with those who strongly agreed with the statement shows that 25.5% strongly disagreed while 11.8% strongly disagreed. Combining the overall responses, the percentage of those who strongly disagreed and disagreed is 53.9% compared to...
41.2% of those who agreed and agreed. It is therefore interpreted that there is no freeness of interaction between administrators and employees.

The statement that, disciplinary procedures were clear to all employees and were perceived to be fair and promoted justice to all employees was the ninth variable in this section of questionnaire. 39.2% of the staff disagreed and 25.5% strongly disagreed. 20% of the administrators disagreed while, 53.3% of them agreed with the statement. A combination of those staff who disagreed and strongly disagreed with the statement gave a total of 64.7%. The total responses to this questionnaire for the staff and administrators was to the two extreme ends because the total percentage of the administrators who agreed and strongly agreed with the statement gave 66.6%. Such an outcome was expected, as each category of respondents was likely to give a response that favored them best.

The last item in this section, sought to know whether workers articulated the mission and the philosophy of their institution well. The highest response from the staff, was 39.2% and 46.7% for the administrators who in both cases disagreed with the statement. Looking further to those who strongly disagreed, it’s observed that a total of 60.8% of the staff disagreed with the statement - while natural of 86.7% of administrators disagreed. This means that most of the employees in the church supported institutions do not understand the mission and the philosophy of their institutions. In essence this meant that, most of the employees in the institutions do not know what their institutions aim s to achieve and as result, efforts cannot be channeled to the achievement of the institutional goals.

4.4. Human Resources Development Policies In the Church Institutions

4.4.1 Presentation.

This section of the questionnaires had eleven items in both staff and administrators’ questionnaires, which were similar in all aspects. The responses from both groups of
respondents are presented in tables 4.9 (a) and 4.9 (b) for the staff and administrators, respectively, in the immediate section of this report. The responses are presented in tabular form.

### Table 4.9(a) Human Resources Development Policies (Teaching and Support Staff) (N=102)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD %</td>
<td>D %</td>
<td>U %</td>
<td>A %</td>
<td>SA %</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Employees are aware of the standards set for them and are involved in their settings.</td>
<td>2</td>
<td>20</td>
<td>6</td>
<td>40</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>2) Performance appraisal of employees is regularly done.</td>
<td>4</td>
<td>26.7</td>
<td>9</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3) My institution carries out potential appraisal and development of all employees regularly.</td>
<td>6</td>
<td>40</td>
<td>7</td>
<td>46.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4) Feedback on performance appraisal is promptly given to employees.</td>
<td>2</td>
<td>13.3</td>
<td>10</td>
<td>66.7</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>5) Appraisal of employees is aimed at helping them improve on their performance rather than a fault-finding exercise</td>
<td>4</td>
<td>26.7</td>
<td>8</td>
<td>53.3</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>6) My institution has well articulated career plans for all its workers</td>
<td>2</td>
<td>13.3</td>
<td>10</td>
<td>66.7</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>7) Training and re-training of employees is envisaged in the institution culture.</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>60</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>8) My institution is keen in the development of the top administrators.</td>
<td>2</td>
<td>13.3</td>
<td>11</td>
<td>73.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9) My institution has an annual budget for the training and development of all its employees.</td>
<td>2</td>
<td>13.3</td>
<td>10</td>
<td>66.7</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>10) My institution has clear succession plans for all offices, under stood by all the employees.</td>
<td>2</td>
<td>13.3</td>
<td>12</td>
<td>80</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>11) There is job enrichment aimed at making work more interesting for all employees in my institution.</td>
<td>3</td>
<td>20</td>
<td>8</td>
<td>53.3</td>
<td>2</td>
<td>13.0</td>
</tr>
</tbody>
</table>

60
## Table 4.9(b) Human Resources Development Policies (Administrators) (N=15)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD</td>
<td>%</td>
<td>D</td>
<td>%</td>
<td>U</td>
<td>%</td>
</tr>
<tr>
<td>1 Employees are aware of the performance standards set for them and are involved in their settings.</td>
<td>22</td>
<td>21.6</td>
<td>44</td>
<td>43.1</td>
<td>4</td>
<td>3.9</td>
</tr>
<tr>
<td>2 Performance appraisal of employees is regularly done.</td>
<td>32</td>
<td>31.4</td>
<td>51</td>
<td>50</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>3 My institution carries out potential appraisal and development of all employees regularly.</td>
<td>28</td>
<td>27.5</td>
<td>46</td>
<td>45.1</td>
<td>5</td>
<td>4.9</td>
</tr>
<tr>
<td>4 Feedback on performance appraisal is promptly given to employees.</td>
<td>31</td>
<td>30.4</td>
<td>54</td>
<td>52.9</td>
<td>3</td>
<td>2.9</td>
</tr>
<tr>
<td>5 Appraisal of employees is aimed at helping them improve on their performance rather than a fault-finding exercise</td>
<td>27</td>
<td>26.5</td>
<td>41</td>
<td>40.2</td>
<td>7</td>
<td>6.9</td>
</tr>
<tr>
<td>6 My institution has well articulated career plan for all its workers</td>
<td>20</td>
<td>19.6</td>
<td>44</td>
<td>43.1</td>
<td>9</td>
<td>8.8</td>
</tr>
<tr>
<td>7 Training and re-training of employees is envisaged in the institution culture.</td>
<td>20</td>
<td>29.4</td>
<td>46</td>
<td>45.1</td>
<td>7</td>
<td>6.9</td>
</tr>
<tr>
<td>8 My institution is keen in the development of the top administrators.</td>
<td>27</td>
<td>26.5</td>
<td>33</td>
<td>32.2</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>9 My institution has an annual budget for the training and development of all its employees.</td>
<td>27</td>
<td>26.5</td>
<td>46</td>
<td>45.1</td>
<td>8</td>
<td>7.8</td>
</tr>
<tr>
<td>10 My institution has a clear succession plans for all offices, under stood by all the employees.</td>
<td>30</td>
<td>29.4</td>
<td>43</td>
<td>42.2</td>
<td>7</td>
<td>6.9</td>
</tr>
<tr>
<td>11 There is job enrichment aimed at making work more interesting for all employees in my institution.</td>
<td>25</td>
<td>24.5</td>
<td>39</td>
<td>38.2</td>
<td>8</td>
<td>7.8</td>
</tr>
</tbody>
</table>

Note: The analysis and interpretation of tables 4.9(a) and (b) above is on the next page.
respectively, in which case both categories disagreed with the assertion that, employees were aware of the performance standards and that they were involved in their setting. This implied that, they were not involved in the setting of the performance standards in their institutions. They just received what the institutions managements expected them to implement. This made it difficult for them to internalize and identify themselves with the set goals of their institutions. This must have adverse effects on their work performance. Collaboration between the standards setters and implementers is crucial for successful results.

When asked whether performance appraisal of employees was done regularly, both the administrators and the staff overwhelmingly responded in the negative. 45.1% and 60% of the administrators, respectively, reflected this, disagreeing. A follow up question as to whether the institutions had a comprehensive performance appraisal tool had, 78% of the staff and 93% of the administrators stating that none existed. Only 6.7% of the administrators could provide a sample of their performance appraisal tool.

Variable 3 in the questionnaire sought to know whether the institutions carried out potential approval and development on all their employees regularly. The mode for this variable was two for both staff and administrators, both disagreeing. This in essence means that, employees’ potentials are not assessed and developed to prepare them to assume higher responsibilities. By so doing, employees cannot use their potentials maximally for the benefit of their institutions and themselves.

An inquiry into whether feedback on performance appraisal was promptly given to the employees revealed that, 82.6% of the staff and 80% of the administrators, involved in the
study, never received the feedback. This meant that, employees could not know how they were doing well and where they needed to improve. This adversely affects workers performance. This is also interpreted to imply that appraisal, if ever done, is just a routine exercise.

The fifth variable sought to know whether appraisal of employees was aimed at helping them improve their performance, rather than a fault-finding exercise. The mode for this item was two. 66.7% of the staff and 80% of the administrators involved in the study felt that, appraisal done to them did little in improving their work performance. Such a response is also inferred from the responses in variable four in which both the staff and the administrators stated that, results of appraisal were not communicated back to them promptly.

Variable 6 in both the staff and administrators questionnaires had a mode of two. It sought to know whether the institutions had well articulated career plans for all it’s workers. 62.7% of the staff and 80% of the administrators stated that, career plans for employees did not exist in their institutions. This means that, in the institutions, the employees are not assisted to develop their careers. As a result, most of them cannot be expected to achieve their long-life dreams.

When asked whether training and re-training of employees was envisaged in their institutions’ culture, 45.1% of the staff and 60% of the administrators responded in the negative. A follow up question that sought to know whether the staff had acquired other qualifications, besides those that they had joined their institutions with, revealed that, 58.8% of those who responded to the questionnaire had not acquired any other qualifications. Only 41.2% had acquired other qualifications. This indicates that, in most church institutions, the culture of continuing education was not well embraced. A further inquiry into the sponsors of those who had acquired some of those qualifications in the course of their stay, in their institutions revealed that, 78.6% of the respondents had sponsored
themselves and only 21.4% had been sponsored by their institutions or other church organizations.

Variable 8, that sought to know whether the institutions were keen on the development of the top administrators had mode a of two for both the staff and administrators. 58% of the staff and 86.6% of the administrators felt that, this was not done. Asked how they rated their heads of institutions as far as management of employees knowledge was concerned, 51% of the staff felt that they just had average knowledge about the management of employees, 9.6% felt that their heads of institution were highly knowledgeable, while 29.4% of them felt that their heads were lowly knowledgeable. These results were confirmed by the administrators’ response about the regularity in which they attended workshop, seminars, or training focusing on human resources management. 60% of the administrators conceded that, they had never attended any training and only 40% attended training that focused on human resources development. In addition, most of those few who had attended training, workshops/seminars on human resources management, did so annually. However, 53.3% of the administrators serving in the institutions said that they had attended courses in administration or general management.

All in all, 46.7% of the current administrators admitted that they had not so far attended any course on administration. This was almost half of the administrators, which revealed that, professional development of administrators was not seriously taken in most of the church supported institutions.

Some of the courses that the administrators cited as having attended included: financial management in education institutions, school management leadership skills for schools heads, public relations in schools, effective school management, personnel management, and effective communication in the education institutions.
When asked whether their institutions had annual budgets for the training and development of employees, 71.6% of the staff and 80% of the administrators said that, institutions did not have any. The same could be inferred from the previous item in which most of the employees sponsored themselves. Lack of a budget for the development of employees revealed that, most of the institutions are not sensitive to the training needs of their employees.

Variable 10 in both questionnaires sought to inquire whether the institutions had clear succession plans for all offices understood by all employees. The mode for this item was two in both cases. 71.6% of the total staff and 93.3% of the administrators involved in the study said that, in most institutions, no succession plans existed. This means that, junior officers are never prepared to occupy higher offices when their predecessors leave. Lack of succession plans hampers career development of the employees, as one was likely to remain in the same grade for too long. It can also be interpreted to mean that, occupation of offices is not done on merit as long serving employees were not the ones promoted to occupy higher offices.

The last item in this section of the questionnaires sought to know whether there was job enrichment and enlargement aimed at making work more interesting for all employees in the institutions. The mode for the item was two for both the staff and the administrators involved in the study. 73.3% of the administrators said that there was no job enrichment and enlargement in their institutions. This meant that, employees did the same job all through during their stay in their institutions. This was likely to create monotony, which, in the long run, affected the overall performance of the employees. Job, enrichment and enlargement are meant to make jobs more interesting and challenging and as a result workers can be motivated to do them.
### 4.5 Compensation and Reward Systems in Place in the Church Supported Education Institutions

#### Table 4.10(a) Compensation and Rewards System in Place (Teaching and Support Staff)(N=102)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>%</td>
<td>D</td>
<td>%</td>
<td>U</td>
<td>%</td>
<td>A</td>
</tr>
<tr>
<td>1) Salaries and wages reflect market rates for all the various categories of employees.</td>
<td>27</td>
<td>26.5</td>
<td>50</td>
<td>49</td>
<td>7</td>
<td>6.9</td>
</tr>
<tr>
<td>2) Salaries paid to employees enable them to cope with current standards of living.</td>
<td>49</td>
<td>48</td>
<td>36</td>
<td>35.3</td>
<td>5</td>
<td>4.9</td>
</tr>
<tr>
<td>3) Salaries and wages offered to employees are competitive and retain them in the institution.</td>
<td>34</td>
<td>33.3</td>
<td>56</td>
<td>54.9</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>4) Salaries and wages administration ensure equity and are free from internal and external inequalities.</td>
<td>42</td>
<td>41.2</td>
<td>38</td>
<td>37.3</td>
<td>11</td>
<td>10.8</td>
</tr>
<tr>
<td>5) Some of the employees engage in private businesses outside work to subsidize their income.</td>
<td>7</td>
<td>6.9</td>
<td>10</td>
<td>9.8</td>
<td>9</td>
<td>8.8</td>
</tr>
<tr>
<td>6) My institution often loses employees to other employing organizations due to salaries and wages.</td>
<td>10</td>
<td>9.8</td>
<td>9</td>
<td>8.8</td>
<td>8</td>
<td>7.8</td>
</tr>
<tr>
<td>7) My institution seldom attracts employees from other organisations due to the compensation and rewards systems in place.</td>
<td>18</td>
<td>17.6</td>
<td>40</td>
<td>39.2</td>
<td>11</td>
<td>10.8</td>
</tr>
<tr>
<td>8) My institution recognizes employee’s good performance by rewarding them on time and giving the publicity due it.</td>
<td>28</td>
<td>27.5</td>
<td>40</td>
<td>39.2</td>
<td>8</td>
<td>7.8</td>
</tr>
<tr>
<td>9) There is compensation for extra responsibilities and overtime for work done.</td>
<td>52</td>
<td>51</td>
<td>34</td>
<td>33.3</td>
<td>7</td>
<td>6.9</td>
</tr>
<tr>
<td>9) Given an alternative, most of the employees would still be willing to stick to the institution.</td>
<td>28</td>
<td>27.5</td>
<td>47</td>
<td>46.1</td>
<td>10</td>
<td>9.8</td>
</tr>
<tr>
<td>10) The compensation and reward system gives employees a sense of future security.</td>
<td>28</td>
<td>27.5</td>
<td>39</td>
<td>38.2</td>
<td>5</td>
<td>4.9</td>
</tr>
</tbody>
</table>

**Note:** The analysis and interpretation of this table is on page 68.
Table 4.10(b) Compensation and Rewards System in Place (Administrators) (N=15)

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and wages reflect market rates for the various categories of employees.</td>
<td>7</td>
<td>46.7</td>
<td>5</td>
<td>33.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The payment of employees enables them to cope with current standards of living.</td>
<td>3</td>
<td>20</td>
<td>8</td>
<td>53.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Salaries and wages offered to employees are competitive and retain them in the institution.</td>
<td>8</td>
<td>53.3</td>
<td>4</td>
<td>26.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Salaries and wages administrative ensure equity and are free from internal and external inequalities.</td>
<td>2</td>
<td>13.3</td>
<td>2</td>
<td>13.3</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Some of the employees engage in private businesses outside work to subside their income.</td>
<td>2</td>
<td>13.3</td>
<td>2</td>
<td>13.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>My institution often loses employees to other organizations due to salaries and wages.</td>
<td>1</td>
<td>6.7</td>
<td>1</td>
<td>6.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>My institution seldom attracts employees from other organizations due to the compensation and rewards system in place.</td>
<td>2</td>
<td>13.3</td>
<td>6</td>
<td>40</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>My institution recognizes employee’s good performance by rewarding them on time and giving the publicity due it.</td>
<td>10</td>
<td>66.7</td>
<td>3</td>
<td>20</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>There is compensation for extra responsibilities and overtime work done.</td>
<td>5</td>
<td>33.3</td>
<td>7</td>
<td>46.7</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Given an alternative, most of the employees would still be willing to stick to the institution.</td>
<td>4</td>
<td>26.7</td>
<td>8</td>
<td>53.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The compensation and rewards system gives employees a sense of future security.</td>
<td>2</td>
<td>13.3</td>
<td>2</td>
<td>13.3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: The analysis and interpretation of this table is on page 68
4.5.1. Presentation

Both the staff and administrators questionnaires in this section had eleven variables focusing on the reward and compensation systems in the church supported education institutions. Like in the previous sections, the variables in both questionnaires were similar. The responses of the respondents are presented alongside each other in a tubular form for purposes of comparison and analysis. The staff responses are presented in table 4.10(a), while the administrators, are in table 4.10(b) above.

4.5.2. Analysis and interpretation.

Tables 4.10(a) and 4.10(b) above reveals that, variable 1 has a mode of two and one for the staff and administrators, respectively. This translates to 49% of the staff disagreeing and 46.7% of the administrators strongly disagreeing with the item, which stated that, the salaries and wages reflected market rates for the various categories of employees in the church supported institutions. Thus, it can be concluded that, in most institutions, salaries and wages do not reflect market rates. The analysis of the variables that follow shows that, salaries in most of the church institutions are below the market rates.

When asked to state the basis for the compensation and rewards system administered in their institutions, most respondents, staff and administrators cited the following: Church policy, level of education and years of service, ability of the institution to pay, performance level, for example, in examinations and also as the administrator-in-charge deemed right.

When asked if the pay given to the employees help them cope with current standards of living, 48% of the staff and 53.3% of the administrators strongly disagreed and disagreed respectively. This means that according to both of them the staff and administrators involved in the study...
the pay given to the employees in not adequate to enable them cope with current standard of living. This has an immerse impact on the work performance on the employees because a hungry man cannot be highly productive.

Variable3, which had a mode of two and one, for the staff and administrators respectively, sought to inquire whether salaries and wages offered to employees were competitive and retained them in the institutions. 54.9% of the staff disagreed while 53.3% of the administrators strongly disagreed with the statement. A follow up question that sought to know the causes of employees turn over elicited low salaries and wages as one of the major reasons that had been prompting workers to leave church institutions for other well paying organizations. Such a scenario has a negative impact on the employees work performance. Employees who feel dissatisfied with their remuneration are a demotivated lot and cannot be expected to be productive.

The fourth item in the questionnaires in this section stated that salaries and wages administration ensured equality and were free from internal and external inequalities. The mode for this item was one for the staff and 4 for the administrators. 41.2% of the staff strongly disagreed with the statement while 53.3% of the administrators agreed with the statement. This means that, according to the staff there are disparities in the administration of salaries, while the administrators felt otherwise. The true status of affairs could not be established as this was beyond the scope of this study. Further study into the issue is required.

When asked whether some of the employees engaged in private business, outside work, to subsidize their income, 49% of the staff and 66.7% of the administrators agreed that they did so. This was a further indicator that, salaries paid by most of the church institution were not adequate to meet the employees needs, prompting them to have divided loyalties to their
employers by engaging in private business. This is likely to affect the employees' work performance because employers' time is likely to be spent in doing of private business.

Variable 6 sought to know whether the church institutions lost employees to other employing organization due to salaries and wages paid. The mode for this variable was four for both the staff and the administrators. 45.1% of the staff and 66.7% of the administrators agreed that most of the institutions lost employees to other institutions that were better paying. Poor salaries were cited as a major reason making many employees to leave the church institutions.

When asked whether their institutions seldom attracted employees from other organizations due to the compensation and rewards system in place, 39.2% of the staff disagreed, while 40% of the administrator's were of the same view. This implies that, most church institutions do not attract highly qualified employees who are better paid, from other organizations. This also implies that, most of those employees sticking for long in the church education institutions do so either as they look for better paying organizations or cannot be employed elsewhere. However it was also observed that, some of the employees stick to the institution due to the spiritual commitment which is highly promoted and do not care much about the salaries paid.

Item 8 of the questionnaires sought to know whether the church institutions recognized employees' good performance by rewarding them on time and giving it publicity due it. The item had a mode of two and one for the staff and administrators respectively. 39.2% of the staff disagreed with the statement, while 66.7% of the administrators disagreed. This was interpreted to mean that, most of the church's institutions employees' good performance was, either not rewarded, or given the publicity due it, or if this was done, it was never done promptly. This is likely to hamper the employees' work performance, as they are likely to feel that their efforts
are not recognized. Lack of recognition of employees’ performance out rightly lead to
demotivation of employees’ hence low productivity.

When asked whether there was compensation for extra responsibilities and overtime payment
for extra work done, 51% of the staff and 46.7% of the administrators strongly disagreed, with
the statement that employees were ever compensated for extra work done. Such a move is also
likely to be a source of demotivation for employees.

When respondents were asked whether, given an alternative, most of the employees could still
be willing to stick to their institutions, 46.1% of the staff and 53.3% of the administrators said
that they were not. This was an indication of the dissatisfaction that the respondents had with
their institutions. A follow up question that sought to understand why employees left church
institutions cited numerous reasons, the most popular of these were:-

- Poor remuneration.
- Disciplinary action dismissal.
- Lack of job security.
- Lack of appreciation/recognition of work well done.
- Deem future career prospects.
- Favourism, nepotism and discrimination in promotion of workers.
- Delay of payment of salaries
- Poor working environments that were stressful.
- Improved terms and conditions of service by similar employing organizations like
  T.S.C.
The following were also cited by most respondents as having contributed to the long stay of some of the employees in the church supported institutions:

- Spiritual conviction
- Better terms like medical, housing, and education allowances and perdiems that favored mostly the long serving employees.
- Lack of job opportunities in the market.
- Aged/old employees nearing retirement choose to remain in the institutions in fear of loosing their pension benefits and other attractive benefits, like medical and education allowances they enjoyed.

The last item in this section sought to know whether the rewards and compensation systems in the institutions gave employees a sense of future security. The mode was two for the staff with 38.2% of them disagreeing, and four for the administrators, with 53.3% of them agreeing. In other words, most of the staff felt that, their future was not assured while most of the administrators felt otherwise. A deeper study on the rewards and compensation systems in the institutions, which was beyond the scope of this study, is required to help establish whether they afforded the employees a security of their future or not.

The last part of the questionnaires (section 3) contained questions some of which were meant to clarify some of the questions in section two. The analysis of those questions that sought to clarify issues arising from section two has been incorporated in the analysis of variables in section two just concluded.

However there were other questions that sought to elicit more information on factors influencing employees work performance in the church institutions. The rest of this chapter is adapted to their analysis and interpretation.

72
4.6. Workers Morale and Factors Suggested by the Respondents to be Affecting Work Performance in the church supported education institutions.

When the respondents were asked to rate the morale of employees in their department, the following results were obtained from the staff and administrators.

Table 4.11. On Employees’ Morale.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Teaching&amp; Support (N=102)</th>
<th>Staff Administrators (N=15)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>High</td>
<td>21</td>
<td>20.6</td>
</tr>
<tr>
<td>Average</td>
<td>38</td>
<td>37.3</td>
</tr>
<tr>
<td>Low</td>
<td>43</td>
<td>42.1</td>
</tr>
<tr>
<td>Total</td>
<td>102</td>
<td>100</td>
</tr>
</tbody>
</table>

From table 4.11 above, it can be inferred that, the morale of employees in most church institutions according to both the staff and administrators is either average or low. There are seemingly very few employees in the institutions who are highly motivated.

When the respondents were asked whether their departments experienced problems related to work performance, all of them unanimously said that problems were evident in their departments. The common reasons cited by both the staff and administrators attributed to the problems were:

- Lack of the necessary materials and facilities
- Lack of co-operation, infighting, hatred etc, among workers
- High labor turnover.
- High ratio of students to the workers
- Communication breakdown.
- Not involving all employees decision-making on matters affecting them
- Lack of motivation of workers
• Lack of human resources development
• Employee's negative attitude towards their work
• Future uncertainty of employees
• Laxity, absenteeism and lateness in duty
• Mistrust of administration to the employees

When the respondents were asked to state factors they felt highly influenced work performance in their institutions, the following factors, classified into two, i.e. those that negatively and those that positively influenced work performance, were cited:

The major factors cited as positively, highly influencing work performance in the church supported education institutions were cited to be: First, the Christian atmosphere, spiritual and moral conviction that most employees has. Most employees who are highly motivated are convinced that, God is the overall supervisor and the owner of the work and that, ultimately, He will reward all according to the measure of their dedication.

Second, the allowances offered by some of the church institutions, which are not common in other organizations, for example, tax assistance, medical assistance and education allowances for their families, extended years of serving (up to 65 years), among others.

The common factors that were cited as negatively, highly influencing work performance in the church institutions were:

• Lack of job security for workers
• Lack of recognition for employees' efforts
• Lack of clear promotion policies of employees
• Lack of opportunities for transfer of employees
• Employment of unqualified personnel
• Poor remuneration of workers and delay in payment of salaries
• Age and diseases
• Theologians managing educational matters.
• Centralized management of complex institutions
• Workers welfare not being a priority of administrators and the institutions management boards e.g. housing
• Poor subordinate – supervisors’ relationship (witch hunting)
• High ratio of student to workers (overloading)
• Lack of performance indicators and potential appraisal of employees
• Leadership styles in the institutions that do not inspire and encourage employees participation in decision making
• Employees negative attitude towards their institutions and work
• Lack of continuous professional growth of workers.

4.7. Respondents Suggestions on Factors that Can Improve Work Performance in the Church Institutions

For the church institutions to improve their employees’ work performance, respondents (both staff and administrators), felt that the following suggestions should be implemented:

• Making terms and conditions of work attractive, competitive, and favourable.
• Rewarding employees for their good performance, promptly and accordingly
• Involving employees in decision-making
• Development of clear promotion policies, based on merit
• Development of clear human resources development policies and practices
• Designing of motivation policies for employees
• Creation of a human resources departments, manned by qualified personnel
• Giving all employees job descriptions
• Improving institutional facilities and equipments
• Providing job security for all employees
• Having effective leadership characterized by accountability and transparency
• Development of clear chains of command and communication channels.
• Listening and attending to workers grievances promptly.
• Matching the number of students with the workers
• Creation of transfer possibilities from one institution to another.
• Allowing free flow of indigenous ideas from employees
• Orientation and induction of new employees
• Recruitment of qualified and relevant employees in all sections of the institutions.
CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter gives a summary of the whole study, the findings, conclusions based on the findings and recommendation given by the research based on the findings. The recommendations are two fold: those that have policy implications and those for further research.

5.1. Summary

This research had been designed to investigate the factors affecting employees work performance Church supported education institutions in Nyanza. The target population was S.D.A church supported education institutions. The research sample involved administrators, the teaching and the support staff for the purpose of eliciting balanced and representative views on the factors under research. Data was collected using self-constructed, structured and semi-structured questionnaires.

The research aimed at answering the following pertinent questions, which guided the research:- did the workers possess the relevant qualifications and training?, Were the working conditions in the institutions favorable for high work performance?, Were the rewards and compensation systems in place satisfactory and motivating?, Were the human resources development systems and policies aimed at developing all the employees available?, What other factors affected employees work performance in the said institutions?, and finally, what could be done to
improve employees morale and hence their work performance in the institutions? The findings
of the study answered the above questions satisfactory.

5.2. Findings

After analysing the data, the research came up with the following findings:

Concerning employee’s qualifications and training, the research found that in most of the
church supported education institutions; most of the administrators and teachers had the
relevant training and qualifications necessary for their performance of work. Most of them had
the minimum academic and professional qualifications. However, the case of support staff in
most institutions was not impressing. A great percentage of the support staff does not posses
the relevant professional qualifications required performing the jobs assigned to them. It was
not uncommon to find that in some institutions employees with a low as standard eight
certificates had been recruited. This has obvious repercussions on the performance of work in
such institutions.

Regarding the recruitment and selection of employees in the institutions, it was found that
most of the administrators and teachers were doing the right jobs as per their training and
qualifications. Recruitment was found to be done on a competition basis and experts were
involved in the selection of new employees in most institutions. In most institutions these were
workers’ social welfare associations catering for the social needs of the employees. However,
nepotism, tribalism, regionalism, religion e.t.c., were found to be a strong basis of selection and
recruitment of employees in most institutions.

It was disheartening to find that in most of the institutions, new employees are never indicated
and oriented into the institutions after selection. It was also found that assignment of
responsibilities was not done on merit in most institutions. In most institutions, clear chains of
command, well articulated and followed by all employees were lacking. Most institutions also lacked sound, clear and fair promotion and transfer policies for their employees.

Concerning the working conditions in the institutions, the research found that in most institutions, the working environment was safe in terms of equipment and facilities. However, employees were not provided with the relevant tools and materials for performance of their work. Job security for some employees is not assured and guaranteed. Clear communication channels and free flow of information from top to bottom and vice versa were also lacking in most institutions.

In most institutions, it was found that most of the employees did not articulate the mission and philosophy of their institutions. On the overall, it was found that working conditions needed to be improved to enhance employees’ work performance.

As for as human resources development policies were concerned, the research found that, in virtually all church supported institutions, employees were not aware of the performance standards set for them and they were not involved in their setting. Performance appraisal of employees was also not done regularly. It was also found that potential appraisal of employees was not done in most institutions. The study also revealed that feedback on performance appraisal if ever done, was not given to employees promptly. However in those few institutions where appraisal of employees was done, respondents said that, it was aimed at helping them improve their performance other than being a fault-finding exercise.

The study revealed that in most institutions, career plans for most workers were not well articulated. This was also reflected in the fact that training and re-training of employees in most institutions was not envisaged in their cultures. Most institutions were found not to be having annual development of their employees. The study further revealed that, most institutions were
not keen on the development of their top administrators as the case was with other junior officers.

Most of the church supported institutions were also found to be lacking clear succession plans for the offices, which were understood by their employees. In most institutions, the research also revealed that job enrichment and enlargement aimed at making work more interesting for all workers were missing.

As far as compensation and rewards systems in place in most church supported institutions were concerned, it was revealed that, in virtually all the institutions, salaries and wages did not reflect market rates for the various categories of employees. The pay given to employees, in most institutions, could not enable them cope with the prevailing standards of living. As a result, some of the employees engaged in private business, outside work, to subsidize their incomes.

The salaries and wages offered in most institutions were not found to be competitive enough to retain employees. As a result, in most institutions, workers turn over was relatively high. This fact was revealed by the fact that most of the employees in most of the church institutions were new or and a few very old. The old workers who stuck in the institutions did so because of the benefits like education and medical assistance for their children provided by the institutions. Due to the uncompetitive salaries, most institutions could not lure employees, who were highly qualified, from other employing organizations.

It was also found that, most institutions did not recognize workers good performance by rewarding them on time; and neither was the good performance given the publicity it required. Extra responsibilities and overtime compensation was not entrenched in most of the institutions policies. The compensation and reward systems also failed to give employees a sense of secure
future. Due to this, given an alternative, most of the employees, would not be willing to stick in the institutions and many were keen on better opportunities elsewhere.

5.3. Discussion

The education sector is a key force in the governments’ efforts to industrialize the nation by 2020. The introduction of free primary education, coupled with the mushrooming of private education institutions, puts the S.D.A church supported institutions, like many other private institutions, on their toes. They will either perform highly or face extinction due to the high competition. Employees in these institutions are paramount here. The education institutions need highly qualified and motivated employees of all cadres, to facilitate quality work performance and the desired high-level achievement in the education sector.

Education is a key factor for industrial and economic take-off, entrepreneurial growth, poverty reduction and the eradication of ignorance and diseases. The socialization that learners receive while in school, determines their future and that of the nation. Remarkable strides and achievements in education can be deterred by demotivated, low performing, and unqualified workers. Employees are the major resource that propels the education sector into greater heights of success and therefore are very critical.

The undeniable fact is that, most of the well performing education institutions in Kenya, and the whole world at large, are those sponsored and have very strong religious affiliations. This has been so due to the fact that, religion has always played a key role in molding the moral character of learners. After all, the very first and indeed the oldest education institutions, worldwide, had religion as their foundation. From the ancient times, religion has been the baseline in the provision of education. The S.D.A Church is one such sponsor who to date, has retained very close ties with the institutions she sponsors. The church operates some of the
oldest education institutions started by the missionaries early in the eighteenth century. The church schools have been famously referred to as the schools of the prophets.

According to White, G, (1998), the church schools were intended to serve as a barrier against the wide-spreading corruption, to provide for the mental and spiritual welfare of the youth, and to promote the prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors. For this to be achieved, she observes that, the schools had to gather companies of young men who were pious, intelligent and studious. The instructors were to be those well versed in the divine truth, and had themselves enjoyed communion with God, and had received the special endowment of His spirit. They had to have the respect and confidence of the people, both for learning and piety. The schools were expected to be centers of academic excellence.

It is disturbing to note that, the church institutions which, one time were models, and from which public institutions borrowed leaves, in many matters, are now among the poorest performing education institutions in Kenya. This calls for the institutions’ managers and all their stakeholders to go back to the crossroads and ask for the old paths and walk in them

Rejuvenating the institutions into their lost glory requires among other things, highly qualified, and well motivated employees. Whilst it is arguable that motivation is a complex phenomenon, it is never too hard to try to come up with a mixture of strategies that can boost employees’ work performance. As it was earlier stated in this report, and as research indicates, different people work for varied reasons. Some of these include provision of basic needs such as food, shelter, and clothing; for fun; for professional growth; or even for self-actualization.

It is important to note that, no one single motivator can work for all employees. Each individual employee is unique, with unique needs, wants, aspirations, personality, desires, dreams and
potentials. What drives one person may not drive another. Thus, different people look for different things from the same job. Motivation, presumably, should emanate from within an employee. However, the management (employer), must act as a catalyst to create a conductive working environment in order to enhance positive motivation of her employees. This calls for a careful and deliberate effort to examine and understand employees’ needs. Without well-thought and well-calculated moves, employers are likely to experience the bitter fruits of demotivated employees, amongst them being, absenteeism, high turnover, poor performance, general dislike of work, strikes and lockouts.

5.4. Conclusions

On the overall, the study found that, work performance in most of the church institutions was not satisfactory done. This was due to the fact that, in most institutions, employees were not intrinsically and extrinsically motivated to work. The output of most employees was low. The study found that, the managers of the institutions needed to act urgently to improve the current scenario to ensure the continued survival of the church supported education institutions. There can, obviously, be no tangible improvement in work performance with the current state of affairs as indicated by the research findings. The state of demotivated employees implies that, the church and other stakeholders do not get the full fruits from their employees. This, in essence, means that, it is not possible for the church to achieve her endeared mission.

Employees should be enticed to work hard and give their best to their institutions with undivided loyalty. The church has, no doubt to wake up, and courageously and visionary manage her education institutions in a business like manner. It must stop burying her head in the sand and assuming that all is well in her institutions. The challenge of motivating
employees, complex as it is, has to be faced bravely to return the faded glory of the once shining education institutions.

5.5. Recommendations

In view of the above, the following recommendations are made, that have implications for policy and practice and for further research:

5.5.1. Policy and practice

First the managers of the S.D.A church supported education institutions should put in place a competitive compensation package that will satisfactorily meet employees financial needs and other related needs, with the understanding that with money, most of the needs can be met to certain levels.

Second, a good reward system for recognizing good performance should be put in place. Such should include; job enlargement and enrichment, opportunities for promotion and transfer of employees, pay incentives for overtime and extra responsibilities, luncheons e.t.c to motivate employees. In addition, good performance should be promptly recognized and given the publicity due it.

Third, human resources development should take a priority in the institutions’ policies and budgets. Training and development avenues should be created for all employees. For this to be successful, it is recommended that, the church should establish a department of human resources management in all its institutions, with qualified personnel urgently. The institutions should also employ trained managers who have a professional touch; and of greater emphasis should be, qualified human resource personnel, who can, effectively and efficiently, deal with human resource issues. Once recruited, they should be given the necessary support.
Fourth, sound human resource practice and policies should be established in all the church institutions for example participatory approaches to decision-making and policy regulation, transparency and professionalism in recruitment, selection, promotion, appraisals, transfer, training and separation, good communication channels, among others.

Fifth, the working conditions should be made conducive for all employees. Sound employee relations and labor relations should be captivated. Employees' welfare services, which have for long been overlooked in most church education institutions, like lunch, tea, good furniture, spacious- well-ventilated offices, among others, should be put in place.

Finally, dissemination of information should be done openly and promptly. All employees should be enlightened on the institutions mission and philosophy, with an aim of having them embrace and identify themselves fully with them and hence seek to implement them.

In summary, the managers of the S.D.A church supported education institutions should put in place a sound, professional and ethical management of all employees welfare issues that envisage all their motivational needs, with a view of adequately meeting them, and hence making the employees feel they are in the best institutions where their services are valued and regarded with high esteem.

5.5.2. Suggestions for Further Research

The researcher recommends that, further research should be done on a wider scale involving more church education institutions to establish whether the findings of this research will be replicated.

There is also a need to carry out the same research in other religious education institutions that have a long history of success to establish the secret behind their success, for example the Catholic institutions.
Further research should also be done in other private education institutions that have no religious affiliations to establish whether the situation is different.

Finally, further research should be carried out to establish the fairness of disciplinary procedures and the internal equitability of salaries and wages administration in the S.D.A church supported education institutions, which could not be established by this research.
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JOURNALS


ARTICLES


APPENDICES

APPENDIX 1
(a) Plan of Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration (weeks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal writing and defending</td>
<td>six (11)</td>
</tr>
<tr>
<td>Pilot study</td>
<td>one (1)</td>
</tr>
<tr>
<td>Adjustments of questionnaire</td>
<td>one (1)</td>
</tr>
<tr>
<td>Data collection</td>
<td>two (2)</td>
</tr>
<tr>
<td>Data coding</td>
<td>one (1)</td>
</tr>
<tr>
<td>Data analysis</td>
<td>two (2)</td>
</tr>
<tr>
<td>Report writing</td>
<td>two (2)</td>
</tr>
</tbody>
</table>

(b) Schedule of Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
<th>JULY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>4 1</td>
<td>2 3 4</td>
<td>1 2 3</td>
</tr>
<tr>
<td>1. Proposal writing and defending</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pilot study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Adjustment of questionnaire</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Data collection</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Data coding</td>
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<tr>
<td>6. Data analysis</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>7. Report writing and submission</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

MONTH/WEEK

NB

The congestion of activities was necessary in order for the researcher to work within the schedule given by the university. This called for working sometimes late into the night.
## APPENDIX 2: Budget Estimates

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount in Shs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Traveling</td>
<td>5000</td>
</tr>
<tr>
<td>2. Pilot study</td>
<td>1000</td>
</tr>
<tr>
<td>3. Data processing</td>
<td>4000</td>
</tr>
<tr>
<td>4. Stationary</td>
<td>2000</td>
</tr>
<tr>
<td>5. Typing and printing</td>
<td>5000</td>
</tr>
<tr>
<td>6. Printing questionnaires</td>
<td>2500</td>
</tr>
<tr>
<td>7. Binding</td>
<td>3000</td>
</tr>
<tr>
<td>8. Cost of proposal</td>
<td>5000</td>
</tr>
<tr>
<td>9. 10% contingencies</td>
<td>2750</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30250</strong></td>
</tr>
</tbody>
</table>

Approx., 30000
QUESTIONNAIRE FOR ADMINISTRATORS

Dear Respondent;

The purpose of this questionnaire is to collect information on “factors influencing employees’ work performance in the S.D.A. Church Supported Education Institutions.” The information will be used purely for scholarly purposes. Information given will be treated with strict confidentiality. Do not write your name for the purposes of anonymity.

Please, be honest in giving your answers. Your co-operation in completing all sections of this questionnaire promptly and honestly will be deeply appreciated.

Yours faithfully,

MUYA, J.N
M.B.A (HRM) STUDENT - KENYATTA UNIVERSITY

SECTION 1: GENERAL INFORMATION

Directions:
Please kindly tick appropriately or supply the required information to the best of your knowledge.

1. Gender: Male ( ) Female ( )

2. Title

3. Academic qualifications (Highest level)

4. Professional qualifications (e.g. Teacher, Accountant e.t.c.)

5. Working experience as an administrator in current capacity. Below 5 yrs ( ) 5-10 yrs ( )
   over 10 yrs ( )

91
**SECTION 2**

**QUESTIONNAIRE ON MOTIVATIONAL FACTORS INFLUENCING EMPLOYEES' WORK PERFORMANCE**

This questionnaire is intended to gather data on factors the researcher thinks could be influencing employees work performance.

**Directions.**

*Read each item carefully and then determine your answer by encircling one of the five given choices. The categories of responses are defined as follows:*

1-Strongly Disagree (SD)  2-Disagree (D)  3-Undecided (U)  4-Agree (A)  5- Strongly Agree (SA)

**A. Employment of workers in your institution**

<table>
<thead>
<tr>
<th>Item</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My institution has people with the right qualifications doing the right jobs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Recruitment and selection of employees is done on a competitive basis.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Recruitment and selection involve experts of the various tasks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Nepotism, tribalism, regionalism, religion, etc are not a basis of recruitment of employees in my institution.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. New employees are always inducted and orientated into the organization once employed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Assignment of responsibilities is done on merit and not on the basis of who is who.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. There is a clear chain of command well articulated and followed by all employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. The institution has a sound, clear and fair promotion and transfer policy for all employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### B. Working Conditions

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The working environment is safe for employees in terms of equipment and facilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Employees are always provided with the relevant tools and materials for performance of their work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Job security for all employees is assured and guaranteed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. There are clear communication channels and free flow of information from top to bottom and vice versa.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Response to workers’ grievances is done and promptly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Workers participate in decision making in important matters affecting them and the institution.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. The institution has workers’ social welfare association(s) to cater for their social needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Freeness of interaction of administrators and employees is encouraged and promoted.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Disciplinary procedures are clear to all employees and are perceived to be fair and promote justice to all employees always.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Workers articulate well the mission and the philosophy of the institution.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### C. Human Resources Development Policies

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Employees are aware of the performance standards set for them and are involved in their setting.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Performance appraisal of employees is done regularly</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. My institution carries out potential appraisal and development on all employees regularly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Feedback on performance appraisal is promptly given to employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Appraisal of employees is aimed at helping them improve their performance rather than a fault-finding exercise.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. My institution has well articulated career plans for all its workers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Training and re-training of employees is envisaged in the institutions culture.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. My institution is keen on the development of the top administrators.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. My institution has an annual budget for the training and development of all employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. My institution has clear succession plans for all offices, understood by all employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. There is job enrichment and enlargement aimed at making work more interesting for all employees in my institution.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
D. Compensation and Rewards System.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Salaries and wages reflect market rates for the various categories of employees.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. The pay given to employees enables them to cope with the current standards of living.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Salaries and wages offered to employees are competitive and retains them in the institution.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Salaries and wages administration ensure equity and are free from internal and external inequalities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Some of the employees engage in private business, outside work, to subsidize their income.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. My institution often loses employees to other employing organizations due to salaries and wages paid.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. My institution seldom attracts employees from other organizations due to the compensation and rewards system in place.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. My institution recognizes employees’ good performance by rewarding them on time and giving it the deserved publicity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. There is compensation for extra responsibilities and overtime for work done.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Given an alternative, most of the employees would still be willing to stick to the institution.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. The compensation and reward system gives employees a sense of future security.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

SECTION 3
Kindly supply responses to the following questions aimed at clarifying some of the questions in section 2 above.

1. What is the basis/ rationale for the compensation and reward system administered in your institution?

2. How would you gauge labor turnover in your institution for the last two years?

   High [Over 10] ( )   Average [3-10] ( )   Low [0-2]( )

   Suggest the probable reason(s) for the turnover

3. Does your institution have a comprehensive performance appraisal tool?

   Yes ( )   No ( )   If yes, kindly provide one as you return the questionnaire.
4.(a) Have you attended any course(s) besides your college qualifications in administration or management? Yes ( ) No ( ) Please list down such administrative/management courses, if any.

(b) Who sponsored you

5. Do you regularly attend workshops/seminars, or training focusing on human resources management? Yes ( ) No ( ). If yes, how often

6. How would you rate the morale of your employees? High [ ] Average [ ] Low [ ].

7. Do you sometimes experience problems related to workers' performance in your area of Supervision? Yes ( ) No ( ). Briefly explain your response

8. Suggest factors that you feel highly influence employees work performance in your institution.

9. Kindly list down suggestions you feel should be implemented by your institution to improve employees' work performance (Use the back of this page, if need be)
Dear Respondent;

The purpose of this questionnaire is to collect information on “factors influencing employees’ work performance in the S.D.A. Church Supported Education Institutions.” The information will be used purely for scholarly purposes. Information given will be treated with strict confidentiality. Do not write your name for the purposes of anonymity.

Please, be honest in giving your answers. Your co-operation in completing all sections of this questionnaire, promptly and honestly will be deeply appreciated.

Yours faithfully,

MUYA, J.N
M.B.A (HRM) STUDENT - KENYATTA UNIVERSITY

SECTION 1:
GENERAL INFORMATION
1. Gender Male ( ) Female ( )

2. Designation in your institution (e.g. Teacher, Cook, e.t.c.)

3. Academic qualifications (e.g. Form IV, Certificate, Diploma, Degree, e.t.c)

4. Professional qualifications (e.g. Teaching, Catering, e.t.c)

5(a) Your working experience: Below 5 years ( ) 5-10 years ( ) over 10 years ( )

(b) How many of the above years have you served in your current or similar church institution?
**SECTION 2**

**QUESTIONNAIRE ON FACTORS INFLUENCING EMPLOYEES’ WORK PERFORMANCE**

This questionnaire is intended to gather data on factors the researcher thinks could be influencing employees work performance in the S.D.A.Church Supported Educational Institutions

**Directions:**

*Read each item carefully and then determine your answer by encircling one of the five given choices. The categories of responses are defined as follows:*

1-Strongly Disagree (SD)  2-Disagree (D)  3-Undecided (U)  4-Agree (A)  5- Strongly Agree (SA)

**A. Employment of employees in your institution.**

<table>
<thead>
<tr>
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<tr>
<td>1. My institution has people with the right qualifications doing the right jobs.</td>
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<td>2. Recruitment and selection of employees is done on a competitive basis.</td>
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<td>4. Nepotism, tribalism, regionalism, religion, etc are not a basis of recruitment of employees in my institution.</td>
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<td>5. New employees are always inducted and orientated into the organization once employed.</td>
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<td>7. There is a clear chain of command well articulated and followed by all employees.</td>
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</tr>
<tr>
<td>8. The institution has a sound, clear and fair promotion and transfer policy for all employees.</td>
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<td>2</td>
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<td>5</td>
</tr>
</tbody>
</table>
### B. Working Conditions

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>D</th>
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<tbody>
<tr>
<td>1. The working environment is safe for employees in terms of equipment and facilities.</td>
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<td>2. Employees are always provided with the relevant tools and materials for performance of their work</td>
<td>1</td>
<td>2</td>
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<tr>
<td>3. Job security for all employees is assured and guaranteed.</td>
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<tr>
<td>4. There are clear communication channels and free flow of information from top to bottom and vice versa.</td>
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<tr>
<td>5. Response to workers’ grievances is done and promptly.</td>
<td>1</td>
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<tr>
<td>6. Workers participate in decision making in important matters affecting them and the institution.</td>
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<tr>
<td>7. The institution has workers’ social welfare association(s) to cater for their social needs.</td>
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<tr>
<td>8. Freeness of interaction of administrators and employees is encouraged and promoted.</td>
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<tr>
<td>9. Disciplinary procedures are clear to all employees and are perceived to be fair and promote justice to all employees always.</td>
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<tr>
<td>10. Workers articulate well the mission and the philosophy of the institution.</td>
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</tbody>
</table>

### C. Human Resources Development Policies

<table>
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<tr>
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<th>SA</th>
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</thead>
<tbody>
<tr>
<td>1. Employees are aware of the performance standards set for them and are involved in their setting.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>2. Performance appraisal of employees is done regularly</td>
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<tr>
<td>3. My institution carries out potential appraisal and development on all employees regularly.</td>
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<tr>
<td>4. Feedback on performance appraisal is promptly given to employees.</td>
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<tr>
<td>5. Appraisal of employees is aimed at helping them improve their performance rather than a fault-finding exercise.</td>
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<tr>
<td>6. My institution has well articulated career plans for all its workers.</td>
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<td>7. Training and re-training of employees is envisaged in the institution’s culture.</td>
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<td>8. My institution is keen on the development of the top administrators.</td>
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<tr>
<td>9. My institution has an annual budget for the training and development of all employees.</td>
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<tr>
<td>10. My institution has clear succession plans for all offices, understood by all employees.</td>
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<tr>
<td>11. There is job enrichment and enlargement aimed at making work more interesting for all employees in my institution.</td>
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</tbody>
</table>
D. Compensation and Rewards System

1. Salaries and wages reflect market rates for the various categories of employees.  
   SD D U A SA
   1 2 3 4 5

2. The pay given to employees enables them to cope with the current standards of living.  
   SD D U A SA
   1 2 3 4 5

3. Salaries and wages offered to employees are competitive and retains them in the institution.  
   SD D U A SA
   1 2 3 4 5

4. Salaries and wages administration ensure equity and are free from internal and external inequalities.  
   SD D U A SA
   1 2 3 4 5

5. Some of the employees engage in private business, outside work, to subsidize their income  
   SD D U A SA
   1 2 3 4 5

6. My institution often loses employees to other employing organizations due to salaries and wages paid.  
   SD D U A SA
   1 2 3 4 5

7. My institution seldom attracts employees from other organizations due to the compensation and rewards system in place.  
   SD D U A SA
   1 2 3 4 5

8. My institution recognizes employees’ good performance by rewarding them on time and giving it the deserved publicity.  
   SD D U A SA
   1 2 3 4 5

9. There is compensation for extra responsibilities and overtime for work done.  
   SD D U A SA
   1 2 3 4 5

10. Given an alternative, most of the employees would still be willing to stick to the institution.  
    SD D U A SA
    1 2 3 4 5

11. The compensation and reward system gives employees a sense of future security.  
    SD D U A SA
    1 2 3 4 5

SECTION 3

Kindly supply responses to the following questions aimed at clarifying some of the questions in section 2 above.

1. Does your institution have a comprehensive performance appraisal tool?  
   Yes ( ) No ( )

2. How would you gauge labor turnover in your institution for the last two years?  
   High [Over 10] ( ) Average [3-10] ( ) Low [0-2]( )
   Suggest the probable reason(s) for the turnover

3. What is the basis/ rationale for the compensation and reward system administered in your institution?
4(a) Besides the qualifications that you joined your institution with, what other qualifications have you acquired during your stay?

(b) Who sponsored you for the other qualifications in (7) above if any?

5. How would you rate the morale of employees in your department?
   High ( )   Average ( )   Low ( )

6. In your own view, does your department sometimes experience problems related to workers' performance? Yes ( ) No ( )
   Briefly explain. ____________________________________________________________

7. Suggest factors that you feel highly influence employees work performance in your institution.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. Kindly list down suggestions, which you feel should be implemented by your institution to improve employee work performance.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

100