

**FACTORS INFLUENCING JOB PERFORMANCE OF EMPLOYEES
OF PUBLIC UNIVERSITIES: A CASE OF THE NON-TEACHING
STAFF AT KENYATTA UNIVERSITY**

PROJECT REPORT

BY:

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OCTOBER 2007

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DECLARATION

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

Signature Shahla

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

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*Factors influencing
job performance of*



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ABSTRACT

The problem of the study is the motivational factors influencing job performance of the non-teaching staff of Kenyatta University. The purpose of the study was to find out the factors affecting the work morale and work performance of the non-academic staff at K.U. With the help of this study, it is expected that suggestions there from, if put in place, the problem of low morale and low performance amongst the human resource at the said institution would be mitigated.

Three categories of managerial employees have been made in this study sample for the purpose of comparison and analysis. The first and second categories, which are the main group of the study, consist of 54 and 90 non-teaching members of staff from the different departments within K.U. The third category has 6 heads of the departments / sections, from which the employees in the first and second main study group has been selected.

The total sample size of 150 respondents has been taken through proportionate stratified random sampling. The data have been collected using two different questionnaires, one for the top-level managerial employees, and the other for the middle and lower level managerial workers. This report has been divided into five chapters. Chapter 1 defines the problems and its consequences, objectives, scope, significance, limitations of the study. Chapter 2 deals with the past and previous literature related to the problem and conceptual framework. Chapter 3 looks at research methodology. Chapter 4 deals with data analysis and presentations of the findings. Chapter 5 presents the summary of the findings, conclusion and recommendations.

The findings of the study can be summarized as follows:

- i. The majority of non-teaching staff is unsatisfied and demotivated towards their present jobs.
- ii. Recruitment, promotions for non-teaching staff in many cases are not strictly done on merit basis.
- iii. Disciplinary procedure and actions have been found to be slow and unfair.
- iv. The system of rewarding employees and recognizing their works are almost non-existent
- v. The work performance level of the majority of non-teaching staff is found to be very low.

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DEDICATION

To my husband Dr. Shakeel Ahmad whose guidance, love, understanding and full support have been crucial in my pursuit of knowledge. And then my children Faizan Ahmad and Zidan Ahmad for their encouragement and endurance.

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DEFINITION OF TERMS AND ACRONYMS

Attitude: Is an enduring system of positive or negative evaluations, emotions, feelings, and “pro” or “con” action-tendencies with respect to an object. The object refers to any persons, idea, proposal or group or even a material object.

Factor: The act that brings about the result.

Go-Slow: Work slowly as a protest to make their employer meet their demands.

GoK: Government of Kenya.

HRDP: Human Resource Development Program.

Job Satisfaction: Is any combination of psychological and environmental circumstance that causes a person to say that he is satisfied with his job. Job satisfaction is a complex phenomenon-a feeling of satisfaction and dissatisfaction. Working people may be satisfied with many conditions of their work, yet still express dissatisfaction with other features of the job or their working lives.

KU : Kenyatta University

Lay-Off: Dismissal of workers for short time with or without salary due to some technological change in an organization.

Morale: Refers to overall attitude of an individual or group collectively towards all aspects of their work- the job, the company, supervisors, fellow workers working conditions, etc morale is a mental condition of individuals and groups which determines their willingness to co-operate.

Motivation: Is the function of needs and incentives. It indicates predisposition towards the job itself.

Performance: The action of carrying out a task in order to achieve the set goal/target.

Private Enterprise: The term private enterprise refers to those organizations in which management is left free to perform its functions and the market is open to free competition, except in certain public utility services. It may also refer to organizations in which management is of a single proprietor or group of proprietors with responsibility of running business.

Public Enterprise: The term is used interchangeably with parastatals or the public sector. It refers to the institutions operating services of an economic or social nature on behalf of government but enjoying an independent legal entity.

Resources: Aids that help in accomplishing a task at the work place.

Turnover: The movement or frequency with which employees join or leave organizations.

Working Environment: The term refers to working conditions which include conducive environment, cordial relation among workers, their respective family lives, incentives to work, good behavior of those in authority, job security and promotion opportunities etc.

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CHAPTER ONE

1.0 Introduction

1.1 Background to the Study

There is a debate that an increase in job satisfaction will result in enhanced performance. But it can be argued that if it is not job satisfaction that produces high-level performance, but high performance that produces job satisfaction. Employees are motivated to achieve certain goals and will be satisfied if they achieve these goals through enhanced performance. They may be even more satisfied if they are then rewarded by extrinsic recognition or an intrinsic sense of achievement. Thus, the enhancement can be achieved through rewarding them by financial and non-financial means when they do perform. It can also be argued that some employees may be completely satisfied with their job and will not be inspired to work harder or better performance.

It is observed that the performance of workers in different working conditions either as individuals or members of a group is less as compared to their full potential in terms of skills, abilities and capacities. Finer (1994) points out that the performance level generally never exceeds 50% of individual's capacity of performance.

Atikoro (1982) states that in Kenya, salaries of the employees of public enterprises are poor compared to private enterprises. In his view, most authors on public and private enterprises have tended to concentrate on their performance and are in agreement that such performance is generally poor but at the same time failed to consider how phenomenon of job satisfaction or dissatisfaction contributes to this poor performance.

Since the performance of some employees is low and of some are high. Some are completely satisfied and do not want to work harder or better but the employer wants them to do better work

According to Shirley (1985), employees of public enterprises are not sufficiently satisfied with their jobs due to the problems related to management or functioning of the organizations. This contributes to the problem of low morale and loss of highly qualified employees leading to an increase in the rate of staff turn over to more lucrative pursuits.

At work place, organizational culture is seen as a learned behavior. The organizational culture tends to influence the individual employee's working pattern in a particular organization. The culture of a particular organization may be to a large extent the culprit in as far as bad working habits is concerned. If it is fact then the question arises why do some workers of the organization work better as compared to others in the same cultural environment. Therefore cultural environment may not be the sole factor for good and bad performance.

Many organizations achieved a remarkable improvement in work performance by using motivational techniques. The process involves positive reinforcement to appreciate the behavior and negative reinforcement to discourage the undesired behavior (Robert Baron-1991).

Due to globalization and the rapid development in knowledge and technology, the public

universities are therefore faced with the new challenges of the developing dynamic training and research institutions, and of their management practices that should be in line with the modern times. The said universities must ensure that their human resources are well catered for in term of their welfare issues, to enhance their maximum and positive contribution to the mission and goals of their respective institutions.

To achieve the above goals and missions, the management of the said universities must remember the fact that employees have divergent needs, for example, the performances of some employees are enhanced chiefly by achievement; others by recognition; while some consider performance for career development and remuneration motivate them to improve work performance. Successful managers must know which needs are most important to motivate and control employee work behavior in order to enhance workers' performance. Otherwise these institutions may fail to achieve their goals and missions.

In Kenya, the work performance especially in the public sector is poor. The major problem in Kenya is to become industrialized. It is only possible when public universities assume their role of producing trained and well-motivated human resources for the generation of the national wealth. Unfortunately the public universities have demoralized their staff whose work performance level can only be favorably compared to that of employees on a go-slow. This means that public universities are getting very little from their staff as compared to what they would harvest from their workers if they were to perform at their optimum individual and collective level (Kenyatta University, 1997).

In these universities, employees especially the non-teaching staff just seem not to care

about their work. Frequent absenteeism, lateness, fake sick leaves, and poor work ethics and consequently low productivity is a common phenomenon. This indicates that the work motivation of most of the non-teaching staff is wanting and therefore negatively affecting the whole working system in public universities and therefore these institutions are unable to achieve their desired goals and missions. In order to examine the motivational factors affecting work performance of the non-teaching staff that one of the six public universities is selected for this study. Kenyatta University is the focus of this study. The University employed about 1514 non-teaching staff and 747 the teaching staff. Thus the total work force is 2261 (Kenyatta University strategic and vision plan 2005 -2015).

The history of Kenyatta University dates back to 1965 when the British Government handed over the Templer Barracks to the new Government of Kenya. The Barracks were converted to a college known as Kenyatta College. It offered Secondary and Teacher Training Education leading to the award of Secondary Teacher 1 and Secondary Teacher Advanced Level Certificates.

Kenyatta College became a constituent college of the University of Nairobi and its name changed to Kenyatta University College. In July 1978, the faculty of Education of the University of Nairobi was transferred to Kenyatta University College. This made the only one in the country training teachers at both the under graduate and postgraduate levels at the time. Kenyatta University College achieved full-scale university status on August 23, 1985.

The above-mentioned institution, which is the focus of this study, is situated in Nairobi about 19 Kilometers from the Nairobi City Centre on the Nairobi-Thika Highway. The university has employed about 1514 non-teaching staff. Just like other public universities, this institution has a three-level management structure. At the top of the hierarchy is the central administration headed by the Chancellor, managed by the Council and coordinated by the appointed Vice Chancellor. Under the Vice Chancellor's Office are three Administrative Divisions—Academic Division, Administration Division and Finance, Planning and Development Division. A Deputy Vice Chancellor heads each of the said three Divisions, and this forms part of the middle management. The Academic Division is further divided into Seven Schools namely:

- i. The School of Education
- ii. The School of Pure and Applied Sciences
- iii. The School of Humanities and Social Sciences
- iv. The School of Environmental Studies and Human Sciences
- v. The School of Business
- vi. The School of Health Sciences
- vii. The Graduate School

Each of the said school is further sub-divided into various departments. Each school, department, is either headed by a Dean, Chairperson or Director.

The University has also created Centres, Directorates, Institutes and Units that house and coordinate specialized work. These include:

- i. The Centre for Linkages and International Programmes
- ii. The Centre for Gender Studies

- iii. The African Virtual University—AVU
- iv. The Directorate of Catering and Accommodation Services
- v. The Directorate of Quality Assurance
- vi. The Directorate of Self-Sponsored Programmes
- vii. The Institute for Research and Development
- viii. The Institute of Kiswahili Research
- ix. The Institute of Open Learning
- x. The AIDS Control Unit
- xi. The Information and Communications Technology (ICT) Unit
- xii. The Health Unit and Teaching Practice Unit

1.2 Statement of The Problem

Study by Kornhauser (1944), shows that excessive absenteeism, rapid turnover, and lack of work commitment as well as expression of grievances may manifest dissatisfaction and low performance. Most organizations have put measures to reduce the problem of absenteeism, high turnover, and lack of work commitment by instituting supervision and even improvement of compensation. But still the same problem continues to be a serious management problem. Hence there is a need for the study.

About the lateness problem, absenteeism, and lack of work commitment for example, recognition of the existence of the same, is partially witnessed by some of the measures that have been put in place by the University Administration. In many departments, employees are required to sign daily in a register to indicate what time they report on

duty, and also what time they leave for home later in the day.

Despite the genuine efforts made by the individual public universities in trying to improve the quality of supervision, social relationships with the work group, the quality of work life of their employees, the work performance level of the non Academic Members of Staff, for example, have been visibly low. Some of the symptoms indicating that all is not well include frequent lateness in reporting to work, repeated absenteeism, high employee turnover rate, and sluggishness while performing work duties. This study therefore is concerned with identifying factors, which affect the morale and work performance of the non-teaching staff at K. U.

1.3 Objectives of The Study

The objectives of the study are:

1. To identify motivational factors affecting job performance of the employees of Kenyatta University.
2. To investigate personal issues contribute to job performance.
3. To determine the level of job performance of employees.
4. To find out the reasons for low and high performance.
5. To recommend the solutions to the said problem.

1.4 Research Questions

The following research questions will guide the study:

- 1 Are there any extrinsic and intrinsic factors, which influence job performance.
- 2 Are there any poor Human resource Practices (such as opaque promotion criteria, inconsistent recruitment policies etc) that are sufficient enough to negatively influence the work performance of the non-academic members of staff.
- 3 Are employees' welfare issues adequately addressed by the senior managers.
- 4 Are there any other factors that may be negatively and positively influencing the work performance of the non- teaching Staff ?

1.5 Scope of The Study

Kenyatta University has been selected for the purpose of this study because no research has been done adequately on the said problem. Three Administrative Divisions i.e Academic Planning Finance & Development and Administration Divisions, 43 departments from 7 different schools, and several centers and units of the said university have been included in this study. The targeted population is the non-teaching staff that is 1514, which has been divided into three levels as (i) Top Level (VC, DVC, Registrars, Deputy Registrars and Chairmen), (ii) Middle Level (Grade A-F) and (iii) Lower Level Management (Grade I-IV).

1.6 Significance of The Study

The researcher assumes that the findings of the proposed study can enable the management at the mentioned academic institution to review its approaches to issues

affecting the non-teaching staff in order to achieve the optimum returns from a better-motivated workforce.

The findings of the proposed study cannot be generalized to the work performance level or the working conditions of the non-teaching staff in all the public universities but can be used as a launching pad. The study may be significant in the following ways:

1. The study hopes to be significant to the policy makers and planners for enhancing performance.
2. The study also hopes to establish the root causes of poor performance of public universities.
3. Scholars may gain knowledge on job performance and the role of socio-economic factors on job performance of public universities in Kenya.
4. It is hoped that this study will provide a background for subsequent research in this area.

1.7 Limitations of The Study

The scope of the study is limited to only one public university and motivational theories and factors affecting job performance of the employees of the Kenyatta University because of lack of fund , and time for the study. That is why this study does not focus on historical or longitudinal issues. However, the findings of the study can not be generalized to the work performance level or the working conditions of the non-teaching staff in all the public universities.

1.8 Assumptions of The Study CHAPTER TWO

The assumption is the **Performance Level (PL)** of the workers in the institution is a function of the **Human Resource Development Programs (HRDP)**, **Motivational Factors (MF)**, **Working Environment (WE)**, **Work Objectives and Targets (WOT)**, **Worker Individual Needs (WIN)** and **Management Skill and Structure (MISS)**.

CHAPTER TWO

2.0 Literature Review

2.1 Introduction

This chapter is an attempt to bring to light some of the studies that have evolved over years on job satisfaction and the behavior that workers have developed towards work performance. Particular emphasis is going to be laid on literature dealing with job satisfaction and performance of the workers. These views will be used to provide a general background for this study. It consists of literature related to the problem area and the problem context, which would help to compare and clarify some important issues on the problem that the current study is making an attempt to understand.

2.2 Previous Studies

The concept of job satisfaction has been of great interest to scholars of various fields. Many studies and researches have been conducted with a view to investigating the factors that influence the morale and performance of individual staff members in their work places. In this connection, there are many theories, which give insight into human behavior, and the factors that can enhance the given behavior to promote organization's performance. These literatures have been reviewed below:

Taylor (1911) argues that people feel highly motivated when given monetary incentives. Similarly, Drucker (1973) states that the carrot of material rewards may not, unlike the stick of fear, lose its potency. Gellerman (1994) too regards money as an important employee motivator. There is nothing wrong that money is important to people in the

contemporary society because it raises social status.

To assume money is only source of motivation is oversimplification. In this regard, Luthans (1979) points out that many managers wrongly assume that employee motivation is based entirely upon the money motive, they fail to understand the complexity of human motivation. Bernad (1938) also points out that material rewards are not enough for employee motivation. The opportunity for distinction, prestige, personal power and the attainment of dominating position are much more important than material rewards in an organization and society.

According to Kornhauser (1944), working people may be satisfied with many conditions of their work, yet still express dissatisfaction with other features of the job or their working lives. Excessive absenteeism, rapid turnover, and lack of work commitment as well as expression of grievances may manifest this.

Fayol (1949), Taylor (1947) and Weber (1947) suggest the use of an incentive pay system to motivate workers. However, they have taken a narrow view of monetary compensation and failed to consider other motivating factors.

Blum and Russ (1952) single out salary, status of employment, advancement, job security, skills improvement opportunities, family harmony and group relationships outside the job as factors that may lead to job satisfaction and better performance. Alluvin (1954) and Argris (1957) contend that individuals work for personal gain and so

job satisfaction and job performance should be understood in terms of individual needs.

Haire (1957) observes that two things are of great significance for any organization. First, a very well-known requirement is the placement of the right individual in the right job. The second requirement is to make the individual feel that he or she is in the right job and this is the concept of job satisfaction. It is expected that the satisfied individual would show more keenness and effectiveness in his or her job performance.

Herzberg (1959) found that there were both extrinsic (salary, security, working conditions) and intrinsic factor (achievement, growth and work itself) that motivate the employees. His theory is known as maintenance theory.

Victor Vroom (1964) posits that motivation is the sum of the product of valence, expectancy and instrumentality.

Motivation (force) = Valence x Expectancy x instrumentality.

Valence implies the strength of a person's desire or preference for a potential outcome. For example, a person desires promotion and feels that superior performance is a very strong factor in achieving his goal. His first level outcome is superior performance and second level outcome is promotion. A person would be motivated towards superior performance because of the valence for promotion. Expectancy implies the extent to which a person believes that his effort will lead to a high performance. It is the possibility that a particular action will lead to the first level outcome. Managers can improve their

expectancy. Therefore, Vroom suggests that managers should make their employees believe that their efforts would be rewarded. Instrumentality implies the degree to which a first level outcome will lead to desired second level outcome. In the above example, superior performance is being seen as instrumentality in getting promotion. Instrumentality is the relationship between the first level outcome (performance) and the second outcome (promotion).

Stacy (1964) observes that job satisfaction is a function of individual's expectation from his or her job. For example, individuals expect their job should give them opportunities for growth and career development. Failure of the job to meet this expectation may lead to dissatisfaction and poor performance of the organization, as has been the case in the public universities in Kenya.

Douglas McGregor (1967) describes the human behaviors on the basis of hypotheses relating to human behavior. According to him, the function of motivating people involves certain assumptions about human nature. There are alternative sets of assumptions which McGregor calls as Theory X and Theory Y.

According to theory X of motivation the following observations are advanced: (i) The average individual is by nature indolent and will avoid work if he can. (ii) The average person is selfish, lacks ambition, dislikes responsibilities and likes to be led. (iii) The average human being is inherently self-centered and indifferent to organization (iv) The average persons are by nature resistant to change and want security. This theory implies

use of carrot and stick approach. McGregor recognizes certain needs that theory fails to take into account. These relate to self- fulfillment, ego satisfaction and social needs of individual workers. The theory Y assumes that people are not by nature passive or resistant to organizational needs, they possess the motivations, the potential for development. The basic difference is the difference between treating people as children and treating as mature adult. We cannot expect to shift to the latter overnight.

Abraham Maslow (1970) states five levels of individual human needs arranged in a particular order from the lower to the higher level. Physical needs, safety needs, need to be loved, esteem needs and the need for self -actualization). Maslow observes that at a time, only one need level serves as a person's basic motivator. He believes that individual would start with the lower order needs and moves up the needs hierarchy one level at a time as the lower level needs get satisfied.

William Ouchi (1981) developed Theory Z after making a comparative study of Japanese and American management practices. He suggests that large complex organizations are human system and their effectiveness depends on the quality of humanism used. A type Z organization has three major features - trust, subtlety and intimacy. Mutual trust between members of an organization reduces conflict and leads to teamwork. Subtlety requires sensitivity towards others and it yields higher productivity. Intimacy implies concern, support and disciplined unselfishness.

Peil (1984) argues that the different skills acquired by workers might lead to

unreasonable disparity in salaries and allowances within and across organizations. This disparity may cause low performance among workers as their needs and expectations are not similar and met.

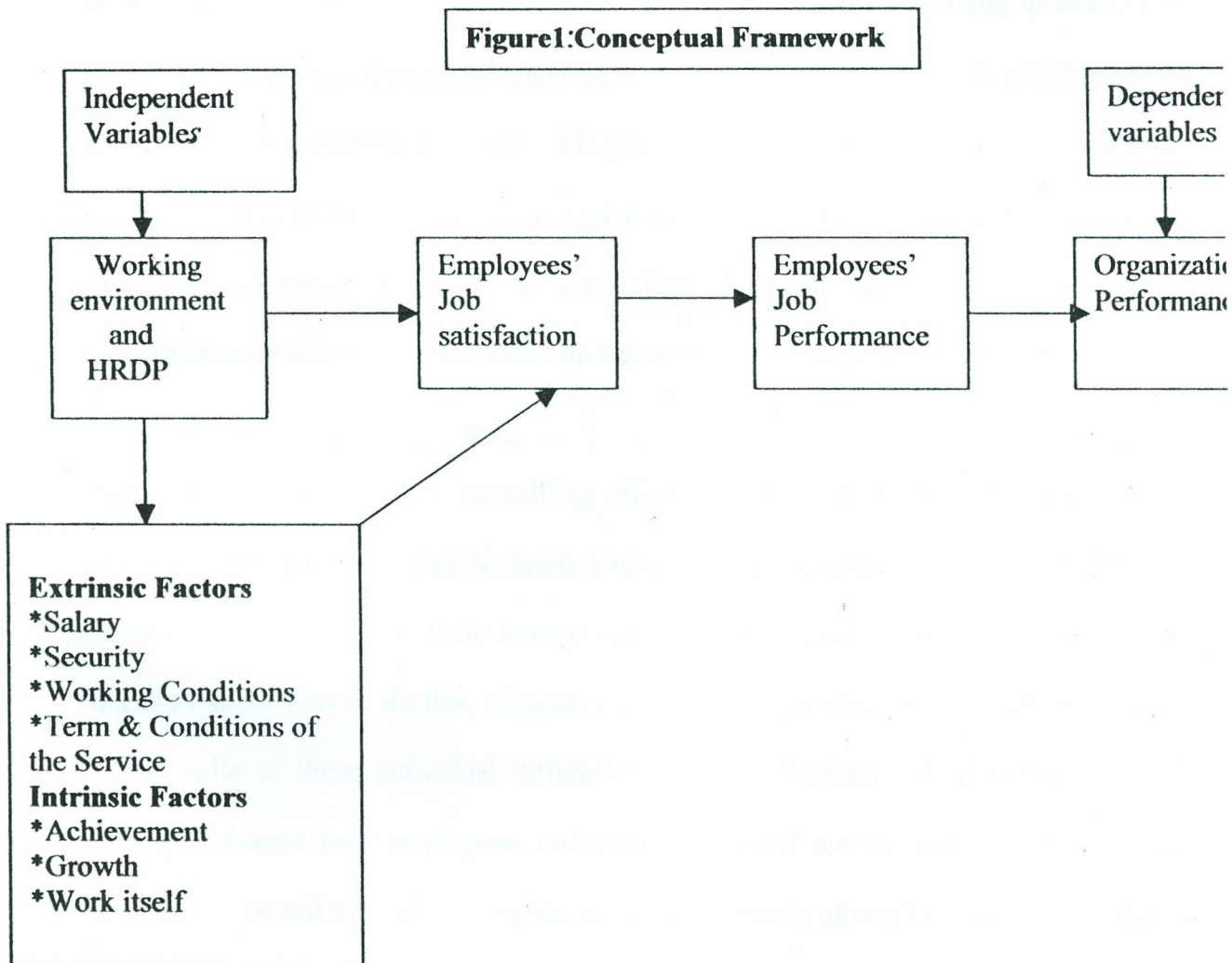
According to Civil Services Salaries Committee (1985), there have been instances whereby, unlike in the private sector, promotions have been effected in public enterprises without due regard to merit, suitability and ability of the employees and this has contributed to their poor performance. Justice Cockar (1981) urges trade unions to help improve workers wages and generally their negotiable conditions of work. The key factor, which leads to poor performance of organizations, is low job satisfaction.

William (1993) considers pension scheme as a way of motivating the staff to enhance their performance. Alexander (1993) views pension's scheme as mainly an "employee welfare" issue, which had nothing to do with job satisfaction and performance. Evans Mwasiaji (2002) has found that most non-academic members of staff at Jomo Kenyatta University of Agriculture and Technology are a demotated lot. The implication here is that J. K.U.A.T. is getting less than what it should harvest from its human resources.

Smith (2002) observes that ability for workers to practice their professional standards and values is a key to their job performance. Locke (2003) has described job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience". While Corey (2004) says that "job satisfaction is a balance between work stressors and work rewards".

2.3 Conceptual Framework

The study is guided by two theories i.e. Herzberg's motivation hygiene theory and McGregor's theory X and theory Y. On the basis of literature review and theoretical perspectives a conceptual framework has been developed as a model to study the said problem, which is shown in figure1



The above framework shows that the working environment and human resource development programmes and intrinsic and extrinsic factors have influence on employees' job satisfaction which in turn affect employees' job performance and

organization's performance. Further more intrinsic and extrinsic factors have influence on employees' job performance through job satisfaction. Finally, employees' performance has a direct influence on organization's performance.

In the society, workers work for different reasons, some go to work because they need to work to survive they belong to low class. Other simply need something to achieve in their lives to maintain their social status they belong to middle class, while other works in order to enjoy the esteem and power. They belong to high class. They are elite. In some cases, people work for career development and its related challenges and satisfaction while other work to simply earn extra income. Thus, the motivators enhance the workers' performance of different workers who do not want same things from their jobs.

Motivation is seemed to be something effective that arises from within an employee. However, the management of Kenyatta University must create a conducive and friendly environment to motivate their human resources for better work performance. But question arises how to do this, because some workers are easier to motivate than others but in spite of these individual differences, it is the business of all organizations to minutely observe their employees, understand them and put measures in place in such manner that would meet the individual motivational needs of employees. Without this in place, organizations normally face a high turn over rate, absenteeism, go-slows and strikes. In presence of these measures in place, institutions experience high retention rate, high productivity, quality of product and better work performance.

On the basis of the above motivational theories and explanation, the researcher examined and analyzed the motivational factors that might have been accelerating the work performance of the non- academic members of staff at KU. The research has been done in such a way that the determination of the performance level was obtained through a disruptive and inferential statistics.

CHAPTER THREE

3.0 Research Methodology

3.1 Introduction

This chapter deals with the research design and the methodology used in the study. This study includes the design of the study, target population, sampling procedures, research instruments, procedures and methods of data collection and analysis.

3.2 Research Design

This study is designed to be a case study of KU and a survey design has been used to collect data in order to determine the level of job performance of employees. Descriptive and inferential statistics have been applied to draw the conclusions.

3.3 Target Population

The present study has targeted at the non-teaching members of staff of KU on the said problem, which is 1514. This number has been divided into three managerial levels such as top, middle and lower managerial levels. The total number of teaching staff is 747. Thus the total work force is 2261.

3.4 Sample Size

The study targeted a small sample size of 150 out of the total population of non-teaching staff taking equal size from each of the strata. The population of non-teaching staff is 1514 that is divided into three strata as Top Level, Middle Level and Lower Level Managerial Staff. The total numbers of top level; middle level and lower level managerial

staff are 61,542 and 911 respectively. $N=1514$ which is divided into three strata of size $N_1=61$, $N_2=542$ and $N_3=911$. P_i represents the proportion of population included in stratum i , and n represents the total sample size. The number of elements selected from stratum i is $n \cdot P_i$. Adopting proportional allocation, the researcher gets the sample size as under for the different strata. For strata with $N_1=61$, the researcher has $P_1=61/1514$. Hence $n_1=n \cdot p_1=150(61/1514)=6$. Similarly, for strata with $N_2=542$, $n_2=n \cdot P_2=150(542/1514)=54$, and For strata with $N_3=911$, $n_3=n \cdot P_3=150(911/1514)=90$. Both men and women have been included in the sample size. This sample size (150) made possible for the researcher to compare and determine the levels of job performance of employees.

3.5 Location of the Study

Kenyatta University which is the focus of this study, is located in Nairobi about 17 Kilometers from the Nairobi City centre on the Nairobi-Thika Highway.

3.6 Data Collection Procedures

After obtaining an Introduction letter from the Department of Business, the researcher did a preliminary survey in all departments at KU. The questionnaires were distributed to the employees and they cooperated. The researcher herself and two research assistants conducted interviews and gathered information from the respondents to save the time. The initial interview schedule was pre-tested and modifications made on basis of the study objectives and hypotheses. The interview schedule consisted of closed and open-ended items to guide respondent's opinion towards job performance.

3.7 Data Collection Instrument

For data collection, the researcher employed two instruments one for top level management and one for middle and lower level management staff. Questionnaire was the main tool for data collection. It was administered to get reliable information from the informants. The instrument has both closed and open-ended items to guide respondent's opinion, attitude and perception with regard to his satisfaction and job performance. The informants were required to rate their job satisfaction and job performance on items related to their jobs. They were also required to identify those factors that they perceived to contribute to their job performance.

3.8 Data Processing, Analysis and Expected Output

The data collected for the study have been classified into three categories: data from the top level, middle level and lower level management. The data processing procedure involved first editing and coding. Then both qualitative and quantitative data were classified and organized for analysis and comparison. The results of the study were presented in descriptive and tabulated in the next chapter.

CHAPTER FOUR

4.0 Data Analysis and Presentation of Findings

4.1 Introduction

This chapter presents the data analysis, interpretations and findings of the study. The responses received from the various departments, centres and units have been classified into three categories as top level, and middle and lower level managerial respondents for the purposes of comprehension, comparison and discussion. These findings are presented in two major parts. The first part reports the respondents' background in terms of gender, the division under which they fall. This part is dealing with the responses of the middle and lower level managerial respondents. The second part deals with the responses of the top-level managerial respondents.

4.2 Identification Of The Respondents:

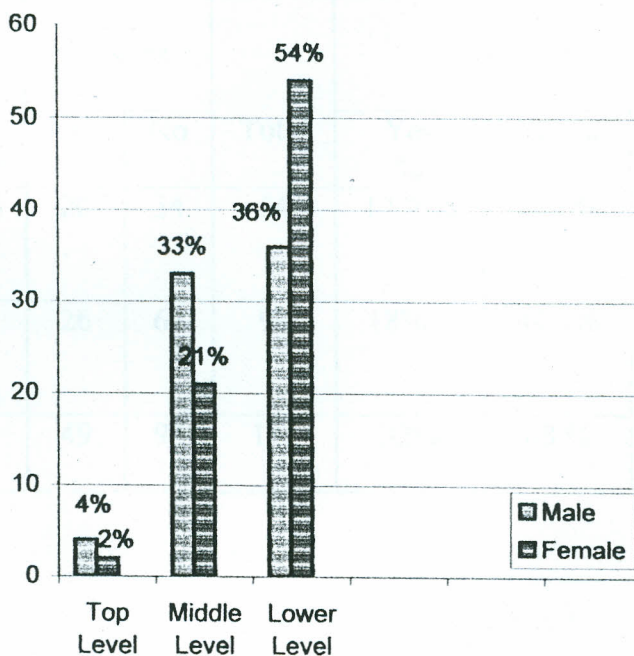
One hundred managerial respondents were selected from the universe in order to administer the questionnaire prepared for the purpose of collecting information. The selected respondents were identified by the following discussion: 150 managerial respondents came from the three different strata. It is shown in the table 1 and figure 1 below.

PART ONE

Table 1. The distribution of non-teaching respondents by division and gender

Managerial Division	Male	Female	Total	Male %	Female %	Total %
1 Top Level Managerial Respondents	4	2	6	2.7%	1.3%	4 %
2 Middle Level Managerial Respondent	33	21	54	22 %	14 %	36 %
3 Lower Level Managerial Respondents	36	54	90	24. %	36. %	60 %
Total	73	77	150	48.7 %	51.3	100%

Figure 1: The distribution of non-teaching respondents by division and gender



The above table shows the three different levels of 150 managerial respondents of a sample ranging from the top level to low level. A total of 73 and 77 males and females

respectively took part in the study. Six (6) persons out of 150 had been targeted to respond to the questionnaire for the departmental chairman/ centre and units heads and top Level managerial staff. The remaining 144 respondents were to respond to the second questionnaire.

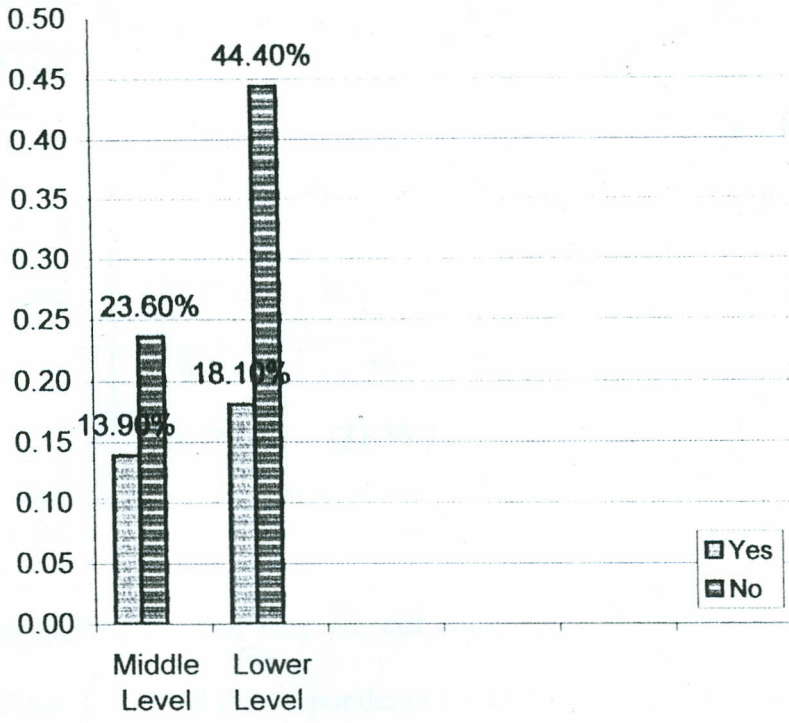
In the present study, the researcher tried to find out the factors affecting job performance among the employees of Kenyatta University, Nairobi Kenya. The findings of the study are presented in the tables 2-18 and figures 1-6 below.

4.3 Quantitative and Qualitative Analysis

Table 2: Employees' Enjoyment In Current Employment

Managerial Division	Persons		Total	%		
	Yes	No		Yes %	No %	Total %
Middle Level Managerial Respondent	20	34	54	13.9%	23.6%	37.5 %
Lower level managerial Respondents	26	64	90	18%.1	44.4%	62.5%
Total	49	95	144	32%	68 %	100%

Figure 2: Employees' Enjoyment In Current Employment



In the above table 2, the responses of respondents concerning enjoyment in their current employment have been presented. When Asked whether they enjoy their current employment, most respondents (about 68 %) said “No”, while the rest (about 32 %) answered “Yes”. A very low percentage (13.9 %) of the respondents who indicated that they enjoy working at KU due to job security while other respondents (18%) said jobs enable them to pay their bills and meet their needs.

As far as the reasons for lack of interest in their current jobs are concerned, four main reasons are found, which are (i) poor salary, (ii) poor terms and conditions of service,(iii) no opportunity for promotion and (iv) hostile environment. The opinions of the employees are given in the following table 3.

Table 3: Reasons for lack of interest in their current jobs

Managerial Staff	Poor Salary	Poor Terms And Conditions	No Promotion No Rewards	Unfavorable Environment And Other Reasons	Total & %
Middle Level Managerial Respondents	21 (14.6%)	19 (13.2 %)	8 (5.6 %)	6 (4.1 %)	54 (37.5 %)
Lower Level Managerial Respondents	39 (27.1%)	26 (18.1 %)	16 (11.1%)	9 (6.2%.)	90 (62.5%)
Total	60 (41.7%)	45 (31.3%)	24 (16.7%)	15 (10.3%)	144 (100%)

For those who had shown that they are not enjoying their current employment, when asked why, about 41.7% of the respondents complained about poor salary that is not enough to meet the necessities of their life as their reasons. Next is 31.2% who said that it was due to inadequate incentives and poor terms and conditions of service. Then 16.7% who told that promotions are not done on merit basis and 10.4% who indicated that environment is unfavorable to them including other reasons that accounted for lack of interest in their jobs.

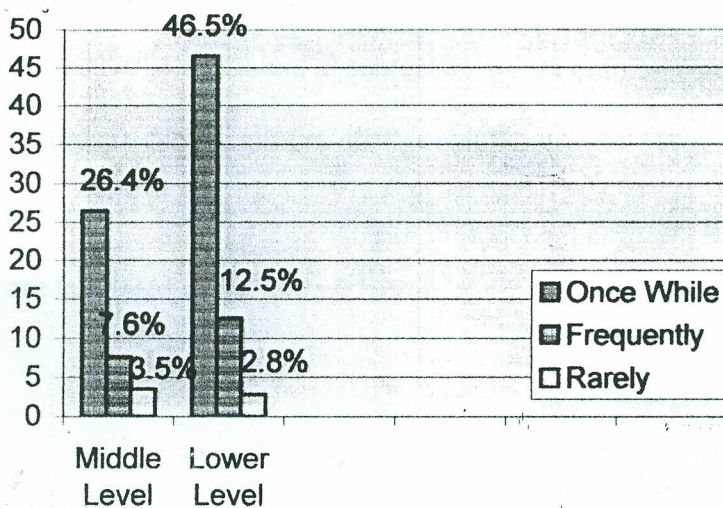
When the respondents were asked to indicate how frequently they reported to work late and also how they were absent from duty, 73.6 % of the respondents indicated that they are once in while report late. 33% admitted to very frequently reporting on duty late. Only 6.3% said that they rarely report late on duty. The percentage of rarely latecomers is lower (2.8%) in lower level managerial staff in comparison to middle level managerial

staff (3.5%). Their responses are indicated in the following table 4 and in figure 3 below.

Table 4: Reporting to work late

Managerial Respondents	Once While Late	Frequently Late	Rarely Late	Total & %
Middle Level Managerial Respondents	38 (26.4%)	11 (7.6%)	5 (3.5%)	54 (37.5%)
Lower Level Managerial Respondents	68 (47.2%)	18 (12.5%)	4 (2.8%)	90 (62.5%)
Total	98 (73.6%)	33 (20.1%)	13 (6.3%)	144 (100%)

Figure 3: Reporting to work late



As regards absenteeism, 73.6 % of the respondents indicated that they had been absent once while from duty within the last one year due to various reasons; 20.1% were frequently absent and 6.3% were rarely absent. The rate of rarely absent is lower (2.8%)

among lower level managerial staff as compared to middle level staff (3.5%), as shown in the table 5 below:

Table 5: Individuals absenteeism from duty

Managerial Respondents	Ones while Absent	Frequently Absent	Rarely Absent	Total & %
Middle level Managerial Respondents	34 (23.6%)	13 (9.1 %)	7 (4.8. %)	54 (37.5%)
Lower level Managerial Respondents	64 (44.4%)	20 (13.9 %)	6 (4.2%)	90 (62.5 %)
Total	98 (68%)	33 (23.%)	13 (9 %)	144 (100%)

When asked whether lateness and absenteeism were common problems amongst workers in their Departments /units, almost all the candidates (91 %) responded in affirmation. They were also asked to give the causes of lateness and absenteeism in their departments. The causes are tabulated in the table 6 below.

Table 6 Causes of lateness and absenteeism from duty

Managerial Respondents	Poor salary	Lack of motivation	Protection of the offenders by higher authorities	Slow Disciplinary procedures	Total & %
Middle Level Managerial Respondents	33 (22.9%)	10 (6.9 %)	7 (4.9. %)	4 (2.8 %)	54 (37.5 %)
Lower Level Managerial Respondents	61 (44.4%)	16 (11.1 %)	8 (5.5%)	5 (3.5%)	90 (62.5%)
Total	94 (65.3 %)	26 (18.0%)	15 (10.4 %)	9 (6.3%)	144 (100%)

When the respondents were asked about their preference to work in administrative divisions. The majority (63.9%) preferred to work in academic division. The second preference (30.6 %) was given to administration division and the least (5.5%) preference to finance, planning and development. Their preferences to work in administrative divisions have been shown in table 7 below.

Table 7: Preference to work in administrative divisions

Administrative Division	Frequency of Employees	Total %
Academic Division	92	63.9
Finance, Planning And Development Division	8	5.5
Administration Division	44	30.6
Total	144	100%

When the respondents were asked reasons for their preferences, the majority said that there were opportunities and wide openings to climb on social scale and career development; 11.8% of the respondents said good environment and only 3.5% indicated training and specialty in that area. The next majority prefers administration division on account of wide openings good environment and training in that area. Only 4.1 % people prefer to work in finance planning and development division due to their training and specialty in that area. The different reasons for preferences of the respondents to work in administrative divisions are indicated in the table 8 below.

Table 8: Reasons for preference to work in administrative divisions

Administrative Division	Wide Opening To Climb On Social Scale	Good Environment & Relationship	Specialty And Training	Total & %
Academic Division	70 (48.6%)	17 (11.8)	5 (3.5%)	92 (63.9%)
Finance, Planning And Development Division	2 (1.4%)	0 (0%)	6 (4.1%)	8 (5.5%)
Administration Division	11 (7.6%)	4 (2.8%)	29 (20.2%)	44 (30.%)
Total & %	83 (57.6%)	21 (14.6%)	40 (28.8%)	144 (100%)

When the researcher asked the respondents about the promotional opportunities in their profession. The majority of the respondents (78.5%) said that they did not have

promotional opportunity. Only 16.0% and 5.5% of respondents are getting opportunities for promotion. The opinions of the respondents about their promotions in their professions are given in the table 9 below.

Table 9: Promotional Opportunities In Employees' Professions

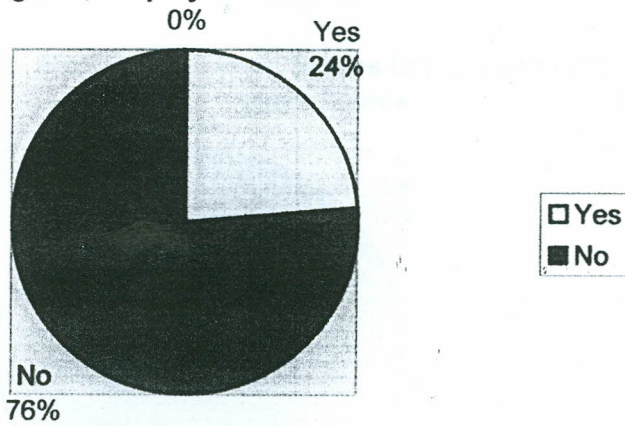
Managerial Respondents	Yes	No	Total & %
Middle Level Managerial Respondents	23 (16.0%)	31 (21.5%)	54 (37.5%)
Lower Level Managerial Respondents	8 (5.5%)	82 (57.0%)	90 (62.5 %)
Total	31 (21.5%)	113 (78.5%)	144 (100%)

As far as employee's satisfaction is concerned, the researcher found that 34.6 and 52.8% are not satisfied in middle and lower managerial staff. Thus, the total 76.4 % of the respondents are not satisfied with their jobs. Only 13.9 and 9.7 of the respondents in middle and lower level management are satisfied. Their responses are shown in the table 10 and figure 4 below.

Table 10: Employees' satisfaction in their jobs

Managerial Respondents	Yes	No	Total & %
Middle level Managerial Respondents	20 (13.9%)	34 (23.6)	54 (37.5%)
Lower level Managerial Respondents	14 (9.7%)	76 (52.8%)	90 (62.5 %)
Total & %	34 (23.6)	110 (76.4)	144 (100%)

Figure 4: Employees satisfaction

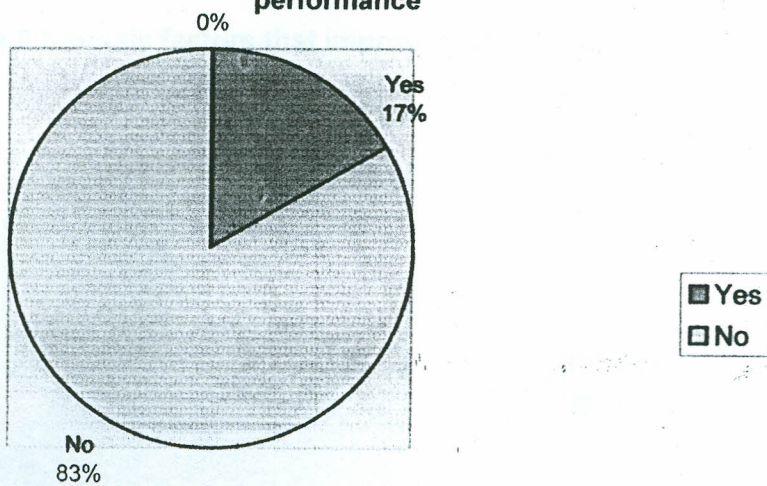


When the respondents were asked about extrinsic factors (salary security, working condition and environment) that enhance their job performance. 24.3 % and 59.0% of the respondents in middle and lower level management said “No” only 13.2 and 3.5 of the respondents in middle and lower level management indicated, “Yes”. However, the total responses were 83.3% in negative and 16.7 in affirmative. Their responses are presented in the table 11 and figure 5 below.

Table11: Extrinsic factors that enhance job performance

Managerial Respondents	Yes	No	Total & %
Middle Level Managerial Respondents	19 (13.2%)	35 (24.3%)	54 (37.5%)
Lower Level Managerial Respondents	5 (3.5. %)	85 (59.0%)	90 (62.5 %)
Total & %	24 (16.7%)	120 (83.3%)	144 (100%)

Figure 5: Extrinsic factors that enhance job performance



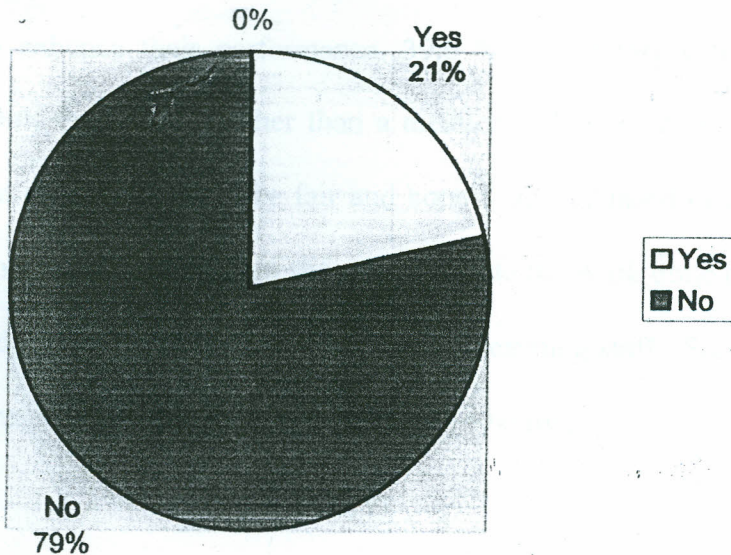
When the researcher asked the respondents concerning intrinsic factors (achievement, growth and work itself) that enhance their job performance, 22.9.0 % and 55.0% of the respondents in middle and lower level management said “No” only 14.6 and 6.9% of the respondents in middle and lower level management indicated “Yes”. The respondents’

opinions are indicated in table 12 and figure 6 below.

Table12: Intrinsic Factors That Improve Job Performance

Managerial Respondents	Yes	No	Total & %
Middle Level Managerial Respondents	24 (14.6%)	30 (22.9%)	54 (37.5%)
Lower Level Managerial Respondents	9 (6.9%)	81 (55.6%)	90 (62.5 %)
Total & %	33 (22.9%)	121 (84.1. %)	144 (100%)

Figure 6: Intrinsic factors that improves job performance



When the respondents were asked question “Does your organization promote positive attitude among the staff, 24.3 % and 54.9% of the respondents in middle and lower level management said “No”; only13.2% and 7.6% of the respondents in middle and lower

level management said, "Yes". Their responses are given in the table 13 below.

Table13: Does organization promote positive attitude among staff

Managerial Respondents	Yes	No	Total & %
Middle Level Managerial Respondents	19 (13.2%)	35 (24.3%)	54 (37.5%)
Lower Level Managerial Respondents	11 (7.6%)	79 (54.9%)	90 (62.5 %)
Total & %	30 (20.8%)	114 79.2%	144 (100%)

When the respondents were asked as to what the chairman should do to motivate the employers to enhance their performance. 39.6 % of the respondents proposed that a chairman should be a leader rather than a dictator and ruler; 27.8% of the respondents suggested that chairman should be fair and honest and unbiased in all affairs. 17.3% of the respondents said that chairman should appreciate the work done by staff while 15.3% of the respondents recommended training for non-teaching staff. Some recommendations given by the respondents are shown in the table 14 below.

Table 14: Response as to what the chairman should do to motivate the employers to enhance their performance

Managerial Respondents	Leader	Fair To All Staff In Assigning Duties Treatment & Recombination	Appreciation Of Staff Work	Training	Total & %
Middle Level Managerial Respondents	21 (14.6%)	17 (11.8%)	7 (4.8)	9 (6.3)	54 (37.5%)
Lower Level Managerial Respondents	36 (25.0%)	23 (16.0%)	18 (12.5%)	13 (9.0%)	90 (62.5 %)
Total & %	57 39.6%	40 27.8%	25 17.3	22 15.3	144 (100%)

When they were asked as what the top management (Vice- Chancellor and Deputy Vice-Chancellors) should do to motivate the employees' to enhance their performance in this regard, majority (46.5) of the respondents recommended for better salary and better terms of service; 24.2% of the respondents suggested being fair in recruitment, promotion and disciplinary action. Some (13.2%) recommended training and other (16.0%) reward and appreciation. Their suggestions are tabulated in the following table 15.

Table 15: Suggestions as to what the top management should do to motivate the employees to enhance their performance

Managerial Respondents	Better salary & Improved terms of service	Fairness in recruitment promotion & Disciplinary action	Training	Reward And appreciation	Total & %
Middle Level Managerial Respondents	26 (18.0%)	13 (9.0%)	9 (6.3%)	6 (4.2%)	54 (37.5%)
Lower Level Managerial Respondents	41 (28.5)	22 (15.3%)	10 (6.9%)	17 (11.8%)	90 (62.5 %)
Total & %	67 (46.5%)	35 (24.3%)	19 (13.2%)	23 (16.0%)	144 (100%)

PART TWO

Six (6) respondents out of 61 top-level managerial staff were selected on the basis of equal proportional allocation. A separate questionnaire was prepared and administered to top level managerial staff. Out of them 60% were male and 40% female as shown in the table 16.

Table 16: Distribution of top-level managerial staff

Top level managerial staff	Frequency	Total %
Male	4	66.70%
Female	2	33.3%
Total	6	100%

When the top management was asked whether absence or lateness was a common problem among employees in their departments, all the six respondents said “yes”. They were also asked to indicate the three main causes of lateness and absenteeism in their departments. They were also asked to arrange in order from the most common to the least common causes of lateness and absenteeism problem. The causes were rated by the six respondents as first to third in order. They said that low salary contributes 44.4% , lack of motivation 27.8%, protection of offenders by the higher authorities 16.7% and slow disciplinary procedures 11.1% to the cause of lateness and absenteeism. These rates are presented in the table 17 blow.

Table 17 Main Causes of lateness and absenteeism

Causes	Frequency	%
Low Salary	8	44.4%
Lack of Motivation	5	27.8%
Protection of The Offenders By Higher Authorities	3	16.7%
Slow Disciplinary Procedures	2	11.1%
Total	18	100%

Finally, the top managerial staff were asked to give the three specific suggestions in order to enhance the morale and performance of non-teaching staff. All the suggestions given by the respondents were put into four categories of suggestion. The most respondents suggested category (C)-Adopting fair practices in recruitment, promotion and disciplinary action for increasing motivation and performance of employees, which is rated as the highest (33.3%). The next highest suggestion is category (D)- emphasizing training, reward, and appreciation recognition and working facility that is 27.8%. Category -(a) improving overall pay package and category (B)-restructuring job (Enlargement and Enrichment) are rated as third (22.2%) and fourth (16.7%) in ranking which have been shown in the table 18 below.

Table 18: Suggestions for increasing motivation and performance

Categories of Suggestions	Frequency	Total %
(A) Improving overall Pay Package	4	22.2%
(B) Restructuring job (Enlargement and Enrichment)	3	16.7%
(C) Adopting Fair Practices In Recruitment, Promotion and Disciplinary Action	6	33.3%
(D) Emphasizing Training, Reward, Appreciation Recognition and Working Facilities	5	27.8%
Total	18	100%

4.3 Summary of Data Analysis

This study was designed as a case study to investigate the causes of low performance among the non-academic staff. The target population was the non-teaching staff at K.U.

The study sample involved three different categories of employees for the purpose of collecting representative views on the research problem. The samples, one and two which were the main group, consisted of 54 and 90 non-teaching members of staff from the various departments and sample three which had 6 chairmen, heads and registrars of the said departments in the university. Data for the study were collected using two different instruments: i.e. questionnaire and interview. The motivational needs for employees are not adequately met. The work performance of majority of the non-teaching staff is very low.

CHAPTER FIVE

5.0 Summary of Major Findings, Conclusions and Recommendations

5.1 Introduction

The current chapter presents a summary of the major findings of the study and conclusion drawn from the analysis of the data. Finally, some recommendations are given to enhance the performance of the non-teaching members of staff and suggestions for further study.

Globalization and changes in the Kenyan economic and education sectors have brought many challenges. Several studies have shown that the positive impact of University education in national development is threatened due to lack of employee's motivation in public universities. It becomes very difficult to come up with the most suitable methods of motivation to employees. For example, different people go to work for different purposes. Some workers report to work because they have to work, others they simply want to achieve social status and power in their lives. Others work for livelihood. In some cases, people work for career development while others work to simply make extra money.

Thus, it will be difficult and illogical to expect the same motivators to make people report to work. This means that each person has a unique personality and physique, which need different factors to motivate these different personalities. Therefore, all people do not get the same things from their jobs.

The findings of the present study show that the majority of the non-teaching members of the staff at KU. are not interested in their work, as they. Frequent lateness and absenteeism have been found to be the common phenomena. The majority of the employees report on duty to simply keep their jobs because it is the only source of livelihood. Some employees were found unhappy with certain unfair human practices.(i.e. recruitment promotion) and the overall compensation packages, job incentives and appreciation of work were found to be non-existent or inadequate. The employees are demotivated. The work performance level of the non-teaching staff is very low in general

5.2 Answers to Research Question:

Hence, the study findings do support the research questions, which had earlier been formulated as a basic guide for this research. The workers arrive to work never earlier than 8.a.m. and leave not a minute later than 5.p.m. For most of the time in between 8a.m. and 5p.m, majority of them will be gossiping over mundane affairs, while others will start on private assignments as soon as they report to work, while others will be roaming around and their coats or purses will be hanging on their chairs. It means that most non-teaching members of staff just make an appearance at their respective offices and from then on, they become busy keeping an eye on the clock. As a result, at the end of the day, very little official work will have been done as a result, performance of the organization will be low.

5.3 Conclusion

There can be no improvement in the performance of the university employees as long as there is inadequacy in overall compensation package given to them. The university management should improve all the allowances across the board. Secondly, the university managers need to be trained and equipped with the necessary human, technical and conceptual skills. Human relation skills would involve ways and means of maintaining employees morale providing an enabling environment for growth and creativity. (Brian 1988).

From the findings of the study, following conclusions have been drawn:

- 1 Most Non-teaching staff is demotivated. As a result, the University gets very little as compared to what would be realized if they were working at their optimum level.
- 2 Job incentives and appreciation of work were found to be almost non-existent or inadequate.
- 3 Nobody is ready to put in a lot of effort without being recognized and rewarded.
- 4 Similarly nobody is willing to go out of his way to get work done especially when there are no performance related rewards in place.
- 5 The employees need to be given not only work and time but also technical, human and physical resources.
- 6 Major cause of low morale among Non-teaching staff is the unfairness in recruitment, promotion and disciplinary actions. For instance, such items as

promotions are not done strictly on merit basis, unequal distribution of duties despite equal grade and pay. New and less qualified people employed on higher grades which contributes to the development of apathy, negative attitude of employees towards their jobs.

- 7 The work performance level of the Non-teaching staff is very low in general.
- 8 However the motivational needs for employees are not met adequately.

Also Evans (2002) found the similar findings in his study done on “Motivational Factors Affecting Work Performance of Employees of Public Universities” which supports the above conclusions.

5.4 Recommendation:

In view of the above, the following recommendations /suggestions have been given to enhance the performance of the non- teaching staff:

1 Enhancing Employees' Motivation

From the findings of the study it can be concluded that the most non-academic members of staff at KU. are demotivated. As a result KU. is getting less than what it should harvest from its human resources. This is happening despite the fact that the management of the university is aware that the employees are responsible for the failures and success of the organization. Therefore they need to be motivated to work towards the success of the organization. The suggestion is that the management at K.U needs to understand this reality that motivating employees is a challenge in managing the organization. The

biggest problem of motivation is to know the best method to use in motivating individual employee because not all employees will accept the same motivator.

2 Rewarding and Recognizing the Work Achievements

The University should put in place a system of rewarding employees and appreciating them for their works. They should be given opportunities for promotion. In this way, the University would be recognizing the individual's work towards the success of the organization.

3 Providing Technical, Human and Physical Resources

The employee needs to be given not only work and time but also technical, human and physical resources. The University should provide their employees with working facilities.

4 Fair Recruitment and Promotion

The most of the respondents complained that the promotion and recruitment are not strictly done on merits basis. Therefore this practice should be avoided in order to raise the morale of their staff

5 Disciplinary Procedures

The study shows that some people who had been disciplined for gross misconduct were soon thereafter promoted to the next grade. This illegal practice should not be repeated in future to demoralize their employees.

6 Individual Needs and Welfare Issues should be Addressed by all the Concerned:

To achieve the mission, the University must be functional with well motivated staff, whose individual needs and welfare issues must be addressed by all the concerned from the supervisor to the university council to improve the performance of the employees

7 Human Resource Development Program

The University should sponsor and carry out Human Resource Development Program for their employees. That would motivate them to enhance their skills, performance to achieve the higher positions. In this way the university will develop their career and performance. Attractive professional compensation and modes of staff recognition must not only be initiated but also maintained

5.5 Suggestions for Further Research

In the course of the study, the issue that needs further research emerged. One of them is a comparative study of the motivational levels of the three administrative divisions; to find out which is more motivated / demotivated and why.

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APPENDICES

Appendix 1

Letter To The Respondent

**KENYATTA UNIVERSITY
P.O. BOX 43844
NAIROBI
SEPT. 2007**

Dear respondent,

RE: FACTORS INFLUENCING JOB PERFORMANCE OF EMPLOYEES OF PUBLIC UNIVERSITIES: A CASE OF THE NON-TEACHING STAFF AT KENYATTA UNIVERSITY.

Currently, I am a student at Kenyatta University pursuing a master degree in business administration. I have been authorized by the Department of Business Administration, Kenyatta University to carry out a research on the above subject. The success of the research substantially depends on your cooperation.

Using a random sampling procedure, you have been selected to form part of the study sample. I hereby request you to respond to the questions attached to the document as honestly as possible and to the best of your knowledge

The questionnaire is designed for this study alone therefore the responses shall absolutely be confidential and anonymously treated. No name shall be required from any respondent. Note that there are no right or wrong answers and the information given will be used for research purposes only.

Thank you for cooperation.

Yours faithfully

Shahla Ahmad



KENYATTA UNIVERSITY
SCHOOL OF BUSINESS
DEPARTMENT OF BUSINESS ADMINISTRATION

Appendix

TEL: 810201-19 EXT 57228/57215
FAX: 811455/811575

P.O. BOX 43971,
NAIROBI,
KENYA.

Website: ku.ac.ke, E-mail: kuvca@nbnet.co.ke

...../...../2007

WHOM IT MAY CONCERN

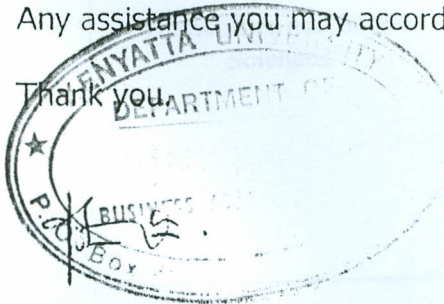
SUBJECT: INTRODUCTION LETTER

.....SHAHLA AHMAD.....

This is to confirm that the above named is a student undertaking Master of Business Administration, in the Department of Business Administration, School of Business, Kenyatta University. The student would like to get information from your institution. The information will be used for education purposes only.

Any assistance you may accord her will be highly appreciated.

Thank you.



MR. D. K. NGABA
CHAIRMAN, DEPT. OF BUSINESS ADMINISTRATION

List of Institutes, Boards, Centres and Departments

➤ Teaching School and Departments:

SCHOOLS	DEPARTMENTS
Business	Management Science Accounting and Finance Business Administration
Education	Early Childhood Studies Education Administration, planning & Curriculum Development Educational Communication and Technology Educational Foundations Educational Psychology Library Studies Special Education
Environmental Studies and Human Sciences	Environmental Planning and Management Environmental Sciences Hospitality and Tourism Management Textiles, Family and Consumer Sciences Foods, Nutrition and Dietetics
Health Sciences	Nursing Pathology Pre-clinical Sciences Public Health Exercise, Recreation and Sport Science
Humanities and Social Sciences	Economics English and linguistics Fine Art Foreign Languages Geography History, Archaeology and Political Science Kiswahili & African Languages Literature Music and Dance Philosophy and Religious Studies Psychology Sociology
Pure and Applied Sciences	Biochemistry and Biotechnology Biological Sciences Chemistry Engineering Sciences Information and Communications Technology Mathematics Physics

School of Law	Public Law Private Law Commercial Law International Law
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➤ **Centres, Directorates, Institutes and Units:**

The Centre for Linkages and International Programmes

The Centre for Gender Studies

The African Virtual University—AVU

The Directorate of Catering and Accommodation Services

The Directorate of Quality Assurance

The Directorate of Self-Sponsored Programmes

The Institute for Research and Development

The Institute of Kiswahili Research

The Institute of Open Learning

The AIDS Control Unit

The Information and Communications Technology (ICT) Unit

The Health Unit and Teaching Practice Unit

➤ **Other Departments:**

Transport

Security

Health

Sports/ Games

Library

Questionnaire For Heads And Top Level Managerial Staff

Instructions:

You are kindly requested to respond to the following questions by either filling in the blank space, or making a tick against the opinion / answer that best describes your position.

Questionnaire Schedule Number -----

Name Of Organization -----Date Of Interview-----

Interviewers Name -----Gender (a) Male () (b) Female ()

Position / Designation ----- Department /Section-----

1. For how long have you been the head of your current Section?

Less than six months ()

Between six months and one year ()

Over one year ()

2. (a). Some people say that absence and lateness in reporting to work is a common phenomena at K.U, while others don't agree. Have you experienced this problem in your Section?

Yes () No ()

(b). If yes, how would you describe it?

Very Frequent ()

Frequent ()

Not Frequent ()

Least Frequent ()

3. (a) In your opinion, among the three Administrative Divisions, which one has a higher level of staff morale ?

(i) Academic Division ()

(ii) Administration Division ()

(iii) Finance, Planning and development Division ()

(b). Which one has a lower level of staff morale?

(i) Academic Division ()

(ii) Administration Division ()

(iii) Finance, Planning and development Division ()

4. What reasons can you give as the major factors influencing the staff morale level in your Department?

(i) -----

(ii) -----

(iii)

5. What suggestions would you give with a view to improving the morale of the non-academic members of staff at K.U.?

6. What measures would you suggest with a view to improving the job performance of the non-teaching members of staff at KU.?

7. Generally, what measures does K U undertake to improve job performance among managerial staff?

8. What policies does your K. U. have in place to retain managerial staff?

9. What are the performance indicators do you consider in assessing the work of managerial staff?

10. List most important factors, which you feel, contribute to job performance of your managerial staff in your organization?

11. What are some of the challenges faced by the Human Resource Department in relation to the work performance of your managerial staff?

(Thank you for the cooperation)

Questionnaire For Lower And Middle Level Managerial Staff

Instructions:

You are kindly requested to respond to the following questions by either filling in the blank space, or making a tick against the opinion / answer that best describes your position.

Questionnaire Schedule Number -----

Name Of Organization -----Date Of Interview-----

Interviewers Name ----- Gender (a) Male() (b) Female()

Position / Designation ----- Department /Section-----

1. (a) For how long have you been working in this University?

(i) For less than one year ()

(ii) Between one and five years ()

(iii) For over five years ()

(b) Have you ever worked elsewhere before?

Yes () No ()

2. (i) Do you enjoy your current employment?

Yes () No ()

(ii) Why?

3. (i) Do you feel motivated enough to report on Duty everyday?

Yes ()

No ()

(ii) Why?

4. (i) Do you ever report to work Late?

Yes ()

No ()

(ii) If Yes, how often?

Never ()

Ones in a while ()

Frequently ()

Very frequently ()

5. (a) Among the three Administrative Division, which one would you prefer to work in ?

(i) Academic Division

()

(ii) Administration Division

()

(iii) Finance, Planning and development Division

()

(b) Why?

6. (a) Within the last one year, have you been absent from your place of work?
Yes () No ()
- (b) Had you been given permission during your absence?
Yes () No ()
- © Why were you absent (You can tick more than ones)
- (i) Sickness ()
- (ii) Suspension ()
- (iii) On annual leave ()
- (iv) Had taken off-days ()
- (v) Absented yourself ()
7. Does your job provide you with the enough satisfaction in your life?
Yes () No ()
8. Is your job is characterized by a sense of security?
Yes () No ()
9. Are there adequate promotional opportunities in your profession?
Yes () No ()
10. Is there any extrinsic factor (salary, security, working conditions) that motivates you to enhance your job performance?
Yes () No ()
11. Is there any intrinsic factor (achievement, growth and work itself) in your job, which gives you satisfaction?

Yes () No ()

12 Do you have pension scheme in our organization as retention of staff strategy?

Yes () No ()

13. Are you committed to your organization?

Yes () No ()

14 Is Behaviour of those in authority good?

Yes () No ()

15. Does Organization promote positives attitudes among staff?

Yes () No ()

16. Does Organization promote gender equity

Yes () No ()

17. (a) If given an opportunity to work elsewhere within Nairobi area with slightly less pay, but with a more motivating working environment, would you accept?

Yes () No ()

(b) Why?

18. What in your opinion, should the following persons do to motivate the non Academic Members of staff at K.U?

(a) The Top Management of this institution

(b) Head of Department / Section

19. What are the most important factors that contribute to your job performance?

20. Give any recommendations on measures that can improve the performance of your organization

(Thank you for the cooperation)

KENYATTA UNIVERSITY LIBRARY