

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

**OLUOCH MERCY FLORAH\***

**OMOLO ONGATI\*\***

**Abstract :**

*Staff performance is a critical aspect of an organizations ability to meet its objectives, survive, and thrive. Best practice in staff performance involves a full range of managerial practices. For this reason, the study sought to investigate the factors influencing performance of staff in TIVET Institutions in Kisumu County. The data employed factor analysis and descriptive statistics such as frequencies, percentages and mean was used to analyze the data. The response rate was 92.86%. The study established that the factors influencing performance of staff were: training of staff, consideration of professional qualification during recruitment, proper selection of staff attributes for job qualification, fairness in recruitment styles, awareness of career opportunities in the institutions, staff knowing what is expected of them within the institution, staff trust in the supervisors, supervisor timely provision of feedback to improve their performance, supervisors helping in resolving conflicts to ensure that performance is not compromised, staff ability to balance professional and personal responsibilities, staff being well rewarded when they perform well, staff being adequately informed of*

\* Department of Business Studies and Economics, Ramogi Institute of Advanced Technology  
Kisumu, Kenya

\*\* School of Mathematics and Actuarial Science, Jaramogi oginga odinga university of Science &  
Technology, Bondo, Kenya

*their compensations and benefits when they are employed and lastly staff being paid adequately for their responsibilities.*

**Keywords:** Staff performance, Public TIVET Institutions, Performance management systems

## INTRODUCTION

The current trend of global changes and huge challenges in the corporate world are an indicator that effective systems and processes must be in place in order to support and maintain the focus on improvement, offer quality service to satisfy customers and compete with organizations in the same industry. The increasing competition from businesses across the world means more to being careful about the kind and choice of strategies that an organization makes in order to remain competitive. The desire to remain competitive in the corporate world has led to the concept of performance management system. Performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides to expectations to be defined and agreed in terms of role responsibilities, accountabilities and behaviours. The aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organization (Armstrong 2003). Torrington (2005) indicates that it's not good having the right people in the right place, but not delivering the goods. It is important to move away from the contract of employment and move towards a contract of performance. Good management practice encourages and manages performance which brings about a competitive edge. Successful organizations are discovering that performance management is a critical tool, one that plays an important role in translating business strategies in results. Success with performance doesn't happen automatically. It requires work. Those individuals responsible for implementing and maintaining performance must ensure their management team understand the potential of effective performance management, and are committed to success. It is therefore important to align performance management practices with other organizational systems to achieve performance. This includes: compensation, selection, career development, succession planning and training and development.

### Performance of Staff

Holton (2005) defines performance as a multi dimensional construct, the measurement of which

varies depending on variety of factors. Performance means both behaviors and results. Behaviours emanate from the performer and transform performance from abstraction to action. Armstrong (2003) on the other hand indicates performance as both behavior and results and emphasizes that both behavior and results need to be considered when managing performance. According to Torrington, et al (2005), a large part of achieving effective performance is getting the organizations processes right, but within the organizational framework; there are teams, groups and individuals who do the work. Also within that framework we have to understand what is it that motivates people to perform and deploy leadership skills that match these motivations. Some researchers argue that the performance effects of human resource policies and practices are multiplicative rather than additive and this is often termed the bundles approach (Mac Duffie 1995). This highlights the emphasis on internal rather than external fit. This is sometimes referred to as complementarities. Pfeffer (1998) for example identifies seven critical management policies which are emphasizing employment security; recruiting the 'right' people; extensive use of self managed teams and decentralization; high wages solidly linked to organization performance; high spending on training; reducing status differentials; and sharing information. He suggests that these policies will benefit every organization. Employee's performance is important because it serves as an important outcome variable evaluating human resources. Research has shown that higher education institutions are facing major challenges regarding the performance of staff, (Mapesela and Strydom 2004). An approach adopted internationally in line with competency based thinking suggests that the following are some competencies that may be associated with staff performance, (Franzen 2003): Leadership; communication; interpersonal skills; infrastructure; self development; development of others; innovation; creativity; decision-making; judgment; research; subject-mastery; professional relations; learner assessment; organization skills; listening skills; originality; critical and analytical skills and subject relevance. The various factors responsible for the poor staff job performance in institutions of higher learning appear to be both internal and external to the institutions. Internal factors include strikes, lack of employees' motivation and weak accountability for educational performance and poor work environment. External factors comprise staff shortage, corruption, inadequate funding of the university system by government and admission based on quotas rather than merit.

### Factors Influencing Performance of Staff

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

Employees that feel as though the company has made a commitment to employee success tend to perform better. Krivanek (1999) further states that commitment means offering a competitive rate of pay and benefits package, offering assistance in paying for employee's higher education costs, developing a regular training schedule that keeps employees updated on company changes and gives pertinent information for employees to do their jobs and upgrading equipment to make sure that employees have the most efficient technology available to do their work. Commitment shown by the company is returned in the form of commitment from employees. Important still is an effective employee evaluation which is an interactive process where the manager gives his input on the employee's performance and the employee gets the chance to point out what she has learned throughout the year. Managers create a plan along with the employee for the coming year on how the employee can develop and improve their performance. Comprehensive employee evaluations are important to the ongoing performance of employees.

### **TIVET Institutions in Kisumu County**

Previously the field was referred to as Technical Education( TE), Vocational Education (VE), or as the combination of Technical and Vocational Education (VOCTEC). UNESCO has for sometime used Technical Vocational Education (TVE). In this role UNESCO guided the provision of Schools and Tertiary institutions (TIQET, 1999). In 1999 UNESCO Members at its congress in Seoul unanimously voted to incorporate training in TVE to form TVET .However later recommendations in Sessional paper No 1 (2005) on Policy Framework for Education Training and Research, this field is referred to as TIVET. In this paper, the term, Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) is used. Current status of TIVET in Africa differ from country to country and are delivered at different levels in different types of institutions including Vocational and Technical Schools, Polytechnics, enterprises, and apprenticeship training centers. The duration of School based Technical and Vocational education is between three to six years depending on the country and model. Some countries like Ghana, Senegal and Swaziland in an attempt to expose young people to pre employment skills have incorporated basic vocational skills into the lower or junior school curriculum. TIVET is a major initiative by the government and it was envisaged, as an occupational field to provide the foundation for productive and satisfying careers and at the same time offer specialized preparations for initial employment, including self-employment. In addition, in line with Poverty Reduction Strategy (PRS) policy of the government, it is proposed that technological development and self-employment programmes be provided to enhance employment creation and hence reduce poverty in Kenya (Kenya Education Sector Support Programme 2005-2010).

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

**RESEARCH METHODOLOGY****VENUE AND SAMPLE**

The study adopted a descriptive survey. The population consisted of all staff in the two Public TIVET institutions in Kisumu County with a total of 415 members of staff out of which 163 are support staff and 252 teaching staff. (Monthly T.S.C staff Returns for teaching staff-Principals Office and Support Staff data payroll- accounts office, 9<sup>th</sup> June 2011), (appendix III)

**Sample Design**

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

**Data Collection**

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

**Data Analysis**

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

**Response rate**

The study targeted 210 staff members in the public technical, industrial, vocational and entrepreneurship training (TIVET) institutions in Kisumu County. However the study was unable to attain 100% response rate as the researcher was only able to get 195(92.8%) respondents.

Data analysis, results and discussion

Frequency counts were computed for the data collected by use of the questionnaire on a two to five point Likert scale. Mean scores of the respondents on each item on the scale were then calculated. For the five point items the statements on the Likert scale were scored as follows: strongly agree=5, agree=4, undecided=3, disagree=2, strongly disagree=1. A mean score above 3 was interpreted to denote a positive perception, a mean score of 3, neutral and a mean score below 3 denoted a negative perception. Responses to items from the two point scale were coded and scored as frequencies and mean

### **Factors influencing performance of staff in public TIVET Institutions**

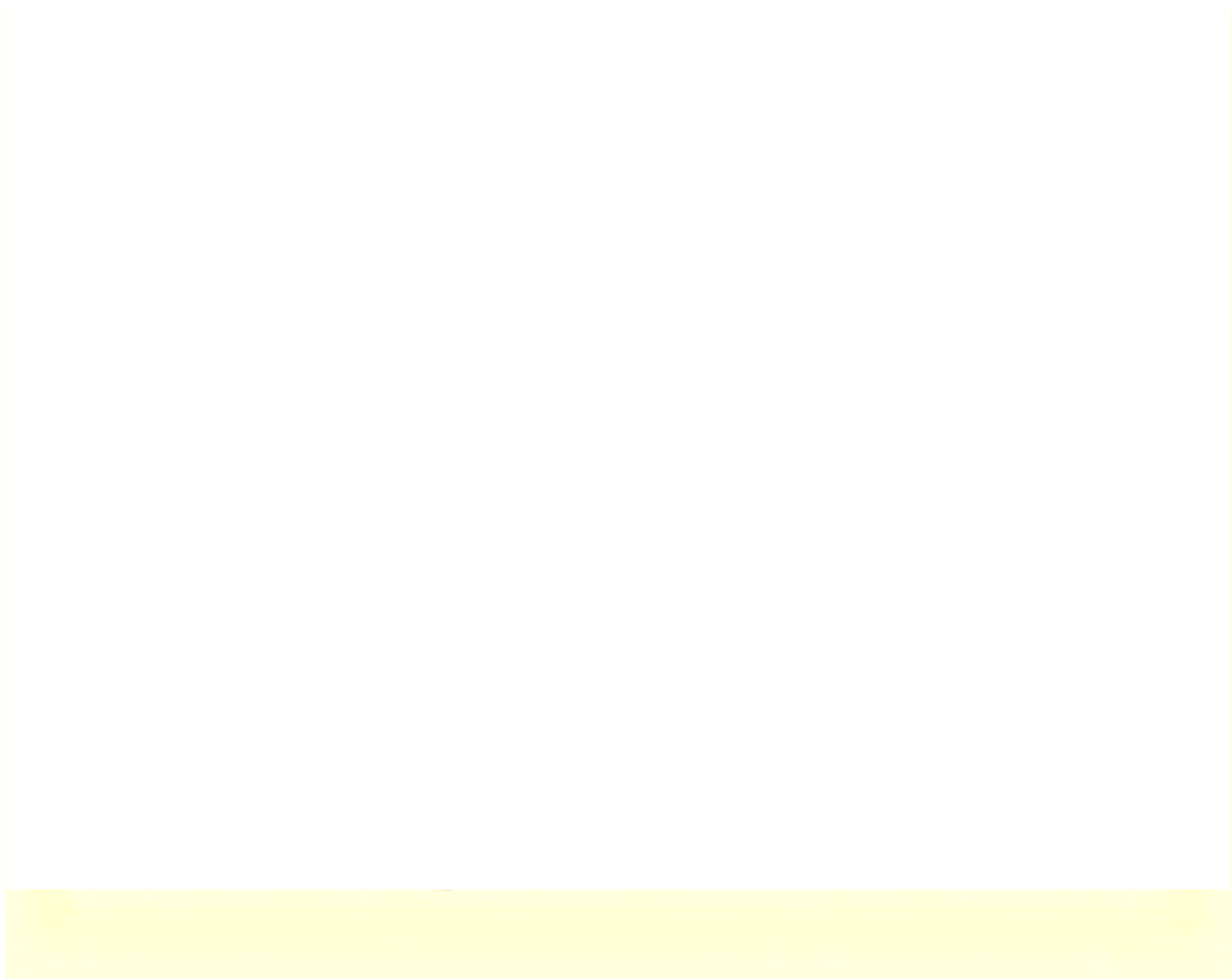
The objective of the study was to investigate the factors influencing performance of staff in public TIVET Institutions in Kisumu County. Various methods were used to establish these factors; they included factor analysis and descriptive statistics such as mean scores, which were used to identify and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

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

The third and last column represents the rotation sums of squares loading of the factors. Rotation has an effect of optimizing the influence of the factors on the performance of staff. The percentage of variance column represents what percentage of staff performance is determined by

the factor under study. For instance 27.46% of staff performance is influenced by factor 1 (F1) which is training. Factor 2 on the other hand influenced 22.24% of staff performance.

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





**Table 1: Factors influencing performance of staff in public TIVET Institutions (Total variance explained)**

Factors	Initial Eigen values			Extraction sum of squares loading			Rotation sums of squares loading		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
F1	6.624	7.673	7.673	6.624	51.50	51.5	5.325	27.46	27.46
F2	3.418	7.357	15.03	3.418	14.45	65.95	4.329	22.24	49.7
F3	2.549	7.043	22.073	2.549	6.20	72.15	3.591	12.35	62.05
F4	1.847	6.68	28.753	1.847	2.03	74.18	2.518	6.54	68.59
F5	1.059	6.552	35.305	1.059	1.61	75.79	2.217	5.24	73.83
F6	1.032	6.435	41.74	1.032	1.29	77.08	1.851	3.25	77.08
F7	0.986	5.954	47.694						
F8	0.958	5.908	53.602						
F9	0.854	5.712	59.314						
F10	0.834	5.616	64.93						
F11	0.795	4.354	69.284						
F12	0.756	3.769	73.053						
F13	0.739	3.532	76.585						
F14	0.697	3.344	79.929						
F15	0.667	3.101	83.03						
F16	0.635	2.757	85.787						
F17	0.603	2.412	88.199						
F18	0.598	2.149	90.348						
F19	0.558	2.083	92.431						
F20	0.524	1.67	94.101						
F21	0.514	1.564	95.665						
F22	0.485	1.366	97.031						
F23	0.472	1.146	98.177						

---

F24	0.466	0.514	98.691
F25	0.423	0.494	99.185
F26	0.402	0.49	99.675

---



### Ranking of the factors influencing performance of staff in public TIVET institution

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

**Table 2: Ranking of the factors influencing performance of staff in public TIVET institutions**

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

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

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

The factors influencing performance of staff in order of significance were: work home balance, training and development, selection and recruitment, career management, management and incentive pay systems and compensation. The findings reveal further that most employees were

unhappy with their incentives and compensation and the management, as they did little to support the employees in order to improve their performance. The study has demonstrated that factors influencing performance in order of significance include; work home balance, training and development, selection and recruitment, career management, management, incentive pay systems and compensation. A combination of these factors established that these factors influenced up to 77.08% of staff performance. These findings concur with Dessler 2008 who identified the building blocks of employee performance as composed of compensation, selection and recruitment, training and development and flexi-time.

### **Recommendation**

The study recommends that organization management in the public TIVET institutions should allow management successions. This will not only avert cases of staff falling out but will also improve performance of staff. The study also recommends that institution adopts checks and structures in the recruitment process to ensure that fairness is maintained and consequently improvement in performance in the institutions. The study further recommends that the staff in public TIVET Institutions be adequately paid for their responsibilities. This is due to the fact that the respondents largely refuted that they were paid adequately for their responsibilities. Proper payment of staff is very important because it increases staff motivation, retention of staff, therefore improving performance.

### **Suggestion for further study**

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

## REFERENCES

Armstrong, M. (2003). Performance Management: Key Strategies and Practical

Guidelines. London: Kogan Page

Dessler, G. (2008). Human Resources Management. (11<sup>th</sup> Edition),

London: Prentice Hall

Franzen, K. (2003). A Critical Overview of Trends and Practices in Performance

Management in South Africa: Higher Education Environment. SAJHE, 17.

Government of Kenya. (2007).G.O.K. Kenya Vision 2030

Holton, E. F (2005). An Integrated Model of Performance: Bounding the theory and

Practice. Advances in Developing Human Resource Resources 1, 3-4

Krivanek, S. (1999).

Factors that affect employee Performance

Mapesela, M.L.E and Strydom, F. (2004 November). Performance Management of

Academic Staff in South African Higher Education System. A development Project

presented at the OCDE Conference on the trends in the management of Human Resources in Higher Education: University of Free State, Bloemfontein

McDuffie, JP. (1995). Human Resource Bundles and Manufacturing Performance:  
Industrial Relations Review.

Ministry of Education Science and Technology, MOEST (2005). Policy Framework for  
Education, Training and Research: Meeting the Challenges of Education Training  
and Research in Kenya in the 21<sup>st</sup> Century. Sessional paper No 1

Ministry of Education Science and Technology. (2005). Policy Framework for  
Education Training and Research: Sessional paper 1

Nginyo, E.W. (2010): Employee Management Practices among Insurance Companies in  
Kenya: Unpublished M.B.A Project.

Nyerere, J. (2009): Technical and Vocational Education and Training to Sector Mapping  
in Kenya, Edukans Foundation.

Obwaya, A. K. (2010): Effectiveness of Employee Performance Management System at  
Kenya National Audit Office: Unpublished M.B.A Project.

Peffers, G. (1998): The Human Equation, Harvard Business School Press: Boston

Serakan, U. (2006). Research Methods. John Willey and Sons Inc. New Delhi India.

Torrington, L. Hall and Taylor, S. (2005). Human Resource management 7<sup>th</sup> Edition, England: Pearson Education Limited.

