

# Factors Influencing Non-Teaching Employees' Performance in Kenya: A Case Study of Kitale National Polytechnic

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**Abstract:** The study aimed at analyzing the factors influencing non-teaching employees' performance in Kitale National Polytechnic. Non-teaching employees play a significant role in achieving the goals of an institution. The study was guided by the following research objectives: -to examine the effect of training on non-teaching employee's performance at Kitale National Polytechnic, to analyze the effect of organization culture on non-teaching employee's performance at Kitale National Polytechnic, to determine the effect of working environment on non-teaching employee's performance at Kitale National Polytechnic and to evaluate the effect of motivation on non-teaching employee's performance at Kitale National Polytechnic. The study was conducted through a descriptive research design. Sixty one non-teaching employees of Kitale National Polytechnic were the target population. The whole population formed the sample size. A questionnaire was the main tool for primary data collection. Descriptive and inferential statistics and regression analysis were used in interpreting the collected data. The study will be able to answer the hurdles that non-teaching employees face while performing their tasks. The findings established in this study will create a path to improved performance of non-teaching employees not only in Kitale National Polytechnic but all the national polytechnics in Kenya.

**Keywords:** Employee Performance, Motivation, Organization Culture, Training & Work Environment.

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## I. INTRODUCTION

In most institutions of higher learning, students always interact with non-teaching employees for academic and non-academic purposes. It starts from application, registration, examination issues, accommodation issues, and the lecturing schedule in addition to many others. Even though website and other helpful sources give the information according to their needs, it could be argued that students find difficulty when dealing with the non-teaching personnel as compared to the teaching professionals in higher educational institutions (Yuliarini, 2012). That is why employee performance among non-teaching employees is amply indispensable as it further leads to the quality of treatment they offer to the students and the teaching employees. With the unpredictable environment and intense varied needs of students in polytechnics, the institutions are required to reach certain standards by improving their performance to align with such great demands; otherwise, a lot of problems will surface, including running the risk of students' strikes and eventually leading to unexpected costs. Hence it is important for these institutions to improve the performance of their employees.

The human resources are the most significant elements in any organization. Manpower utilizes other resources and gives output. If manpower is not available then other resources are useless and cannot produce anything. Out of all the factors of production, manpower has the highest priority and is the most significant factor of production and plays a pivotal role in areas of productivity and quality. Lack of attention to the other factors that are non living may result in reduction of

profitability to some extent but ignoring the human resource can prove to be disastrous. In a country where human resource is abundant, it is a pity that they remain underutilized. Employees form a vital component for organizational success and they act as the path for achieving the expected organizational objectives and mission. Muda et al. (2014) acknowledges that plenty of resources such as equipments or physical facilities are made worthless without the support of employees. They also assert that the level of the organizations' accomplishment depends on the performance of the employees. The non-teaching employees of national polytechnics play a significant role in realizing the goals and objectives of these institutions.

Situma and Iravo (2015) assert that people have an inborn dislike for work and tend to avoid it whenever an opportunity arises. They are born selfish and indifferent to the needs of the organization, hence their efforts need to be directed through motivation, controlling their actions and modification of their behavior so as to fit organizational needs. They always need to be directed to take responsibility and have little or no ambition but above all they seek security. Due to the lazy inherent nature of human beings they are not able to perform well on their own initiative. In order to make people to achieve the organizational objectives they need to be persuaded, rewarded, coerced, controlled, directed or threatened with punishment. If management does not have an active intervention, people tend to remain passive and resistant to the needs of the organization.

The setting in which most organizations operate is dynamic and competitive. Organizations gradually evolve and develop with the support of their employees. Managers and supervisors are charged with the responsibility of managing the performance of their employees. Many organizations have developed three critical stages of managing performance management: setting expectations for employee performance; maintaining a dialogue between supervisor and employee to keep performance on track and measuring actual performance relative to performance expectations (Ndung'u, 2009). According to Situma and Iravo (2015) organizations should have proper laid down employee training programs to enhance employee performance and thus increase the levels of employee performance. The diversity of today's work force presents organizational managers with problems of substantial magnitude. Huge differences among non-teaching employees in every institution and work group means that there is no one best way to deal with them.

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee performance plays a vital role in improving organizational performance as well as increasing productivity. This in turn leads to placing organizations in better positions to face competition and stay at the top. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance: In particular Mello J. A. (2006), while others have extended to a general outlook of organizational performance (Armstrong, M. (2009). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance.

There is no doubt that organizations worldwide are striving for success and out-competing those in the same industry and national polytechnics in Kenya are no exception. In order to do so, they have to obtain and utilize their human resources effectively. Managers need to pay special attention to all the core functions of human resource management as this plays an important role in different organizational, social and economically related areas among others that are influential to the attainment of the organizational goals and thus organizations' successful continuation in the market. It is, therefore, every organizations responsibility to enhance the job performance of its employees and certainly implementation of the determinants of effective non-teaching employees performance suggested in this research is one of the major steps that should be taken by national polytechnics in Kenya in general and Kitale National Polytechnic in particular. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the organization aims and goals as a means of sustaining effective performance. The researcher thus chose to analyze determinants of non-teaching employees' performance; factors that have a bearing on employee performance.

Non-teaching employees such as drivers, accountants, matrons, cateresses, and security personnel, among others variously play a vital role in national polytechnics and their contribution helps make education more relevant to the needs and aspirations of the society. However, the diversity of this workforce presents challenges of substantial degree to their performance. There have been complaints on the quality, commitment and professionalism of non-teaching employees emerging from four areas: Training, Organization Culture, Work Environment and Motivation. Employee performance

affects the overall performance of an organization. Being able to comprehend the factors that affect non-teaching employees' performance is important because an organization will be able to strengthen those factors to improve performance. Public institutions, especially institutions of higher such as Kitale National Polytechnic plays a significant role in the Kenyan economy. Poor training or lack of it leads to reduced productivity and poor service delivery, which leads to customer dissatisfaction. It also results to wastage of materials, equipment and tools. This calls for close and constant supervisions thus increases in cost of supervision. With organizations fairly increased competition due to globalization, changes in technology, political and economic environments, training of employees is one of the ways to enhance employee performance. National polytechnics certainly need to equip their employees with relevant skills and knowledge to enhance performance. Therefore, the study sought to analyze determinants of non-teaching employees performance at Kitale National Polytechnic. The study examined the effect of training on non-teaching employees' performance, analyzed the effect of organization culture on non-teaching employees' performance, determined the effect of working environment on non-teaching employees' performance and evaluated the effect of motivation on non-teaching employees' performance. This is evident in Kenya where in recent times both the teaching labour unions and non-teaching labour unions front has been overwhelmed with industrial unrests agitating for better incentives and working conditions.

#### **Research Objectives:**

- i. To examine the effect of training on non-teaching employee's performance at Kitale National Polytechnic.
- ii. To analyze the effect of organization culture on non-teaching employee's performance at Kitale National Polytechnic.
- iii. To determine the effect of working environment on non-teaching employee's performance at Kitale National Polytechnic.
- iv. To evaluate the effect of motivation on non-teaching employee's performance at Kitale National Polytechnic.

## **II. LITERATURE REVIEW**

#### **Theoretical Framework:**

##### ***McClelland's Need Theory:***

Poisat (2006) cites Moorhead and Griffin when they discussed McClelland's (1961) theory that was based on the individual's need for achievement, affiliation and power. The achievement dimension of this need translates into an individual's desire to complete a task or accomplish a goal more effectively than before, while the need for affiliation speaks of the need for human companionship and social interaction.

Armstrong and Murlis (2004) further distinguish that the achievement motivational need is driven by goals of success through competition which an individual may measure against his or her own ideals of what is superior performance. This theory is applicable to the study in that it explains how an employee who has a strong achievement motivational need can recognize what needs to be done, complete the work at hand efficiently and not wait to receive praise or recognition (Marnewick 2011 and Safferstone 2007). An employee's need for achievement, social affiliation and power thus determine performance.

##### ***Equity Theory:***

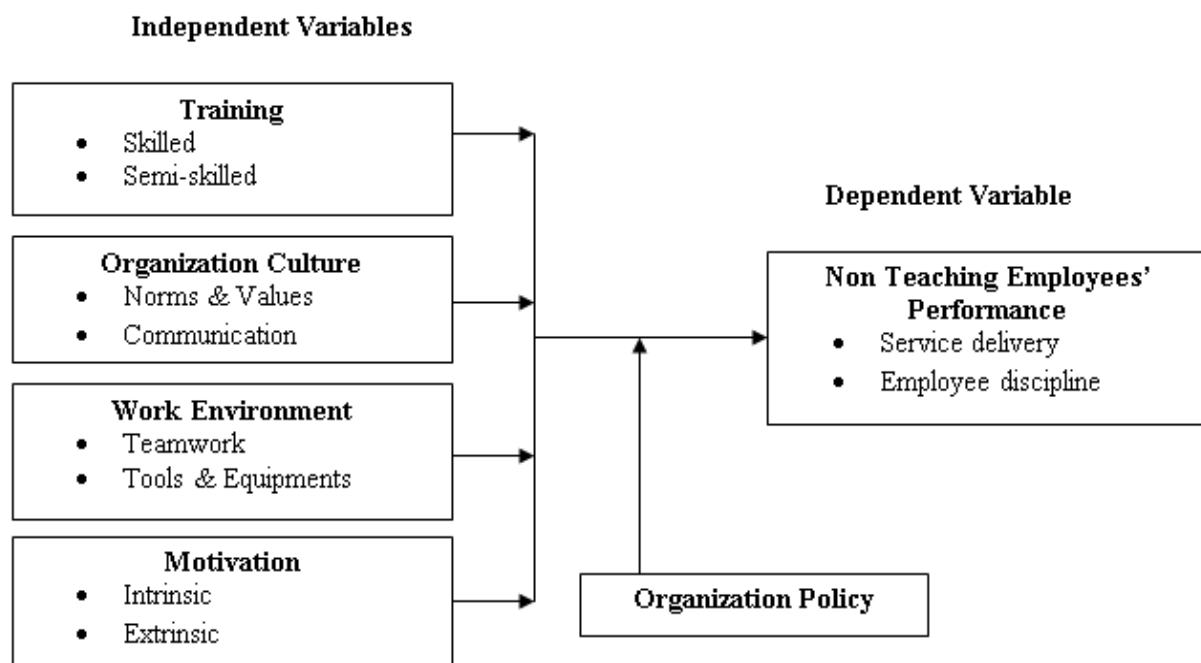
Equity theory is based in the idea that employees are motivated by equality. Equity theory deals with employees' motives and it should have wide applications in understanding organizational behavior. Human resource development needs to take equity theory under serious consideration when dealing with people whether in cases of administering simple tasks like pay, promotions, and recognition or in cases of training, improvements, and development. Equity theory will help to explain employee's behavior and provide them with the possible factors that might decrease efficiency and performance (Al-Zawahreh, 2012). Employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. The belief in equity theory is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization.

**Maslow's Need Theory:**

Muchinsky (2006) defines Maslow's Need Theory as a "theory of motivation based on a sequential ordering of human needs that individuals seek to fulfill in serial progression, starting with physiological needs and culminating in the need for self-actualization". According to Kreitner, (2004) Maslow (1943) believed that the source of motivation resided in the fulfillment of certain needs. He defined these needs as Physiological needs Safety needs, Love needs, Esteem needs and Self-Actualization needs. Maslow's classification of needs is helpful in this study. It helps to explain why employees are motivated differently in the same situation. It also shows that employees are motivated by unsatisfied needs and that satisfied needs have no motivational power. The theory further explains that as lower level needs are fulfilled, higher level needs replace them and govern a person's behavior. This will help deal with employee's needs individually.

**Conceptual Framework:**

The Conceptual Framework demonstrates how Independent Variables (Training, Organization Culture, Work Environment and Motivation) influence the Dependent Variable (Non-Teaching Employees' Performance).

**Employee Performance:**

Landy and Conte (2007) define performance as behaviour. They continue to include specific actions and behaviours that are relevant and applicable to an organization's goals into the concept of performance, and conclude that it is this performance that an organisation will hire an employee to do, and to do well. Numerous researches have been introducing various methods to evaluate organizational performance (Wong & Wong, 2007; Prajogo, 2007). This includes the quality, quantity, knowledge or creativity of individual towards the accomplished tasks that are in accordance with the responsibility during a specified period. High level performance is realized through efficient and effective performance of employees. Workers satisfied about the job are committed and extend more effort to job performance. Organizational commitment is involvement and loyalty of employee in an organization. It shows such bond of employees with the organization that employees are enthusiastic to give something of them in order to add to the organization's health (Mowday, Steers, and Porter 2009).

According to Armstrong and Baron (2005), performance management is about cheering productive flexible behaviour, and has as its goal to achieve human capital advantage. They continue to support the believe that people are the most important source of competitive advantage, and recognize that, as opposed to other forms of competitive advantage resulting from improving factors such as design or process, the human resource factor is very difficult to reproduce or replicate, making it so important to organizations.

**Training & Employee Performance:**

The link between training and employees performance is continuous, and aims to keep employees from falling into a common trap where the skills that employees are able to present to employers have been studiously gained at the employer's behest and despite being valuable skills, they don't necessarily provide an accurate and comprehensive picture of the employee's overall abilities (Dyer. 2005). Training can be defined as a developing process of employees' expertise in order to improve their performance by enabling employees to be more efficient and effective while performing their tasks. Training is a type of action which is planned, systematic and it results in enhanced level of ability, knowledge and competency that are necessary to perform work effectively. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. According to Wright & Geroy (2001) notes that employee competencies change through effective training programs. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Appiah 2010).

According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increased productivity, knowledge, loyalty and contribution. According to Ivancevich (2010), training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Additionally training and development aids an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his / her good performance on the job.

**Organization Culture & Employee Performance:**

According to Muda et al. (2014), effective communication enables a company to have good coordination among the teams or units in an organization whereby the absence of it will reflect problems in running business operations or critically cause the damage between individuals. The authors suggest that the persons who are involved in communication processes need to possess both basic skills and abilities, otherwise, the information could be missed to understand appropriately.

A positive culture in an organization enhances the performance of the employees. According to the Stewart (2010), norms and values of organizational culture highly affect those who are directly or indirectly involved with the organization. These norms are invisible but have a great impact on the performance of employees and profitability. The most important characteristic is shared value.

**Work Environment & Employee Performance:**

The work environment can cause job stress which has been known universally as a social problem (Denyer. 1974). Stress is a combination of factors that disrupt the workers physically and psychologically (Lu, 1997), and affects employees wellbeing as a whole (Conway et al., 2008). This is in line with the studies that have been conducted on the effect of job stress in terms of medical matters such as heart disease, gastroenteritis, sleep disorders and other accidents that will decrease the rate of job performance, and the increased rate of absence and job displacement (McVicar, 2003; Mitoma et al., 2008&Muecke, 2005) which in the long run affects employees performance.

According to Mcvigar (2003) a safe workplace is central to the ability to enjoy health, security, and the opportunity to achieve success in life and overall achievement of organizational goals. They consider Hazards at the Workplace as those aspects of work environment that have the potential of causing immediate and sometimes violent harm to a worker. These safety hazards include: poorly maintained equipment, poor lighting, and exposure to hazardous chemicals among others. Through management of these hazards the institution will be able to increase efficiency and effectiveness in the organization through maximum utilization of employees at the workplace.

**Motivation & Employee Performance:**

Beck (2000) consider motivation as a theoretical concept that describes why employees "choose to engage in particular behaviours at particular times", and it would be these influencing factors that result in the employee experiencing a want and need, or the lack thereof, to perform, or to achieve something, hence the employee's motivation to excel and achieve more.

The employee motivation is obviously important. In fact, it is one of the most important and essential factors for the achievement of employees, and ultimately the organizational targets and goals (Berman et al., 2010). Ololube(2006) asserts that motivation to work, whether intrinsic or extrinsic are very essential in the lives of workers because they form the fundamental reason for working in life. It represents the complex forces and needs which provide the energy for an individual to perform a particular task (Shulze & Steyn, 2003). Moreover, employee motivation serves as an essential component of business operations whereby high motivation coincides with job satisfaction, a sense of pride in one's work, a lifelong commitment to organization which enhances performance and productivity (Linz et al., 2006).

The motivated employees relate to the manners of self satisfaction, self-fulfilment and commitment that are expected to produce better quality of work and oblige to the organizations' policies which will extensively materialize efficiencies and competitive advantage. Motivation increases the job involvement by making the work more meaningful and interesting as well as the fact that it keeps the employees more productive and improves their subsequent job performance (Kamery, 2004&Ekerman, 2006).

### III. METHODOLOGY

#### Research Design:

The study applied a descriptive research design. The major purpose of descriptive research design is description of the state of affairs as it exists at present (Kothari 2004). This is appropriate to obtain information concerning the current status of the phenomenon to describe what the current situation is with respect to the variable of the study. Mugenda and Mugenda (2003) agree that descriptive design is most preferred because it gives a report on things as they actually are.

#### Target Population:

The target population of the study was all non-teaching employees of Kitale National Polytechnic who comprised of 61 employees as shown in the table below.

**Table 3.1: Target Population**

Category	Target Population
Admission	8
Grounds	14
Security	2
Technicians	11
Catering	5
Library	3
Clerks	5
Farm Manager	1
Nurses	1
House Keeper	1
Drivers	3
Messengers	2
Secretaries	5
<b>TOTALS</b>	<b>61</b>

Source: KNP (2016)

#### Data Collection Instruments:

A questionnaire was the main tool for data collection. A questionnaire is a research instrument that gathers data over a large sample and its objective is to translate the research objectives into specific questions, and answers for each question to provide the data for hypothesis testing. The advantage of a questionnaire over other instruments include the fact that questionnaires are: Practical and large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way, they can be carried out by the researcher or by any number of people with limited affect to its validity and reliability and the results of the questionnaires can be quickly and easily quantified by either a researcher or through the use of a software package.

**Data Analysis:**

Upon completion of the data collection exercise, all completed questionnaires were edited to eliminate errors that might have been made by the respondents. All the data from the study were coded to classify the responses given into categories for ease of analysis. The coded data was analyzed using descriptive statistics such as frequency counts, percentages, as well as determination of correlation coefficients and regression analysis that accept or reject null hypotheses, with the help of Statistical Package for Social Sciences version 20. Descriptive and inferential statistics and regression analysis were used in interpreting the collected data.

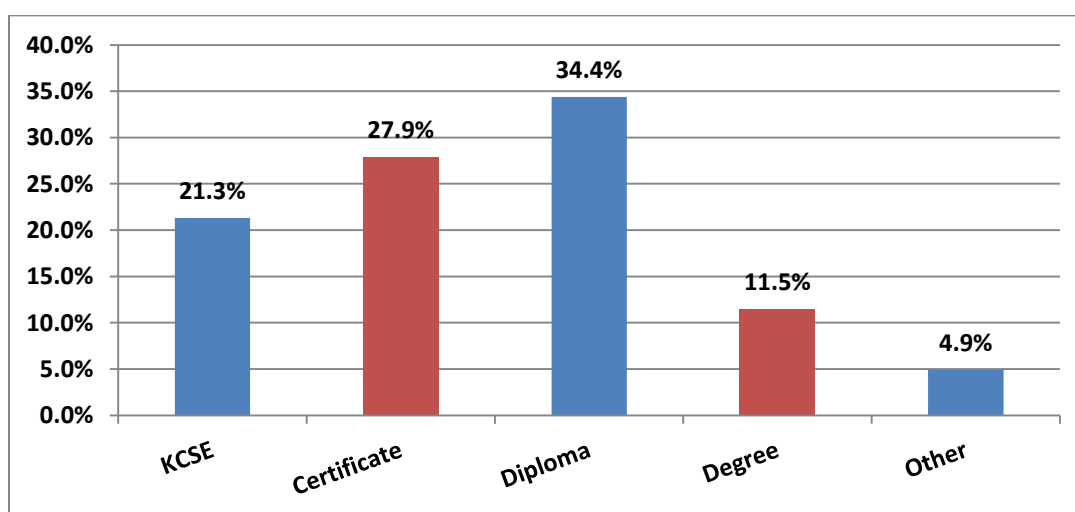
**IV. DATA PRESENTATION, ANALYSIS & DISCUSSIONS**

The social demographic characteristics were based on gender, age of the respondent, position in the institution, length of period in the workplace, academic qualification, marital status and terms of employment as presented in Tables 4.1, 4.2 and figure 4.1 below.

**Table 4.1 Individual characteristics**

Classification		N	(%)
Gender	Male	25	(41)
	Female	36	(59)
Age of Respondent	18-28	18	(29.5)
	29-39	21	(34.4)
	40-50	15	(24.6)
	Over 50	2	(3.3)
Marital Status	Single	18	(29.5)
	Married	40	(65.6)
	Divorced	0	(0.0)
	Separated	3	(4.9)

From Table 4.1 it is evident that the institution had more female than men at 59% and 41% respectively with majority falling in the age group (29-39) by 34.4% followed by the age group (18-28) by 29.5% and age group (40-50) by 24.6%, only 3.3% were above 50 years, an indication that majority of the institution's non-teaching staff were youthful. Most respondents were married at 65.6% followed by the single at 29.5% only 4.9% were separated while there were no divorcee cases.

**Figure 4.1 Education level**

The findings in figure 4.1 show that diploma holders were the majority at 34.4% followed closely by the certificate and KCSE at 27.9% and 21.3% respectively, only 4.9% were in the other category whom were KCSE with others not specifying their education level, an indication that the institutions non-teaching employees were literate.

Note that none of the respondents was a supervisor as evident from Table 4.2, meanwhile a whopping 72.1% were support staff followed at a range by the Head of section and Head of unit at 14.8% and 11.5% respectively. This is in line with the academic qualification figure 4.1 where majority were diploma, certificate and KCSE graduates an indication that the non-teaching staff were appropriately placed. This could also mean that the results will be biased towards the support staff who were the majority in the sample.

Similarly Table 4.2 indicates that 32.8% of the non-teaching employees had worked for a period between 11-20 years, 29.5% had worked for a period of less than 5 years, and 26.2% had worked for a period of 6-10 years while only 4.9% had worked for 21-30 years, none had worked for more than 30 years. This is in line with Table 4.1 data on age where majority of the non-teaching staff were youthful therefore not worked for a long period, it could also be an indication of some level of turnover within the non-teaching staff, resulting from terms of employment, the nature of work which could require more energetic employees thereby excluding the aged or as a result of furthering their education the non-teaching staff get into technical jobs elsewhere.

**Table 4.2 Employment characteristics**

Classification		N	(%)
Position in the Institution	Head of Section	9	( 14.8)
	Head of Unit	7	(11.5)
	Supervisor	0	(0.0)
	Support Staff	44	(72.1)
Working years	Less than 5years	18	(29.5)
	6-10 years	16	(26.2)
	11-20 years	20	(32.8)
	21-30 years	3	(4.9)
	More than 30	0	(0.0)
Terms of employment	Permanent	9	(13.2)
	Contract	36	(52.9)
	Temporary	22	(32.4)

When it comes to Terms of employment 52.9% were on contract, 32.4% were on Temporal terms while only 13.2% were permanent. This confirms our earlier observation of a possible higher turnover because their terms are not fixed and therefore since the non-teaching employees were literate a possibility of getting jobs with better terms elsewhere is probable similarly their contract may not be renewed from time to time.

#### Response to dependent variable:

**Table 4.3 Performance of Non-Teaching Employees**

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
I value quality work	6 ( 9.8)	2 ( 3.3)	5 ( 8.2)	25 (41.0)	23 (37.7)	3.93	1.22
Our organization's Employees Evaluation Report is a good indicator of my performance	4 (6.6)	7 ( 11.5)	4 (23.0)	27 (44.3)	9 (14.8)	3.49	1.09
I work within the set working hours	7 ( 11.5)	5 ( 8.2)	6 (9.8)	22 (36.1)	21 (34.4)	3.74	1.33
In my organization poor employee performance is not tolerated	8 (13.1)	8 (13.1)	5 ( 8.2)	19 (31.1)	20 (32.8)	3.52	1.48
I work to meet institutional set objectives	22 ( 36.1)	5 ( 8.2)	7 ( 11.5)	10 (16.4)	17 (27.9)	2.92	1.69



From table 4.3 on performance of non-teaching employees, 9.8% strongly disagreed that they value quality work, 3.3% disagreed, and 8.2% were neutral. Those who agreed 41.0% while 37.7% strongly agreed that they value quality work. In response to the statement “our organization’s employee’s evaluation report is a good indicator of my performance”, 6.6% strongly disagreed, 11.5% disagreed, and 23.0% were neutral, 44.3% agreed while 14.8% strongly agreed. When asked whether or not the employees work within set working hours 11.5% strongly disagreed, 8.2% disagreed, 9.8% were neutral, 38.1% agreed while 34.4% strongly agreed. 13.1% strongly disagreed that poor employee performance is not tolerated, 13.1% disagreed, 8.2% were neutral, 31.1% agreed while 32.8% strongly agreed. In response to ‘I work to meet institutional set objectives’ 36.1% strongly disagreed, 8.2% disagreed, 11.5% were neutral, 16.4% agreed while 27.9% strongly agreed.

From the analysis above (table 4.3) the views were positive with 78.7% agreeing that they value quality work, 59.1% thought that organization employee evaluation report was a good indicator of their performance, 70.5% were of the opinion that they work within the set working hours, 63.9% agreed that poor employee performance was not encouraged while 44.3% both agreed and disagreed that they work to meet institutional set objectives which had a potential effect on their performance.

### Response to Independent Variables:

#### Organization Culture:

The findings as shown in Table 4.4 below were based on the level of agreement towards the effects of organization culture towards the non-teaching employee’s performance. A total of 23% strongly agreed and agreed to the idea that “information is widely shared so that everyone can get the information he or she needs when it’s needed” while a total of 21.3% strongly disagreed and 18% disagreed to the same. As for whether co-operation across different parts of the institution was actively encouraged 37.7% and 26.2% both agreed and strongly agreed respectively while 16.4% and 11.5% both disagreed and strongly disagreed to the same.

Table 4.4 results also indicate that 47.5% and 26.2% agreed and strongly agreed respectively to having a shared vision of what the institution will be like in the future while a total of 19.6% both disagreed and strongly agreed to the same. When asked whether the leaders practice what they preach the following responses were received 42.6% agreed, 16.4% strongly agreed, 16.4% strongly disagreed while 11.5% disagreed. A total of 67.2% both agreed and strongly agreed to the adoption of new and improved ways of working while only a total of 24.6% both strongly disagreed and disagreed to the same.

**Table 4.4 Effects of Organization Culture on Non-Teaching Employees Performance**

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
Information is widely shared so that everyone can get the information he or she needs when its needed	13 ( 21.3)	11 ( 18.0)	9 ( 14.8)	14 (23.0)	14 (23.0)	3.08	1.49
Cooperation across different parts of the institution is actively encouraged	7 (11.5)	10 ( 16.4)	5 (8.2)	23 (37.7)	16 (26.2)	3.51	1.35
We have a shared vision of what the institution will be like in the future	6 ( 9.8)	6 ( 9.8)	3 (4.9)	29 (47.5)	17 (27.9)	3.74	1.25
The leaders and managers “practice what they preach”	10 (16.4)	7 (11.5)	8 ( 13.1)	26 (42.6)	10 (16.4)	3.31	1.34
New and improved ways to do work are continually adopted	6 ( 9.8)	9 ( 14.8)	5 ( 8.2)	20 (32.8)	21 (34.4)	3.67	1.35

Generally the non-teaching employees had a positive view on organization culture as the total response on both strongly agree & agree were on the higher side as compared to the total response on disagree & strongly disagree for all the variables.

**Table 4.5: Effects of Training on Non-Teaching Employees Performance**

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
Workplace training opportunities encourage me to work better	9 (14.8)	4 (6.6)	2 (3.3)	25 (41.0)	21 (34.4)	3.74	1.39
The work I perform is not equivalent to my training	22 (36.1)	17 (27.9)	5 (8.2)	9 (14.8)	7 (11.5)	2.33	1.43
The institution has a training programs for its employees	8 (13.1)	10 (16.4)	9 (14.8)	23 (37.7)	10 (16.4)	3.23	1.36
The training I received helped me to enhance high quality of product/service	4 (6.6)	10 (16.4)	7 (11.5)	17 (27.9)	23 (37.7)	3.74	1.30
Trainings help me to enhance the use of tools and machine, operational safety	6 (9.8)	10 (16.4)	4 (6.6)	16 (26.2)	25 (41.0)	3.72	1.40

The findings from Table 4.5 indicate that most of the respondents had a fairly positive feeling towards training on non-teaching employees except that 36.1% and 27.9% both strongly disagreed and disagreed respectively to the variable on the relationship between work and training as compared to a total of 26.3% who were of the contrary opinion. As for the opinion on whether workplace training encouraged them to work better a total of 75.4% agreed while only a total of 21.4% disagreed. Similarly a total of 54.1% were of the view that the institution had training programs for its employees, 65.6% thought the training received helped them to enhance performance while a total of 67.2% agreed that trainings helped them enhance the use of tools.

**Table 4.6: Effects of Work Environment on Non-Teaching Employees Performance**

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
My work environment is conducive for anyone to work	6 (9.8)	5 (8.2)	2 (3.3)	27 (44.3)	20 (32.8)	3.77	1.35
Tools and equipment are at my disposal to use and are in good condition	6 (9.8)	4 (6.6)	4 (6.6)	35 (57.4)	11 (18.0)	3.62	1.24
My work environment is free from health hazards	4 (6.6)	7 (11.5)	6 (9.8)	27 (44.3)	16 (26.2)	3.67	1.26
I am able to fulfill my various needs and goals in life such as those of family, friends, spiritual pursuits and self-growth	6 (9.8)	4 (6.6)	9 (14.8)	28 (45.9)	13 (21.3)	3.57	1.27
Teamwork is used to get work done, rather than hierarchy.	7 (11.5)	5 (8.2)	8 (13.1)	16 (26.2)	24 (39.3)	3.69	1.44

Table 4.6 indicates that respondents had positive views towards work environment with respect to all variables. For instance a total of 77.1% agreed to having a conducive working environment, 75.4% agreed that tools and equipment were at their disposal for use and were in good condition, 70.5% thought the work environment was free from hazards, 67.2% opined that they were able to perform various needs and goals such as family and spiritual and finally 65.5% agreed that team work was used to get work done rather than hierarchy.

**Table 4.7: Effects of Motivation on Non-Teaching Employees Performance**

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std Dev
I am motivated by the provision of non-cash based incentives	12 (19.7)	12 (19.7)	7 (11.5)	19 (31.1)	11 (18.0)	3.08	1.43
The term of employment affects my level of motivation	12 (19.7)	11 (18.7)	6 (9.8)	17 (27.9)	15 (24.6)	3.20	1.49
I am motivated by the prospects of promotion	5 (8.2)	7 (11.5)	5 (8.2)	24 (39.3)	20 (32.8)	3.77	1.26
I am valued as a hard working individual within my organization	7 (11.5)	10 (16.4)	8 (13.1)	19 (31.1)	17 (27.9)	3.48	1.36

Table 4.7 views were fairly positive with 49.1% agreeing to being motivated by the provision of non-cash benefits against 39.4% who were of the contrary opinion. 52.5% agreed that they were de-motivated by the terms of employment, 72.1% opined that the prospects of promotion motivated them while 69% agreed that they were valued as hard working individuals. If we can relate to the Maslow's hierarchical classification then the non-teaching employees in Kitale polytechnic were at the same situation therefore no much variations.

#### Determinants of effective non-teaching employee performance:

**Table 4.8: ANOVA**

Model	Sum of Squares	DF	Mean Square	F	Sig.
Regression	44.622	4	11.156	22.755	.0000 <sup>b</sup>
1 Residual	27.454	56	.490		
Total	72.076	60			

a. Dependent Variable: Performance

b. Predictors: (Constant), Motivation, Training, Organization culture and work environment

The Anova table provides an F-test for the null hypothesis that none of the explanatory variables are related to performance of non-teaching employees performance in Kitale National polytechnic. Here we clearly reject null hypothesis  $F(4, 56) = 22.755$ ,  $p < 0.001$  and so we conclude that at least one of the explanatory variables; organization culture, training, work environment and motivation is related to performance of the non-teaching employees in Kitale National Polytechnic.

**Table 4.9: Regression analysis for performance**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.190	.387		.490	.626		
	ORGANIZATION CULTURE	.217	.125	.221	1.733	.089	.420	2.383
	TRAINING	.180	.149	.160	1.212	.231	.392	2.552
	WORK ENVIRONMENT	.438	.138	.438	3.177	.002	.358	2.790
	MOTIVATION	.077	.149	.063	.521	.605	.458	2.185

a. Dependent Variable: EFFECTIVE NON TEACHING EMPLOYEE PERFORMANCE

$$Y = 0.190 + 0.217X_1 + 0.180X_2 + 0.438X_3 + 0.077X_4 + \epsilon_i$$

In this section the results of the relationship between effective non-teaching employee performance and organization culture, training, work environment and employee performance is reported. Table 4.9 indicates that the coefficients of the estimated variables had the expected signs. The effect of training and motivation were insignificant, therefore, their effect on performance of non-teaching employees cannot be measured by this model.

The effect of organization culture was significant at 10% level clearly demonstrating that organization culture factors like having a shared vision, leaders practicing what they preach and innovation were highly correlated with effective performance. This means that holding other factors constant a unit change in organization culture results in a 0.217 change in performance. A robust relationship exists between work environment and non-teaching employee performance. It was significant at 5% level with a positive coefficient of 0.438; similarly the set of standardized beta coefficients suggest that adjusting for the effect of other explanatory variables work environment has the strongest effect on the performance of the non-teaching employees contributing 43.8%.

The study results can be interpreted to mean that performance of non-teaching employees in Kitale national polytechnic depends on organization culture and work environment.

## V. SUMMARY, CONCLUSION & RECOMMENDATIONS

### Summary:

The study aimed at analyzing the factors influencing non-teaching employees' performance at Kitale National Polytechnic, it was guided by the following research objectives; to examine the effect of training on non-teaching employees performance, to analyze the effect of organization culture on non-teaching employees performance, to determine the effect of working environment and to evaluate the effect on motivation on non-teaching employees performance. The study will be able to answer the hurdles that non-teaching employees face while performing their tasks. The study results indicated that performance of non-teaching employees in Kitale national polytechnic depends on organization culture and work environment. The findings established in this study will create a path to improved performance of non-teaching employees not only in Kitale national polytechnic but all the national polytechnics in Kenya.

### Conclusion:

In conclusion the study demonstrates that there is effective performance at Kitale National Polytechnic as indicated by 78.7% agreeing that they value quality work, 70.5% were of the opinion that they work within the set working hours while 63.9% agreed that poor employee performance was not encouraged (table 4.3). This was majorly influenced by organization culture and work environment which were significant at 10% and 5% level respectively (table 4.9).

### Recommendations:

From the study it was noted that work environment and organization culture significantly influenced performance. It is, therefore, recommended to management to invest more in work environment and organization culture in order to improve the performance of non-teaching employees. Secondly, this was a case study based on one institute hence it does not give a national view - a wide scale research is recommended. A further study on the same topic where the performance of non-teaching employees is linked to the institution performance for more insights is also recommended. Lastly, this study is relevant and can be applied to other learning institutions like schools, colleges' universities and any other organizations where we have support/administrative staff.

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