

RESEARCH ARTICLE

# Effect of Motivation on Employee Performance In Public Middle Level Technical Training Institutions In Kenya

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## Abstract

**Purpose:** The study sought to establish the effect of motivation on employee performance in the Public Middle Level Technical Training Institutions in Kenya. **Methodology:** The study adopted a descriptive research design. Sample size was 315 targeting administrators, heads of department, teaching staff and non teaching staff. A structured questionnaire with likert scale questions was used to collect data from the respondents. An interview was also conducted with the administrators and heads of department. The study used two content theories that explain the specific factors that motivate people and two process theories which are concerned about the psychological and behavioral processes that motivate an individual. **Findings:** Most employees in Public Middle Level Technical Training Institutions in Kenya nowadays hold diplomas and degrees in various disciplines of studies. The study found that employees are not satisfied with their pay and work environment. **Limitations:** the study was conducted in one county and therefore cannot be generalized in other public and private institutions. **Practical implications:** The practitioners and policy makers of technical institutions should use this study in developing policies and strategies to manage their human resources. **Originality:** this is the first study of this nature conducted in Kenya focusing on effect of motivation on employee performance in public middle level technical training institutions.

**Keywords:** *Employee performance, Kenya, Motivation, Technical training institutions.*

## Introduction

The overall success of an institution in achieving its strategic objectives relies heavily on the performance level of employees. Employee performance is a function of ability and motivation, where ability is comprised of the skills, training and resources required for performing a task and motivation is described as an inner force that drives individual to act towards something. Flippo [1] adds that employee performance in institutions results in a more motivated work force that has the drive for higher productivity, quality, quantity, commitment and drive. He also concurs with Mondy [2] and Armstrong [3] both of who were of the opinion that it results in more positive approaches and benefits than other managerial perspectives.

According to Ouchi [4] organizations would be more effective, efficient, flexible, committed and profitable as a result of an emphasis on trust, which goes hand in hand with productivity; less hierarchical and bureaucratic structure; a high level of worker involvement; all of which would create an employee and organization management

systems. Robbins [5] reasons that effective communication and relationship patterns have the potential to bring the aspect of team working into the business; Kenya is working towards becoming a middle income economy and eventually knowledge society by implementing Vision 2030. The Kenya governments' directive that all its institutions be managed in line with the provisions of Vision 2030 has greatly regularized the education training and development systems. The strategic plan has captured more scenarios advocated for by scholars like Likert [6] and Mouton [7] who insists on the enhancement of teamwork, cohesiveness, integration and the promotion of values and mutual-respect.

Another aspect captured by the Vision 2030 that really contains the relativities of employee performance practices is on the duration of education. This Vision aspires for lifelong education that is tailored towards economic, social and personal developments. Kenyan Technical, Industrial, Vocational and Entrepreneurship

Training (TIVET) institutions can play a central role in creating a human resource base to enhance science and technology in industrialization, thus aid the development of a knowledge economy. Given that the technical, industrial, vocational and entrepreneurship education sub-sector is critical to the development of industry required human capacities, high quality training services must be delivered by the sector to enhance the productivity and competitiveness. Good and competitive TIVET systems in developing and emerging economies provide highly skilled labour to attract direct foreign investments. The purpose of skills development is to provide a range of core skills (entrepreneurial, communication, financial management and participation in decision making processes) so that individuals are equipped for productive activities and employment opportunities (such as wage employment, self-employment and income generation activities).

The role of TIVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Bennell[8]). Developments in the last three decades have made the role of TIVET more decisive; the globalization process, technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE).

Every year, thousands of students leave the regular formal educational institutions in Kenya, but they cannot progress to higher levels of formal education. About 40 per cent of the graduates do not progress to secondary level while close to 10 per cent of the graduates proceed to university level from secondary level. The TIVET sub-sector offers programmes that target those students who do not progress to higher levels of formal education. In this way, they too can acquire skills and competencies for engagement in wage employment or self-employment. However, for many years, the planning, financing and delivery of TIVET programmes in Kenya has been a source of concern. This is understandable; since these basic functions affect the relevance, effectiveness and efficiency of the TIVET skill formation system (*Zero draft TIVET sector mapping* [9]). These institutions require motivated employees to function effectively. Although several studies have pointed out some factors that are responsible for

performance in these institutions, no study has established the effect of motivation on employee performance in the Public Middle Level Technical Institutions in Kenya.

### Theories that Support the Study

Herzberg's Two - factor theory and Maslow's hierarchy of needs are examples of content theories. They are concerned with individual needs and goals and they seek to identify the rewards that are most important. They further, explain the specific factors that motivate people. They attempt to explain why human needs change, but not how they change. Equity theory by Adams and Goal-Setting theory by Locke are examples of process theory which is concerned more with the 'how' of motivation. They are concerned about the psychological and behavioral processes that motivate an individual. They are all about how people's needs influence and drive their behaviour. People need to see what is in it for them and to sense that "fair play" is being exercised to all concerned.

#### *Two - Factor Theory (Herzberg's 2002)*

A different approval has been presented by Herzberg with the two factor theory. His theory is actually based on Maslow's hierarchy of needs but he distinguishes needs in hygiene factors and motivators or growth factors. He highlighted that when an institution hygiene factors do not exist (e.g. salary, job security, working conditions, level and quality of supervision, company policy and administrative and interpersonal relations) employees are dissatisfied and if these factors exists this does not mean that employees are motivated or satisfied-this is because based on his research the opposite of demotivation is motivation only semantically and not when it comes to understanding the behaviour of employees in their jobs(Herzberg,[10]). Herzberg's theory provides a strong link between motivation and performance of employees in TIVET institutions. He presents that performance can come as an emanation of feelings like achievement, advancement, growth which are related with motivation. He emphasized the importance of job enrichment and he separated it from job enlargement which includes increased responsibility and involvement, opportunities for advancement and the sense of achievement. The following is a glance at each of the motivation factors according to Herzberg.

**Achievement:** An example of positive achievement might be if an employee completes a task or

project before the deadline and receives high reviews on the result, the satisfaction the employee feels would increase. However, if that same individual is unable to finish the project in time or feels rushed and is unable to do the job well, the satisfaction level may decrease.

**Recognition:** When the employee receives the acknowledgement they deserve for a job well done, the satisfaction will increase. If the employees work is overlooked or criticized it will have the opposite effect.

**Work itself:** This involves the employees' perception of whether the work is too difficult or challenging, too easy, boring or interesting. **Responsibility:** This involves the degree of freedom employees have in making their own decisions and implementing their own ideas. The more liberty to take on that responsibility the more inclined the employee may be to work harder on the project, and be more satisfied with the result.

**Advancement:** This refers to the expected or unexpected possibility of promotion. An example of negative advancement would be if an employee did not receive an expected promotion or demotion.

**Possibility of Growth:** This motivation factor includes the chance one might have for advancement within the institution. This could also include the opportunity to learn a new skill or trade. When the possibility/opportunity for growth is lacking or if the employee has reached the peak or glass ceiling, as it is sometimes referred to, this could have a negative effect on the satisfaction the employee feels with their job and position.

The following are the hygiene factors, which work in the same way with positive or negative attributes. However, these factors can only have an effect on the dissatisfaction one feels. **Institution Policy or Administration:** An employee's perception of whether the policies in place are good or bad or fair or not, changes the level of dissatisfaction that employee will feel.

**Personal or Working Relationships:** This is those relationships one engages in with their supervisors, peers, and subordinates. How someone feels about the interaction and discussions that take place within the work environment can also effect dissatisfaction.

**Working conditions:** This includes the physical surroundings that one works within, such as the facilities or location.

**Salary:** This factor is fairly simple, the increase or decrease of wage or salary effects the dissatisfaction within a company a great deal.

**Personal Life:** Although people try to separate the two, work and personal life, it is inevitable that one will affect the other.

**Feeling a Job Security:** This is a pretty significant factor. The sense of job security within a position or organization as a whole relates to the dissatisfaction as well [11].

Herzberg says that leaders should avoid placing strong emphasis on fulfilling hygiene needs as this will result in employees relying too heavily on extrinsic rewards and may pose impediments to the long term success of the organization. Instead, leaders should focus on designing more intrinsically challenging task, provide recognition and empowering employees when certain level of ability is demonstrated, which are the true motivators, when fulfilled, contribute to long term positive effect on employees job performance.

### ***Maslow's Hierarchy of Needs***

Abraham Maslow developed the hierarchy of needs, which suggests that individual needs exist in a hierarchy consisting of physiological needs, security needs, belongingness needs, esteem needs, and self-actualization needs. Physiological needs are the most basic needs for food, water, and other factors necessary for survival. Security needs include needs for safety in one's physical environment, stability, and freedom from emotional distress. Belongingness needs relate to desires for friendship, love, and acceptance within a given community of individuals. Esteem needs are those associated with obtaining the respect of one's self and others. Finally, self-actualization needs are those corresponding to the achievement of one's own potential, the exercising and testing of one's creative capacities, and, in general, to becoming the best person one can possibly be.

Unsatisfied needs motivate behavior; thus, lower-level needs such as the physiological and security needs must be met before upper-level needs such as belongingness, esteem, and self-actualization can be motivational. According to the implications of the hierarchy, individuals must have their lower level needs met by, for

example, safe working conditions, adequate pay to take care of one's self and one's family, and job security before they will be motivated by increased job responsibilities, status, and challenging work assignments.

Maslow's theory has not received a great deal of support with respect to specific notion it proposes [12]. To them this model is theorized to be especially effective in describing the behaviour of individuals who are high in growth need strength because employees who are different to the idea of increasing their growth will not realize any physiological reaction to their jobs. Maslow's theory influences all TIVET employees regardless of the age, gender, qualification and so on; they choose occupation that they like to be satisfied.

### ***Equity Theory***

Equity theory suggests that individuals engage in social comparison by comparing their efforts and rewards with those of relevant others. The perception of individuals about the fairness of their rewards relative to others influences their level of motivation in TIVET institutions. Equity exists when individuals perceive that the ratio of efforts to rewards is the same for them as it is for others to whom they compare themselves. Inequity exists when individuals perceive that the ratio of efforts to rewards is different (usually negatively so) for them than it is for others to whom they compare themselves.

There are two types of inequity—"under-reward" and "over-reward". Under-reward occurs when a person believes that he/she is either puts in more efforts than another, yet receives the same reward, or puts in the same effort as another for a lesser reward. For instance, if an employee works longer hours than her coworker, yet they receive the same salary, the employee would perceive inequity in the form of under-reward. Conversely, with over-reward, a person will feel that his efforts to rewards ratio is higher than another person's, such that he is getting more for putting in the same effort, or getting the same reward even with less effort. While research suggests that under-reward motivates individuals to resolve the inequity, research also indicates that the same is not true for over-reward. Individuals who are over-rewarded often engage in cognitive dissonance, convincing themselves that their efforts and rewards are equal to another's.

According to the equity theory, individuals are motivated to reduce perceived inequity.

Individuals may attempt to reduce inequity in various ways. A person may change his or her level of effort; an employee who feels under-rewarded is likely to work less hard. A person may also try to change his or her rewards, such as by asking for a raise. Another option is to change the behavior of the reference person, perhaps by encouraging that person to put forth more effort.

Another issue facing equity theory concerns how institutions and employees handle inconsistencies in equity that emerge between different types of comparisons. For example, when pay dispersion is high, star performers making self-comparisons perceive high equity, but average and low performers making social comparisons may perceive low equity. In general, research suggests that in some circumstances, the costs of perceived inequity among the latter group can outweigh the benefits of perceived equity among the former group (Bloom, [13]).

However, this research has yet to identify conditions under which TIVET institutions can create favourable perceptions of equity for different groups of employees. One practical solution, pay secrecy, appears to be a mixed bag, as employees often view it as a signal of inequity and resist by going out of their way to publicize their salaries (Colella, Paetzold, Zardkoohi, & Wesson, [14]). Finally, a person experiencing inequity may change the reference person and compare him or herself to a different person to assess equity. For leaders in TIVET institutions, equity theory emphasizes the importance of a reward system that is perceived as fair by employees.

### ***Goal Setting Theory***

Latham and Locke ([15]) states that motivation and performance are higher when individuals set specific goals, when goals are difficult but accepted and when there is feedback on performance.

Locke [16] argued that difficult specific goals lead to significantly higher performance than easy goals, no goals or even the setting of an abstract goal such as telling employees to do their best.

The goal theory suggests that the joint setting of objectives, feedback and involvement, which are all part of a managerial approach, can improve motivation. The theory places particular emphasis on goal-setting behaviour and stipulates that the

goals need to be clear, specific and achievable if they are to motivate. Nagys [17] argued that employees are motivated if they are aware of what needs to be done in achieving a specific goal, irrespective of the difficulties they might encounter in doing so. This theory lies at the center of performance based motivation programme which are effectively applied in human resource management in form of management by objectives (MBO) technique that harbors employee involvement in goal setting, decision making and feedback. Robbins [18] states the employees will perform better if they get continuous feedback in terms of how well they are progressing toward their goals. Employees granted the opportunity to be involved in the preparation of their own goals would be more committed in achieving such goals.

TIVET leaders should set enabling environment so that employees needs are met. They should also ensure that employees participate in goal setting and they should not be too rigid or difficult to achieve. Employees expect to be given feedback to be able to know their progress.

## Literature Review

### Empirical Review

A study carried out by Burney et al, [19] revealed that the level of performance of employees relies not only on their actual skills but also on the level of motivation each person exhibits. Motivation is an inner drive or an external inducement to behave in some particular way, typically a way that will lead to rewards. Dessler and Harrington [20] observe that over-achieving, talented employees are the driving force of all institutions so it is essential that institutions strive to motivate and hold on to the best employees. The quality of human resource management is a critical influence on the performance of the institution. Concern for strategic integration, commitment flexibility and quality, has called for attention for employees motivation and retention. Financial motivation has become the most concern in today's organization, and tying to Maslow's basic needs, non-financial aspect only comes in when financial motivation has failed.

According to Greenberg, [21] and Baron, ([22] definition of motivation could be divided into three main parts. The first part looks at arousal that deals with the drive, or energy behind individual(s) action. People turn to be guided by their interest in making a good impression on others, doing interesting work and being

successful in what they do. The second part referring to the choice people make and the direction their behaviour takes. The last part deals with maintaining behaviour clearly defining how long people have to persist at attempting to meet their goals.

Hitt, Esser and Marriott, [23] observe that motivation can be intrinsic and extrinsic. Extrinsic motivation concerns behavior influenced by obtaining external rewards Praise or positive feedback, money, and the absence of punishment are examples of extrinsic or external rewards Deci [24] argues that intrinsic motivation is the motivation to do something simply for the pleasure of performing that particular activity. According to Hagedoorn and Van Yperen, [25] examples of intrinsic factors are interesting work, recognition, growth, and achievement.

Linz [26] revealed that several studies have found that there are positive relationship between intrinsic motivation and job performance as well as intrinsic motivation and job satisfaction. This is significant to institutions in today's highly competitive business environment in that intrinsically motivated employees will perform better and, therefore, be more productive, and also because satisfied employees will remain loyal to their institution and feel no pressure or need to move to a different institution.

Deci and Ryan [27] conducted and replicated an experiment that showed the negative impact of monetary rewards on intrinsic motivation and performance. A group of college students were asked to work on an interesting puzzle. Some were paid and some were not paid for the work. The students that were not paid worked longer on the puzzle and found it more interesting than the students being paid. When the study was brought into a workplace setting, employees felt that their behavior was being controlled in a dehumanizing and alienating manner by the rewards. It was discovered that rewards would seriously decrease an employee's motivation to ever perform the task being rewarded, or one similar to it, any time in the future.

Another observation of the study was that employees would expect a reward every time the task was to be completed if the reward was offered at one time. Employees would require the reward in order to perform the job and would probably expect the reward to increase in amount. If the rewards were not increased or if they were taken away they actually served as negative reinforcement.

Deci and Ryan in collaboration with two of their colleagues conducted a study to examine the effects of performance-contingent rewards on an employee's intrinsic motivation. The study also found that these types of rewards are very controlling since these rewards are directly associated with an employee's performance of some task (Cameron, Deci, Koestner, & Ryan, [28]). In that respect, performance-contingent rewards undermine intrinsic motivation; however, if the reward given to the employee conveys that the employee has performed on a truly outstanding level, the reward would serve to solidify that employee's sense of competence and decrease the negative effect on that employee's intrinsic motivation. Also significant in the study was the importance of the interpersonal atmosphere within which the performance-contingent rewards were distributed. When Cameron et al. [29] compared the administering of rewards in a controlling climate and in a non-controlling climate; they discovered that the performance-contingent rewards given in the more controlling interpersonal climate undermined intrinsic motivation. To prevent the decrease in employees' intrinsic motivation, the interpersonal climate when distributing performance-contingent rewards should be more supportive.

Vroom [30] proposes that people are motivated by how much they want something and how likely they think they are to get it. He suggests that motivation leads to efforts and the efforts combined with employees ability together with environment factors which interplay's resulting to performance. This performance interns lead to various outcomes, each of which has an associated value called Valence.

Adams [31] on his part suggests that people are motivated to seek social equity in the rewards they receive for high performance. According to him the outcome from job includes; pay recognition, promotion, social relationship and intrinsic reward. To get these rewards various inputs needs to be employed by the employees to the job as time, experience, efforts, education and loyalty. He suggests that, people tend to view their outcomes and inputs as a ratio and then compare these ratios with others and turn to become motivated if this ratio is high. Work motivation does not determine employee's level of performance, but it does influence his/her effort toward performing the task [32].

The role of motivation in performance can be summarized in the following formula:

$$\text{Performance} = \text{Ability} \times \text{Understanding of the task} \times \text{Motivation} \times \text{Environment}$$

Accordingly, in order to perform well employees need first to have the knowledge and skills that are required for the job. Then, they must understand what they are required to do and have the motivation to expand effort to do so. And last, employees need to work in an environment that allows them to carry out the task, Landy and Conte, ([33]) emphasizes the importance of motivation - if motivation is equal to zero, even the most talented employee will not deliver. Similarly, an energized and highly motivated employee can reach good performance despite having some knowledge gaps. A good example for the latter situation is a new worker or trainee, who joins the institution fully motivated to work, yet lacks skills and experience. The motivation to learn and develop will quickly outweigh the weaknesses. The effects of motivation do not stop with performance. In the group of motivated employees there are fewer work accidents, fewer rates of ethical problems, less employee turnover and lower levels of absenteeism (Jurkiewicz, Massey & Brown, [34]).

Robison, [35] observe that motivated employees feel less stress, enjoy their work, and as a result have better physical and mental health. Furthermore, motivated employees are more committed to their institutions and show less insubordination and grievance. They are also more creative, innovative, and responsive to customers, thus indirectly contributing to the long-term success of the institution (MAN forum) [36]. In short, motivated employees are the greatest asset of any institution.

Mulwa [37] conducted a study on employee performance in public audit institutions in Kenya. He explains the various motivation theories like Abraham Maslow's hierarchy of needs, Herzberg's two factor theories and the equity theory of Adams. The review shows that motivation is key for the productivity, profitability and sustainability of every institution - as the employees are its movers and its live blood. That motivation is not a one off undertaking rather it's a continuous undertaking by management as long as the organization does exist. That it is the responsibility of the management to continually work on employee motivation for sustainability of the organization.

## Method of Data Collection and Analysis

A descriptive research design was carried out in an attempt to investigate the effect of motivation on employee performance in public middle level technical institutions in Kenya. The population for this study concentrated on administrators, heads of department, teaching staff and non teaching staff. From 315 respondents, 287 respondents returned the questionnaires. Administrators and heads of department were also interviewed.

A questionnaire was used to find out the effect of motivation on employee performance in public middle level technical training institutions in Kenya. A Cronbach alpha coefficient was used to determine the reliability of the instrument. Descriptive statistics such as percentage was used. Correlation analysis was used to determine the effect of motivation on employee performance. Analysis of variance (ANOVA) test was used to establish whether there were statistically significant differences in motivation items between employees in different groups/ job categories (Teaching staff, Non-teaching staff, Administrative staff and HODs). Statistical Package for Social Science (SPSS) version 20 was used for analyzing the data.

## Findings and Discussions

### Descriptive Statistics

**Demographic Data:** The demographic data collected were gender, age, education, and number of years of experience. A total of 287 respondents responded to the survey questionnaires as shown

in table 1. While the research did not focus precisely on gender equity, the findings reflect that the sample is biased towards males. Out of these respondents, 55.1% were male and 44.9% were female. As regards education qualifications, this study revealed that only 15.3% of the respondents had postgraduate academic qualifications, 36.6% had undergraduate academic qualifications, 38.3% were diploma holders and 7.3% of the respondents only had secondary education. This is not an uncommon result as far as Kenyan middle level training institutions are concerned. Most employees in Public Middle Level Technical Training Institutions in Kenya nowadays hold diplomas and degrees in various disciplines of studies.

The respondents worked in various capacities in their institutions as shown in table 1. 28.2% were teaching staff and 44.9% were non-teaching staff, 13.6% were heads of departments and 13.2% held other administrative positions. According to the study findings also, most employees had a working experience of more than ten years (69.7%) while 5.9% had a working experience of less than five years. About 24.4% had a working experience of 5 to 10 years. Majority of the respondents (54.4%) had worked for current institutions for less than five years while 32.2% had worked in their current institution for more than ten years. About 13.6% had worked in their current institution for 5 to 10 years. In terms of age, a majority of the respondents (41.8%) were between the age of 41 and 50 years old. 29.6% were in the age of 31 to 40 years of age while 9.1% were between 20 to 30 years of age. 19.5% of the respondents were over the age of 50 years.

**Table 1: Demographic characteristics of respondents**

	Variable	N	Percentage (%)
Gender	Male	158	55.1%
	Female	129	44.9%
Type of Staff	Administrative	38	13.2%
	Teaching	81	28.2%
	Non-Teaching Staff	129	44.9%
Age	Teaching	81	28.2%
	20-30	26	9.1%
	31-40	85	29.6%
	41-50	120	41.8%
Education	50+	56	19.5%
	Secondary	21	7.3%
	Diploma	110	38.3%
	Under graduate	105	36.6%
	Post Graduate	44	15.3%
Experience	Other	7	2.4%
	< 5	17	5.9%
	5 - 10	70	24.4%
	10+	200	69.7%
Number of years worked	< 5	156	54.4%
	5 - 10	39	13.6%
	10+	92	32.1%

## Effect of Motivation on Employee Performance

Correlation analysis was used to determine the effect of motivation on employee performance. As shown in Table 2, there was a weak positive correlation between motivation and employee performance which was statistically significant,

$r(285)=.205, p<0.05$ . The positive coefficient means that there is a direct relationship: when motivation increases, employee performance increases and therefore motivation is an important predictor of employee performance in public middle level technical institutions in Kenya. The results of correlation analysis did not support the null hypothesis developed in this study.

**Table 2: Correlation between Employee performance (dependent variable) and Motivation (independent variable)**

		Employee Performance	Motivation
Employee Performance	Pearson Correlation	1	.205**
	Sig. (2-tailed)		.000
	N	287	287
Motivation	Pearson Correlation	.205**	1
	Sig. (2-tailed)	.000	
	N	287	287

## Motivation of Employees

The results of the one-way analysis of variance (ANOVA) regarding motivation of employees are set out in Table 3 below, which illustrates that there was no significant differences in motivation

item scores except in how feedback is provided after job performance between individuals in the various job categories,  $F(3, 283) = 3.007, p = .031$ .

**Table 3: ANOVA results from comparison analysis (motivation of employees)**

Item	F	Sig.
Job security which improves job performance	.456	.714
Rewarded fairly for good job performance	.461	.710
Continued training and development improves performance	1.808	.146
There is good working environment that improves performance	.565	.639
Discipline is applied with impartiality	.757	.519
Good pay for improved performance	.468	.705
There is promotion and growth that improves performance	.329	.804
Recognition of work output improved performance	.632	.595
Accepted by other work mates improved performance	.954	.415
Feedback provided improved performance	3.007	.031

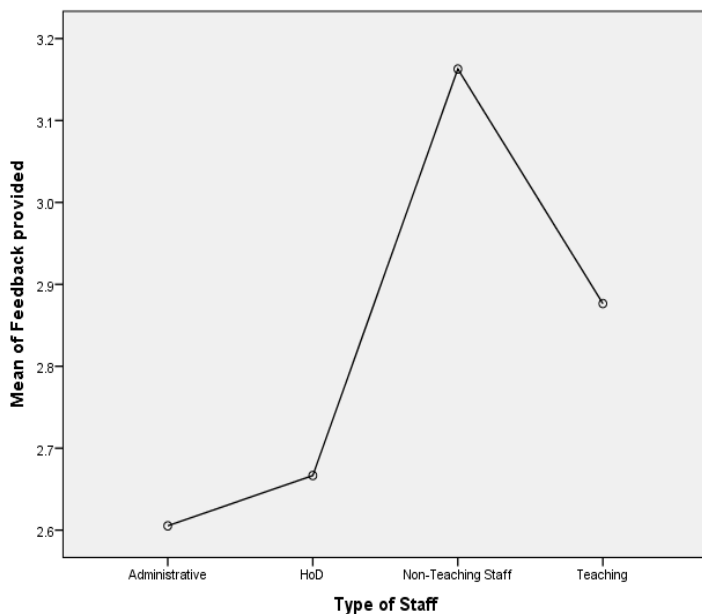
Means plot below shows the means in relation to feedback for the various job categories in the motivation of employees scale. More administrative staff felt that feedback after job performance was not well given compared to the other groups of employees as shown in the figure 1 below.

## Summary and Conclusion

The research results showed that employee motivation influences employee performance of Public Middle Level Technical Training Institutions in Kenya. The results of correlation analysis in this study have demonstrated that motivation of employees have positive relationship with employee performance, which is

statistically significant ( $p\text{-value}<0.05$ ). This means that enhancing employee motivation positively improves employee performance. This leads to rejection of null hypothesis developed in this study, an indication that motivation of employees is a significant predictor of employee performance in Public Middle Level Technical Training Institutions in Kenya. Some employees were very little motivated as there is no recognition after good performance and no feedback after performance of duties. They demand for better pay and better terms of service. In relation to the findings of the study, it can finally be concluded that, there is no significant difference between the employees and job satisfaction.





**Fig. 1: Plot of Means (Feedback vs type of staff)**

This is still a challenge to the Education and Health sectors as evidenced by numerous strikes of employees in Kenya. However, Public middle level TIVET institutions need to devote a lot of time and effort to update and develop employees' knowledge and skills. Most employees in Public Middle Level Technical Training Institutions in Kenya nowadays hold diplomas and degrees in various disciplines of studies. This is a concern as some diploma teachers teaching diploma and higher diploma students. This has a far reaching implication for the attainment of Vision 2030 for education and development as a whole.

The results agree with the findings by Herzberg's that provides a strong link between motivation and performance of employees. The sense of job security within a position or organization as a whole relates to the dissatisfaction as well. The results agree with the findings by Linz that there are positive relationship between intrinsic motivation and job performance as well as intrinsic motivation and job satisfaction. This is significant to institutions in today's highly

competitive business environment in that intrinsically motivated employees will perform better and, therefore, be more productive, and also because satisfied employees will remain loyal to their institution and feel no pressure or need to move to a different institution. The results corroborate the findings by Dessler and Harrington that over-achieving, talented employees are the driving force of all institutions so it is essential that institutions strive to motivate and hold on to the best employees. The quality of human resource management is a critical influence on the performance of the institution.

## Recommendations

Employees' promotion should be based on academic merit and responsibilities and be done regularly to enable them move from one job group to the next. The Government of Kenya should also come up with uniform salaries of their non teaching staff because some employees lamented of poor pay and exploitation by the leaders. The results and findings indicated that Human Resource Management should come up with an effective performance measurement system that rewards hard workers and penalizes ineffective workers. One challenging tasks the researcher recommends that all employees should be motivated to ensure they are retained and this will improve performance. In public the sector institutions such type government policies should be adapted which support team efforts inside the organization. In this way overall organizational productivity and effectiveness can be enhanced. It is important to develop such an atmosphere where employees are well satisfied with their jobs and cooperative with each other. In this way employees will be in position to utilize their full potential in their jobs. The research study strongly suggests that the teamwork activities must exist in the organizational environment. In this way employees performance can be enhance.

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