



Influence of Motivational Strategies on Employee Performance in Public University Campuses in Kericho County, Kenya

Benjamin Bett Cheruiyot^{1*} and Martin Onsiro²

¹*School of Business and Economics, Mount Kenya University, Kenya.*

²*SBE, Mount Kenya University, Kenya.*

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study analyzed the influence of motivational strategies on employee performance in public university campuses in Kericho County, Kenya. It was apparent that various motivational strategies played key roles in shaping the performances of employees in any organization. Despite this fact, most organizations had not been able to pin-point the crucial motivational strategies and the extent to which they affected the individual employee performance. The study was motivated by the need to fill up the academic gap on the influence of motivational strategies on employee performance in public university campuses. Cross-sectional survey design was adopted when collecting data. The study targeted a population of 412 teaching and executive staff in public university campuses in Kericho County. A sample of 106 respondents representing 26% of the target population was selected. Stratified random sampling was utilized in selecting the respondents for the study. Primary data was collected from the study respondents using questionnaire. A pilot study was conducted on data collection instrument to pre-test its validity before the main survey, while data reliability was measured using Cronbach's alpha coefficient. Data was presented through tables, charts and graphs. Statistical Package for Social Sciences (SPSS) version 23.0 was used to aid in coding, entry and analysis of quantitative data. Finally, there is conclusion and recommendation based on the findings.

*Corresponding author: E-mail: benjaminbett@yahoo.com;

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1. INTRODUCTION

Employee performance is the cornerstone of institutions in achieving strategic objectives and overall success. Employee performance is greatly determined by motivation, which is that inner force pushing a person to behave in a particular way. Armstrong [1] opines that employee motivation results in more organizational benefits than any other managerial approaches. He explains that human resource performance is one of the foremost applied strategies by organizations that give them an advantage against competitors.

Motivational strategy is a critical element in the nurturing and developing quality manpower. Al Janabi [2], points out that motivation of employees should be consciously managed. Al Janabi argued that motivational strategy is the approach through which needs of individuals are set and steered towards a particular goal. Motivation in employees is shaped by conscious and unconscious forces responding to prevailing factors at work, which ultimately explains the employee behaviour. Armstrong [1] argues that motivational strategy is how motivation elements affect employees and is also concerned with the ultimate direction and strength of the resultant behavior. Armstrong further agreed that motivational strategy leads to an increase in productivity but only to a certain level, where further increase in motivation leads to a decrease in productivity. This means that while studying the strategies to motivate employees, managers need to be very precise in order to avoid 'over-motivation' which would result in reduced work output by workers. Armstrong explains motivation as an internal force that gets people feel the urge to perform their duties. This gives employees a sense of responsibility to perform their assigned responsibilities without being pushed or supervised.

Lack of motivation of employees is usually expressed through poor and unpredictable performance. By nature, human beings are different and have different attitudes and emotions. At the same time, individuals are motivated differently by different things. Ukandu and Ukpere [3] confirm the importance of motivating employees. They explain that the level of employee performance increases with increase in motivation due to their resultant commitment at workplace. Ukandu and Ukpere

opine that coaching and feedback approach is the best form of training as a way of imparting and developing skills in employees. The study on employee performance also confirms that motivation is the driving force for efficiency in organizations [4]. Ogbogu reiterates the need for organizations to diversify motivation strategies adopted for their employees. Ogbogu further confirms the need for management to maintain close attention to individual employees through good leadership, rewards and good working environment so as to consequently motivate them to help management achieve organisational goals.

Busienei [5] opines that the way an organization motivates its employees will greatly affect performance. Most critically, Busienei argues that HRM practices like employee participation and empowerment enhance performance of employees in an organization. Research [6] calls for focusing on aspects affecting employee performance in organizations. Kibkebut noted that private enterprises had more superior motivational strategies than public institutions. According to Munjuri [7], who studied on motivational strategies and their influence on employee performance, there is need for close assessment of motivational approaches in different organizations. However, the bulk of these research works are focusing on private enterprises.

1.1 Statement of the Problem

Public universities in Kenya had greatly contributed to the educational development since pre-independence period. However, with the ever dynamic developments in technology and globalization, they were constantly required to develop a versatile workforce that supported individual capabilities and institution's expectations. Obwogi [8] notes that little is known on educational institutions in Kenya. What motivate employees to perform in other sectors may not be applicable to employees in education sector. Based on the past studies, limited systematic research had been done to examine the influence of motivation approaches on performance of university staff and that there was need to fill that gap. The level of employee performance at public university campuses in Kericho County was quite low. It was, therefore, of great importance for public university campuses in Kericho County to understand how

motivational strategies affected their employee performance. This study, therefore, sought to identify the influence of motivational strategies on employee performance in public university campuses in Kericho County in Kenya since a motivated workforce would have an increased propensity to work hence increasing the performance of employees.

1.2 Purpose of the Study

The purpose of this study was to establish the influence of motivational strategies on employee performance in public university campuses in Kericho County, Kenya.

1.3 Objectives of the Study

The study was guided by the following objectives:

- To establish the influence of training on employee performance in public university campuses in Kericho County, Kenya.
- To examine the influence of reward on employee performance in public university campuses in Kericho County, Kenya.
- To investigate the influence of working environment on employee performance in public university campuses in Kericho County, Kenya.
- To examine the influence of leadership style on employee performance in public university campuses in Kericho County, Kenya.

1.4 Significance of the Study

First, the study findings will provide insight to leadership of institutions of higher learning in Kenya on the effect of various motivational strategies on employee performance, hence enabling them to take the necessary approach in order to improve overall institutional performance. Second, the study may help the government of Kenya, more specifically the Ministry of Education, to develop and implement human resource management policies that are tailor-made to enhance employee performance. Third, the findings of this research will also provide data for future researches especially in the field of human resource management.

1.5 Study Limitations and Delimitations

The study faced employees who were unwilling to cooperate to take and fill the questionnaires. The researcher countered this limitation by giving

assurances to respondents that filled questionnaires would be processed with total confidentiality and would be utilized for educational purposes only.

The study findings from the four public university campuses were limited to existing conditions during the study period. Such disparities were minimized by the researcher focusing more on the general aspects of public university campuses.

Some respondents had tight work schedules and commitments. This was addressed by assuring the respondents that filling the questionnaire was going to take only a little of their time. Additionally, the researcher used short, direct and simple language in the questionnaire that sought short answers.

1.6 Assumptions of the Study

The following assumptions guided the study:

The first was that public university campuses in Kenya operated with more or less similar human resource management practices and structures. The second assumption was that the respondents provided honest responses when filling questionnaires and the third assumption was that the study sample selected gave a fair representation of target population to allow for generalization of the findings.

1.7 Theoretical Literature

This study was guided by the following theories: Maslow's Hierarchy of Needs theory, Fredrick Herzberg's Two-Factor theory, Victor Vroom's Expectancy theory, Adam's Equity Theory, among others.

1.8 Two-Factor Theory of Frederick Herzberg

Herzberg (1987) identifies two categories of motivation, namely: Motivators and hygiene factors. Herzberg theory explains that the two factors are independent and does not affect the other. The theory shows that individual likes and dislikes of particular aspects at work are more often than not as a result of reactions at the same time to the same factors. The effect of "hygiene" needs is temporary. The absence of "hygiene" needs makes an individual unhappy. "Hygiene" needs include good working conditions, good leadership at work and

acceptable pay. On the other hand, the “job satisfiers” i.e. motivators are intrinsic aspects that motivate individuals. Motivators range from recognition, personal achievement and career progression.

1.9 Maslow Hierarchy of Needs Theory

Maslow (1970), while studying human motivation, comes up with a hierarchy of needs that groups human needs into hierarchies. Maslow theory arranges human needs in groups then put them in hierarchical levels based on priority to satisfy them. Maslow theory is centred on eight levels of human needs. The order of the hierarchy levels are: Physiological, Safety, Social, Esteem, Cognitive, Aesthetic, Self-actualization and Transcendence. The desire to satisfy a higher level need does not arise before all the lower level needs are satisfied. For example, a person’s desire for second level of needs does not arise before the first level needs are satisfied. Consequently, there is no desire for third level needs until and after second level needs are met.

1.10 Adams’ Equity Theory

Equity theory postulates that the perception of fair or unfair resource distribution in an organisation and amongst individual employees and departments is the cornerstone of relational satisfaction and interpersonal relationship. Adam’s Equity theory explains that equity in the organisation and employee motivation, are directly related. Any kind of perceived unfairness and injustices perpetuated by the management and leadership will manifest itself in a demotivated workforce [9]. An increase in understanding and appreciation of fairness and equity results in an increased level of motivation and vice versa. The individual employee compares his contribution to the organisation with the respective compensation he gets in return. Equity theory basically assesses the ratios of costs to benefits for individual employees in the organisation.

1.11 Expectancy Theory

According to Vroom (1964), human beings are motivated towards some way based on the resultant expectations that follow that behaviour. He opines that a person feels satisfied based on perceived fairness of accompanying rewards. In organizations, individual employee behaviour is shaped by the respective expected outcome. The expected outcome determines the quantum of

effort to be applied, and consequently influences the employee motivation to perform. A desirable outcome will motivate an employee to perform as opposed to undesirable one.

1.12 Empirical Literature

Busienei [5] reveals that staff motivation has a direct influence on work output in organizations. Busienei explains that this relationship is clearly demonstrated by the studies carried out in developed countries. However, there are limited studies that have been carried out in Kenya covering the same areas. Lack of employee motivational strategy breeds general feeling of dissatisfaction in the work place. This therefore calls for concerted efforts to identify best motivational strategies which best suit specific organizations.

1.12.1 Training

Training entails application of skills and knowledge to transform attitude and behaviour of employees towards the organisation’s set goals and standards of performance [10]. Training should be geared towards competence and efficiency. Organizational training should also be geared to empower employee to be innovative in dealing with emerging challenges and opportunities.

1.12.2 Reward

Reward is anything an employee is given by the organization in return of service rendered [1]. It is a form of motivation to employees for present and future performance. The organization’s desired performance should be tied to rewards offered to employees. Rewarding employees makes them feel valued and that each effort counts. Employee reward system includes salary, benefits, promotions, etc. Management and leadership of organizations should endeavour to monitor and understand the kinds and levels of rewards which motivate their employees.

1.12.3 Working environment

The organization’s working environment entails those key elements which affects workers’ propensity to exert optimal effort. The performance of an organization is determined by employees’ effort. The working conditions that affect employee performance are work hours, working space, social amenities, equipment and tools, etc. Guma [11] observes that giving

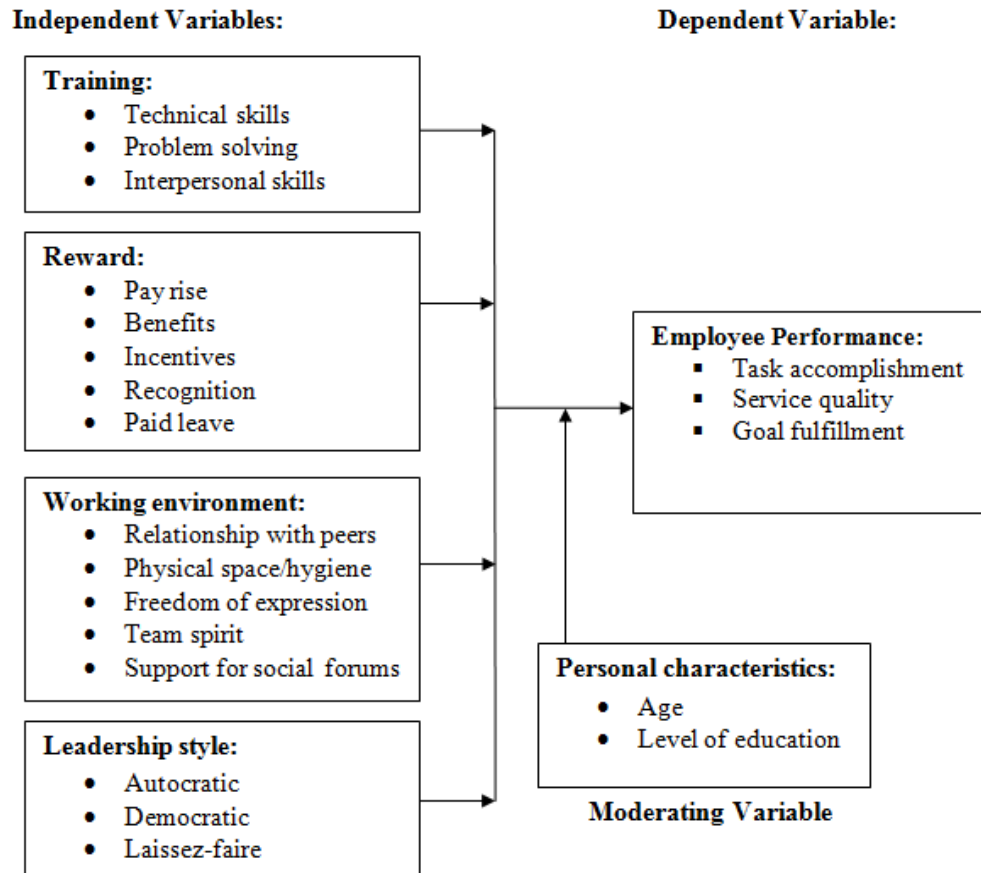


Fig. 1. Conceptual framework

Source: Researcher, 2020

workers time to attend to some social events greatly boost their motivation to work harder. Employee performance is enhanced when the working environment is conducive with minimum psychological and physical strains.

1.12.4 Leadership style

Leadership entails taking charge, directing others and taking responsibility for their actions or inactions [12]. Good leadership styles are cornerstones for motivating employees to enhance performance. Good leadership encourages employees to offer their best service to the organisation. Good leadership style also helps employees identify and nurture their potentials to the highest level possible. The application of reward system is also made possible through leadership and management of the organisation. An effective leadership approach is the driving power for good results and high morale in workers.

1.13 Conceptual Framework

This relates the independent and dependent variables. It is an illustration of variables and study objectives, Mugenda and Mugenda, [13]. The study considered personal characteristics as moderators, as illustrated in Fig. 1.

2. METHODOLOGY

The study adopted cross-sectional survey design. Cross-sectional survey design gives a clear 'snapshot' of the outcome and further establishes specific relationships, at specific point in time. Cross sectional survey design also focuses on enabling the researcher to draw inferences from the inter-relationship of motivational strategies adopted with employee performance.

This comprised 412 employees in public university campuses in Kericho County. The

study focused on the teaching and executive staff. The distribution of target population of the study is shown in Table 1.

2.1 Sampling Procedures and Sample Size

The study respondents were sampled from a target population. Kothari [14] roots for about 30% of total population as providing reliable findings. Mugenda and Mugenda [13] root for a sample of between 10% and 30% of the total population, especially where the target population is defined. Based on the random sampling formula, the study, selected a sample size of 106 which is equivalent to 26% of the target population. The breakdown is given in Table 2.

2.2 Research Instruments

The study collected primary data directly from respondents. The research instrument used was questionnaire. The primary data was both qualitative and quantitative.

2.3 Piloting of Research Instruments

A pilot-test for the study was done by conducting a mock research on 10% of the sample population to establish the suitability of the research instruments. The researcher conducted piloting with ten employees of Moi University,

Bomet Campus. The university campus selected for piloting did not form part of the final study. The researcher further sought advice from Human Resource departments on the instrument's items suitability for data collection.

2.4 Testing for Validity and Reliability

Validity is the measure of relationship of results with the actual phenomenon being studied [15]. Validity reveals how the analyzed depicts the variables under investigation. The study sought the opinion of content experts as to the relevance and effectiveness of the questionnaire. The study also built on the theoretical frameworks already existing from the past studies.

Reliability is the degree of consistency of data under investigation. The study used Cronbach's alpha coefficient to measure correlation and consistency of analyzed data.

2.5 Data Collection Methods

Questionnaire was used in collecting primary data for the study. It was structured so as to capture the study objectives and variables. Questionnaire gives data that is easy to analyze for presentation. The study coded the questionnaires in order to enhance confidentiality. The study used published literature as a source of secondary data.

Table 1. Target population

University campus	Low level staff	Middle level	Top level	Total
	Grade (I – IV)	Grade (A – F)	Grade (11 -15)	
University of Kabianga	48	100	90	238
Moi University	30	46	14	90
Kenyatta University	18	22	8	48
Kisii University	8	20	8	36
TOTAL	104	188	120	412

Source: HR Statistics UK, MU, KSU and KU 2019

Table 2. Sample size

University campus	Low level	Middle level	Top level	Total
	Grade (I – IV)	Grade (A – F)	Grade (11 -15)	
University of Kabianga	12	26	23	61
Moi University	8	12	3	23
Kenyatta University	4	6	2	12
Kisii University	2	6	2	10
TOTAL	26	50	30	106

Source: Researcher, 2020

2.6 Data Analysis Techniques and Procedures

Once data was collected from the respondents through the questionnaires, it was double-checked for consistency and completeness. Data coding was then done for grouping in order to facilitate data entry. The study presented information obtained using graphs, charts and tables. For easy analysis of scores distribution, the study used descriptive statistics. Descriptive statistics provides detailed parameters of collected data on variables. Descriptive statistics also provides the impetus for further analysis.

3. RESULTS AND DISCUSSION

The researcher began the questionnaire by seeking personal information from the respondents so as to reveal their suitability in providing relevant information for the study. The following areas were covered under basic information;

3.1 Gender

Fig. 2 shows that 61.8% of respondents were male compared to 38.2% female. The finding indicates that male gender forms the majority of the workforce in public university campuses in Kericho County.

3.2 Level of Education

The findings indicate that most (77.5%) of the respondents had attained degrees, 13.5% had attained diploma level of education while 9.0% had attained only secondary school level of education. None of the employees had their

formal education below secondary school. This shows that most staff at public university campuses in Kericho County were sufficiently educated since 91.0% had acquired at least a diploma certificate. The findings further reveal that none of the employees working at public university campuses in Kericho County had their formal education below the secondary school level.

3.3 Distribution of Respondents by Age Bracket

From the findings, 47.2% of the respondents gave their age being forty to forty nine years, 30.3% were in the bracket of 30-39 years old while 18.0% were over 50 years of age. Only 4.5% of the sampled employees were aged 30 years and below. From the results, majority of the workforce in public university campuses in Kericho County were aged between 40-49 years. This indicates that most of the workforce in public university campuses were middle aged who are experienced and energetic to perform their work well when adequately motivated.

3.4 The Respondents' Years of Service

From Fig. 5, majority (47.2%) of the sampled population had served in their university campuses for a duration of 6-10 years, 32.6% of the respondents had served for over ten years, however 20.2% of the sampled population had served in their university campuses for between 0-5 years. The results indicate that most (79.8%) of them had served for over five years in the university campuses, therefore adequately provided required information on motivational strategies and performance.

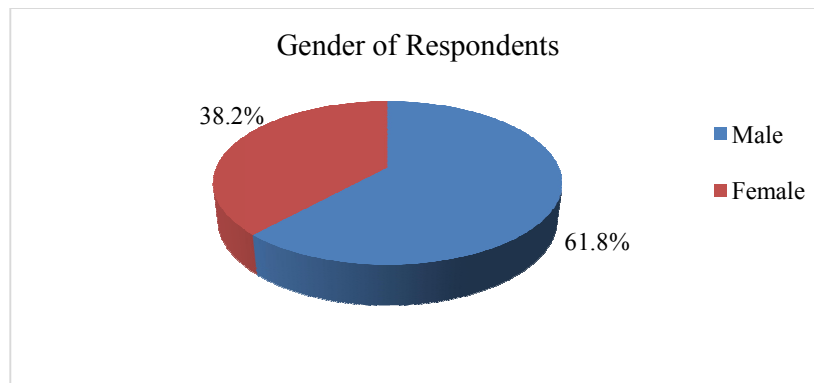


Fig. 2. Gender of respondents

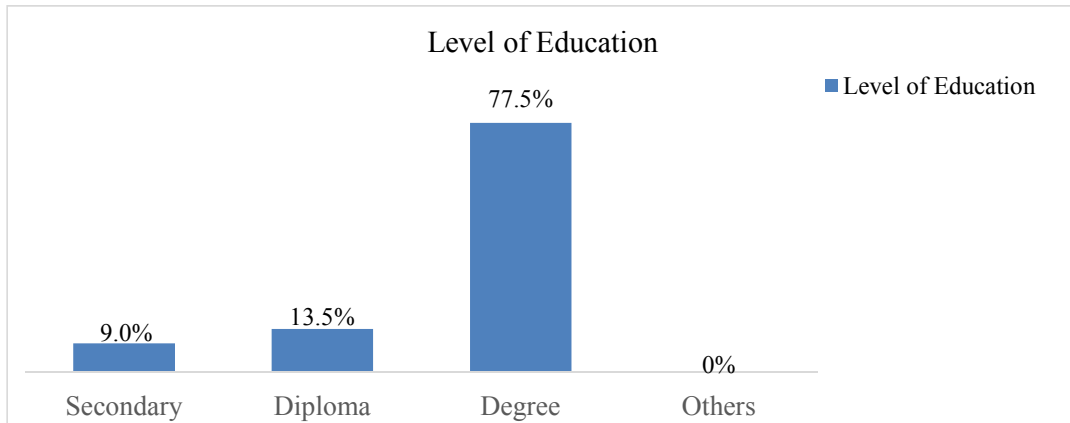


Fig. 3. Highest level of education

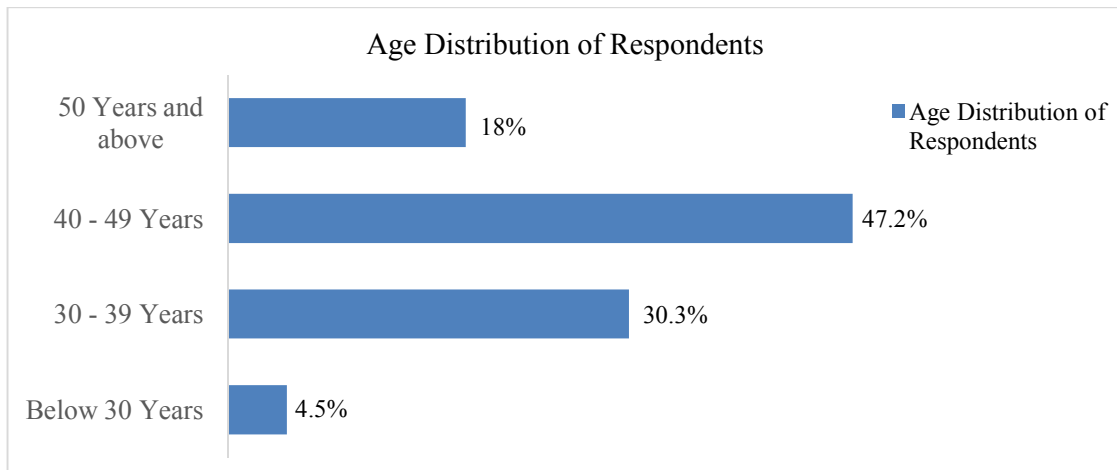


Fig. 4. Age distribution

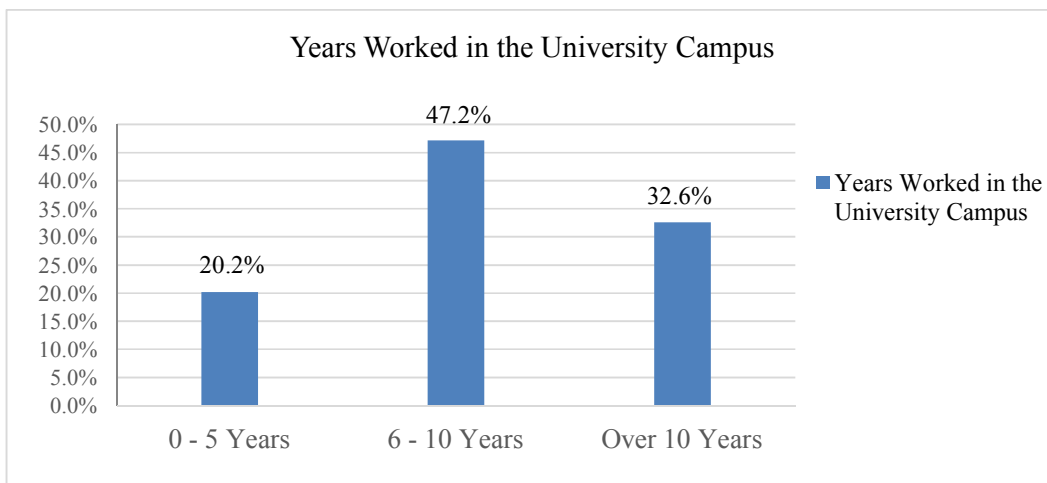


Fig. 5. Years served in the university campus

3.5 Rating the Importance of Employee Motivational Strategies

Most respondents (representing 53.9%) rated the relevance of employee motivational strategies in their university campuses as very high, 30.3% as high while 12.4% rated the relevance of employee motivational strategies as moderate. None of them rated the relevance of employee motivational strategies at university campuses as very low while only 3.4 percent indicated low. The results reveal the importance of the various motivational approaches.

3.6 Influence of Training on Employee Performance

Subsequent sections illustrate the study findings obtained from the respondents.

3.7 Kind of Employee Training

From the findings, all of the respondents, except 10.1%, had undergone at least one kind of training courtesy of the university campus. Majority of the respondents (58.4%) had done problem solving training while 42.7% and 37.1% of respondents had trained on technical skills and interpersonal skills respectively. Out of the eighty nine respondents, 20.2% had been trained on creativity and innovation courses, management and supervision courses, among others. The respondents, therefore, sufficiently revealed useful information for the study.

3.8 Performance after Undergoing Training

The findings indicated that the performance of respondents improved tremendously after

undergoing training. The findings reveal that about half of the sample population (49.5%) revealed that after undergoing training, the level of performance was high. Further, 23.6% of the respondents indicated performance as very high after undergoing training. Only 1.1% of the respondents stated that performance was negligible after undergoing training. The findings, therefore, implied that training had a positive influence in enhancing employee performance in public universities.

3.9 Training and Employee Performance

The findings reveal that there was general agreement that training employees in public universities enhanced their attitude to embrace change (mean is 4.315), training prepared employees for higher responsibilities in their institutions (mean is 4.270), training helped employees to identify areas of specialization (mean is 4.213), training enhanced employee skills and professionalism (mean is 4.146), training increased employee contributions in institution matters (mean is 4.090), training enhanced teamwork amongst employees in the institution (mean is 3.966), training was a tool of appraising the staff (mean is 3.933), and that training improved communication amongst employees (mean is 3.809) respectively.

By use of training strategy, public university campuses in Kericho County had improved employee attitude to embrace change, prepared their employees for higher responsibilities, enhanced professionalism, built teamwork and improved communication amongst peers.

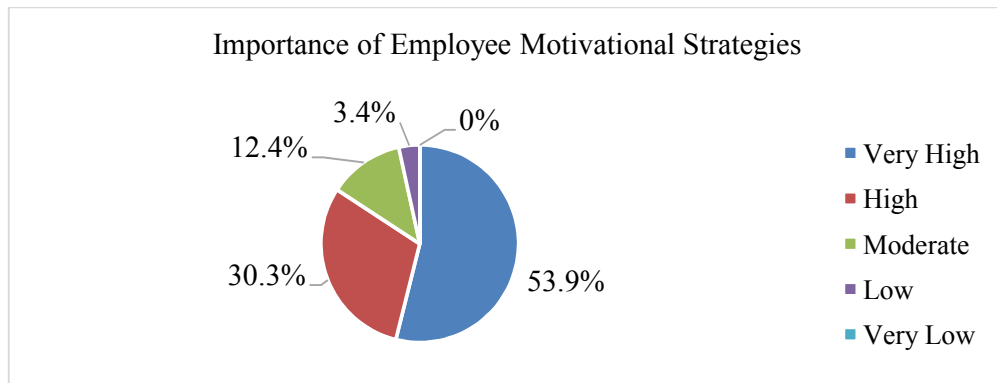


Fig. 6. Rating the importance of staff motivational strategies

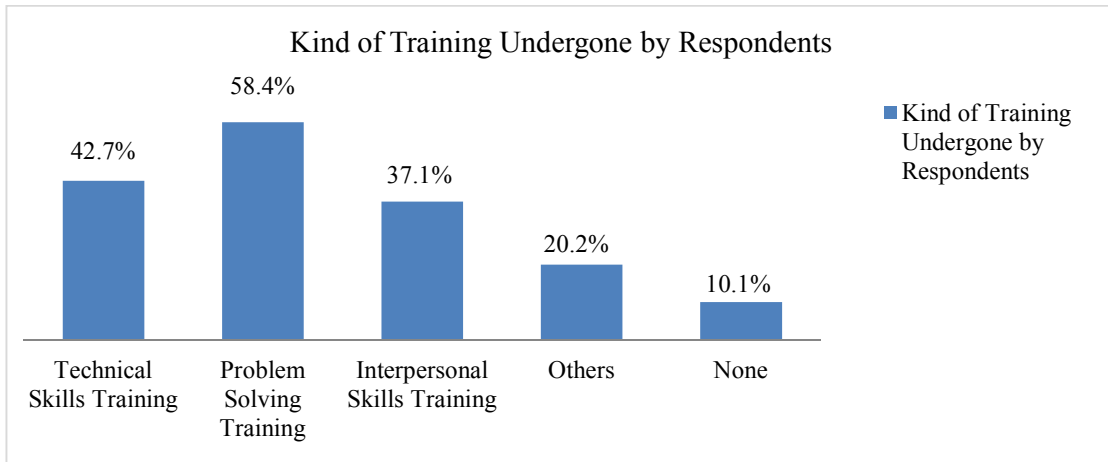


Fig. 7. Kind of training done by respondents courtesy of the university

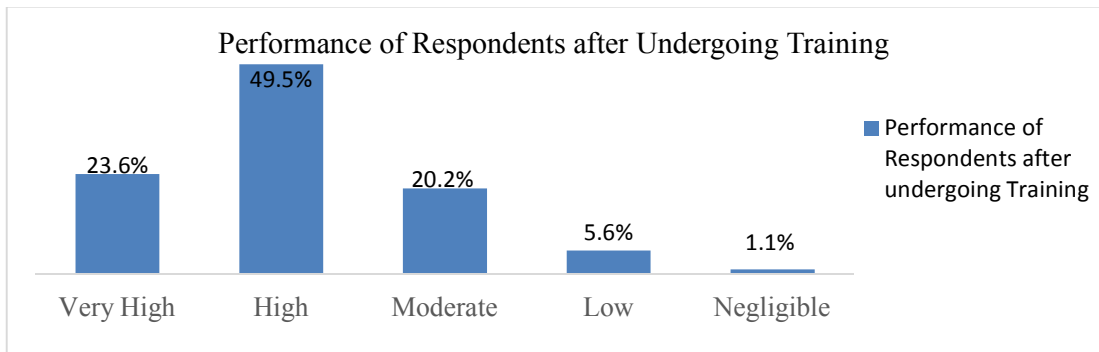


Fig. 8. Performance after undergoing training

3.10 Influence of Rewards on Employee Performance

Subsequent sections illustrate the study findings obtained from the respondents.

3.11 Reward Strategies Applied to Enhance Staff Performance

The study findings reveal that the reward strategies used by public universities to enhance employee performance included; pay rise (76.4%), recognition (58.4%), benefits (52.8%), incentives (43.8%) and paid leave (40.4%) respectively. In addition, 50.6% of the respondents indicated bonuses, promotion, gifts and office tea as other kinds of rewards used by public universities in order to motivate their staff performance.

These findings revealed that public university campuses in Kericho County had adopted multiple reward strategies to a great extent in

order to influence staff performance. The reward strategies employed by the institutions included: pay rise, recognition, benefits, incentives, paid leave, bonuses, promotion, gifts and office tea.

3.12 Reward and Employee Performance

The findings reveal a strong agreement that incentives should cover all employees at all levels in the organization (mean is 4.506). At the same time, the respondents agreed that appreciating good performance leads to more good performance (mean is 3.854). However, the respondents indicated a moderate response that work-based reward should form the main proportion of remuneration (mean is 3.146).

The findings reveal that reward was an important motivational strategy adopted by public university campuses in Kericho County to enhance staff performance. By use of rewards, the public university campuses in Kericho County had been motivating their respective employees leading to improved performance.

3.13 Influence of Working Environment on Performance

Subsequent sections illustrate the study findings obtained from the respondents.

3.14 Influence of Good Working Environment on Performance

The study findings reveal 88.8% respondents agreed that good working environment led to increased employee work output, 79.8% indicated that good working condition led to reduced absenteeism at workplace, another 73.0% indicated that good working condition resulted in reduced complaints/conflicts amongst employees in the institution, while 65.2% of the

respondents indicated that good working conditions reduces health hazards and accidents in their institutions. 67.4% of the respondents stated that good working conditions at their institution resulted in enhanced teamwork, better communication, fostered innovation and reduced employee turnover.

These findings depict that public university campuses in Kericho County used good working environment as a strategy to influence staff performance. The appealing working environment strategy employed by the public universities had led to increased work output, better welfare and improved interpersonal relations among the employees to a very great extent.

Table 3. Training and employee performance

Aspects	Mean	Standard deviation
Training increases employee involvement in the institution	4.090	1.2376
Training improves communication amongst employees	3.809	1.1022
Training enhances embracing of change	4.315	1.4807
Training is tool of appraising workers	3.933	1.3560
Training enhances skills and professionalism	4.146	1.0741
Training helps to identify areas of specialization	4.213	1.1814
Training enhances teamwork	3.966	1.3701
Training prepares employees for higher responsibilities	4.270	1.2459

Source: Researcher, 2020

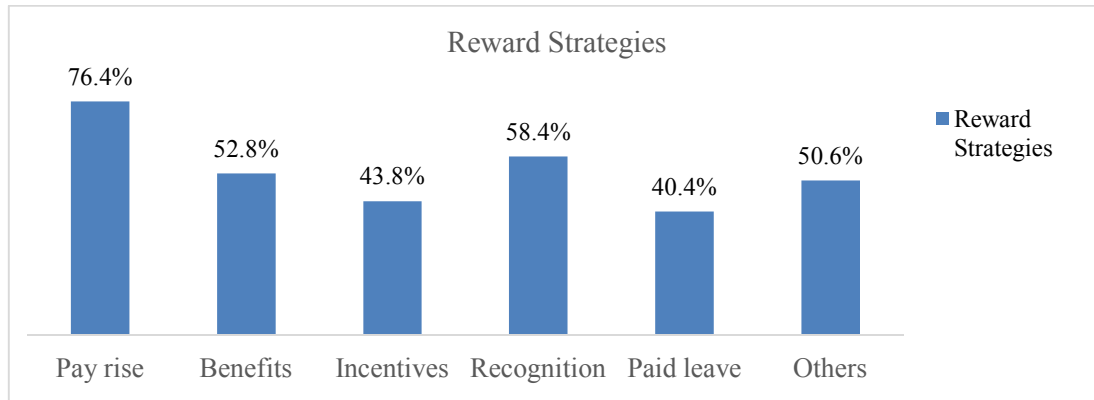


Fig. 9. Reward strategies

Table 4. Reward and employee performance

Aspects of reward	Mean	Standard deviation
Appreciating good performance leads to more good performance	3.854	1.3192
Work-based reward should form the main proportion of remuneration	3.146	1.5610
Incentives should cover all employees at all levels in the organization	4.506	1.0825

Source: Researcher, 2020

3.15 Working Environment and Level Performance

The findings reveal that respondents are in strong agreement that freedom of expression and respect for individual opinion of employees at all levels greatly boosted performance in the institutions (mean is 4.584). At the same time, the respondents agreed that team spirit (mean is 4.056) and nurturing of social forums and activities (mean is 3.753) enhanced performance. However, the respondents indicated a moderate response that relations with supervisors (mean is 3.461), spacious and well-furnished work places and offices (mean is 3.101) and regular staff meetings, interactions and consultations (mean is 2.944) resulted in improved performance.

This reveals that a good working environment was an important motivational strategy adopted by public university campuses in Kericho County to enhance staff performance. The findings further indicate that the respondents felt more motivated to perform better in a working environment that supports freedom of expression, team spirit and social forums.

3.16 Influence of Leadership Styles on Employee Performance

Subsequent sections illustrate the study findings obtained from the respondents.

3.17 Level to Which Leadership Style Affects Employee Performance

From the findings, 69.7% of the respondents showed that leadership style of the university influenced employee performance to a great extent, while 25.8% said it influenced staff performance to a moderate extent. Only 1.1% of the respondents showed that leadership style influenced performance to no extent while 3.4% of respondents felt that leadership style in their institution influenced performance to low extent. Therefore, the study findings show that leadership style significantly influenced staff performance in university campuses in Kericho County.

3.18 Leadership Style and Performance

The findings reveal agreement by most respondents that good leadership style initiates strategies to motivate workers (mean is 4.146),

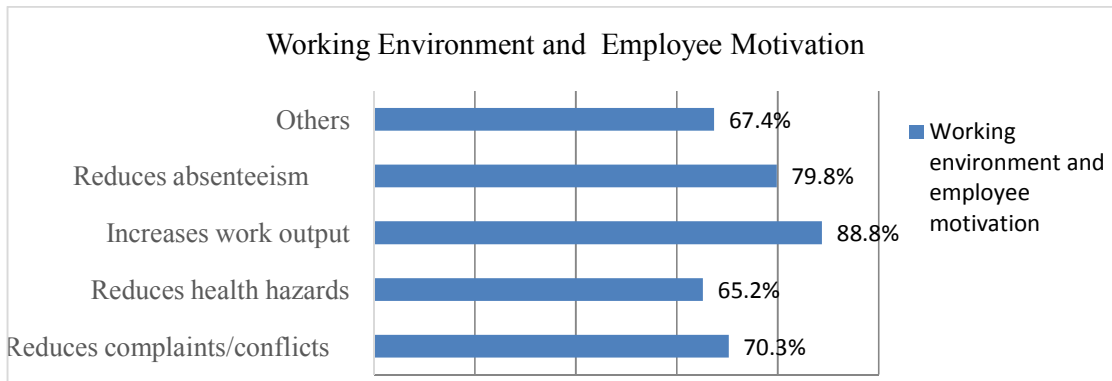


Fig. 10. Working environment and performance

Table 5. Working environment and performance

Aspects	Mean	Standard deviation
Relations with supervisors	3.461	1.3580
Spacious/well ventilated work places/offices	3.101	1.5801
Freedom of expression and respect for individual opinions	4.584	1.0839
Regular staff meetings, interactions and consultations	2.944	1.7227
Teamwork spirit at all levels	4.056	1.2195
Nurturing of social forums/spaces	3.753	1.4030

Source: Researcher, 2020

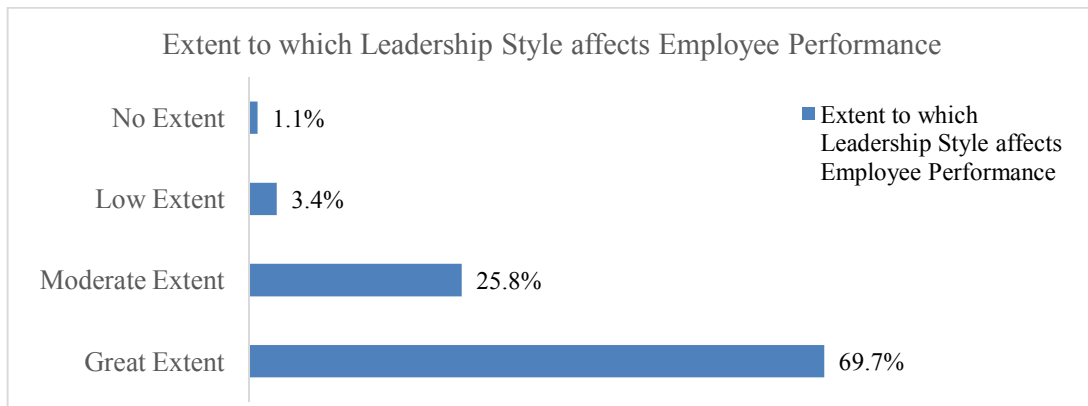


Fig. 11. Leadership style and level of employee performance

Table 6. Leadership style and employee performance

Parameters	Mean	Standard deviation
Good leadership style encourages workers to perform better	3.865	1.4372
Good leadership style initiates strategies to motivate workers	4.146	1.3804
Poor leadership is counter-productive for work performance	3.618	1.6045

Source: Researcher, 2020

that good leadership style encourages workers to perform better (mean is 3.865) and that poor leadership is counter-productive for work performance (mean is 3.618) respectively.

The findings show that leadership style played significant part in motivation of staff. Consequently, the strategy had been adopted by university campuses in Kericho County in their operations to improve employee performance. The good leadership style approach adopted by the public universities was instrumental in devising other supportive motivational strategies that influenced employee performance.

3.19 Summary

3.19.1 Influence of training on performance

The findings indicated that the performance of respondents improved tremendously after undergoing training. Based on the findings, about half of the respondents (49.5%) revealed that after undergoing training the level of performance was high. Further, 23.6% of the respondents indicated performance as very high after undergoing training. Only 1.1% indicated that performance was negligible after undergoing training. This reveals that training was an important motivational strategy adopted by public university campuses in Kericho County which greatly improved performance.

3.19.2 Reward and performance

The findings revealed that university campuses in Kericho County had adopted multiple reward strategies to influence employee performance. The respondents strongly agreed that incentives should cover all employees at all levels in the organization (mean is 4.506) and also agreed that appreciating good performance led to more good performance (mean is 3.854). However, the respondents indicated a moderate response that work-based reward should form the main proportion of remuneration (mean is 3.146). This indicates that reward was a critical motivational tool adopted by public university campuses in Kericho County to enhance employee performance.

3.19.3 Working environment and performance

Based on the findings, majority of the respondents confirmed that good working environment led to increased work output (88.8%), reduced absenteeism (79.8%), reduced conflicts (73.0%) and reduced accidents (65.25%). These findings depict that public university campuses used good working environment as a strategy to influence staff performance. This further reveals that a good working environment was an important motivational strategy adopted by public university campuses in Kericho County to enhance staff performance.

3.19.4 Leadership style and performance

Base on the findings, most (69.7%) respondents revealed that leadership style of the university influenced staff performance to a great extent, while 25.8% said it influenced staff performance to a moderate extent. Only 1.1% of the respondents showed that leadership style influenced performance to no extent while 3.4% of respondents felt that leadership style in their institution influenced performance to low extent. Therefore, the study findings show that leadership style significantly influenced performance. The good leadership style approach adopted by the public universities was instrumental in devising other supportive motivational strategies that influenced employee performance.

4. CONCLUSION

The study concluded that employees in public university campuses in Kericho County participated in training undertaken by their university campuses. After training, staff performance improved significantly due to enhanced motivation. The study also confirmed that reward strategies employed included: benefits, recognition, incentives and paid leave. Reward system was a motivational approach that the institutions applied in their operations to enhance staff performance. Good working environment reduced conflicts, reduced accidents, reduced absenteeism and improved communication among employees, consequently improving performance. Finally, the study confirmed that leadership styles greatly influenced employee performance. The good leadership style approaches used became instrumental in designing best motivational strategies which further enhanced employee performance.

5. RECOMMENDATIONS

The study recommends that the leadership of public university campuses in Kericho County, Kenya should have comprehensive motivational strategies in all aspects as this works directly proportional to the performance of the employees.

6. SUGGESTIONS FOR FURTHER STUDIES

Since this study was limited to university campuses in Kericho County, the study suggests

similar studies to be done in other regions in Kenya. This will allow for comparison and generalization of the findings.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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