DETERMINANTS OF EMPLOYEE PRODUCTIVITY IN PRIVATE LIMITED COMPANIES IN KENYA: A CASE STUDY OF EQUATORIAL NUT PROCESSORS LTD

BY

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A Research Project Submitted to the Chandaria School of Business in Partial Fulfilment of the Requirements for the Degree of Master of Science in Organizational Development (MOD)

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STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University - Africa in Nairobi for academic credit.

Signed: ___________________________  Date: ___________________________

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This research project has been presented for examination with my approval as the appointed supervisor.

Signed: ___________________________  Date: ___________________________

Dr. Timothy C. Okech, PhD

Signed: ___________________________  Date: ___________________________

Dr. George Achoki,

Dean, Chandaria School of Business,
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DEDICATION

This work is dedicated to my loving wife Joyce, sons Howard and Wayne and my only daughter Chloe Angela for giving me unwavering support during my course of study. You are the greatest pillar, source of my encouragement, inspiration and strength.
ABSTRACT

The purpose of the study was to examine factors affecting employee productivity in private limited companies with a specific concentration at Equatorial Nut Processors Ltd (ENP). In order to realize this, various specific objectives were pursued, these included: to find out the institutional factors that affect employee productivity at Equatorial Nut Processor Limited; to examine the environmental factors affecting employee productivity at Equatorial Nut Processor Limited; and finally to establish how employee characteristics affect their productivity at Equatorial Nut Processor Limited.

In the study, descriptive research design was adopted in order to examine the factors that affected employee productivity at Equatorial Nut Processors Ltd (ENP). The target population of the study were employee of the company whose sampling frame was obtained in the company’s human resource office. To obtain the sample elements, stratified sampling was adopted by dividing the target population in to homogenous groups. In terms of data, the study relied on primary data collected using structured questionnaires that contained both open ended and closed ended questions. The tool was pre-tested to ascertain its reliability and validity. Data collected was checked for errors and omissions and then coded before applying Statistical Package for Social Sciences (SPSS) to obtain both descriptive and inferential statistics.

The study results show that institutional, environmental factors and personal characteristics affect employ productivity. Regarding the institutional factors, the study established that organizational goal was the most contributing factor to higher employee productivity level. Work commitment level was the second followed by goal setting by the organization, meeting performance targets, innovation and problem solving capabilities. Other factors were teamwork and training of colleagues, organization structure, and performance appraisal and employee motivation. In relation to environmental factors, it was established that satisfaction with the working environment was the major factor contributing to high level of productivity followed by supervisor support. The other factors were found to have a slight effect on employee productivity, these are conflict between work and personal life, working
infrastructure, promotion in the organization, employee compatibility with organization culture, organization transparency, training and career development opportunities and pay and rewards. In relation to personal characteristics, it was established that employee training was the factor most contributing to high employee productivity, followed by employee relationship with colleagues, age of employee. Other employee related factors found to affect employee productivity were marital status, gender and the education level of the employee.

From the study it can be concluded that, institution factors help employee to perform at a high level. In relation to working environment, this study concludes that a satisfactory working environment and support from the supervisor will lead to high performance from the employee. Finally, it is inferred that a number of personal employee attributes affect employee performance. These include the training level of the employee, employee relationship with colleagues as well as the age of the employee.

This study recommends for organizations need to take into account institutional factors that promote employees performance level and improve those factors in order to make employee perform well and thus achieve high productivity level from the employees. The organization should ensure employees are motivated so that they can perform highly at work, employees should from time to time be trained on new things to improve skills. Organizations should create an enabling environment of work that will enable employee work efficiently. Work supervision should be supportive of the employee as this will lead to high level of performance. Organization should retain employees for long, as these employee have experience that sharpen their work skills and make them work better and their productivity becomes high. The study also recommends for more team building activities that will foster good employee relationships with colleague which in turn enhances their performance highly.
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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

In the increasingly competitive global business environment, organisations are compelled to invest in capacity development in order to be more cost effective, innovative, and generally more competitive than other industry players (Awan & Tahir, 2015). Some of the sources of competitive advantage for these organisations would include financial strength, tangible resources such as production facilities, locational advantages, intangible resources such as patents and technical knowhow, and the employees. The employee is arguably the most strategic of these resources that the organisation could possess. This is because it is the employee that determines how efficiently any of the other resources can be utilised by the organisation (Mokaya et al. 2013). By implication, an organisation could have excellent resources but would still be uncompetitive if it fails to properly invest in ensuring it attracts and retains the best and most skilful human resources.

For a resource to contribute to the competitive advantage of an organisation, it must be inimitable. Inimitability refers to the inability of competitors to imitate or replicate the resources that an organisation possesses (Ajala, 2012). Human resources tend to be inimitable because of the natural characteristic of human beings where each person will tend to have a unique set of capabilities that makes them stand out. As opposed to material resources that can be replicated or substituted, the human characteristics are unique to each person (Oswald, 2012). This means that if an organisation manages to create a system in which it can bring out the best out of its employees, its human resources become an important source of competitive advantage for it. Human resources are the sources of achieving competitive advantage because of its capability to convert the other resources (money, machine, methods and material) into output.

One of the ways in which an organisation can exploit its human resources to achieve competitive advantage is by increasing their level of productivity (Ataullah & Sahota, 2014).
Productivity is the ratio of outputs to inputs. It refers to the volume of output produced from a given volume of inputs or resources. If the firm becomes more productive, then it has become more efficient, since productivity is an efficiency measure (Samnani & Singh, 2014). It is a measure of the efficiency of production. Productivity has many benefits at various levels. Productivity growth is important to the firm because more real income means that the firm can meet its (perhaps growing) obligations to customers, suppliers, workers, shareholders, and governments (taxes and regulation), and still remain competitive or even improve its competitiveness in the market place (Chen, Hannon, Laing, Kohn, Clark, Pritchard & Harris, 2015). In a nutshell, high productivity levels translate into lower unit costs and this is why Onyije (2015) terms productivity as one of the major drivers of success in the organization. It is growing the business in a way where the employees and the employers are satisfied.

There are simple factors that need to be involved for a workforce to have productivity. First, employees need to feel that they are part of the company and not just workers in the workplace (Skare, Kostelic & Jozicic, 2013). By giving them incentives and shares in the company, they will want to work harder and produce work of the highest quality. Their creativity levels will increase and ideas on how to grow the business will be numerous and productivity in the workplace will increase. Secondly, the relationship between the management and the employees needs to be professional with a hint of mutual respect (Cording, Harrison, Hoskisson & Jonsen, 2014). As the two groups merge together to form a corporation they are more qualified to meet the customers’ needs (Terry, Myster, Davis & Wegleitner, 2014). As we all know, the customer is king and when the customers are happy, there is more productivity. It is achievable to have a productive workplace where the business grows in a way in which the workers, clients and management are satisfied. Productivity in the workplace is the key to any business succeeding (Ajala, 2012). Any effective and successful business or company understands the importance of productivity in the workplace. Being productive can help the firm increase and utilize the capacity of the human resources it has. Most productive companies have happy and healthy employees, which are the basis of a successful
organization. These are some of the factors evaluated while seeking to understand factors that contribute to productivity at the Equatorial Nut Processors Ltd.

Equatorial Nut Processors is one of the leading edible nut concerns in East Africa (ENP, 2016). The company’s range of products, for both local and export markets, focuses on three principal nuts – Macadamia, Cashew and Peanuts. ENP was founded in 1994, and it has grown over the years to occupy a prominent position in the region’s nut sector. The factory facility in Muranga town employs state-of-the-art technology in its operations, allowing for high standards of hygiene and efficiency (ENP, 2016). This study therefore sought to establish the factors that affect productivity at Equatorial Nut Processors Ltd.

1.2 Statement of the Problem

Employee productivity is one of the leading factors for organisational competitiveness and this has partly led to an increase in research on how it can be improved (Bankert, Coberley, Pope & Wells, 2015). Studies in this area tend to emphasise on establishing factors that drive employee productivity and how they can be used to improve it. Some of these factors include provision of challenging job designs, motivation, training and development, incentives, rewards and recognition, appreciation, salary, bonus, remuneration, participation, autonomy, promotion, and the suitability of the organisational culture among other factors (Gilfedder, 2014).

According to Osibanjo et al (2015), challenging job designs tend to give employees the drive to achieve the goals set which could be demanding yet achievable. Such job designs motivate the employees to be at their best hence utilising their time and resources to the optimum. Training and development imparts on the employees the skills they need to effectively execute their duties and responsibilities (Afshan, Chakrabarti & Balaji, 2014). In the absence of such skills, even highly motivated employees may be unable to exhibit the desired levels of productivity. This justifies why organisations invest significantly in training their employees. The level of empowerment in decision making also helps in improving the productivity levels where employees feel personally responsible for the achievements made in their respective areas of responsibility (Tudu, 2015). The use of material rewards such as the use of bonuses,
provision of attractive salaries among others help to motivate employees to work harder and increase their output within the organisation (Onishi, 2013). However, the capacity of the organisation to apply these incentives may be limited by the amount of resources at the disposal of the organisation.

The literature perspectives displayed above provide an overview of the factors that can enhance employee productivity, however a number of inconsistencies have been observed in Equatorial Nut Processors Ltd. Recent performance reports show that productivity in the company has however stagnated over the last three years in spite of the various initiatives that the company has put in place aimed at enhancing productivity (ENP Ltd, 2015). Against this, the study sought to examine what factors affect employee productivity of ENP employees.

1.3 Purpose of the Study

The purpose of this study was to determine the factors that influence employee productivity at Equatorial Nut Processors Ltd.

1.3.1 Specific Objectives

i. To find out the institutional factors that affect employee productivity at Equatorial Nut Processor Limited;

ii. To examine the environmental factors affecting employee productivity at Equatorial Nut Processor Limited;

iii. To examine how employee characteristics affect their productivity at Equatorial Nut Processor Limited.

1.4 Significance of the Study

This study is likely to benefit various key stakeholders. These include not only the management of Equatorial Nut Processors Ltd but other similar organizations, researchers/academicians, human resources practitioners, potential investors, among others. In the sub-section a brief is provided how these stakeholders are expected to benefit from the study.
1.4.1 Equatorial Nut Processors Ltd

The management will be able to obtain to access current information that will feed in their policy direction especially with regard to human resources capacity building and training aimed at enhancing productivity.

1.4.2 Industry players/employers

By understanding how different factors influence employee productivity, industry players will be able to adopt the best approaches for enhancing it. This will lead to an overall increase in the productivity of the industry hence contribute positively to the growth and development of the industry.

1.4.3 Policy makers

It is worth noting that the government has been concerned with issues of productivity as enshrined in the minimum wage requirement as well as in the performance contracting. In this regard, the results will aid in facilitating policy debate and dialogue. The knowledge could also be used to proposing best practices across the country hence increasing the level of labour productivity across the country.

1.4.4 Academicians

This researchers study may enable academicians in future to understand better the factors that influence the productivity of employee. This will enhance further research in this subject area by scholars.

1.4.5 Potential Investors

The potential investors will benefit from the study whereby they will be equipped with the information that is necessary in investing in the private sector since the investors will be aware of the difficulties that may be faced in improving productivity in the ventures.
1.5 Scope of the study

The study was conducted at Equatorial Nut Processor Ltd with its head office in Park Lands, Nairobi and with factories and firms in the Central Kenya region (ENP, 2015). The company is one of the leading producers of edible nut concerns in East Africa. The company’s range of products, for both domestic and export markets, focuses on three principal nuts – Macadamia, Cashew and Peanuts. ENP was founded in 1994, and has grown over the years to occupy a prominent position in the region’s nut sector (ENP, 2015). The Company has in the recent years, invested heavily aimed at enhancing employee productivity. Some of the investment have included investment in employee productivity through user training, investment in state-of-the-art technology in the company operations, rewarding employee good performance, team building. Other strategies that the company has in the recent past put in place include, supportive leadership through supervisors, improving working conditions, positive motivation and ensuring transparency in the organization.
1.6 Definition of Terms

1.6.1 Productivity

It refers to the volume of output produced from a given volume of inputs or resources. If the firm becomes more productive, then it has become more efficient, since productivity is an efficiency measure. It is a measure of the efficiency of production (Hanaysha, 2016).

1.6.2 Employee characteristic

This is a salient feature that serves as a distinguishing factor for a human or any substance. If something is characteristic of or to someone, it goes to say that it is unique to that person. It becomes a sort of trademark for a person (Fitzgerald & Danner, 2012).

1.6.3 Education

This is the process of depositing knowledge into passive students. This is a process of equipping a learner with adequate skills to accomplish a given task (Moreland, 2013).

1.6.4 Training

Is the process that enables people to acquire new knowledge, learn new skills and performs tasks differently and better than before. Its objectives are to teach employees how to perform particular activities or a specific job (Harris, Brown, Mowen & Artis, 2014).

1.6.5 Private Limited Company

A company whose shareholders are offered limited liability. However, ownership restrictions are strictly in place to avoid the hostile takeover attempt by any association or bylaws. The restrictions include one, the sale or transfer of a shareholder's share must be first offered to the other shareholders; two, the shareholders cannot sell their shares on the stock exchange to the public, and three, a fixed number of individuals are considered to be shareholders (Onyango, 2014).
1.6.6 Investors

A person who commits capital with the expectation of financial returns in the future. Investors utilize investments in order to grow their money and/or provide an income during retirement, such as with an annuity (Ndagijimana, 2014).

1.6.7 Firms

This is a business organization, such as a corporation, limited liability company or partnership that sells goods or services to make a profit (Oswald, Proto & Sgroi, 2014).

1.7 Chapter Summary

The chapter has provided the background to the study regarding the productivity of employees, as well as the statement of the problem. Other sub-sections provided include research objectives, research questions as well as significance and scope of the study, and finally definition of terms. In chapter two, literature has been reviewed based on the research objectives. Chapter three presents a detailed account of the research design and methodology followed by summary, discussion, conclusion and recommendations in that order in chapter five.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter provides literature on employee productivity organized on the basis of the specific objectives. The first sub-section provides literature in terms of environmental factors followed by institution factors and finally employee characteristics. The last sub-sections provide the conceptual framework that guided the study and finally chapter summary.

2.2 Institutional Factors

Various environmental factors are reviewed based on what already exist while linking them to productivity. These include work environment, infrastructure and employee appraisal.

2.2.1 Work Environment and Employee Productivity

Employees need to have essential tools to carry out their duties. This consists of appropriate equipment, machinery and computer technology and also sufficient lighting, working space and ergonomically-correct seating (Akhtar, Boustani, Tsivrikos & Chamorro-Premuzic, 2015). Poor work conditions owing to physical components leads to low production levels and an overall job dissatisfaction. The second one particularly, if it is not considered it makes employees feel unappreciated and eventually they may quit (Alavi, Abdi, Mazuchi, Bighami & Heidari, 2013). According to Tang (2012) work environment is also one of the main causes for employee turnover. Employees mostly want to be work in an environment that is favourable to them. This is the common reason that make employee move from one organization to another from time to time.

Work environments that are not safe, like below standards work environments have a wide range of implications. Alaviet al. (2013) argued that work environment is often described as either good or bad. A good environment is a place where the workers are at ease and feel appreciated, they are often happier and more productive at work. A bad work environment is a work environment where the worker is unsettled, feeling unappreciated and working in fear.
Because of the nature of bad environments, there is often a lower employee turnover rate, and they typically fail to work to their full potential. Alazzaz & Whyte (2015) were of the opinion that a safe working environment leads to increased level of job satisfaction and this can help the organization to retain employees for a longer time. This makes the organization to have an experienced workforce which is more skilled and perform better at work.

2.2.2 Work Infrastructure

Alazzaz & Whyte (2015), argued that office infrastructure and work equipment increase the level of employees’ job satisfaction, which plays a big role towards realization of increased employee turnover rates. Uddin, Luva & Hossain (2012), were of the opinion that a lack of open office layout leads to an isolated working environment that hinders employees from interacting freely with their colleagues and thus influence cases of employees’ turnover. In addition to make working environment suitable, organization should be well prepared in case of an emergency situation. A first aid kit box and emergency foodstuff and water supplies should be stored accessibly with the items changed occasionally to ensure their freshness (Phipps, Prieto & Ndinguri, 2013). Emergency preparedness drills and meetings can be arranged to help the organization work towards a safer working environment as would be possible in cases of a natural disaster such as a floods.

Organization policy in regard to employee behavioural expectations should be created and enforced in compliance with the policies of the organisation (Fahed-Sreih, 2012). Any grievances, be it from employees or customers, should be handled promptly and within the stipulated regulations. Employees who behave in ways that endanger anyone should be cautioned or terminated as required to both follow legal handling of the situation and ensure a safe work environment for everyone (Shah, 2014).

De Grip & Sauermann (2012), stated that electrical and other hazards should be avoided in the workplace through proper maintenance, work equipment should be frequently serviced and safety precautions, such as wearing safety goggles and other safety gears that includes helmets, gloves or steel-toed work boots, should be enforced by the organization. A safe working environment is something that organizations as well as the staff should continuously
be focused on achieving. Existence of well-equipped first aid kit portrays ability of organization to handle emergency (Robertson, Birch & Cooper, 2012), cases such as accidents in the work place and this instil confidence amongst employees.

2.2.3 Performance Appraisal

According to Yao, Chen and Cai (2013) as more businesses try to achieve greater efficiencies with fewer employees, productivity measurement is becoming a common labour metric for many organizations. Measurement systems lack uniformity because employees perform a variety of tasks-some routine, some complex and some that defy easy assessment (Shafer & Moeller, 2012). Nevertheless, employers use several approaches to measuring employee productivity. Budget-conscious employers track several core measures related to employee performance. Employee productivity or the relative efficiency of how employees produce goods or provide services is a part of a larger package of measures, including overtime rates, annual employee turnover and staff satisfaction (Deadrick & Stone, 2014). All these measures taken together give executives insight on how to achieve superior performance from their workforce.

Companies in the service industry may use a "unit of service" as the basis for measuring labour productivity (Parakandi & Behery, 2016). These companies identify the basic unit of output and use this value to calculate efficiency scores. For example, in health care, an inpatient nursing unit at a hospital might use a single patient as one unit of service, so a nurse who cares for four patients in the first half of her shift and five patients in the second half has an average hourly unit-of-service score of 4.5 for that shift (Nwachukwu, 2008). Employees in call centres or other jobs where productivity is a function of time spent available to customers, might be measured based on how many working hours are actually spent in frontline service. For example, a collection agency could measure how long each employee is logged into the phone system as a percentage of total time on the clock. Meetings, training, lunches and other time away from the customers are considered non-productive.

According to Mccarthy and Palcic (2012) productivity measurements are most useful when they relate to a target. Managers define targets by looking at industry best practices, or by
performing a time study to determine the optimum amount of time needed to complete a specific task. Productivity scores unrelated to a target or average performance provide little information to help the manager or the employee to improve their scores.

It can be a bit harder to measure productivity in a service industry due to the somewhat intangible nature of the product involved (Faisal Ahammad, Mook Lee, Malul & Shoham, 2015). Service industries can measure productivity by considering the number of tasks performed or the number of customers served in a given time period. Other measures might be whether the service delivered measured up to company or customer standards and whether performance deadlines were met. Professional employees can keep personal time sheets to indicate the number of hours spent on a given task (Bishka, 2015). Quantity of work is a possible measure, such as number of service calls made per day or number of contracts written. Clerical workers can be given specific amounts of work to determine the relative time it takes to complete a given task.

According to Solanki (2013) the most effective means of measuring performance by sales representatives is by taking into account and measuring each of these factors: The volume of sales in dollars per given unit of time: sales volume alone won't indicate how much profit or loss each sale represents, as a salesperson may make too many concessions or sell to poor credit risks in order to make the sale. The number of calls made upon existing accounts: the number of calls made by a sales rep alone does not indicate if those accounts with the most profit potential are being serviced (Junior, Santos, Carvalho, Silva & Da Silva, 2013). The dollar amount expended per sale: comparing sales over given periods of time, say monthly periods each year, will not account for changes in price, product, competition, or routes.

Another method for measuring productivity involves determining the time an average worker needs to generate a given level of production. One can also observe the amount of time that a group of employees spends on certain activities (such as production, travel, or idle time spent waiting for materials or replacing broken equipment) (Emma et al. 2014). The latter method can reveal if employees are spending too much time away from production on other aspects of the job that can be controlled by the business.
Once one has figured out how to measure one's business's productivity, one need to determine whether one's productivity is where it should be (Sabharwal, 2013). This task can be tricky, especially if one is getting this information for the first time. Factors to take into consideration are: the cost per unit compared with price, one's competitors' productivity levels, cost per unit, and price. Some of this information may be available from one's trade or industry association, or through networking with contacts in similar businesses. Once one has established a baseline measure, one can assess one's productivity periodically and be able to spot trends and track one's progress over time (Unger & Rumrill, 2013).

2.3 Employee Characteristics and Productivity

According to Eagan and Garvey (2015) a characteristic is a kind of a salient feature that serves as a distinguishing factor for a human or any substance. If something is characteristic of or to someone, it goes to say that it is unique to that person. It becomes a sort of trademark for a person. A characteristic in an individual is a means to tell one apart from another, in a way that the person will be described and recognised. In this sub-section, employee characteristics and how they affect productivity are reviewed. Among the characteristics reviewed include level of education, marital status, experience, age, gender among others.

2.3.1 Education

It is stated by Chadwick et al. (2013) that education is thus seen as a process of depositing knowledge into passive students. Teachers are the epistemological authority in this system; students' pre-existing knowledge is ignored, aside from what was expected to be 'deposited' into them earlier. Education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. The teacher presents himself to his students as their necessary opposite; by considering their ignorance absolute, he justifies his own existence.

Dixon and Lim (2012), asserted that education in general is a kind of learning where knowledge, skills, and habits of a group of people are passed from one generation to the next one through teaching, training, or research. Education frequently takes place under the
guidance of others, but may also be autodidactic. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. In formal education system, a curriculum is the set of courses and content that is offered at a school or college (Kumar, Webber, & Perry, 2012). The idea of curriculum, emanate from Latin word for race course, it refers to the course of deeds and experiences through which children grow up to become adults. A curriculum is prescriptive, and is founded on a general syllabus which simply specifies topics to be understood and to the level to achieve a particular grade or standard. An academic discipline is a branch of knowledge that is taught formally, either at college or through some similar ways. Each discipline normally consist of different sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous (Larson et al. 2013). Examples of broad areas of academic disciplines include; sciences, mathematics, computing, social sciences, humanities and applied sciences.

Higher education, also called tertiary, third stage, or post-secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school (Bhattacharya & Narayan, 2015). Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees (Grolleau, Mzoughi & Pekovic, 2015).

Higher education normally involves academic qualification towards a degree-level or foundation degree (Patel & Conklin, 2012). In most developed countries a high proportion of the population (up to 50%) now enter higher education at some time in their lives. Higher education is considered very important to a country economy; in its own aspect as an industry, and also a source of educated and trained human resource for the entire economy.

2.3.2 Age

According to Selim (2012) labor markets differ in how employment opportunities are allocated among people of different ages. Employment rates for people of different ages are
significantly affected by government policies with regard to higher education, pensions and retirement age. The employment rate for a given age group is measured as the number of employed people of a given age as a ratio of the total number of people in that same age group. Employment rates are shown for three age groups: persons aged 15 to 24 are those just entering the labour market following education; persons aged 25 to 54 are those in their prime working lives; persons aged 55 to 64 are those who have passed the peak of their career and are approaching retirement (Jarkas, 2012). Employment levels are likely to be affected by changes in the survey design, the survey conduct and adjustments to the population controls based on census results and intercensal population estimates between censuses. Despite these changes, the employment rates shown here are fairly consistent over time.

The employment rate is calculated by dividing the number of persons aged 20 to 64 in employment by the total population of the same age group (Ataullah, Le & Sahota, 2014). The indicator is based on the EU Labour Force Survey. The survey covers the entire population living in private households and excludes those in collective households such as boarding houses, halls of residence and hospitals. Employed population consists of those persons who during the reference week did any work for pay or profit for at least one hour, or were not working but had jobs from which they were temporarily absent (Samnani & Singh, 2014).

Chen et al. (2015) age discrimination involves treating someone (an applicant or employee) less favourably because of his age. The Age Discrimination in Employment Act (ADEA) only forbids age discrimination against people who are age 40 or older. It does not protect workers under the age of 40, although some states do have laws that protect younger workers from age discrimination. It is not illegal for an employer or other covered entity to favour an older worker over a younger one, even if both workers are age 40 or older (Skare et al. 2014). Discrimination can occur when the victim and the person who inflicted the discrimination are both over 40.

The law forbids discrimination when it comes to any aspect of employment, including hiring, firing, pay, job assignments, promotions, layoff, training, fringe benefits, and any other term or condition of employment (Cording, Harrison, Hoskisson & Jonsen, 2014). It is unlawful to
harass a person because of his or her age. Harassment can include, for example, offensive remarks about a person's age. Although the law doesn't prohibit simple teasing, offhand comments, or isolated incidents that aren't very serious, harassment is illegal when it is so frequent or severe that it creates a hostile or offensive work environment or when it results in an adverse employment decision (such as the victim being fired or demoted). The harasser can be the victim's supervisor, a supervisor in another area, a co-worker, or someone who is not an employee of the employer, such as a client or customer (Terry, Myster, Davis & Wegleitner, 2014).

2.3.3 Gender

According to Onyije (2015) gender inequality is an intricate phenomenon. Stripped of all technicalities, gender inequality is the differential treatment and outcomes that deny women the full enjoyment of the social, political, economic and cultural rights and development. It is the antithesis of equality of men and women in their human dignity, autonomy and equal protection. To explain gender inequality, sociologists turn to the surrounding systems that affect all human behavior. Most theories highlight the institutional structures that assign women and men different positions, roles and consequently behaviors (Bankert, Coberley, Pope, & Wells, 2015). This theories goes that once men and women are polarized, they are then stratified and consequently, they are deprived of the full range of human and social possibilities. The social inequalities created by gender differentiation have far-reaching consequences for society at large.

The most compelling explanations of gender inequality are materialist theories that uses cross-cultural data on the status of women and men (Gilfedder, 2014). Materialist theories explain gender inequality as a result of how men and women are bound to the economic structure of the society. Such theories emphasize control and distribution of valued resources as crucial facts in producing stratification. They point to women's responsibilities of a mother and a wife, although vital to the well-being of society, are devalued and also hinder women’s access to highly value public resources. Additionally, it is also the common thesis that gender stratification is greater where women’s work is directed inward to the family and men's work is directed outward to trade and the marketplace (Škare, Kostelić, & Justić Jozičić, 2013).
But, it is also argued that gender is relational and social and hence, the focus is not on women per se but on power relations between men and women and among those of the same gender in various settings (Osibanjo, Gberevbie, Adeniji, & Oludayo, 2015). Making power relations the focus of analysis draws on the complex and fluid processes through which different types of masculinities and femininities are socially and culturally constructed and how interconnectivity of power relations in gender hierarchy is structured (Salimi, & Saeidian, 2013). This approach problematizes women's subjugation as 'others' by the dominant category of masculinities as a standard from which the 'others' are judged. The approach elucidates and opens for contest the perpetual gender inequity due to unequal access, control and distribution of values, resources, opportunities and justice (Afshan, Chakrabarti, & Balaji, 2014).

The division between the domestic and public spheres of activity is particularly constraining to women and advantageous to men (Tudu, 2015). The domestic and public spheres of activity are associated with different amounts of property, power, and prestige. Women's reproductive roles and their responsibilities for domestic labor limit their association with the resources that are highly valued. Men are freed from domestic responsibilities. Their economic obligations in the public sphere guarantee them of control of highly valued resources and give rise to male privilege (Onishi, 2013). Gender inequality in Kenya is largely a socio-cultural and political problem. It is a phenomenon incubated by proximate social structures such as the family, perfected in the broader socio-cultural and political formations. These include exclusion from adequate participation in political structures and processes. The upshot of this is that the political process does not take into account the gender needs, leading to inequality of outcomes (Hanaysha, 2016). In the labour sector, for example, there are wide disparities in employment outcomes for men and women. For instance, majority of women are in low profile jobs.

According to Pfeifer & Wagner (2014) the law is one of the sites for promoting gender equality. However, the law also has its discontents. The paradox is that the law is at the same time the culprit in exacerbating gender inequality. Some laws are manifestly gender biased, hence causing gender inequality, whereas some are indirectly discriminatory by their effects. Also, it is common knowledge that the law is inadequate in responding to women's experiences, needs and perspectives. The upshot is that the legal system prevents women from
enjoying full equality before the law, equality under the law, equal protection of the law and equal benefit of the law (Pfeifer, & Wagner, 2014). In Kenya, for example, these factors have led to a wide range of discriminatory laws and practices. For instance, a Kenyan woman married to a foreigner does not automatically pass on her citizenship to her husband, and only a woman married to a citizen of Kenya is entitled to be registered as a citizen of Kenya (Constitution of Kenya section 91.) Also, a Kenyan woman married to a foreign man cannot pass on her citizenship to the children of such marriage if they are born outside Kenya; the child is only eligible upon making application under the Citizenship Act to be registered as a citizen of Kenya (Constitution of Kenya section 92(2) read together with section 4 of the Citizenship Act, cap 170 Laws of Kenya.) In practice, therefore, children born to Kenyan mothers abroad have to apply for citizenship and are given entry permits for a limited duration upon entry into Kenya. This may be a protracted process, and may take several months.

2.3.4 Training and Experience

Training is the process that enables people to acquire new knowledge, learn new skills and performs tasks differently and better than before (Eagan, & Garvey, 2015). Its objectives are to teach employees how to perform particular activities or a specific job. Chadwick et al. (2013), stated that, smooth and efficient running of any organization depends directly on how well employees are equipped with relevant skills. New employees will need some form of training before taking up their jobs while older employees will need some of training to keep them abased of technology development. Therefore employees must be from time to time trained to perform better in their present positions and to prepare them for transfer, promotion and introduction of new technology and ways of doing things.

Like any other business process training can be very wasteful if it is not carefully planned and supervised. Outthought logical systematic approach some training may be given which is not necessary and vice versa or the extent of the training may be too small or too great (Dixon, & Lim, 2012). When the training is complete, validation will show whether it has been successful. Kumar et al (2012) terms employee training as a learning experience where it seeks to effect a permanent change in employees that improves job performance. Thus training involves changing in skills, knowledge, altitudes or behaviour. This may mean
changing what employees know, how they work, or their attitude towards their jobs, co-workers, managers and the organization. It has been estimated for instance that Kenyan business firms alone spend billions each year on formal course and training programs to develop workers skills (Larson et al. 2013). For a successful safety programmed, safety education and training are necessary for personnel in the factory as well as in whole organization.

Safety education has developed safety consciousness among employees and results in safety when handling of equipment (Bhattacharya& Narayan, 2015). It also ensures safe work performance on part of every employee by developing his skill in the use and operating safe equipment. During training, employees are taught the principles of first aid, how to wisely use the tools and machines how to take precautions to prevent fire accident, how to use hand tools properly and how to protect their eyes and other parts of the body. Every organization displays safety posters to promote safety publicity (Grolleau, Mzoughi, & Pekovic, 2015). Employees in the factory may be shown videos regarding safety and are asked to suggest some safety schemes. Employees training roles to improve skills or add to the existing level of knowledge so that the employee is well equip to do his present job, or to prepare him for higher position with increased responsibility (Patel& Conklin, 2012). However, individual growth is not an end in itself organizational growth should be meshed with individual growth.

The effective functioning of the organization requires that employees learn to perform their jobs at a satisfactory level of proficiency (Selim, 2012). An effective organization wishes to have amongst his ranks individuals who are qualified to accept increasing responsibilities. Though it is true that unplanned learning through job experience helps development, the experience of most organizations is that it is advantageous to plan systematic training program of various types as a regular part of an adequate personal development programmes (Jarkas, 2012). Such programmes are definite assets in helping managers to learn correct job methods to achieve a satisfactory level of job performance and to acquire capabilities that would be valuable in possible future jobs.
Work experience is any experience that a person gains while working in a specific field or occupation, but the expression is widely used to mean a type of volunteer work that is commonly intended for young people often students to get a feel for professional working environments (Ataullah Le & Sahota, 2014). The American equivalent term is internship. Though the placements are usually unpaid, travel and food expenses are sometimes covered, and at the end of the appointment, a character reference is usually provided. Trainees usually have the opportunity to network and make contacts among the working personnel, and put themselves forward for forthcoming opportunities for paid work. Many employers in the more sought after professions demand that every new entrant undergo a period of unpaid "work experience" before being able to get paid work (Samnani & Singh, 2014).

At university level, work experience is often offered between the second and final years of an undergraduate degree course, especially in the science, engineering and computing fields (Chen et al., 2015). Courses of this nature are often called sandwich courses, with the work experience year itself known as the sandwich year. During this time, the students on work placement have the opportunity to use the skills and knowledge gained in their first two years, and see how they are applied to real world problems (Škare, Kostelić & Justić Jozičić, 2013). This offers them useful insights for their final year and prepares them for the job market once their course has finished. Some companies sponsor students in their final year at university with the promise of a job at the end of the course. This is an incentive for the student to perform well during the placement as it helps with two otherwise unwelcome stresses: the lack of money in the final year, and finding a job when the University course end.

Work experience contributes to a person’s achievements, engagement, skills and progression (Cording, Harrison, Hoskisson & Jonsen, 2014). Successful work experience: significantly increases motivation, self-esteem and attendance develop key and employability skills, helps learning to be applied in wider contexts outside school (Terry, Myster, Davis & Wegleitner, 2014). There is rapid growth in vocational learning and the range of work-related qualifications. This is accompanied by a growing expectation that young people aged 14-19 will learn, at least partly, in the work place as part of the new Diplomas.
2.3.5 Marital Status

According to Onyije (2015) it is against the law to discriminate against anyone in the workplace because of their actual or assumed marital status. Marital status refers to whether someone is, or is not, single, married, divorced, widowed, separated or with a domestic partner. The term ‘domestic partner’ covers all couples, irrespective of their sex and sexual orientation. Employees are protected from discrimination at all stages of employment including recruitment, workplace terms and conditions and dismissal.

Female or male, married or single – worker marital status can have an impact on perceptions of employees where some organisations rate a married female job applicant less suitable for employment than a single counterpart with identical qualifications (Emma et al. 2014). The married woman is often seen as less willing to work long hours, less committed to advancing in the company, more distracted by social responsibilities and outside work, and less likely to succeed on the job. On the other hand, married male applicants tend to be perceived more positively in line with predictions that a recently married woman's job performance and dedication would decline over time, but a recently married man's dedication would rise (Emma et al. 2014). This difference made people more willing to lay off the woman than the man.

2.4 Institutional Factors and Employee Productivity

A number of institutional factors are reviewed while linking them to employee productivity. These include rewarding employees, career development and motivation factors.

2.4.1 Employee Rewards

According to Fitzgerald and Danner (2012) designing and implementing an effective reward system is a critical human resources activity which influences the attainment of performance targets and effectiveness of an organization to deliver on its mission and mandate. A reward system is a very important tool in managing the human capital and failure to reward the staff for their collective and individual efforts often leads to dissatisfaction manifested in various forms for example industrial strikes, go slows or the so called wild cat strikes and grievances.
against the employer (Moreland, 2013). This affects productivity and leads to loses in terms of lost man hours, high staff turnover and loss of profits or revenue. National Water and Pipeline Corporation is at the helm of conceptualizing effective reward strategy in place and the ramifications of that cannot be overstated (Tang, 2012). Hardworking staff or those who put in extra efforts in their work are not rewarded for their efforts and the level of dissatisfaction is phenomenal.

Harris et al. (2014), were of the opinion that majority of employees consider pay and other monetary rewards as the significant motivating factors, although, non-monetary factors such as job security, career prospects, and working conditions, are also very important. Improved monetary rewards are regarded as the most important motivational factor by employees across all types of organizations in most countries. This is not surprising because the public services have experienced significant drops in pay over the last thirty years - despite some recent improvements (Akhtar, Boustani, Tsivrikos, & Chamorro-Premuzic, 2015). It needs to be conceptualized that indeed a systemic reality exists in the developing nations. This is with regards to the fact that public service incentives are weak. This is because in most developing countries for instance the wages are too low and pay scales that at best are barely sufficient to live on.

2.4.2 Employee Motivation

Alazzaz and Whyte (2015) contended that motivating employees can be the biggest challenge to a manager. Motivating employees is the key to the overall effective performance in an organization. Organizational behaviour which is the understanding of the applied psychology within the workplace, can assist in achieving a highly motivated workforce in the organization. Legitimate staff promotion carried out on the basis of employees’ performance at work, greatly motivates employees. However, failure by the organization management to carry out promotion on basis of performance can be a key demotivating factor to employees.

According to Uddin, Luva and Hossain (2012), proper job description influences development of well-defined employees duties and responsibilities and this eliminates cases of over tasking
employees thus improves level of motivation in employee. Existence of ineffective employees roles overburdens most of the organization staffs and leaves some with little role to play in execution of organization responsibilities. Phipps, Prieto and Ndinguri (2013) asserted that job rotation in organization, assists employees to become adaptive unlike those who are not exposed to job rotation they lack opportunity of getting to learn adaptive skills when exposed to different environment of work. Shah (2014) also was of the argument that organizational management that is not concerned with offering praise and recognition to deserving employees leads to lack of rewarding of hard working employees and this lowers the morale of most employees.

Fahed-Sreih (2012), observed two types of behaviours that can occur during motivation: intrinsically motivated behaviour. being a behaviour that is performed for its own sake, the source of the motivation is actually performing the behaviour, and motivation comes from doing the work itself; the other type is, the extrinsically motivated behaviour, which is the behaviour that is performed to acquire material or social rewards or to avoid punishment and thus employees who are working purely for monetary purposes are an example of extrinsically motivated.

De Grip and Sauermann (2012) affirmed that application of ineffective performance appraisal systems influences rewarding of non performing employees since they are rated to be the best and this demotivates most of the hardworking employees whose efforts are not recognized. Robertson, Birch & Cooper (2012) observed that in the motivation equation, input, performance and outcome are the key contributing factors to high motivation in employees. Inputs are anything an employee contributes to the job such as time, effort, academic qualification and job experience. Outputs is anything the employee gets from the job such as pay, job security and other benefits. Organizations hire employees based on inputs. High performance levels contribute to the organization's efficiency, effectiveness and overall objectives.

Bishka (2015), noted that team building helps to increase employee motivation as it offers employees with an environment that allows them to interact and learn from one other. Various
theories have tried interpreting motivation such as, expectancy theory, equity theory, need theories, and goal-setting theory, all having a different interpretations. Expectancy theory suggests that high levels of motivation occur when employees believe they can perform the task, they believe they are capable of performing the task at a high level, and they desire the outcomes of that task (Solanki, 2013).

Sabharwal (2013), notes that application of clear communication channel in an organization will help build a strong level of interaction among the employees and this acts like a key motivating factor. Dixon and Lim (2012) emphasized the equity theory suggested that managers should promote high levels of motivation by ensuring employees believe in the outcomes. For instance, salaries are distributed in proportion to inputs that include time and effort. Goal-setting theory suggests that specific and difficult goals lead to high motivation and success on the other hand Larson et al. (2013) affirmed that Abraham Maslow's theory states that human beings have wants and desires which influence their behaviour. The unsatisfied needs in human influence their behaviour.

2.4.3 Career Development
Salimi & Saeidian (2013) in their study suggested that, provision of career development opportunities in the organization can help increase employee retention levels in the organization. Most employee have ambitions for their career, and they need to have the opportunity to learn and grow so that they can remain motivated. Trying to keep an employee in a low-level job than the employee skills, because of their superior work is a good way to losing them; it’s most likely that, someone else in the industry will discover the employee's skill level and be ready to offer the employee more pay and responsible position (Gilfedder, 2014). Recruiting for positions of higher level from within the organization can be a good way to ensure that employees are motivated to stick around (Onyije, 2015). Hanaysha (2016) was of the opinion that, employees can be motivated by things such as suggestion boxes, employee of the month competitions. While these can be important as part of an overall workplace strategy, they can be seen as cheap, disingenuous and condescending if the employees do not already feel respected and appreciated in the company. It is good to avoid stunts giving
appearance of motivation to employee while there is serious workplace conflicts that are not addressed.

According to Tudu (2015) lack of career development is the prime reason why many mid-level executives leave the company. Because of lack of potential opportunity for advancements or promotions, they consider other companies which may offer them with higher positions and increased benefits. The companies should evaluate and adapt their promotion procedures in a fair way which would allow promotions for candidates only on the basis of the performance.

Yao, Chen & Cai, (2013) argued that, if organizations want to retain career-oriented employees, they should seek to manage the employees’ perceptions of career opportunity. If the organizational career paths do not lead to opportunities desired by the employees, they may consider looking for alternative jobs in the event that the other job will offer more desirable career path. Given the high costs that comes with staffing and turnover, expenditures for development support may be well justified, but only when employees recognises that there are career opportunities in the organization that equal their interests and goals in their career(Robertson, Birch & Cooper, 2012).

Bishka (2015), in his contribution, stated that presence of career growth opportunities like training in the organizations aids in minimizing employee turnover rates. This view was also held by Deadrick & Stone (2014) who asserted that in each organization, there exists two categories that direct the process of career development: the upper management and the human resource. The upper management for instance, might have the role of ensuring that the needs of the business correspond with the employee's career objectives in order to ensure a balanced work atmosphere. Often, they identify the knowledge, skills and experience employees require to function at their best.

Solanki (2013) states that, human resource are often liable for offering career growth information programs for employees and granting leave of study to the employees that helps to promote career development in the organization. Professional networking is equally important, and as such, employees might get tools for networking from the human resource
department. The human resource manager, normally provides a compensation structure that compliments business requirements but they also give an allowance to career development of employees. For example, ones who has shown an improvement in desirable skills might receive promotion and a pay raise.

According to Dixon & Lim (2012), those organization that do not undertake mentoring and coaching of employees, they lower levels of skills development in employees and this hinders employees in developing their careers. Similarly, it is important for an employee to keep a good rapport with the supervisors and executives officers, so that they can be among the first ones to be considered in promotions. Utilizing employee career growth strategies, proactive, motivated employees have a lot more ability of getting to their objectives and enjoy a high quality of life (Sabharwal, 2013).

2.5 Chapter Summary

The chapter has reviewed literature on employee productivity. Specifically literature reviewed relates to institutional factors, employee characteristics and environmental factors and how they affect employee productivity. The next chapter provide research design and methodology followed by results and findings in chapter four and finally summary, discussion, conclusion and recommendations in chapter five.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

The chapter summarizes the overall methodology that was used in the study. The methodology in this study includes: the research design, population and sampling design, data collection methods, research procedures, and data analysis methods.

3.2 Research Design

Research design is a plan and structure of investigation so conceived as to obtain responses to research questions. The plan is an overall program of the study (Robson, 2002). This research employed descriptive research design. According to Mugenda & Mugenda (2003), descriptive research is best used where the problem is well defined, there exists information about the phenomenon, and the researcher can be involved in a survey by going to the target population in order for the respondents to explain certain features about the problem under study. Descriptive research has the following merits in that it is time saving, efficient in obtaining current factual information from respondents (Orodho, 2009). It describes and reports things such as possible behaviour, attitudes, values and characteristics the way they are Mugenda & Mugenda (2003).

For instance, this research is the question of productivity of employees with a view to establishing how it is affected by various personal characteristics and organizational factors. This helps to create an understanding on how the organization can increase its level of labor productivity. The rationale for using descriptive research design was that the research questions require an examination of employee productivity and how it is affected by various personal and organizational factors. This required examination of the characteristics of all the factors involved; including a detailed description of the relationship between these factors. Therefore descriptive research design was appropriate for this study.
3.3 Population and Sampling Design

3.3.1 Population

Mugenda & Mugenda (2003) defined a population as an entire group of individuals with observable characteristics that is common in the group. The target population of this study constituted employees of Equatorial Nut Processors Ltd. Determination of the target population considers the following elements: the ease of access and data collection; and the extent to which the subject of research affects the said target (Shaw, 2012). It requires an epistemological consideration which describes how the target population relates to the knowledge being sought. For example, while an expert would be knowledgeable by virtue of having studied the subject over time, the employees would contain experiential knowledge since they are the ones whose productivity is being examined.

The target population comprised of the employees of Nut Processors Ltd, Kenya as shown in table 3.1.

Table 3.1: Population distribution

<table>
<thead>
<tr>
<th>Department</th>
<th>Population Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>9</td>
<td>3%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>75</td>
<td>28%</td>
</tr>
<tr>
<td>Quality control</td>
<td>18</td>
<td>7%</td>
</tr>
<tr>
<td>Research &amp; Development</td>
<td>14</td>
<td>5%</td>
</tr>
<tr>
<td>Information technology</td>
<td>9</td>
<td>3%</td>
</tr>
<tr>
<td>Human resource management</td>
<td>18</td>
<td>7%</td>
</tr>
<tr>
<td>Marketing</td>
<td>66</td>
<td>25%</td>
</tr>
<tr>
<td>Logistics/ Distribution</td>
<td>59</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>268</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Equatorial Nut Processors Ltd (2016)
3.3.2 Sampling Design

3.3.2.1 Sampling Frame

The sample frame comprises of the list of all members of the population from which a sample can be drawn. As explained by Vaitkevicius & Kazokiene (2013), the sampling frame needs to be comprehensive and reflective of the whole population in cases where the target population is different from the total population. In this case, the sampling frame constituted employees of Equatorial Nut Processors Ltd whose list was obtained in the human resources department.

3.3.2.2 Sampling Technique

This study adopted stratified sampling due to the nature and formation of the population in the company which is stratified. Silver (2012), argued that stratified sampling technique provides for the probability of inclusion of all the departments in the sample, this was necessary for this study. In statistical survey, when sub-population within an overall population vary, it is important to sample each sub-population in stratum, hence independently. Thereafter proportional allocation procedure was used to allocate sample elements in each group as specified in table 3.2.

3.3.2.3 Sampling Size

A sample is a carefully selected small group from the accessible population of study so as to be representative of the whole population (Mugenda & Mugenda, 2003). The views of the subgroup selected as the sample population of the study are expected to be reflective of the views of the entire study population. This implies that in research, it may add no value to incur high expenses in conducting a full census when accurate results can be obtained by simply surveying a representative sample. The sample therefore needs to be sizable and representative enough hence the need to objectively determine its size and distribution (Shaw, 2012).

The size of a study sample is always critical in producing meaningful results (High, 2000). The sample size of respondents from the projects will be calculated using the formula suggested
by Krejcie & Morgan (1970). This method provides a sample size that is considered sufficient to provide necessary data for purposes of making appropriate inferences. This formula is specified as shown:

\[ S = \frac{X^2 NP (1 - P)}{d^2 (N - 1) + (X^2P (1-P))} \]

Where; \( S \) = required sample size; \( = \) the table value of chi-square for 1 degree of freedom at the desired confidence level (3.84); \( N \) = the population size (268) \( P \) = the population proportion (assumed to be .50 since this would provide the maximum sample size); \( d \) = the degree of accuracy expressed as a proportion (.05). Given that stratified sampling was adopted, the researcher applied proportional allocation procedure to allocate sample elements in each group as summarized in table 3.2.

**Table 3.2: Sample Size Distribution**

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>Sample distribution</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>9</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>75</td>
<td>16</td>
<td>27%</td>
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<tr>
<td>Quality control</td>
<td>18</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>Research &amp; Development</td>
<td>14</td>
<td>3</td>
<td>5%</td>
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<tr>
<td>Information technology</td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>268</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Equatorial Nut Processors Ltd, 2016

### 3.4 Data Collection Methods

The researcher collected primary data using structured questionnaires that contained both open ended and closed ended questions. A structured questionnaire is that which contain multiple choice questions which the respondents complete by ticking against the most appropriate options (Wester et al., 2013). Closed ended questions limit the respondent to
predetermined categories and thus quick and easy to answer making them easy to get facts from. Open ended questions on the other hand were used for purposes of obtaining additional information that might not have been conceptualized in advance. The questionnaire was divided into four sections with the first section seeking to collect information on the respondents’ background. This was followed by institution factors affecting employee productivity, environmental factors affecting employee productivity; and finally employee characteristics.

### 3.5 Research Procedures

The questionnaire was tested by pre-administering to 10 employees from ENP. In this exercise, questions that were observed to be ambiguous were restructured consequently for clear communication in the actual study. For a thorough and maximum participation of the respondents, the questionnaires were administered through drop and pick method whereby, the questionnaires were left for the respondents to be filled and then picked after some time. Strategies to ensure a high response rate included a clear notification to the respondents that their responses would be used for research purposes only and that the anonymity of their identity would be maintained.

### 3.6 Data analysis Methods

Data collected was in the form of both qualitative and quantitative. After collection, data was coded, cleaned before being analyzed. The Statistical Package Social Sciences SPSS was used to analyze the data. A combination of inferential and descriptive analysis was used. This included use of frequency tables explaining the distribution of the responses, correlation data explaining the association between productivity and various factors, and regression data providing an indication of how different factors impact the level of productivity. The regression model estimated was of the form:

\[ Y = a + b_1x_1 + c_2x_2 + d_3x_3 + e_4x_4 + f_5x_5 + g_6x_6 + h_7x_7 + i_8x_8 + j_9x_9 \]

Where a was the constant or the y intercept in the linear equation; x is the regression coefficient for each of the factors; b is perceived suitability of the working environment; c
was the education level; d was the age of employees; e was the gender of employees; f was the training level of the employees; g was the experience of the employees; h was the level of satisfaction with rewards provided; i was the general level of employee motivation; and j was the presence of career development opportunities within the organization.

3.7 Chapter Summary

This chapter has provided the study design and methodology that was adopted in the study. These include research design, population of the study, sampling procedure, data collection methods, research procedure and data analysis and presentation. The next chapter provides the study findings and results followed by summary, discussion, conclusion and recommendation in that order in chapter five.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the results and findings of the study organized according to the research questions being answered starting with demographic information. The purpose of this research study was to determine the factors that affect employee productivity at Equatorial Nut Processors Ltd. The study sought to find out how the working environment and the institutional factors around Equatorial Nut Processors Ltd affect employee productivity and also the employee personal characteristics affecting their productivity at work.

4.2 Response Rate and General Information

4.2.1 Response Rate

In the study, a sample of 60 respondents was identified and questionnaires distributed to obtain information for the purposes of realizing the study objectives. In total, there was 83 percent response rate implying that eighty three percent of the respondents responded to the research instrument while the remaining seventeen did not. This response rate was above the recommended threshold.

4.2.2 Background Information

In this section, the respondents were required to provide their biographical information with regard to their level of academic qualification, period they had been employed at Equatorial Nut Processors Ltd, department and position in the company, gender, marital status and their age.

4.2.2.1 Age

The respondents were requested to indicate their age. According to the findings as indicated in Figure 4.1, 32% of the respondents indicated that they were aged between 18 and 25 years, 32% indicated were aged between 26 and 33 years, 26% were aged between 34 and 41 years
in age, 10% were aged between 42 and 49 years. This clearly indicate that the majority of the respondents were younger, aged below 33 years.

**Figure 4.1: Response by Age**

### 4.2.2.2 Respondents Gender

The respondents were also asked to indicate their gender. As indicated in figure 4.2, 58% of the respondents were female, while 42% were male. This shows that most of the respondents were female.

**Figure 4.2: Respondent Gender**
4.2.2.3 Level of Education

The respondents were further requested to indicate their highest level of education. According to the findings in figure 4.3, 28% of the respondents indicated that they had diplomas qualifications, 22% indicated that they had first degree qualifications, 4% indicated that they had master’s degrees, 44% indicated that they had certificate qualifications and those with primary school qualification were 2%. This shows the majority of employees in ENP have an academic qualification of certificate level.

Figure 4.3 : Level of Education
4.2.2.4 Department

The respondents were further requested to indicate their department in the company. From the findings, as displayed in figure 4.4, the production department had 42% of the respondents, 20% were working in finance department, 14% were working in the quality control department, 4% were working in the information technology department, and 20% indicated that they were working in the Sales & Marketing Department at the local sales Office. From these findings we can deduce that most of the respondents in this study were working in the production department.

![Figure 4.4: Department](image)

4.2.2.5 Years Worked at ENP

The respondents were requested to indicate the number of years they had been working for Equatorial Nut Processing. According to the findings indicated in figure 4.5, 34% of the respondents indicated that they had been working for ENP for between 1 and 5 years, 26% indicated working for between 5 and 10 years, 22% indicated for working less than 1 year in ENP, 14% indicated working for between 11 and 15 years while only 4% have been working for ENP for between 16 and 20 years and there was no employee who had worked over 20 years.
years in ENP. This shows that most of the respondents had been working for ENP for between 1 to 5 years.

Figure 4.5: Years Worked in the Organization

4.2.2.6 Cross-tabulation between Age of Respondents and the Level of Education

Table 4.1 provides a summary of the linkage between age and the respondents’ level of education. From the table, employee aged between 18 – 25 years, 50% had first degree, 37.5% had secondary school certificate while only 12.5% had college diplomas. There were no employees with either primary level of education or master’s degree. In the age of 26 – 33 years, 37.5% had college diplomas, and also 37.5% had K.C.S.E certificate, 18.8% had first degree while 6.3% had master’s degree. There was no primary qualification in this category.

In the age of 34 – 41 years, 61.5% had primary certificate, 23.1% had diploma while both masters and primary qualification were at 7.7% each. There was no first degree in this category. In the age of 42 – 49 years, all the respondents 60% and 40% had acquired diploma
and certificate level of education, respectively. It can thus be concluded that youthful employees seem to have acquired slightly higher level of education compared to others.

**Table 4.1: Age and Level of Education**

<table>
<thead>
<tr>
<th>AGE</th>
<th>Primary</th>
<th>Certificate</th>
<th>Diploma</th>
<th>First Degree</th>
<th>Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25yrs</td>
<td>37.5%</td>
<td>12.5%</td>
<td>50.0%</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>26-33yrs</td>
<td>37.5%</td>
<td>37.5%</td>
<td>18.8%</td>
<td>6.3%</td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>34-41yrs</td>
<td>7.7%</td>
<td>61.5%</td>
<td>23.1%</td>
<td>7.7%</td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>42-49yrs</td>
<td>40.0%</td>
<td>60.0%</td>
<td></td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>2.0%</td>
<td>44.0%</td>
<td>28.0%</td>
<td>22.0%</td>
<td>4.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

*Source: Survey Data (2016)*

**4.2.2.8 Cross-tabulation between department and the Level of Academic Qualification**

Table 4.2 depicts the cross-tabulation of the department and the level of academic qualification of the employees in ENP. The table shows that majority of the employees in the finance department estimated at 60% had a bachelor’s degree while 30% and 10% had diploma and secondary level of education, respectively. In the production department 76.2% had secondary school certificate, 19% diploma while the remaining 4.8% had primary level of education. In the quality control department, 57.1% of employees were secondary school leavers followed by 28.6% with bachelor’s degree while the remaining 14.3% had diploma. Information technology department had only first degree and masters qualification both at 50% each, with no other qualifications. Sales & Marketing department had 60% of its employee with diplomas qualification, 20% were with first degree qualification while primary school qualification and masters were each having 10%. The findings reveal that majority of the employees in the company had secondary level of education with production department having the highest number of employees with degree qualification.
Table 4.2: Department and Level of Education

<table>
<thead>
<tr>
<th>Department</th>
<th>Level of Education</th>
<th>Primary</th>
<th>Certificate</th>
<th>Diploma</th>
<th>First Degree</th>
<th>Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td></td>
<td>10.0%</td>
<td>30.0%</td>
<td>60.0%</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>Production</td>
<td></td>
<td>4.8%</td>
<td>76.2%</td>
<td>19.0%</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>Quality control</td>
<td></td>
<td>57.1%</td>
<td>14.3%</td>
<td>28.6%</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>Information technology</td>
<td></td>
<td></td>
<td>50.0%</td>
<td>50.0%</td>
<td></td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>Sales &amp; Marketing</td>
<td></td>
<td>10.0%</td>
<td>60.0%</td>
<td>20.0%</td>
<td>10.0%</td>
<td></td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>2.0%</td>
<td>44.0%</td>
<td>28.0%</td>
<td>22.0%</td>
<td>4.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.3 Institutional Factors and Employee Productivity

This section provides respondents response in terms of their perception regarding institutional factors and how they affect productivity. The section starts by providing information regarding general productivity followed by performance targets, appraisal among others.

4.3.1 Organisation’s General Level of Productivity

The respondents were asked to indicate their level of perception regarding performance as affected by the general level of performance of the company. Table 4.3 shows that 44% of the employees rated their performance high in relation to the general level of production of the company while 36% rated their performance as very high, with the remaining 20% rating their performance as average. As shown, it is clear that there was no negative influence on employee performance by the general level of productivity hence this clearly depicts that the general level of productivity of ENP helps the employee to perform well. It can therefore be inferred that the general level of production of the company positively inspire employee performance.
Table 4.3: General Level of Productivity Influence on Employee Performance Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>High</td>
<td>27</td>
<td>44.0</td>
</tr>
<tr>
<td>Very high</td>
<td>21</td>
<td>36.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.3.2 Always Meeting Performance Targets

Employees were asked to rate their performance in terms of achieving the performance target. As shown in figure 4.6; 48% of the employees rated their performance high, 28% rated their performance very high while 24% indicated they give an average performance. There was no a negative performance for this case. Therefore from the findings it can be said employees’ productivity is positively impacted by achieving the performance target of the company.

Figure 4.6: Meeting Performance Targets

4.3.3 Performance Appraisal

Employees were requested to rate their performance as affected by performance appraisal. Table 4.4 provides the summary of the findings. The findings shows 46% of the employee with a high performance level, 33% were performing averagely and 14% were performing
very high while there was a small number in the negative side with 7% of the employee performance being low. It can be concluded that performance appraisal helped employees perform at a high level.

Table 4. 4: Performance Appraisal

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Average</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td>High</td>
<td>43</td>
<td>46</td>
</tr>
<tr>
<td>Very high</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.3.4 Innovation and Problem Solving Capabilities

Employees were asked to rate their performance as affected by innovations and problem solving capabilities. As shown in figure 4.7; 48% reported their performance to be high, 28% very high, 20% average while 2% low and 2% did not respond to this. This clearly shows that innovation and problem solving capabilities drive employees to perform high to very high level.
4.3.5 Commitment by Employees

Employees were asked to rate their performance on the level of commitment at work. As shown in Figure 4.8, there was a high level performance of employee with, 54% indicating a very high performance level, 30% indicating high level of performance and a slight percentage of 14% indicating an average performance. There was missing case; the employee did not indicate any level in the scale. Hence it was concluded that high work commitment level greatly enhances the employee performance.
4.3.6 Teamwork and Training of Colleagues

The respondent were further asked to indicate their level of performance as affected by teamwork and training of colleagues. As shown in figure 4.9, 46% indicated their level to be very high, 28% indicated their level to be high, and 24% indicated their level to be average while a small percentage of 2% indicated their level to be very low. It can therefore be concluded that teamwork and training of colleague at work increases the productivity of employee.

![Figure 4.9: Teamwork and Training of Colleagues](image)

4.3.7 Making personal sacrifices to further organizational goals

The respondents were also asked to rate their level of performance in relation to personal sacrifices they make to further organizational goals, the summary of the finding is as shown in table 4.5, where 54% reported a very high level of performance, 32% reported a high performance level, 8% reported an average level and 6% reported low performance level. It thus can be said personal sacrifices to further organizational goals affects the productivity of employee to very high performance.
Table 4. 5: Making Personal Sacrifices to Further Organizational Goals

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>4</td>
<td>6.0</td>
</tr>
<tr>
<td>Average</td>
<td>5</td>
<td>8.0</td>
</tr>
<tr>
<td>High</td>
<td>19</td>
<td>32.0</td>
</tr>
<tr>
<td>Very high</td>
<td>32</td>
<td>54.0</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.3.8 Employee Motivation

The respondent were requested to rate their performance level in relation to the support by their supervisor. As indicated in figure 4.10, 36% of the respondents rated their performance high, 26% rated their performance average, 16% rated their performance very low, and 14% rated their performance low while 8% rated their performance at very high. This shows that employee motivation is quite significant in their productivity; they perform highly if they are motivated.

![Figure 4.10: Employee Motivation](image_url)
4.3.9 Correlation of Institutional Factors and Employee Productivity

A correlation analysis was conducted to determine the significance of the various institutional factors that affected the productivity level of employee at work. The results as displayed in table 4.6, shows that there was a significance relationship between meeting of the performance target and employee productivity (R=.368, P value=0.009). Similarly, there was significant relationship between Performance Appraisal and the productivity level of employees (R=.303, P value=0.34). The findings show a significant relationship between innovation and problem solving capabilities and the employee productivity. The results shows that the relationship between work commitment level and employee productivity was significant (R=.409, P value=.004). The results show a significant relationship between teamwork and training of colleagues and the productivity of employee. There was a significant relationship between employee making personal sacrifices to further organizational goals and their productivity in the organization. There was also a significant relationship between employee motivation and their productivity (R=.057, P value=.694).

Table 4. 6: Correlation of Institutional Factors and Employee Productivity

<table>
<thead>
<tr>
<th>Institutional Factors</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always meeting performance targets</td>
<td>.368**</td>
</tr>
<tr>
<td>Performance Appraisal</td>
<td>.303*</td>
</tr>
<tr>
<td>Innovation and problem solving capabilities</td>
<td>.318*</td>
</tr>
<tr>
<td>High work commitment level</td>
<td>.409**</td>
</tr>
<tr>
<td>Teamwork and training of colleagues</td>
<td>.347*</td>
</tr>
<tr>
<td>Making personal sacrifices to further organizational goals</td>
<td>.235</td>
</tr>
<tr>
<td>Employee Motivation</td>
<td>.057</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
4.4 Environmental Factors and Employee Productivity

This section provides respondent rating results on their productivity level as it is affected by environmental factors in their work place. The respondent were required to rate their performance at a scale of low extent, low, average, high, and great extent.

4.4.1 Satisfaction with the Working Environment

Respondents were asked to rate their performance in relation to their satisfaction with the working environment provided in EPN. From figure 4.11, the performance of 52% respondents were average, 38% was on a high level, 4% was on a great extent, while 6% was on a low level. It therefore can be said that satisfactory working environment will help employees to perform highly.

![Figure 4.11: Satisfaction with the Working Environment](image)

4.4.2 Satisfaction with the pay and rewards provided

The respondents were further asked how was their performance level in relation to their satisfaction with the pay and rewards provided in EPN. As depicted in table 4.7; 50% of the responded performed averagely, 24% performed great extent, 18% performed on a high level, 6% performed on a very low level while 2% performed on a low level. It can therefore be concluded that satisfaction with the pay and rewards accorded to employee make them perform on an average to high level.
Table 4. 7: Level of Employee Satisfaction with the Pay and Rewards

<table>
<thead>
<tr>
<th>Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Low</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Average</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>High</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Great Extent</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey Data (2016)

4.4.3 Training and Career Development Opportunities

The respondents were also asked how their performance level was, in relation to training and career development opportunities available in EPN. As shown in figure 4.12; 36% rated their performance averagely, 34% rated their performance high, 16% rated their performance low, and 6% rated their performance to a great extent level while 4% rated their performance to a low extent level and 4% had no idea of what to indicate. It can therefore be said that training and career development opportunities will drive employee performance to an average and high levels.

Figure 4.12: Training and Career development opportunities
4.4.4 Organizational Transparency

Respondents were further asked how was their performance level in relation to their satisfaction with transparency at EPN Ltd. As indicated in figure 4.13, 42% rated their performance at an average level, 34% rated their performance at a high level, and 16% rated their performance at a low level while 4% rated their performance at a great extent level. This clearly shows that transparency in the organization will lead to an average to high productivity of employee.

![Figure 4.13: Transparency in the Organization](image)

4.4.5 Compatibility with the Organizational Culture

The employee were asked to rate their performance as affected by their compatibility with the culture of the organization in ENP. As shown in figure 4.14; 52% of the respondents were performing averagely, 32% were performing highly, 8% were performing to a great extent, and 2% were performing lowly while 4% had no idea in this case. Therefore it can be concluded that employee compatibility with organizational culture will lead them to perform at an average level to some high extent level.
4.4.6 Promotion

The respondents were requested to indicate their level of productivity at work as affected by company promotions of employee. As shown in the figure 4.15, 30% of the respondent indicated an average performance, 22% indicated a high performance, 20% indicated a low performance, and 8% indicated a low, with also another 8% indicating a performance of great extent. Hence it can be said employee performance was average as affected by promotion.
4.4.7 Organization Structure

The respondents were further asked of their performance level at work as affected by ENP organization structure. As indicated in figure 4.16, high performance level had a 48%, average performance level had a 28%, performance to a great extent had a 10%, and low performance had a 6% and 4% for a very low performance while there was a 2% of respondent with no idea. Therefore it can be said organizational structure leads to high performance level by employee.

![Figure 4.16: Organization Structure](image)

4.4.8 Support by the Supervisor

Employees were asked to rate their performance level in relation to the support by their supervisor. As shown in the figure 4.17, 62% of the employees rated their performance at a high level, 20% of them rated their performance at a great extent level, 16% rated their performance at an average level while only a small percentage of 2% rated their performance at low level. It is therefore conclusive to say support employee get from their supervisor make them perform high in the organization.
Further, respondent were asked to indicate their performance level in relation to availability of working infrastructure. As shown in figure 4.18; 46% of the respondent performed averagely, 36% performed highly, 8% performed at a great extent and 4% performed lowly while 6% of the respondent had no idea. Therefore it can be said working infrastructure will make employee perform averagely.

**Figure 4.17 : Support by the supervisor**

**4.4.9 Availability of Working Infrastructure**

Further, respondent were asked to indicate their performance level in relation to availability of working infrastructure. As shown in figure 4.18; 46% of the respondent performed averagely, 36% performed highly, 8% performed at a great extent and 4% performed lowly while 6% of the respondent had no idea. Therefore it can be said working infrastructure will make employee perform averagely.

**Figure 4.18 : Availability of Working Infrastructure**
4.4.10 Conflict between Work and Personal Life

Employees were asked to rate their performance level as affected by conflict between their work and personal life. As indicated in figure 4.19, 32% of the respondents rated their performance very low, 24% rated their performance low, and 32% rated their performance average while a small percentage, 12% rated their performance high. This clearly shows the productivity of employee is low when they have conflict between work and personal life.

![Figure 4.19: Conflicts between Work and Personal Life](image)

4.4.11 Correlation of Environmental Factors and Employee Productivity

A correlation analysis was conducted to determine the significance of the various environmental factors that affected the productivity level of employee at work. The results of the test are as shown in table 4.8, there was significant relationship between employee satisfaction with the working environment and their productivity level (R=-.001, P value=.531). The table indicate that there was a significant relationship between the pay and rewards provided to the employee and their productivity (R=.048, P value=.304). The study also established that there was a significant relationship between availability of training and career development opportunities at work and the productivity of employees (R=-.305, P value=.033). The table also shows a significant relationship between employee satisfaction with transparency and organizational justice and their productivity (R=.004, P value=.788). It was also established from the study that there was a significant relationship between employees compatibility with the organizational culture and their productivity level (R=-.005,
The table further shows a significant relationship between employee promotion in the organization and their productivity level (R=.021, P value .627). The study also established that there was a significant relationship between organizational structure and the productivity level of employee in the organization (R=-.008, P value=.955). Supervisor support to the employee was also found to have a significant relationship to the employee productivity (R=-.021, P value=.392). The study established that there was a significant relationship between the availability of working infrastructure to the employee and their productivity (R=-.005, P value=.081). The study as well established that there was no significant relationship between conflict between work and personal life and employee productivity (R=.086, P value=.558).

Table 4. Analysis of Environmental Factors and Employee Productivity

<table>
<thead>
<tr>
<th>Environmental Factors</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with the working environment</td>
<td>-.001</td>
</tr>
<tr>
<td></td>
<td>.531</td>
</tr>
<tr>
<td>Satisfaction with the pay and rewards provided</td>
<td>.048</td>
</tr>
<tr>
<td></td>
<td>.304</td>
</tr>
<tr>
<td>Training and career development opportunities</td>
<td>-.305**</td>
</tr>
<tr>
<td></td>
<td>.033</td>
</tr>
<tr>
<td>Satisfaction with transparency and organizational justice</td>
<td>.004</td>
</tr>
<tr>
<td></td>
<td>.788</td>
</tr>
<tr>
<td>Compatibility with the organizational culture</td>
<td>-.005</td>
</tr>
<tr>
<td></td>
<td>.974</td>
</tr>
<tr>
<td>Promotion</td>
<td>.021</td>
</tr>
<tr>
<td></td>
<td>.627</td>
</tr>
<tr>
<td>Organization structure</td>
<td>-.008</td>
</tr>
<tr>
<td></td>
<td>.955</td>
</tr>
<tr>
<td>Support by the supervisor</td>
<td>-.021</td>
</tr>
<tr>
<td></td>
<td>.392</td>
</tr>
<tr>
<td>Availability of working infrastructure</td>
<td>-.005</td>
</tr>
<tr>
<td></td>
<td>.081</td>
</tr>
<tr>
<td>Conflict between work and personal life</td>
<td>.086</td>
</tr>
<tr>
<td></td>
<td>.558</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).
4.5 Employee Characteristics and Productivity

This section represents respondent responses on their perception regarding employee characteristics and how these may affect productivity. As indicated earlier the attributes relate to level of education, age, gender, marital status as well level of training among others.

4.5.1 Gender and Productivity

Employees were asked to rate their performance level as affected by their gender. As indicated figure 4.20, 38% of the respondents rated their performance average, 24% rated their performance high, 16% rated their performance very high, and 10% rated their performance very low, 8% rated their performance low, while a small percentage, 2% had no idea. This clearly shows the productivity of employee is high when the work designs suit their gender.

Figure 4.20: Gender and Productivity
4.5.2 Age and Productivity

Employees were also asked to rate their performance level as affected by age. As indicated in figure 4.21, 34% of the respondents rated their performance very average, 32% rated their performance high, 22% rated their performance very high, and 4% rated their performance low with a similar number of 4% rating their performance very low. There were cases with no idea representing a 4% of the respondent. This clearly depicts the productivity of employee is highly affected by age in the positive side.

![Figure 4.21: Age and Productivity](image)

4.5.3 Level of Education and Productivity

Employees were further asked to rate their performance level as affected by their level of education. As indicated in figure 4.22, 40% of the respondents rated their performance very average, 34% rated their performance high, 14% rated their performance very high, and 6% rated their performance low with the same number of 6% rating their performance very low. This clearly depicts the productivity of employee is highly affected by education.
4.5.4 Training and Productivity

Employees were further requested to rate their performance level as affected by the training they have had. As shown in figure 4.23, 50% of the respondents rated their performance high, 34% rated their performance average, 12% rated their performance very high, and 4% rated their performance very low. This clearly depicts employees will perform on a high level if they receive training.
4.5.5 Experience and Productivity

Employees were also requested to rate their performance level as affected by experience in the job. Figure 4.24 gives the summary of the findings. As shown in figure 4.24; 50% of the respondents rated their performance high, 28% rated their performance very high, and 22% rated their performance average. This clearly depicts employees job experience enhance their performance to high level.

Figure 4.24: Employee Job Experience

4.5.6 Marital Status and Productivity

In terms of marital status and productivity, the responses are summarized in figure 4.25. As indicated in the figure, 46% of the respondents rated their performance average, 22% rated their performance high, 10% rated their performance very high with same percentage rating their performance low, and 4% rated their performance very low while 6% of the respondent had no idea in this case. This clearly shows the productivity of employee is affected by marital status on a positive note.
Figure 4.25 - Marital status and Productivity

4.5.7 Relationship with Colleague

Employees were also requested to rate their performance level as affected by relationship with Colleague at work. As shown in figure 4.26, 40% of the respondents rated their performance very high, 36% rated their performance high, and 22% rated their performance average while 2% of the respondent had no idea in this case. This clearly shows the productivity of employee in ENP is positively influence by employee relationships.

Figure 4.26: Relationship with Colleague
4.5.8 Analysis of Employee Characteristics and Productivity

A correlation test was carried out to determine the significance of the personal characteristics that affected the productivity level of employee at work. The results are summarized in table 4.9. As indicated in the table, there was a significant relationship between the employee gender and their productivity (R=.013, P value =.005). The age of employee was found to have a significant relationship with employee productivity (R=.174, P value=.0220). The table also shows that there was a significant relationship between the level of education of employee and their productivity (R=.149, P value=.0031). The study established that the employee training had significant relationship with their productivity (R=-.042, P value=.0067). The experience of employee was also found to have significant relationship with the productivity of employee (R=.137, P value=.344). The table also show that there was a significant relationship between the marital status of employee and their productivity (R=.100, P value=.00491). Also the study established that there was a significant relationship between the employee relationship with colleague and their productivity (R=.042, P value=.0064).

Table 4.9: Analysis of Personal Characteristics Employee Productivity

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender and Productivity</td>
<td>.013</td>
</tr>
<tr>
<td></td>
<td>.005</td>
</tr>
<tr>
<td>Age and productivity</td>
<td>.174</td>
</tr>
<tr>
<td></td>
<td>.227</td>
</tr>
<tr>
<td>Level of Education and Productivity</td>
<td>.149</td>
</tr>
<tr>
<td></td>
<td>.0031</td>
</tr>
<tr>
<td>Training and Productivity</td>
<td>-.042</td>
</tr>
<tr>
<td></td>
<td>.0067</td>
</tr>
<tr>
<td>Experience and Productivity</td>
<td>.137</td>
</tr>
<tr>
<td></td>
<td>.344</td>
</tr>
<tr>
<td>Marital status and Productivity</td>
<td>.100</td>
</tr>
<tr>
<td></td>
<td>.00491</td>
</tr>
<tr>
<td>Relationship with Colleague</td>
<td>.0042</td>
</tr>
<tr>
<td></td>
<td>.00647</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
4.6 Multiple Regression of the Factors that Impact Employee Productivity

As indicated in chapter three, the study aimed at determining the regression of the factors that have an impact on employee job performance on the effect they have on the level of employee productivity. The general form of the regression equation is:

\[ Y = a + bX \]

Where: \( Y \) is the predicted value of the Y variable for a selected X value.

\( a \) was the Y-intercept. It is the estimated value of Y when \( X = 0 \). In other words it was the estimated value of Y where the regression line crosses the Y-axis when X is zero.

\( b \) was the slope of the line, or the average change in Y for each change of one unit (either increases or decreases) in the independent variable X.

\( x \) was any value of the independent variable that is selected.

For the case of this study, the regression was as:

\[ Y = a + bX_1 + cx_2 + dx_3 + ex_4 + fx_5 + gX_6 + hX_7 + ix_8 + jX_9 \]

\( Y \) represent the level of employee productivity; \( X_1 \) represents suitability of the working environment; \( X_2 \) represents the level of education; \( X_3 \) represents the age of employees; \( X_4 \) represents the gender of employees; \( X_5 \) represents the training level of the employees; \( X_6 \) represents the experience of the employees; \( X_7 \) represents the level of satisfaction with rewards provided; \( X_8 \) represents the general level of employee motivation; \( X_9 \) represents the presence of career development opportunities within the organization.

Table 4.10, shows that there is a moderate significant correlation between the variables, suitability of the working environment; level of education; age of employees; gender of employees; the training level of the employees; experience of the employees; level of satisfaction with rewards provided; general level of employee motivation; and presence of career development opportunities within the organization (\( r=0.488, p=0.000 \)). R square is 0.738 which implying that 74% of the level of employee productivity is determined by suitability of the working environment; level of education; age of employees; gender of employees; the training level of the employees; experience of the employees; level of
satisfaction with rewards provided; general level of employee motivation; and presence of
career development opportunities within the organization. The remaining 26% is explained
by other factors not contained in the model.

The equation of the multiple regression line is thus given as:

\[ Y = a + bx_1 + cx_2 + dx_3 + ex_4 + fx_5 + gx_6 + hx_7 + ix_8 + jx_9 \]

\[ Y = 3.956 + b (-0.055) + c (0.103) + d (0.136) + e (-0.040) + f (-0.161) + g (0.099) + h (0.291) \
\[ + i (-0.057) + j (-0.222) \]

Table 4.10: Summary of the Model Estimates

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.488(^a)</td>
<td>.786</td>
<td>.738</td>
<td>.71268</td>
</tr>
</tbody>
</table>

\(^a\) Predictors: (Constant), Training and career development opportunities, Gender, 
Experience, Employee Motivation, pay, Training, Level of Education, Age, marital status.

Table 4.11, provides the degree of relationship between each variable that affect the
productivity of employee. The constant is 3.956, while the variables which are statistically
significant for the equation are: employee satisfaction with the working environment has a
negative relationship with the productivity \(r = -0.055\), employee level of education has a
positive relationship with the productivity \(r = 0.103\), employee age had a positive relationship
with productivity \(r = 0.136\), employee gender had a negative relationship with their
productivity \(r = -0.040\), training of employee had a positive relationship with their
productivity \(r = 0.161\), employee job experience had a positive relationship with their
productivity \(r = 0.099\), employee satisfaction with the pay and rewards provided had a positive
relationship with their productivity \(r = 0.291\), and employee motivation had a negative
relationship with their productivity \(r = -0.057\).
### Table 4. 11 Regression Results

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.956</td>
<td>.889</td>
<td>4.449</td>
<td>.00</td>
</tr>
<tr>
<td>Satisfaction with the working environment</td>
<td>-.055</td>
<td>.188</td>
<td>-.051</td>
<td>.77</td>
</tr>
<tr>
<td>Level of Education and Productivity</td>
<td>.103</td>
<td>.134</td>
<td>.140</td>
<td>.44</td>
</tr>
<tr>
<td>Age and productivity</td>
<td>.136</td>
<td>.122</td>
<td>.202</td>
<td>.27</td>
</tr>
<tr>
<td>Gender</td>
<td>-.040</td>
<td>.102</td>
<td>-.067</td>
<td>.69</td>
</tr>
<tr>
<td>Training and Productivity</td>
<td>.161</td>
<td>.151</td>
<td>.183</td>
<td>.29</td>
</tr>
<tr>
<td>Experience and Productivity</td>
<td>.099</td>
<td>.161</td>
<td>.095</td>
<td>.54</td>
</tr>
<tr>
<td>Satisfaction with the pay and rewards provided</td>
<td>.291</td>
<td>.138</td>
<td>.362</td>
<td>.04</td>
</tr>
<tr>
<td>Employee Motivation</td>
<td>-.057</td>
<td>.107</td>
<td>-.092</td>
<td>.60</td>
</tr>
<tr>
<td>Training and career development opportunities</td>
<td>.222</td>
<td>.122</td>
<td>.308</td>
<td>.07</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Productivity

### 4.7 Chapter Summary

In this chapter the study findings and results have been presented starting with response rate and respondents’ background information, followed by analysis in terms of research questions. Data has been presented in tables, graphs and charts format for ease and quick interpretation of the data as well as inferential statistics. The next chapter presents the summary of the findings, discussions, conclusion and recommendations drawn from the research study, provided in that order.
5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of four sections namely summary, discussion, conclusions and recommendations. In the summary, important elements of the research will be brought up in reference to the objectives and research methodology. Thereafter, discussions of the major findings emanating from the research study are provided followed by conclusions from the discussion of findings. Finally, the chapter provides recommendations for implementation and further studies in the research area.

5.2 Summary

The general objective of this study was to determine the factors that affect employee productivity at Equatorial Nut Processors Ltd. The study was guided by the following research questions: How do institutional factors affect employee productivity at Equatorial Nut Processors Ltd? How do environmental factors affect productivity at Equatorial Nut Processors Ltd? How do employee characteristics affect employee productivity at Equatorial Nut Processors Ltd?

This study adopted the descriptive research design. The population of the study were the employees of Equatorial Nut Processors Ltd selected using stratified random sampling design by categorizing the population in terms of five strata namely finance department, production department, sales and marketing department, quality control department and information technology department giving a sample size of 60 respondents. The primary data was collected through the use of a structured questionnaire. The questionnaires were first pre-tested in a pilot study on a few employees and adjustments were made. The researcher liaised with the human resource management of ENP and the questionnaires were administered through drop and pick method whereby, the questionnaires were left for the respondents to be filled and then picked after some time. Strategies to ensure a high response rate included a clear notification to the respondents that their responses would be used for research purposes.
only and that the anonymity of their identity would be maintained. The data collected was sorted, classified and coded then tabulated for ease of analysis. The data was summarized and categorized according to common themes. Data collected was analysed through descriptive and inferential statistics. SPSS and Excel computer software aided in the analysis of data. The analysed data was presented in tables, graphs and charts.

The findings on Institutional factors, the study established that organizational goal was the most contributing factor to higher employee productivity level. Work commitment level was the second followed by goal setting by the organization, meeting performance targets, innovation and problem solving capabilities. Other factors were teamwork and training of colleagues, organization structure, and performance appraisal and employee motivation. The findings on environmental factors affecting employee productivity, it was found that satisfaction with the working environment was the major factor contributing to high level of employee productivity in ENP, it was followed by supervisor support. Organization structure had a slight impact on employee productivity, it was rated slightly above average by the respondent.

The other environmental factors were found not to influence positive performance from employees with most of the employee rating a low performance level as influenced by these environmental factors, conflict between work and personal life, working infrastructure, promotion in the organization, employee compatibility with organization culture, satisfaction with organization transparency, availability of training and career development opportunities in the organization and the pay and rewards from the organization. The findings on personal characteristics, it was established that employee training was the factor most contributing to high employee productivity, followed by employee relationship with colleagues and age of employee. Other employee related factors found to affect employee productivity were employee marital status, gender of the employee and the education level of the employee.
5.3 Discussion

The findings of the three research questions are discussed objectively in this section.

5.3.1 Institutional Factors and Employee Productivity

This research study concentrated on institutional factors under 7 themes; general level of productivity, performance targets, performance appraisal, Innovation and problem solving capabilities, work commitment, teamwork and training, personal sacrifices and motivation. These are factors that are found within the organization and they will either help employees achieve good performance or hinder them from achieving good performance.

The study established that productivity of the employee was at a high to very high level as affected by the general level of production. The study revealed that employee productivity is positively impacted by achieving the performance target of the company. The finding is in line with Mudor & Tookson (2011), argument that desire to achieve the set target is the motivation that makes most employees perform efficiently and be good at something within the organization as the employee realizes that their work effort is worth to the company. The study also established that performance appraisal helped employees perform at a high level. This is attributed to the motivation that comes with the review of work done by an employee and the rewards that would come from the review inform of either increase in salary or promotion to a higher level. This finding concurs with Rudman (2003), who stated that performance appraisal is a critical factor in an organization in enhancing the performance of the employee.

This study established that innovation and problem solving capabilities drive employees to perform at high to very high level. Innovations brings improved ways of accomplishing task in the organization and make it easier and faster for employees to perform their work, thus improving performance and raising the productivity level of employees. This finding is in line with the findings of Jawad, et al (2014) who found out that innovation greatly escalates the productivity of employees. The study also established that employees productivity was greatly enhance by high work commitment level. Employees who are committed to their work will
perform well and achieve high productivity level due to their concentration at work. These findings relate to Varsha & Bhati, (2012) findings that employees’ commitment is significantly related to sustained productivity. The study also established that teamwork and training of colleague at work increases the productivity of employee. Teamwork helps to achieve good performance due to the power of working together, employee involved in training their colleague will end up improving their skill and becoming better in their work therefore raising their productivity level. This is in line with Benrazavi and Silong (2013) who considered teamwork as an important factor that contributes to employee performance. The study also revealed that employees were performing very high. Employees who make personal sacrifices will achieve high productivity since they make an extra effort in performing their duties at work. This is in line with Cho & Ryu, (2011) argument that individual organization-related sacrifice significantly has positive effects on job performance.

5.3.2 Environmental factors and Employee Productivity

This research study concentrated on environmental factors affecting employee productivity at ENP under 9 themes; working environment, pay and rewards, training and career development, transparency and organizational justice, compatibility with organizational culture, promotion, organization structure, Support by the supervisor and the working infrastructure. These are factors that form the surrounding in the work place, the employee interact with his or her environmental while performing his or her duties.

The study revealed that satisfactory working environment will help employees perform highly. When employee are satisfied where they are, they have minimum or no distraction hence they can totally concentrate on what they are doing thus performing well. This concurs with Ajala (2012), who argued that conducive working environment helps to improve the productivity level of employees.

The study also revealed that employee performs on an average to high level. This is in concurrence with Elangovan & Xie (1999) who observed that, rewards act as both a way for organizations to show their gratitude to employees for work well done and as motivational factors for those employees to produce at high levels.
This study revealed that employees perform to an average to high level in the presence of training and development opportunities. Training and career development will help develop the skills of an employee thus making them better in what they do and therefore improving their productivity. This is in line with the findings of Ollukkaran & Gunaseelan (2012), which proved that training and development is helpful in increasing employees’ performance. The study also revealed that employees in ENP were performing at an average to high level. Transparency in the organization allow the employee to understand the operations in the company, this understanding can help in making the employee perform well. When employees are handle fairly at work they will be free to perform well. This finding relates to Adams’ equity theory that indicates an individual can alter their quality and quantity of work to restore justice when they perceive that the outcome/input ratio not to be just (Adams, 1966).

The study found out that employee compatibility with organizational culture leads employee to perform from an average level to some high extent level. When employees’ culture is in line with the culture of the organization, the employee does not find it difficult to operate in that organizational environment since they share common belief and practises. This finding is in line with Wambugu, (2014) that found out organizational values (culture) has a more significant effect to employee's job performance.

The study found out that employee performance was average showing no influence on employee performance. This contrasts the findings of Nguyen, Dang, & Nguyen, (2014) who argued that promotion opportunities positively influence employee performance. The study also found out that organizational structure leads to high performance level by employee. The structure of an organizational will allow a smooth operation of the employee. This concurs with Hao, Kasper, & Muehlbacher, (2012) who noted in their study that senior managers were of the opinion that organizational structure improves performance directly and through innovation.

The study revealed that support employee got from their supervisor made them perform highly in the organization. Supervisor support will help boost employee morale, offering them help and encouraging them to high productivity. These findings are in line with Leblebici (2012)
who argued that support from the supervisor is helpful in increasing employees’ productivity level. The study also revealed that employee productivity was at an average level. Work infrastructure is crucial for performing duties and responsibilities at work. These findings agree with Hameed & Amjad, (2009) who argued that office design is very vital in terms of increasing employees’ productivity

5.3.3 Employee Characteristics and Productivity

This research study concentrated on employee characteristics under 9 themes; employee motivation, conflict between work and personal life, work design and gender, age, level of education, training, experience, marital status and relationship with colleague. These are factors that defined the personality of the employee. The study found out that employee perform highly if they are motivated. A motivated individual will tend to perform at their best. This concur with Azar & Shafighi, (2013) observation that employee performance is actually influenced by motivation because if employees are motivated then they will do work with more effort and by which performance will ultimately improve.

The study established that productivity of employee was low. Where there is conflict between work and personal life it will hinder the accomplishment of the duties and responsibilities of an employee. This finding contrast Chaudhry, Imran Malik, & Ahmad, (2011) who found that conflicts have a positive impact on employee performance. The study also established that productivity of employee was high when the work design suited their gender. Most people will achieve high productivity when they are working where they feel their personal ego is not damaged. Men will perform poorly when performing task that they feel is meant for ladies. The same is true the other way round. The study also established that the productivity of employee at ENP was at an average to high level, with most of the employee being at a young age of below 33 years it is concluded that employee productivity is high at a younger age. When one grows up, they develop sense of responsibility and self-discipline, this make them perform well also the experience they get improve their job performance. This is in line with the findings of Aubert & Crepon (2007) that productivity increases with age until age 40 to 45 and then remains stable after this age.
The study revealed that the productivity of employee was at a high level as affected by education level. Education will expand the knowledge base of the employee thus making them more creative and innovative thus improving their way of doing things. This is in line with NG & Feldman, (2009) who stated in their study that education promotes core task performance by providing individuals with more declarative and procedural knowledge with which they can complete their tasks successfully. The study also revealed that employees will perform on a high level if they receive training. Training impact skills to the employee that are necessary for the accomplishment of their duties and responsibilities at work hence, training will likely lead to high performance by employees. This is in line with Githinji (2014) who found out training facilitates motivation for work performance the study also revealed that employees’ job experience enhanced performance to high level. Experience make employee master their job and this make them perform their duties with ease and therefore achieving high productivity. These findings concur with Uppal, Mishra, & Vohra, (2014) who established that current job performance improves with increase in industry and occupational experience.

The study established that the productivity of employee was affected by marital status on a positive note. This is in line with Korenman & Neumark (1991) who found out those workers who were married in the company received higher performance ratings from their supervisors and were promoted 10.5 percent higher than single workers. The study also revealed that productivity of employee was positively influenced by employee relationships. This is in line with Rizwan et al. (2012) who assert that employee satisfaction with the relationship with co-workers and customers bring positive feelings about their job. This can be seen to influence good performance from employees.
5.4 Conclusion

5.4.1 Institution Factors and Employee Productivity

In regards to how employee productivity was affected by institutional factors, employee rated their productivity at a high to very high level. This study also revealed that employee motivation was affecting the level productivity of employee on the negative side. This study concludes that institution factors help employee to perform at a high level.

5.4.2 Environmental Factors and Employee Productivity

In regards to how environmental factors affected employee productivity, the study revealed that only the employee satisfaction with their working environment and the support these employee get from their supervisor lead them to achieve high productivity at their work. However the organization structure was found to slightly influence the level of productivity of employee to slightly above average and the other factors were leading to low level of employee productivity. The study concludes that a satisfactory working environment and support from the supervisor will lead to high performance from the employee.

5.4.3 Personal Characteristics and Productivity

In regards to personal characteristics of employee and how it affects the production level of employee, this study revealed that the level of training of employee and their relationship with colleagues at work would make them perform highly. Age of employee had a slight impact on employee productivity level while the other factors influenced low productivity rate. This study concludes that the level of performance of employee will heavily rely on the training level of the employee and also this will be enhance by their relationship they have at workplace.
5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Organizational factors affecting employee productivity

It was clear from the research outcome that institution factors carry a significant effect on the production level of employee in an organization. The organization should take into account those institutional factors that are seen to drive employees to high performance level and improve them in order to achieve high production from its work force.

5.5.1.2 Environmental Factors Affecting Employee Productivity

This study established that employee performance was greatly influenced by their environment of work, the organization should therefore strive to ensure an enabling environment of work for its employee as this will ensure employee are at ease at work and enable them to focus at work and thus lead to high productivity level.

5.5.1.3 Personal Characteristics Affecting Employee Productivity

From the study personal characteristics were found to be of less impact to the productivity of employees. However, job experience and employee relationship with colleagues was found to greatly influence employee to high performance. The management should ensure they retain their workforce so that they can be able to utilize their experience, the management should also arrange team building activities that will help build employee relationships with colleague as seen this will enhances their performance.

5.5.2 Recommendations for Future Research

This study took into consideration three factors of; institutional factors, environmental factors and personal characteristics that affect employee productivity in private limited companies, further research can be done with a concentration in one factor like work environment factors so that a wide knowledge base can be gain. Further research can also be done on but not limited to government parastatals.
REFERENCES


APPENDICES

APPENDIX I: Cover Letter

To whom it may concern

Dear Sir/Madam,

REF: INTRODUCTION LETTER

I am a student at the United States International University- Africa (USIU - A) conducting a research study as part of the course requirement. The study seeks to determine the factors that affect employee productivity at Equatorial Nut Processors Ltd.

You are kindly requested to respond to the required information in the questionnaire to assist in collecting required information. The information will be confidential, and will be only used for academic purpose and at no chance will your name or the name of your organization be mentioned anywhere in the report.

Your honest participation will be highly appreciated, thank you for your co-operation,

Yours Sincerely,

Edwin Njururi
APPENDIX II: QUESTIONNAIRE

QUESTIONNAIRE

Dear respondent,

This questionnaire seeks to collect data related to factors affecting productivity of employees in private limited companies in Kenya. Your honest response on the questionnaire will be highly appreciated. All response will be treated with confidentiality and will only be used for the purpose of this study.

SECTION A: BACKGROUND INFORMATION

A1: Please fill in the information in the table below and ticking appropriately where applicable.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Years worked in the Company</th>
<th>Department</th>
<th>Gender</th>
<th>Marital Status</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Primary</td>
<td>1 &gt;1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Certificate</td>
<td>2 1 – 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Diploma</td>
<td>3 5 – 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First Degree</td>
<td>4 11-15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Masters</td>
<td>5 16 – 20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 PhD</td>
<td>6 21 – 25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Any other (specify)</td>
<td>7 25 – 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 31 &amp;above</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A2: Age:

1. 18-25 years
2. 26-33 years
3. 34-41 years
4. 42-49 years
5. 50 years and above
PART B: INSTITUTIONAL FACTORS

In terms of the following institutional factors, how would you rate your performance as an employee in your organization? (Tick appropriately)

<table>
<thead>
<tr>
<th>Institutional factors</th>
<th>Very low</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Very high</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. General Level of productivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2: Always meeting performance targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3: Performance Appraisal</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>B4: Innovation and problem solving capabilities</td>
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<td>B5: High work commitment level</td>
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<td>B6: Teamwork and training of colleagues</td>
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<td>B7: Making personal sacrifices to further organisational goals</td>
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<td>B8: Employee Motivation</td>
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<td>Others (specify)</td>
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**PART C: ENVIRONMENTAL FACTORS**

In terms of the following environmental factors, how would you rate your performance as an employee in your organization? (Tick appropriately)

<table>
<thead>
<tr>
<th>Organisational Factors</th>
<th>Low Extent</th>
<th>Low</th>
<th>Average</th>
<th>High</th>
<th>Great Extent</th>
<th>No Idea</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>C1: Satisfaction with the working environment</td>
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<td>C2. Satisfaction with the pay and rewards provided</td>
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<td>C3. Training and career development opportunities</td>
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<td>C4. Satisfaction with transparency and organisational justice</td>
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<td>C5. Compatibility with the organisational culture</td>
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<td>C6: Promotion</td>
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<td>C7: Organization structure</td>
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<td>C8: Support by the supervisor</td>
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<td>C9: Availability of working infrastructure</td>
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<td>Characteristics</td>
<td>Very low</td>
<td>Low</td>
<td>Average</td>
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<td>D1: Work design and your gender</td>
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<td>D2: Age and productivity</td>
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<td>D3: Level of Education and Productivity</td>
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<td>D5: Experience and Productivity</td>
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--- Thank you ---