EFFECT OF ORGANIZATIONAL CITIZENSHIP
BEHAVIOUR ON EMPLOYEE PERFORMANCE: A CASE
OF RATTANSI EDUCATIONAL TRUST, KENYA

BY

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UNITED STATES INTERNATIONAL UNIVERSITY -
AFRICA

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A Project Report Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirement for the Degree of Masters in Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

SPRING 2017
STUDENT’S DECLARATION

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

Signed: __________________________    Date: __________________________

Francesca M. Njage (ID 643912)

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

Signed: __________________________    Date: __________________________

Dr. Teresia K. Linge

Signed: __________________________    Date: __________________________

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ABSTRACT

The general objective of the study was to examine the effect of organizational citizenship behavior with a specific focus on Rattansi Educational Trust. The specific objectives of the study were: to investigate the effect of loyalty on employee performance at Rattansi Educational Trust, to investigate the effect of personal initiative on employee performance at Rattansi Educational Trust and to investigate the effect of self-development on employee performance at Rattansi Educational Trust.

The study adapted a descriptive research design. The population of the study was 100 employees of Rattansi Educational Trust. A census sampling method was applied where the whole population of 100 comprised the sample. Data was collected using standardized structured questionnaires guided by the specific objectives of the study. The data was analyzed using the Statistical Package for Social Sciences (SPSS) tool. Descriptive statistics like mean, percentages, and frequency. Pearson correlation was computed to determine the relationship between the independent and dependent variables.

The findings of the study show that loyalty has a positive effect on employee satisfaction. Loyal employees are inspired to improve service quality and performance. Employee performance and loyalty tend to increase as the organization invests on employees. Loyalty improves employee performance because employees are motivated to work hard and a high level of employee loyalty improves organizational effectiveness.

With regard to personal initiative, it positively improves relationships among employees and work performance at Rattansi Educational Trust. Proactive behavior encourages commitment and improves institutional performance at Rattansi Educational Trust. The relationship between personal initiative and employee performance is significant in encouraging proactivity and ensures that damages associated with bad decisions are minimized in the organization.

With regard to self-development and employee performance the study confirms that self-development improves employee performance. Self-development positively influences employee performance. Self-managing employees have a higher chance of achieving their career goal at Rattansi Educational Trust. Employees tend to engage in self-development programs because they see it as an opportunity to contribute towards the organizational growth.
The study concludes that Loyalty supports the creation of a safe working environment, improves the quality of service and enhances employee satisfaction. Loyal employees give their best to the company because they believe in the cause of the organization. Personal initiative provides the desire to achieve the highest level of performance; proactive employees tend to perform better than individuals who are less proactive. Self-development empowers employees with skills and experience that helps improve organizations overall effectiveness.

The study recommends that the organizations should create or come up with loyalty programs that will make employees feel valued and satisfied at the workplace. A culture that encourages personal initiative among employees to help them thrive at the workplace. A culture that supports self-development among employees to change their attitude by gaining new skills and advancing the existing ones. The above will help improve the overall performance in the organization because employees are motivated to give their best in everything they do. It can help with employee retention and development in different organization.
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# TABLE OF CONTENTS

STUDENT'S DECLARATION ........................................................................................................... ii
COPYRIGHT ................................................................................................................................. iii
ABSTRACT ...................................................................................................................................... iv
ACKNOWLEDGEMENT .................................................................................................................. vi
TABLE OF CONTENTS ................................................................................................................ vii
LIST OF TABLES ............................................................................................................................ ix
LIST OF FIGURES .......................................................................................................................... x

CHAPTER ONE

1.0 INTRODUCTION .................................................................................................................... 1
1.1 Background of the Study ....................................................................................................... 1
1.2 Statement of the problem ..................................................................................................... 4
1.3 General Objective ................................................................................................................ 5
1.4 Specific Objectives ................................................................................................................ 5
1.5 Significance of the Study .................................................................................................... 5
1.6 Scope of the Study ............................................................................................................... 6
1.7 Definition of Terms ............................................................................................................. 6
1.8 Chapter Summary ............................................................................................................... 7

CHAPTER TWO

2.0 LITERATURE REVIEW ......................................................................................................... 8
2.1 Introduction ........................................................................................................................... 8
2.2 Effect of Loyalty on Employee Performance ..................................................................... 8
2.3 Effect of Personal initiative on Employee Performance ....................................................... 10
2.4 Effect of Self-development on Employee Performance ....................................................... 15
2.5 Chapter Summary ............................................................................................................... 20

CHAPTER THREE

3.0 RESEARCH METHODOLOGY .............................................................................................. 21
3.1 Introduction .......................................................................................................................... 21
3.2 Research Design .................................................................................................................. 21
3.3 Population and Sampling Design ....................................................................................... 21
3.4 Data Collection Methods .................................................................................................... 23
3.5 Research Procedures .......................................................................................................... 23
CHAPTER FOUR
4.0 RESULTS AND FINDINGS ................................................................. 25
4.1 Introduction .................................................................................. 25
4.2 General Information ................................................................. 25
4.3 Employee Performance ............................................................ 28
4.4 Loyalty and Employee Performance ............................................ 28
4.5 Personal Initiative and Employee Performance ......................... 30
4.6 Self-development and Employee Performance ............................ 32
4.7 Correlation Test .......................................................................... 35
4.8 Chapter Summary ......................................................................... 36

CHAPTER FIVE
5.0 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS ........ 37
5.1 Introduction ................................................................................ 37
5.2 Summary of Findings ................................................................. 37
5.3 Discussion .................................................................................. 38
5.4 Conclusions ............................................................................... 41
5.5 Recommendations ...................................................................... 42

REFERENCES ................................................................................ 44

APPENDICES .................................................................................. 51
APPENDIX I: INTRODUCTORY LETTER ........................................ 51
APPENDIX II: QUESTIONNAIRE .................................................... 52
LIST OF TABLES

Table 3.1: Sample Size Distribution ................................................................. 23
Table 4.1: Employee Performance ................................................................. 28
Table 4.2 Loyalty and Employee Performance ............................................. 30
Table 4.3: Personal Initiative and Employee Performance ........................... 32
Table 4.4: Self-development and Employee Performance ............................ 34
Table 4.5: Correlation test ................................................................................ 35
LIST OF FIGURES

Figure 4.1: Gender ................................................................. 25
Figure 4.2: Age ................................................................. 26
Figure 4.3: Education Level ................................................ 27
Figure 4.4: Years of Experience ............................................ 27
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

Employee performance within an organization is defined as the job-related activities expected of a worker and how well those activities were executed (Kennerley & Neely, 2003). Many business assess the employee performance of each staff member on an annual or quarterly basis in order to help them identify suggested areas for improvement (Bhartiya, 2015). Employee performance is important to organizations because it enables them to meet their set out objectives. An organization’s success depends on the employees’ performance. Poor performance is detrimental to a company’s success.

If an organization’s focus is the development of innovative and high quality products and services, employee performance plays an integral role in achieving the firm’s goals. The design, engineering, quality assurance and marketing of the organization’s products and services are essential components, employee performance in these areas is critical to the organization’s success (Belschak & Den Hartog 2010). Clients who require the organization’s products and services expect quality that meets their needs. Once customers find an organization that provides the product and services they need, repeat business helps one build not only a strong customer base but also a good reputation (Brown, McHardy, & Taylor, 2011). When loyal customers and beneficiaries of the organization swap stories about the best products and services for their needs, and are also extremely satisfied the organizations services and products, one’s organization benefits greatly as a result of word of mouth (Belschak et al, 2010).

Employee performance is the work-related actions anticipated of a worker and how soundly those activities are executed (Mensah & Tawiah, 2016). Employee performance is all about what is to be achieved at an organizational level by workers. It involves the worker’s agreed measures, skills, competency requirements, development plans and the delivery of results (Mensah & Tawiah, 2016). Employees usually represent the biggest cost for an organization, and measuring performance is fundamental to the employee management process (Richard, 2014). More recent studies done on employee performance have focused on its impact and recognition (Luthans & Stajkovic, 2006), the effect that motivation has on it (Richard, 2014) and its relationship to work performance
Researchers have hypothesized that employee performance is as a direct result of the influence from organizational behaviors (Magdalena, 2014). It is believed that organizational behaviors influence the stability of the employee performance because conscientious employees are more likely to maintain a consistently high level of output. Research has shown that employees performance is affected by organizational citizenship behavior (Magdalena, 2014).

There are various types of organizational behaviors observed in employees at work, citizenship behavior is one of the more sought after by management. Organizational citizenship behavior is an employee’s unstinting arbitration to exceed the requirements of his or her work role. Exceeding work requirements benefits of the employee’s organization contends that the scheme of organizational systems is never perfect. If an organization relies solely on its worker’s in-role behavior, it may be problematic to achieve organizational goals. Accordingly, an organization must rely on certain citizenship (Organ 1988).

Organizational citizenship behavior is defined as individual behavior that is discretionary, not explicitly or directly acknowledged by a formal reward system, and which ultimately promotes the efficient and effective functioning of an organization (Hart, Gilstrap, & Bolino, 2016). Organizational citizenship behaviors involve all employee behaviors that are basic for the accomplishment of organizational objectives, yet are not specifically or explicitly acknowledged by the formal reward organization. These behaviors enhance organizational effectiveness for the reason that they lubricate the social machinery of the institution (Organ, 1988). Loyalty, personal initiative, self-development and civic-virtue are examples of characteristic features exhibited by employees with organizational citizenship behavior.

Employee loyalty has captivated the consideration of scholarly researchers and managers for many years because of the desirable results accredited to high levels of it, such as: working hard (Drizin & Schneider, 2014), providing higher quality service to customers (Sirdeshmukh, Singh, & Sabol, 2002) and reduced intentions to quit (Ton & Huckman, 2008), all of which heighten organizational performance (Brown, McHardy, & Taylor, 2011). Loyal employees tend to go further in addition to their work duties to advance the
organization’s interests (Hajdin, 2005). A growing number of studies on schemes with monetary incentives have modeled the significance of no pecuniary sources of motivation of workers and showed that production is heightened when workers act in the interests of the employer (Akerlof & Kranton, 2005).

Organizational citizenship behavior impacts the efficiency of workgroups during periods of crisis management. For example, helping others and having conscientiousness results in reduced inter-group strife and permits managers to focus on more pressing matters (Magdalena, 2014). Having employees engaged highly in organizational citizenship behavior may enhance managers’ efficiency by allowing them to devote a greater period of time to long-term development matters. Consequently, organizational citizenship behavior has a positive benefit to manager’s as well as employees (Turnipseed & Rassuli, 2005). Organizational citizenship behavior is described as extra behavior of doing tasks in work place apart from routine employee activities. Organizational citizenship behavior also helps institutions to increase their performance in the long run as compared to short term (Joireman, George & Kadmar 2006).

Poncheri (2006) described organizational citizenship behavior as constructive behavior that has positive effect on organizational development. Both notions of performance and organizational citizenship behavior evidently provide evidence of the extra part played by the employees in workplace that have positive impact on organizational performance. Organizational citizenship behavior related closely to organizational motive to realize organizational goals efficiently and effectively (Jiorman et al., 2006). The views of Koys (2001) underscore organizational citizenship behavior as positive effect on productivity of an institution but not on contentment of the customer. However, Shapiro et al. (2004) defined employee behavior as founded on organizational behavior; employees react according to the behavior of the organization for example, if the organization shows a positive attitude towards employees the same will reciprocate.

Based on research undertaken by Turnipseed and Rassuli (2005), organizational citizenship behavior elements which enhance performance include: helping or altruistic elements, elements which add social capital, elements resulting in problem solving or time saving, and other elements which afford socio-emotional provision by boosting
morale or developing a nurturing culture. Researchers the world over are up to now still enriching the sector of organizational citizenship behavior which assists organizations through positive employee performance to grow their success. Organizational citizenship behavior is concerned with the behavior of workers, so that employees are treated as key players to increase not only their own performance but also the productivity and effectiveness of organizations. Poncheri, (2006) described organizational citizenship behavior as behaviors that have positive impression on the productivity of organizations through enhanced employee performance. Employee behavior and attitude affects not only their own performance but also the organization’s performance in general (Sanders, Schyns, Koster, & Sanders, 2006). The study aims at contributing to the debate on organizational citizenship behavior by developing a theory-driven statute of suborn able behavior within organizations.

The Rattansi Educational Trust was started in 1956 by Mr. Mohamedally and his wife Maniben after spending over 50 years in East Africa (Rattansi Educational Trust, 2016). The trust is based in Nairobi, Kenya where they had lived most of their life before retiring to their farm in Nyeri. The Trust founded in Kenya during the colonial era assisted all regardless of race. The Trust employs over 100 employees who are dedicated in ensuring that all those entrusted to their care get the necessary assistance required. The exemplary work done by these employees demonstrates organizational citizenship behavior at work.

1.2 Statement of the Problem
Research on organizational citizenship behavior has been broad since its presentation around a quarter century ago (Bateman and Organ, 1983). By far most of subsequent organizational citizenship research has concentrated on the impacts of organization citizenship behavior on individual and organizational execution. Empirical evidence of association between organizational citizenship behavior and measures of organizational and individual performance is mounting in the marketing and management literatures (Barksdale and Werner, 2001). Numerous researches have investigated the relationships between employees’ behaviors, employee attitudes and personal characteristics. (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Few comprehensive studies of the probable antecedents of organizational citizenship behavior in educational Trust context are reported in the literature (Ronit Bogler & Anit Somech, 2005; Eyupoglu, 2016). Studies have shown that work performance, can be affected by the citizenship behavior of
the organization (Yaffe & Kark, 2011). Managers can develop organizational behavior by nurturing a positive working atmosphere which will eventually develop a feeling of commitment and satisfaction thereby generating employees’ loyalty and eventually improving employee performance (Farahbod, Azadehdel, Rezaei-Dizgah, & Nezhadi-Jirdehi, 2012). However, the organizational citizenship behavior and personnel performance in educational trusts are not well documented and represent a significant gap in the literature (Ronit Bogler & Anit Somech, 2005).

The key factors in organizational citizenship behavior which affect performance are: loyalty, personal initiative and self-development (Veronica & Indradevi, 2014). These aspects will form the focus area of this research on organizational citizenship behavior at Rattansi Educational Trust.

1.3 General Objective
The general objective of this study was to examine the effects of organizational citizenship behavior on employee performance at Rattansi Educational Trust.

1.4 Specific Objectives
The specific objectives of the study were:

1.4.1 To investigate the effect of loyalty on employee performance at Rattansi Educational Trust.

1.4.2 To investigate the effect of personal initiative on employee performance at Rattansi Educational Trust.

1.4.3 To investigate the effect of self-development on employee performance at Rattansi Educational Trust.

1.5 Significance of the Study

1.5.1 Rattansi Educational Trust
This research will focus on studying organizational citizenship behavior and how it affects employee performance of which management of Rattansi Educational Trust will be informed. The research in addition will help management to address challenges that affect employee performance.
1.5.2 Stakeholders at Rattansi Educational Trust
The stakeholders will have information on how employee performance is affected by formulating organizational citizenship behavior in the workplace. And be able to place the organization under competitive advantage with other organizations.

1.5.3 Scholars and Academicians
The research will add new knowledge on how organizational citizenship behavior affects employee’s performance; it will also be the reference point in identifying gaps in the future. To the academia, through this study will also add insights on organizational citizenship behavior and its implications to the organization and it will also form a foundation of further research.

1.6 Scope of the Study
This study was carried out at the Rattansi Educational Trust in Nairobi. The study was carried out to find out the aspects of organizational citizenship behavior, its impact on employee performance which targeted a population of 100 employees. The research was carried out within the months of January 2017 – March 2017. There were some challenges faced during the study, one of them was time wasted during collecting information from various sources. However, to overcome this, correct sources with the correct information was used.

1.7 Definition of Terms
1.7.1 Organizational Citizenship Behavior
Organizational citizenship behavior has been characterized as a show of additional part practices not required of organizational individuals but rather that adds to and is vital for organizational productivity, viability, and picking up an upper hand (Caldwell, 2011).

1.7.2 Personal Initiative
It is the active and intentional process individuals engage in to facilitate self-change and development, and is predicated on four relatively distinct processes, namely, readiness for change which is one's preparedness for making specific changes, planning is the ability to make effective plans to foster growth, using resources this is the ability to capitalize on
available resources, and intentional behavior which is consciously pursuing personal growth (Chang & Yang, 2016).

1.7.3 Loyalty
An attitude, a virtue or a combination of psychological traits and virtues, an employee’s feeling of attachment to his or her employer (Masakure, 2016).

1.7.4 Self Development
Intellectual, psychosocial, moral and emotional growth especially in terms of self-knowledge (Opris, 2015).

1.7.5 Employee performance
Is defined as the result or commitment of workers to make them achieve objectives (Herbert, John & Lee 2000) while performance might be utilized to characterize what an organization has fulfilled concerning the procedure, results, importance and achievement. Afshan et al. (2012) define performance as the accomplishment of particular assignments measured against foreordained or distinguished guidelines of exactness, fulfillment, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

1.8 Chapter Summary
This chapter expounds on the background of the study on organizational citizenship behavior and its effect on employee performance, statement of the problem, general and specific objectives of the study, significance of the study, scope of the study and definition of key terms. Chapter two presents literature review for this research guided by the specific objectives of this research. Chapter three describes the research methodology. Chapter four presents the data analysis. Finally, chapter five discusses the summary, discussion, findings, conclusions and recommendations for this study.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
This chapter reviews literature in line with the research objectives of this study. The first section of the literature review focuses on the effect of loyalty on employee performance. The second section investigates how individual initiative affect employee performance and third section looks at how self-development impacts employee performance.

2.2 Loyalty and Employee Performance
Loyalty is the sincerity, devotion, relatedness and faithfulness towards a belief, place, person or organization (Rishipal, 2013). More and more organizations around the world are becoming aware that loyal, competent, dedicated and well performing employees are the key factor in getting and retaining a good work atmosphere (Brown, McHardy & Taylor 2011). In the service industry, leaders intuitively know that profits go up if employee performance and consequently loyalty improves; and that customer loyalty goes up if they are served by knowledgeable employees, with appropriate skills and the right attitude (Alrawabdeh, 2014). Research done by Yee, Yeung and Cheng (2010) showed that employee loyalty improves service quality for an organization, improves employee satisfaction, increases customer loyalty as well as the firm performance.

2.2.1 Satisfaction
It is paramount to get and maintain employee loyalty and also satisfaction (Yee et al., 2010). Job satisfaction manifests itself in varying ways in various individuals. Whether work fulfillment is low or high depends on various factors including: how well a person’s needs and wishes are met through work, working conditions, the method in which a person defines oneself through work, and one’s personality (Yee et al., 2010). Most resent research prompt the conclusion that satisfaction is increased when employees’ are satisfied with the result of their good performance. That is the outcome of a challenging and interesting effort that let them improve competence and was fairly praised and rewarded (Hertzberg & Frew, 2003).
Research suggests that when employees perceive support from the organization, they are more likely to feel loyal to the organization or supervisor and demonstrate their own commitment by engaging in organizational citizenship behaviors (Eisenberger, Fasolo, et al, 1997).

2.2.4 Implications of Non-loyalty among Employees

Some of the implications of non-loyalty among employees are absenteeism, lateness, low-productivity and poor or declining organizational performance. Employee absenteeism is one of the most common workplace issues facing employers in today’s workplace. Legitimate illnesses still account for the majority of employee absences, but some research have revealed that less than one-third of workplace absences are associated to poor health. Missed work due to employee absence is estimated to cost organizations in the U.S. approximately two hundred and two billion dollars annually (Goetzel, Hawkins, Ozminkowski, & Wang, 2003). Absenteeism, defined as the employee’s failure to report for scheduled work (Barling, 2017), can be seen as somewhat deviant conduct as the worker fails in his or her contract with the organization, resulting in reduced organizational productivity (Patton & Johns, 2007). Although employees may say they are unwell for legitimate explanations, there is a grey area of explanations for reporting sick that are less legitimate, such as not feeling like going to work, or conflicting demands between work and family (Johns, 2017). Due to this information asymmetry concerning reasons for being absent, the problem is difficult to fight for organizations and difficult to study for researchers.

Lateness is defined as a situation where an individual arrives after the proper, scheduled or usual time. Furthermore, Lauby (2009) puts it as a term used to describe people not showing up on time. Famous (2011), contributed by saying that lateness is synonymous with “delay”, which implies being slow to act or slow to respond thus not getting the best possible or regular planning. It is palpable therefore that lateness can be observed as a system of network failure; a situation of not meeting up with programs a function of time. Time is the criteria and determinant of lateness (Rosse, 1988). There are numerous causes of lateness to work by employees among others; non-loyalty of employees to the cause of the firm has been observed as one of the causes of lateness. Lateness disorganizes and causes distraction to the individual and the whole system, it inhibits the process of
achieving the goals of the firm and it also leads to absenteeism and general failure in life (Famous, 2011).

Employee low productivity can also be a cause of non-loyalty of employees. Productivity is defined as the average measure of the efficiency of production (Oxford Dictionaries, 2017). It can be expressed as the production of output to inputs used in the production process. While productivity can be measured in jobs such as supermarket cashiers by how fast they move through customers in a check-out line (Mas & Moretti, 2009), it is more difficult to get accurate measures of productivity and effort in top level positions where duties are not as well defined. For instance, it would be deceptive to only measure a CEO’s effort by how well his company performs. Since company performance is dependent on external factors like the economic climate. Mas and Moretti (2009) however, suggests that non-loyalty has a strong correlation to low productivity of workers.

Poor organizational performance may also be because of non-loyalty among employees. Most studies of organizational performance define performance as a dependent variable and try to distinguish factors that produce variations in performance (March & Sutton, 1997). One of the variations in organizational performance may be due to non-loyalty of employees. Explaining variation in performance or effectiveness is one of the more enduring themes in the study of organizations. It is manifested most distinctively in studies with a focus on management but extends to a wide range of research that seeks to understand competitive survival and to construct interpretations of organizational histories that emphasize the adaptation of organizations to feedback from their environments (Yee et al., 2010). The non-loyal environment tends to vary the performance of the organizations towards a negative direction (Ketchen & Palmer, 1999).

2.3 Personal Initiative and Employee Performance

Personal initiative is work behavior portrayed by its self-starting nature, its proactive approach, and by being persistent in overcoming difficulties that arise in the pursuit of a goal (Frese, Kring, Soose, & Zempel, 1996). Research has supported the notion that personal initiative has positive outcomes for the person exhibiting it, and that personal initiative contributes to the overall effectiveness of an organization. Unemployed persons
with a high degree of personal initiative were able to find a job faster than those with low personal initiative (Frese et al., 1997). Personal initiative related to developing clear career plans and to executing them (Frese et al., 1997). People with high personal initiative are more self-reliant and independent when they have to acquire new knowledge. (Fay & Frese, 2001). Thus, it is proposed that exhibiting initiative leads to positive outcomes for both the individual and the organization, because personal initiative means dealing actively with organizational and individual problems and applying active goals, plans, and feedback. This furthers individual self-development and adds to organizational success. At least in those environments in which it is necessary to deal with a changing world, personal initiative is important. Both organizational citizenship behavior and personal initiative go beyond direct role requirements, and both are seen to contribute indirectly to organizational effectiveness (Organ, 1988).

2.3.1 Persistence

Personal initiative includes persistence and proactive behaviors at work. When taking initiative, persistence is usually necessary to reach one's goal. Generally, personal initiative implies that something is changed: process, procedure, or a task is added or adjusted. Changes usually do not work out perfectly from the earliest starting point; they often involve setbacks and failure. Individuals affected by the changes may not like having to adapt to something new and being compelled to abandon their routines. (Fay & Frese, 2001). This requires persistence from the individual taking initiative in order to move beyond specialized hindrances and to overcome other individual’s resistance and inertia. Sometimes, persistence also has to be shown toward supervisors who do not like their subordinates going beyond the boundaries of their jobs.

Researches have shown that when personal initiative and organizational performance are linked, individuals deviate from a prescribed or conventional path thus the more they show personal initiative. However, in personal initiative if the task is still performed effectively even when the person did not follow the normal and prescribed approach, deviations from the prescribed path may be due simply to inefficiency or mistakes. (Fay & Frese, 2001). Actions that lack a pro-company orientation do not signify personal initiative. Individuals can take initiatives that have useful value only for them, but not for the organization.
2.3.2 Proactive Behaviors at Work

Proactive behavior can be defined as self-coordinated and future-centered activity in an organization, in which the individual plans to achieve change, including change to the situation. Like presenting new work strategies, affecting authoritative system or potentially change inside oneself like adapting new abilities to adapt to future requests. (Bindl & Parker 2006). In times of uncertain, fast-changing environments, flat hierarchies, and complex work tasks, organizations need a new type of employee. The new employee is characterized by a transformed work-role that goes beyond narrow task requirements and encompasses self-starting, proactive mannerisms without the requirement for close management. Majority of the research on proactivity at work start with a similar argument. Proactive behavior is characterized as future oriented, change oriented and self-initiated behavior (Grant & Ashford, 2008) and can be contrasted with both passive and reactive behavior. Many studies have been undertaken showing the constructive effects of proactive work behavior at the personal (Seibert, Crant, & Kraimer, 1999) as well as on the organizational level (e.g., Baer & Frese, 2003). Proactive behaviors have been studied as general constructs under different labels including proactivity, taking charge, or personal initiative or investigated as specific actions such as voice, or whistleblowing, feedback seeking and job crafting.

Proactive behaviors have consistently been characterized as positive, organizationally as well as individually desirable actions (Bhartiya, 2015). There are also dark sides of proactivity. Proactive behaviors or individual initiatives sometimes of employees may come at a price. There are circumstances in which proactivity or individual initiatives yield positive outcomes, and there are others in which it leads to more negative consequences. These questions have been answered to a greater or lesser extent by current research. Nevertheless, there is always a need for a more comprehensive perspective on proactive behavior or individual initiatives at work investigating the positive, negative, and context-dependent aspects.
2.3.3 Constructive Effects of Proactivity at the Workplace

Research studies on proactive behavior have been done on individuals' behaviors and on how they act proactively to enhance the organization they are work in (Parker, Williams, & Turner, 2006), how people manage their careers proactively (Seibert, Crant, & Kraimer, 1999), and how people proactively influence their own performance (Dutton & Ashford, 1993), literature has found strong support for the positive effects of proactive behavior at work on employee performance. First, proactive individuals have been shown to perform better than non-proactive ones. This finding was supported for different measures of individual performance as well as performance on tasks that are core (Belschak & Den Hartog, 2010), entrepreneurial success (Fay & Frese, 2001), sales volume (Crant, 1995), and performance on service (Rank, Carsten, Unger, & Spector, 2007).

Proactivity at the place of employment was also found to be positively related to individual career success in terms of salary and promotion numbers (Seibert, Kraimer, & Crant, 2001), but also in terms of obtaining a new job after being unemployed (Frese et al., 1997). Finally, proactive behavior was linked closely to well-being of persons in several researches; for instance, proactivity relates positively to affective commitment (Den Hartog & Belschak, 2007), job satisfaction (Wanberg & Kammeyer-Mueller, 2000), and positive affect (Greenglass & Fiksenbaum, 2009). Comparable results are found on the organizational level and the team level. Proactive behavior is positively associated with employee and organizational performance in terms of firm profitability (Frese & Fay, 2001) and success (Baer & Frese, 2003) and to team effectiveness and team-level job satisfaction (Kirkman & Rosen, 1999). In sum, there is strong empirical support available for the positive effects of proactive work behavior. Yet, proactivity may not always be desirable or yields positive consequences for the individual, the team, and the organization. There may be conditions under which proactive behavior may also lead to negative outcomes.

2.3.4 Negative Effects of Personal Initiatives and Proactivity at Work

Although the idea of potential negative consequences of individual initiatives and proactive behavior is certainly not a new one, most of the work has focused on the constructive facet of proactivity. Bateman and Crant (1993) contended already that not
every proactive behavior is positive or leads to positive outcomes, misguided individual
initiatives and proactive behavior may rather lead to negative, undesirable results. For
example, in the area of career management, Seibert et al. (2001) noted that employees
who showed high proactivity in terms of voice received less promotions and lower
salaries than their less proactive colleagues and subsequently their performance declined.
Here, high degrees of proactivity (voice) clearly had negative effects on employees’
career success and eventual performance.

Scholars have started to explore the context dependency of the effects of individual
initiatives and proactive behavior. Frese and Fay (2001), for example, recognize that
individual initiative does not always have positive consequences; in combination with
low skills, personal initiative may often lead to negative outcomes. In agreement with this
argument, Chan (2006) showed that a proactive personality only leads to favorable
outcomes if combined with high skills of the employee. When employees’ skills were
low, very proactive workers scored lesser on a number of result variables (including job
performance) than employees low on proactivity. Yet, proactive behavior may also
include proactively looking for feedback and may thus result to amplified feedback and
greater learning for the employee (Fay & Frese, 2001). Proactive employees who are
characterized by ignorance and/or lack of skills but obtain greater feedback they are more
likely to benefit from extra feedback and steep learning curves and hence do better. Some
may simply fail in their actions and perform worse at the work place. Studies have not yet
addressed these queries to a large extent. While research on feedback has shown that
feedback can foster goal-attainment and increase performance (Ashford, Blatt, &
VandeWalle, 2003), research on feedback seeking have discovered that recurrent
feedback seeking may also lead to negative evaluations by feedback givers (Ashford &

Even though research has revealed that proactive behavior results in increased positive
affect and work satisfaction, sometimes it may be more efficient to ‘let go’ rather than
persist and overcome obstacles (e.g., Lapierre & Allan, 2006). In this sense, showing high
degrees of personal initiative (and thus high degrees of persistence and efforts to
overcome obstacles) may lead to inefficient coping mechanisms eventually resulting in
high stress levels (Frese & Fay, 2001). Currently, extant studies on proactive behavior
and stress have focused on stress as an antecedent of proactivity instead of an outcome of
it (Fay & Sonnentag, 2002; Sonnentag, 2003). From an occupational health perspective,
Harvey, Blouin, and Stout (2006) found that in situations characterized by levels of high
relational conflict proactive individuals perform poorer on their tasks and suffer more
from burnout than less proactive individuals. Future research should therefore explore
further the eventualities of the results of proactive behaviors on individual health and
well-being. In addition, researchers have argued that proactive employees show high
levels of regulation breaking. This behavior may not continually be appreciated by
fellow-employees and supervisors as it ‘rocks the boat’ and facilitates change which is
not always appreciated by other institutional members (Morrison & Phelps, 1999). What
is the role of leaders in this process as leaders aim to affect their subordinates’ behaviors?
Are proactive juniors difficult to manage, or should they be led in a different way as
compared to non-proactive subordinates?

Finally, research in organizational behavior has likewise centered around undesirable,
counterproductive work practices as (negative) an aspect of employees' responsibilities
execution in the most recent decade (Rotundo and Sackett, 2002). These practices can
regularly likewise be described as proactive (Fay and Sonnentag, 2010). For instance,
workers may take creativity to search for courses on the best way to undermine their
manager and take organization material. Through this study one can ask the question to
what extent does proactivity have an impact in such institutionally shocking work
behaviors? Generally speaking, there is some speculative and additionally observational
support for the thought that proactivity at work may likewise prompt negative outcomes.

2.4 Self Development and Employee Performance

According to Antonacopoulou, (2000), in his study of employee development, self-
development refers to taking steps to better oneself such as by learning new skills and
overcoming bad habits. It includes efforts towards self-fulfillment, either through formal
study programs or one’s own. Self-development involves enhancing one’s capabilities or
potentialities to achieve career goals. Despite the growing recognition by organizations
that so as to address the political, social and economic changes in their environment they
need to invest in their human resources, handling the diverse and multiple development
needs of workers continue to be a major challenge for organizations. In response to this
challenge, there has been a stream of initiatives and ideas, which have sought to promote ways in which employee performance and development can be better integrated with the development of the organization and form part of the corporate strategy. For example, issues such as improved communication, involvement and participation, development rather than training, staff empowerment are dominating themes (Meggison et al., 1999). Even though these themes are not new, at the moment there is a renewed curiosity in these issues in the light of the emphasis on building learning organizations (Senge, 1990). The emphasis on learning and thereby self-development as a source of competitive advantage has renewed the importance of self-direction and personal responsibility in the development process.

In the light of the continuously changing needs of individuals and organizations, self-development is promoted as a promising strategy for developing employees including managers (Pedler, 1988). In spite of the attractiveness of this notion, one finds that within organizations employee development initiatives, based on the principles of self-development, are few. The shortage of such approaches implies that utilizing the principles of employee development initiatives in practice is fraught with difficulties. In order to delve deeper into understanding employee self-development, it is important to examine the career management of employees, the analytical framework on employee development and the contextual factors in employee self-development.

Employees are a key element of the organization. The accomplishment or wreck of the organization relies on worker performance. Therefore, companies are investing huge amounts of money on employee self-development and career development. Current research has analyzed the hypothetical framework and models connected to employee self-development and its effect on employee performance. (Lejeune, Mercuri, & Raemdonck, 2016). Key variables have been identified which are connected to employee development and performance. Researchers have developed a proposed Model that explains this connection amid employee development variables (employee exploration, skill development, self-managing, and employee attitude) and employee performance. Lejeune et al. (2016). The employee self-development affects performance and organizational effectiveness.
Employee self-development is one of the most vital purposes of Human Resource Management. Employee self-development is a way to develop the skills of an individual employee. Employee development consists of the individual employee development or group employee development. Employee self-development improves employee performance Elena P. (2000). Accordingly there is a solid relationship between Employee Development and their performance.

Employee improvement activities are extremely vital for the employees, as the activities indicate that the organization is concerned for the employees and wants them to develop even further in their jobs. Elena P. (2000). Numerous organizations are investing in employee development and giving towards the employee development activities. Employees who work hard use their skills and efforts to accomplish the objectives of the organization. There are countless schools of thoughts when it comes to employee development. One school of thought believes that employee development should focus on self-development while another advocates for self-managed learning. As every individual employee wants to explore new things, one should explore the limits of one’s career more and take part in related supplementary activities such as attend seminars, workshops and training sessions. This indeed leads to employee development, and results in improved employee performance.

2.4.1 Career management
Career management is the process whereby individuals gather information about values, interests, skill strengths, weaknesses in career advancement, identifying a career goal, and take part in career strategies that uplift the probability that career goals will be accomplished (Greenhaus, 1987). Many human resource professionals have upheld the use of career development and management systems for refining workers’ career motivation and responsibility because of the purported link between developmental behavior, participation in development activities, career management and performance. London et al, (1987). Developmental behavior and activities for example reading journals, initiating new projects, or attending courses are intended to enhance personal and professional growth (London, 1989).
The first step in the career management process is career advancement. Career exploration is founded on the theory of exploratory behavior advanced by vocational psychologists. Exploratory behavior includes mental or physical activities which produce information about an individual or the environment (Jordaan, 1963). This data is utilized for the development of self and occupational concepts. Stumpf et al. (1983) suggest that career exploration comprises four components: The first component is where one explores meaning self-versus environment, the second component is how one explores referring to intended versus systematic. The third component is how much one explores (frequency and amount of data), and the fourth component is what an individual explores (exploration focus). Several researches have shown that career advancement is related to development behavior including acceptance of mobility openings and participation in workshops, seminars and courses (Noe & Wilk, 1993).

Where one explores and how one explores likely affects workers’ developmental behavior. Characteristically, persons obtain career data through self-exploration of values, interests, and skill strengths and weaknesses and environment exploration (for instance deliberating on career interests with family members or peers). Exploration is expected to occur for persons who wish to successfully progress in their careers (Phillips, 1982). The result is increased information of career opportunities and a greater cognizance of what skills and behaviors need to be developed for career success. As a result, exploratory behavior is prospectively positively associated with developmental behavior and readiness to take part in development activities. Employees who are aware of their skill strengths and weaknesses are more likely to exhibit behavior designed to improve ability weaknesses. Individuals may engage in self or environment exploration in either a systematic or random manner. A more systematic examination process is likely to result in greater understanding and awareness of development needs. This awareness is an important prerequisite for developmental behavior and willingness to participate in development activities (Noe, 1986).

Career goal development refers to the goals and objectives people pursue at work. These goals include promotions, pay increments, and skills development (Noe, 1996; Zikic & Klehe, 2006). Earlier research by Greenhaus (1987) claimed that a career focus is an important determinant of developmental behavior and willingness to participate in
development activities. The more focused employees’ career goals are, the more likely they will be engaged in behaviors that will help them reach their goals; and the greater will be their motivation to participate in development activities. Evidence shows that individuals who reflect more actively about career goals and who have stronger vision in what they want to attain during their career, report a larger amount of profession achievement (De Vos & Soens, 2008). Likewise, self-managing individuals are more likely to get their desired career goals, which in turn will make them feel more successful in their career (Arthur, Khapova, & Widerom, 2005). In the career writing, goal focus has been shown to be an important determinant of career goal attainment and satisfaction with career progress (Sugalski & Greenhaus, 1986). Therefore, career goal is expected to influence the level of psychological well-being of individuals.

2.4.2 Individual and Contextual Factors in Employee Self-development

Organizations are facing increased pressure to reduce the time and financial costs associated with required organizational training programs (O’Toole, Lawler, & Susan Meisinger, 2007). Accordingly, increased attention is being directed toward self-development as a means to supplement these required programs (Orvis & Ratwani, 2010). Self-development is defined as the total of all deliberate activities, not formally required by the organization, that an employee under-takes to gain and retain job knowledge/skills (Karakaya & Yılmaz, 2013). The unique feature that makes a development action is its voluntary nature. Financially, self-development can be more economical for an organization than requisite training programs since such activities can be self-funded, self-initiated, and completed outside of an employee’s regular workday (Ellinger, 2004). Self-development is also associated with other positive outcomes, such as employee job satisfaction, improved employee performance and organizational commitment (Blau, 1964). Given the utility of self-development, a substantial amount of research has examined the influence of employee contextual factors and individual characteristics on the quantity/frequency of self-development performed (Hurtz & Williams, 2009; Maurer & Tarulli, 1994; Maurer, Weiss, & Barbeite, 2003; Tharenou, 2001).

Accordingly, contemporary research to examine whether the contextual factor of workplace support for self-development interacts with an employee’s individual characteristics to influence self-development and resultant performance. Specifically, it
may be that some employees require support from their workplace to self-develop and engage in little to no self-development if this specific situation is absent. The ability to identify whether certain types of employees require more extensive workplace support may help a company create initiatives fashioned to increase self-development throughout to all employees. Another contribution of self-development and performance study is the specification of potential and multiplicative effects of the emerging trait of proactive personality. The influence of this individual characteristic has only been examined in prior self-development studies (Major et al., 2006). Proactive personality must be central to self-development; its components are relevant to initiative-taking with respect to opportunities and propensity for completing discretionary job behaviors, both of which are likely to influence participation in self-directed learning (Crant, 1996).

2.5 Chapter Summary

This chapter reviewed the literature on the effect of organizational citizenship behavior on employee performance. The research tackles the factors that affect organizational citizenship behavior. The first section of the literature review looked at how loyalty affects employee performance. The second section examined how individual initiatives affect employee performance and the last section looked at how self-development affects employee performance. The next chapter focuses on the research methodology.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the study methodology that will be utilized in this research. It addresses the research design, the population and sampling design, sampling frame, sampling technique and sample size for this study. The chapter also covers the data collection, research procedures and data analysis method. A summary is provided at the end of this chapter.

3.2 Research Design

Research design is the structure of an enquiry that is not identified with a specific strategy for gathering information or a specific kind of information (De Vaus & de Vaus, 2001). It holds a study together (Trochim, 2006). This study used utilized descriptive research design a scientific method involving watching and portraying the conduct of a subject without affecting it in any capacity. It depicts a subject, frequently by making a profile of a gathering of issues, individuals or occasions, through accumulations of information and the arrangement of frequencies on exploration variables and the examination uncovers who, what, when, where or how much (Saunders, Lewis, & Thornhill, 2012). Employee performance is the dependent variable while organizational citizenship behaviors are the independent variables which are loyalty, personal initiative and self development.

3.3 Population and Sampling Design

3.3.1 Population

Mbokane (2009) defines a population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. A population consists of individuals who possess certain characteristics or a set of features a study seeks to examine and analyze. The total population for this study was comprised of 100 Rattansi trust employees based in Kenya.
3.3.2 Sampling Design

According to Cooper and Schindler (2008) sampling design is a part of the research plan that indicates how cases are to be selected for observation. The design maps out the procedure to be followed to draw the study’s sample. Shapiro (2008) indicates that it is a road map, that serves as the basis for the selection of a survey sample and provides the basic plan and methodology for selecting the sample (Shapiro, 2008). Sampling design entails; a sample frame, sample technique and sample size.

3.3.2.1 Sampling Frame

A sampling frame is a list of components in the population from which a sample is drawn (Saunders, Lewis, & Thornhill, 2012). In this research the 2016 payroll register was used as the sample frame. It consisted of top management, middle management and support staff. It was obtained from the Human Resource Department of the Rattansi Educational Trust.

3.3.2.2 Sampling Technique

A sampling technique involves the procedure of selecting a sample from a population. (Cooper & Schindler, 2008). This study conducted a census on the target population since the population under study is small. Kothari (2004) defines census as a process where all the members of a population being studied through a research process are involved in the data collection process. The census was conducted on 100 employees of Rattansi Educational Trust.

3.3.2.3 Sample Size

The sample size is a tinier set of the bigger populace (Cooper and Schindler, 2008). It must be keenly chosen to be an agent of the populace and the requirement for the researcher to guarantee that the subdivisions involved in the examination are precisely catered for However, as mentioned earlier, this study was based on a census of 100 respondents. 10 employees of the Rattansi Educational Trust were selected for Pilot testing thus the remaining 90 employees were selected for this study. This sample size is believed to be large enough to provide the data required for this research.
<table>
<thead>
<tr>
<th>Departments</th>
<th>Population</th>
<th>Sample %</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Management</td>
<td>10</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Middle Level Management</td>
<td>20</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>Union Staff</td>
<td>60</td>
<td>100</td>
<td>60</td>
</tr>
<tr>
<td>Subordinate Staff</td>
<td>10</td>
<td>100</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### 3.4 Data Collection Methods

The research data was collected from primary sources using questionnaires. Most data was collected using questionnaires because they were easy to administer to the sample population and collect the required information. A questionnaire is well-defined as a formalized structure that contains an assemblage of keenly, detailed inquiries for data gathering (Kothari, 2004). The researcher also preferred the method because it did not require monitoring of the respondents as they are giving the information. According to Coopers and Schindler (Cooper & Schindler, 2003), questionnaires also are cost effective and can be formatted in a way that enables the respondents to give much information which is easy to analyze. The questionnaire was structured in five broad areas sections A, B, C, D and E. Section A included general information of the respondents including; gender, age, no of experience working at the company. Sections B on employee performance, C, D and E of the questionnaire was based on the specific objectives of this research including; loyalty, personal initiative and self-development. The areas of study were measured using a five point Likert scale (1-strongly disagree to 5-strongly agree) to evaluate respondents' level of agreement or concurrence to the statements presented based on the specific objectives of the study.

### 3.5 Research Procedures

Pilot testing with respondents from 10 employees of the Rattansi Educational Trust was done to survey the satisfaction, precision, accuracy and clarity of the questionnaires. This
ensured the unwavering quality of the data gathering instruments used. In view of the criticism from the ten respondents, the essential changes if any were done on the survey and the last questionnaires arranged for gathering of information. The analyst looked for authorization from the human resource office of the organization bolstered by a starting letter from the university demonstrating the motivation behind information on the research. Upon authorization, the questionnaires were dispersed to the respondents with the assistance of research assistant to help upgrade the speed of information gathering. The respondents were given two days to finish the questionnaire and an update sent by means of email to remind the individuals who had not filled the surveys. The questionnaires were then gathered after the two days and a successive number given to every survey.

3.6 Data analysis Methods

Levine (2006) states that data analysis methods assist in describing facts, detecting patterns, developing explanations, and testing hypotheses. The research used descriptive statistics and Pearson’s Correlation method. Statistical Package for Social Sciences (SPSS) programming was used to analyze data for this study. The findings of the study were presented in tables, charts and charts. These were used to organize, summarize, and present the analysed data enabling the researcher to meaningfully describe distribution of measurements (Cooper & Schindler, 2008).

3.7 Chapter Summary

This chapter covered the research design, the population and sampling frame, sampling technique and sample size. The chapter discussed the data collection methods, the research procedure used and the data analysis methods that were used. Statistical Package for Social Sciences (SPSS) was used to analyze the data using descriptive statistics and chapter four discussed and presents the research findings and results in relation to the research questions.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the results and findings of the study of the research questions with respect to the data information collected from the respondents. The chapter begins with the analysis and findings on general information with respect to the respondents; consequently second part looks at the findings of the employee performance, the third part covers on the analysis of loyalty, the fourth part covers on the analysis and findings of the individual initiative, the fifth part covers the findings on the self-development and finally the last part provides the analysis of the correlation test.

4.2 General Information

The general information about the respondents was collected based on gender, age, and years of experience and the level of Education.

4.2.1 Gender

From the general information provided on gender by the respondents, it was found that 52.1% of the respondents were female and 47.9% of the respondents were males. The results are as shown in the Figure 4.1.

![Figure 4.1 Gender](image-url)
4.2.2 Age

From the general information provided by the respondents, it was found 33.3% of the respondents were between 36-45 years, 20.8% of the respondents are between ages 18-25 years, 18.8% were between 45-50 years of age, 14.6% were above 50 years of age and 12.5% were between 26-35 years. The results are as shown in the Figure 4.2.

![Figure 4.2: Age](image)

4.2.3 Level of Education

From the general information provided on the level of education, it was found that 25% of the respondents had bachelors as their highest level of education, 25% of the respondents had diploma as their highest level education, 22.9% of the respondents had certificate as the highest level of education, 20.8% of the respondents had master’s degree as the highest level of education whereas 6.3% of the respondents had PhD as the highest level of education. The results are as shown in the Figure 4.3.
4.2.4 Years of Experience

From the general information provided by the respondents on the years of experience within the organization, it was found that 53.2% of the respondents had 3-5 years of experience within their organizations, 31.9% of the respondents had 8 years of experience and above within the organization, 14.9% of the respondents had 0-2 years of experience within their organizations.

Figure 4.4: Years of experience
4.3 Employee Performance

The study sought to investigate the opinion that the employees in Rattansi Educational Trust on putting in extra effort in their work. Findings showed that 29.2% of the respondents were neutral, 25% of the respondents disagreed, 20.8% of the respondents agreed, 12.5% strongly agreed, 12.5% strongly disagreed.

The study investigated the opinion that the employees in Rattansi Educational Trust are committed to their work. Findings showed that 41.7% of the respondents were neutral, 18.8% of the respondents agreed, 16.7% of the respondents disagreed, 14.6% strongly agreed and 8.3% strongly disagreed.

The study further investigated the opinion that the employees in Rattansi Educational Trust are satisfied with their work. Findings showed that 37.5% of the respondents were neutral, 31.3% of the respondents agreed, 18.8% of the respondents disagreed, 8.3% strongly disagreed and 4.2% strongly disagreed. All the results are as in the Table 4.1.

Table 4.1: Employee Performance

<table>
<thead>
<tr>
<th>NO</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Employees in Rattansi Educational Trust put in extra effort in their work</td>
<td>12.5%</td>
<td>25%</td>
<td>29.2%</td>
<td>20.8%</td>
<td>12.5%</td>
</tr>
<tr>
<td>2</td>
<td>Employees in Rattansi Educational Trust are committed to their work</td>
<td>8.3%</td>
<td>16.7%</td>
<td>41.7%</td>
<td>18.8%</td>
<td>14.6%</td>
</tr>
<tr>
<td>3</td>
<td>Employees in Rattansi Educational Trust are satisfied with their work</td>
<td>8.3%</td>
<td>18.8%</td>
<td>37.5%</td>
<td>31.3%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

4.4 Loyalty and Employee Performance

The study sought to investigate the opinion that the loyalty is a key factor in getting and retaining a good working atmosphere at Rattansi Educational Trust. Findings showed
that 25% of the respondents disagreed, 22.9% of the respondents were neutral, 20.8% of the respondents agreed, 16.7% of the respondents strongly disagreed and 14.6% of the respondents strongly agreed. The respondents were asked if employee loyalty improves service quality at Rattansi Educational trust. Findings showed that 31.8% of the respondents were neutral, 25% of the respondents agreed, 18.2% of the respondents disagreed, 13.6% strongly agreed with the opinion and 11.4% of the respondents strongly disagreed with the opinion.

The study sought to investigate the opinion that the employee loyalty improves employee’s satisfaction at Rattansi Educational trust. Findings showed that 40.4% of the respondents were neutral, 25.5% respondents disagreed, 12.8% respondents agreed, 12.8% strongly agreed and 8.5% strongly disagreed. The study sought to investigate the opinion that employee loyalty improves effort made by the Rattansi Educational trust. Findings showed that 26.1% of the respondents were neutral, 32.6% of the respondents agreed, 17.4% of the respondents disagreed, 13% of the respondents strongly disagreed and 10.9% strongly agreed. The study sought to investigate the opinion that the employees’ loyalty and performance at Rattansi Educational Trust improves when organization invest on them. Findings showed that while 29.8% of the respondents were neutral, 27.7% of the respondents agreed, 19.1% disagreed, 12.8% of the respondents strongly agreed and 10.6% of the respondents strongly disagreed.

The study sought to investigate the opinion that the employees are affectively committed at Rattansi education because they are loyal. Findings showed that 37.5% of the respondents were neutral, 27.1% of the respondents agreed, 20.8% of the respondents disagreed, and 8.3% of the respondents strongly agreed and 6.3% of the respondents strongly disagreed. The study sought to investigate the opinion that the committed employees at Rattansi Education Trust feel that leaving the organization would have negative consequences. Findings showed that 27.1% of the respondents were neutral, 22.9% of the respondents disagreed, 18.8% of the respondents agreed, 18.8% strongly disagreed and 12.5% of the respondents strongly agreed. All the results are as shown in the Table 4.2.
Table 4.2: Loyalty and Employee Performance

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Loyalty is a key factor in getting and retaining a good working atmosphere at Rattansi Educational Trust.</td>
<td>16.7%</td>
<td>25%</td>
<td>22.9%</td>
<td>20.8%</td>
<td>14.6%</td>
</tr>
<tr>
<td>2</td>
<td>Employee loyalty improves service quality at Rattansi Educational Trust.</td>
<td>11.4%</td>
<td>18.2%</td>
<td>31.8%</td>
<td>25%</td>
<td>13.6%</td>
</tr>
<tr>
<td>3</td>
<td>Employee’s loyalty improves employee’s satisfaction at Rattansi Educational trust</td>
<td>8.5%</td>
<td>25.5%</td>
<td>40.4%</td>
<td>12.8%</td>
<td>12.8%</td>
</tr>
<tr>
<td>4</td>
<td>Employee loyalty improves effort made by the Rattansi Educational Trust.</td>
<td>13%</td>
<td>17.4%</td>
<td>26.1%</td>
<td>32.6%</td>
<td>10.9%</td>
</tr>
<tr>
<td>5</td>
<td>Employees’ loyalty and performance at Rattansi Educational Trust improves when organization invest on them.</td>
<td>10.6%</td>
<td>19.1%</td>
<td>29.8%</td>
<td>27.7%</td>
<td>12.8%</td>
</tr>
<tr>
<td>6</td>
<td>Employees are affectively committed at Rattansi education because they are loyal</td>
<td>6.3%</td>
<td>20.8%</td>
<td>37.5%</td>
<td>27.1%</td>
<td>8.3%</td>
</tr>
<tr>
<td>7</td>
<td>Committed employees at Rattansi Education Trust feel that leaving the organization would have negative consequences.</td>
<td>18.8%</td>
<td>22.9%</td>
<td>27.1%</td>
<td>18.8%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

4.5. Personal Initiative and Employee Performance

The study sought to investigate the opinion that the proactive behaviors at Rattansi Educational Trust have consistently been characterized as individually desirable actions in the organization. Findings showed that 42.6% of the respondents were neutral, 25.5% of the respondents agreed, 17% of the respondents strongly disagreed, 8.5% of the respondents disagreed and 6.4% strongly agreed.

The study sought to investigate the opinion that the proactive behavior or individual initiatives at Rattansi Educational Trust yield positive outcomes in the organization. Findings showed that 36.2% of the respondents agreed, 29.8% of the respondents were neutral, 14.9% of the respondents disagreed, 10.6% strongly disagreed and 8.5% strongly agreed. The study further sought to investigate the opinion that the proactive behavior at
Rattansi Educational Trust improves the institution’s performance. Findings showed that 31.8% of the respondents were neutral, 27.3% of the respondents agreed, 25% of the respondents disagreed, 11.4% strongly disagreed and 4.5% strongly agreed. The study sought to investigate the opinion that the proactive individuals at Rattansi Educational Trust perform better than non-proactive ones in the institution. Findings showed that 30.4% of the respondents agreed, 26.1% of the respondents were neutral, 15.2% of the respondents disagreed, 15.2% strongly disagreed and 13% strongly agreed.

The study sought to investigate the opinion that the Proactivity at Rattansi Education Trust relates to individual salary and promotions. Findings showed that 32.6% of the respondents strongly disagreed, 23.9% of the respondents agreed, 19.6% of the respondents were neutral, 15.2% disagreed and 8.7% strongly agreed. The study sought to investigate the opinion that proactivity encourages affective commitment among the employees at Rattansi Educational Trust. Findings showed that 24.4% of the respondents were neutral, 22.2% of the respondents disagreed, 17.8% strongly disagreed, 17.8% of the respondents agreed and 17.8% strongly agreed.

The study sought to investigate the opinion that Proactivity makes employees to feel satisfied with their jobs at Rattansi Educational Trust. Findings showed that 34.8% of the respondents agreed, 32.6% of the respondents were neutral, 15.2% of the respondents disagreed, 13% strongly disagreed and 4.3% strongly agreed. Respondents were asked if high degrees of proactivity (voice) at Rattansi Educational Trust clearly have negative effects on employees’ career success and eventual performance. Findings showed that 31.9% of the respondents were neutral, 19.1% of the respondents disagreed, 17% strongly disagreed, 17% of the respondents agreed and 14.9% strongly agreed. All the results are as shown in the Table 4.3 below.
### Table 4.3: Personal Initiative and Employee Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Proactive behaviors at Rattansi Educational Trust have consistently been characterized as individually desirable actions in the organization.</td>
<td>17%</td>
<td>8.5%</td>
<td>42.6%</td>
<td>25.5%</td>
<td>6.4%</td>
</tr>
<tr>
<td>2  Proactive behavior or individual initiatives at Rattansi Educational Trust yield positive outcomes in the organization</td>
<td>10.6%</td>
<td>14.9%</td>
<td>29.8%</td>
<td>36.2%</td>
<td>8.5%</td>
</tr>
<tr>
<td>3  Proactive behavior at Rattansi Educational Trust improve the institution’s performance</td>
<td>11.4%</td>
<td>25%</td>
<td>31.8%</td>
<td>27.3%</td>
<td>4.5%</td>
</tr>
<tr>
<td>4  Proactive individuals at Rattansi Educational Trust perform better than non-proactive ones in the institution.</td>
<td>15.2%</td>
<td>15.2%</td>
<td>26.1%</td>
<td>30.4%</td>
<td>13%</td>
</tr>
<tr>
<td>5  Proactivity at Rattansi Education Trust relates to individual salary and promotions.</td>
<td>32.6%</td>
<td>15.2%</td>
<td>19.6%</td>
<td>23.9%</td>
<td>8.7%</td>
</tr>
<tr>
<td>6  Proactivity encourages affective commitment among the employees at Rattansi Educational Trust.</td>
<td>17.8%</td>
<td>22.2%</td>
<td>24.4%</td>
<td>17.8%</td>
<td>17.8%</td>
</tr>
<tr>
<td>7  Proactivity makes employees to feel satisfied with their jobs at Rattansi Educational Trust.</td>
<td>13%</td>
<td>15.2%</td>
<td>32.6%</td>
<td>34.8%</td>
<td>4.3%</td>
</tr>
<tr>
<td>8  High degrees of Proactivity (voice) at Rattansi Educational Trust clearly have negative effects on employees’ career success and eventual performance.</td>
<td>17%</td>
<td>19.1%</td>
<td>31.9%</td>
<td>17%</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

### 4.6 Self-development and Employee Performance

The study sought to investigate the opinion that self-development at Rattansi Educational Trust is promoted as a promising strategy for developing employees in the organization. Findings showed that 34% of the employees were neutral, 21.3% of the respondents agreed, 19.1% of the respondents strongly agreed, 12.8% of the respondents disagreed and 12.8% strongly disagreed. The study sought to investigate the opinion that the employee self-development at Rattansi Educational Trust affects organizational effectiveness. Findings showed that 37% of the respondents agreed, 26.1% of the employees were neutral, 13% of the respondents strongly agreed, 13% disagreed and
10.9% strongly disagreed. The study sought to investigate the opinion that the employee self-development is a way to develop the skills of an individual employee at Rattansi Educational Trust. Findings showed that 27.9% of the respondents were neutral, 25.6% of the respondents strongly agreed, 23.3% agreed, 11.6% of the respondents disagreed and 11.6% strongly disagreed.

The study sought to investigate the opinion that the employee self-development improves employee performance at Rattansi Educational Trust. Findings showed that 27.9% of the respondents were neutral, 23.3% of the respondents agreed, 18.6% strongly disagreed, 16.3% of the respondents disagreed and 14% strongly agreed. The study sought to investigate the opinion that employees who work hard at Rattansi Educational Trust use their skills and efforts to accomplish the objectives of the organization. Findings showed that 34.8% of the respondents were neutral, 23.9% of the respondents strongly disagreed, 21.7% of the respondents strongly agreed, 13% agreed and 6.5% disagreed.

The study sought to investigate the opinion that employees attend seminars, workshops and training sessions to improve their performance at Rattansi Educational Trust. Findings showed that 39.1% of the respondents strongly disagreed, 26.1% of the respondents disagreed, 13.1% of the respondents agreed, 10.9% strongly agreed and 10.9% of the respondents were neutral. The study sought to investigate the opinion that self-managing individuals at Rattansi Educational Trust are more likely to get their desired career goals which make them feel more successful in their career. Findings showed that 37.8% of the respondents strongly disagreed, 24.4% of the respondents were neutral, 13.3% disagreed, 13.3% agreed and 11.1% strongly agreed. The study sought to investigate the opinion that career goal influence the level of psychological well-being of individuals at Rattansi Educational Trust. Findings showed that 28.3% of the respondents disagreed, 23.9% of the respondents agreed, 23.9% of the respondents were neutral, 13% strongly disagreed and 10.9% strongly agreed.

The study sought to investigate the opinion that extensive workplace support at Rattansi Educational Trust is provided to the employees when needed. Findings showed that 41.3% of the respondents were neutral, 19.6% of the respondents strongly agreed, 17.4%
agreed, 15.2% of the respondents disagreed and 6.5% strongly disagreed. All the results are as shown on the Table 4.4.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-development at Rattansi Educational Trust is promoted as a promising strategy for developing employees in the organization</td>
<td>12.8%</td>
<td>12.8%</td>
<td>34%</td>
<td>21.3%</td>
<td>19.1%</td>
</tr>
<tr>
<td>2</td>
<td>The employee self-development at Rattansi Educational Trust affects organizational effectiveness.</td>
<td>10.9%</td>
<td>13%</td>
<td>26.1%</td>
<td>37%</td>
<td>13%</td>
</tr>
<tr>
<td>3</td>
<td>Employee self-development is a way to develop the skills of an individual employee at Rattansi Educational Trust.</td>
<td>11.6%</td>
<td>11.6%</td>
<td>27.9%</td>
<td>23.3%</td>
<td>25.6%</td>
</tr>
<tr>
<td>4</td>
<td>Employee self-development improves employee performance at Rattansi Educational Trust.</td>
<td>18.6%</td>
<td>16.3%</td>
<td>27.9%</td>
<td>23.3%</td>
<td>14%</td>
</tr>
<tr>
<td>5</td>
<td>Employees who work hard at Rattansi Educational Trust; use their skills and efforts to accomplish the objectives of the organization.</td>
<td>23.9%</td>
<td>6.5%</td>
<td>34.8%</td>
<td>13%</td>
<td>21.7%</td>
</tr>
<tr>
<td>6</td>
<td>Employees attend seminars, workshops and training sessions to improve their performance at Rattansi Educational Trust.</td>
<td>39.1%</td>
<td>26.1%</td>
<td>10.9%</td>
<td>13%</td>
<td>10.9%</td>
</tr>
<tr>
<td>7</td>
<td>Self-managing individuals at Rattansi Educational Trust are more likely to get their desired career goals which make them feel more successful in their career.</td>
<td>37.8%</td>
<td>13.3%</td>
<td>24.4%</td>
<td>13.3%</td>
<td>11.1%</td>
</tr>
<tr>
<td>8</td>
<td>Career goal influence the level of psychological well-being of individuals at Rattansi Educational Trust.</td>
<td>13%</td>
<td>28.3%</td>
<td>23.9%</td>
<td>23.9%</td>
<td>10.9%</td>
</tr>
<tr>
<td>9</td>
<td>Extensive work places support at Rattansi Educational Trust is provided to the employees when needed.</td>
<td>6.5%</td>
<td>15.2%</td>
<td>41.3%</td>
<td>17.4%</td>
<td>19.6%</td>
</tr>
</tbody>
</table>
4.7 Correlation Test

A Pearson correlation analysis was conducted to investigate whether there is a relationship between the dependent variable (employee performance) and the independent variables; loyalty, personal initiative and self-development. The analysis revealed that there was a positive relationship between the dependent variable and all the independent variables.

The analysis results show that there was a high correlation between loyalty and employee performance at 0.001 level of significance with (r=0.652, p=0.00). The analysis results further show that the employee performance was moderately correlated with both the personal initiative and self-development at 0.001 level of confidence with (r=0.465, p=0.001) and (r=0.452, p=0.001) respectively.

From the analysis it can be concluded that the employee performance is strongly affected by loyalty at Rattansi educational Trust while personal initiative and self-development moderately affect the employee performance as shown in the table 4.5 below.

<table>
<thead>
<tr>
<th></th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyalty</td>
<td>.652**</td>
<td>.000</td>
<td>48</td>
</tr>
<tr>
<td>Personal initiative</td>
<td>.465**</td>
<td>.001</td>
<td>47</td>
</tr>
<tr>
<td>Self-development</td>
<td>.452**</td>
<td>.001</td>
<td>47</td>
</tr>
</tbody>
</table>

Table 4.5 Correlation Test Between Loyalty, Personal Initiative, Self-development and Employee Performance
4.8 Chapter Summary

This chapter presents the results and findings of the study. Findings are presented in frequency tables and graphs/figures. The first part of the chapter reports on the general information about the respondents which covers on gender, age, years of experience and level of education. The second part of the chapter covers on the findings of the employee performance where majority of the respondents were neutral about the statements. The third part covers on the findings on Loyalty where majority were neutral about most of the statements. The fourth part covers the findings on the personal initiative and the fifth part covers on the self-development and finally the last part provides the reports on the correlation analysis testing the strength and direction of the relationship between the dependent variable (Employee Performance) and the independent variables (loyalty, personal initiative and self-development). The next chapter presents the discussion of findings, conclusions and recommendations.
CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a comprehensive discussion, summary, and interpretation of findings of the study. Based on the discussion and the interpretation of the study, a clear conclusion is established and the recommendations for practice improvement. It is pertinent to understand that all these tasks were done based on the data collected and analyzed.

5.2 Summary of Findings

The general objective of the study was to examine the effect of organizational citizenship behavior with a specific focus on Rattansi Educational Trust. The specific objectives of the study which guided the research were: to investigate the effect of loyalty on employee performance to investigate the effect of personal initiative on employee performance and to investigate the effect of self-development on employee performance.

The study adapted a descriptive research design. The population of the study was 100 employees from Rattansi Educational Trust. A census sampling method was applied to select the study sample. Data was collected using standardized structured questionnaires guided by the specific objectives of the study. The data was analyzed using the Statistical Package for Social Sciences (SPSS) tool. Descriptive statistics like mean, percentages, and frequency and inferential statistics were used to examine the relationship between the different variables. The analyzed data was presented in tables and charts.

The findings of the study show that loyalty has a positive effect on employee satisfaction. Loyal employees are inspired to improve service quality and performance. Employee performance and loyalty tend to increase as the organization invests on employees. Loyalty improves employee performance because employees are motivated to work hard; a high level of employee loyalty improves organizational effectiveness.

The findings on personal initiative show that it positively improves relationships among employees and work performance at Rattansi Educational Trust. Proactive behavior encourages commitment and improves institutional performance at Rattansi Educational
Trust. The relationship between personal initiative and employee performance is significant in encouraging proactivity and ensures that damages associated with bad decisions are minimized in the organization.

With regard to self-development and employee performance, the study found that self-development improves employee performance. Self-development positively influences employee performance. Self-managing employees have a higher chance of achieving their career goals at Rattansi Educational Trust. Employees tend to engage in self-development programs because they see it as an opportunity to contribute towards the organizational growth.

5.3 Discussion

5.3.1 Loyalty and Employee Performance

The findings of the study associate loyalty with high level of employee performance. According to the findings of the study, loyalty supports the development of a good working environment, improves the quality of services, and improves the effort put by employees in their daily responsibilities. The loyalty and performance of employees is bound to increase as the organization invests in them. It provides a sense of appreciation and importance that inspires hard work and dedication to the cause of the organization. Chances of loyal employees leaving Rattansi Educational Trust are low because they associate leaving with negative outcomes. The study reveals a statistically significant relationship between loyalty and employee performance. The promotion of human resource practices that put employees at the center of the organization will improve employee loyalty, which is characterized by commitment to work, improved performance, and the reluctance to leave the organization because of the feeling that like leaving would be the highest form of betrayal.

A high level of employee performance is characterized by meeting schedules on time, coexisting peacefully with coworkers and becoming a critical part of the organization. The findings show that employees in Rattansi Educational Trust believe that employees who are committed to their tasks and put extra effort. Most of the respondents disagree with the statement employees in Rattansi Educational Trust are satisfied. The findings echo the results of Kennerly and Neely (2003) when they study the measurement of performance in a changing environment. A positive performance acts as the inspiration
that drives employees to increase commitment and dedication to well defined tasks. Therefore, Rattansi Educational Trust should focus on the factors that determine employee performance to ensure that the management promotes human resource practices that inspire growth and development as opposed to complain and dissatisfaction.

Ketchen and Palmer (1999) identify the management of employees to improve the overall performance which plays a significant role in the success of the organization. Rattansi Educational Trust is in a position to develop new ways to manage employee performance and provide motivating factors. The management can use the level of commitment and effort as indicators for highly performing employees. Employees in Rattansi Educational Trust do not associate employee performance with job satisfaction. Employee engagement interventions can help improve organizational effectiveness by managing the performance of all employees through different techniques.

The outcome of the study is similar to several studies that associated loyalty with improvement on employee performance. Alrawabdeh (2014) identified financial rewards, motivation, employee satisfaction, internal communication, performance appraisal, employee training, and development as some of the factors that determine the loyalty levels of an employee. The most influential factors are financial rewards like bonuses, commission and salary. Rattansi Educational Trust can use some of these factors to increase loyalty levels among employees, which will ensure that the organization maintains a high level of performance all through. The same sentiments are echoed by Awang, Ahmad and Zin (2010) in the study that focused on modeling work commitment and job satisfaction among lecturers. Barling (2017) identifies employee loyalty as a critical component of organizational success and effectiveness.

5.3.2 Personal Initiative and Employee Performance

Personal initiative include individual desirable actions, positive results, negative effects, career success, job satisfaction, improved performance and better performance. Most of the respondents are neutral notion that proactive behavior has been described as an individually desirable action in Rattansi Educational Trust. Proactive behavior improves the overall organizational effectiveness in Rattansi Educational Trust, and majority do not have an opinion about the impact of proactive behavior on the negative side. It is clear that personal initiative can have both positive and negative effects on employee
performance. Belschak & Deh Hartog (2010) argues that proactive behavior is an important part of organizational success.

Personal initiatives have a significant impact on the attitude and performance of employees. The study confirms that proactivity can lead to both good and bad effects depending on the actions that have been taken by various parties. Individual desirability influences the attitude of an employee when faced with difficulties. Individually desirable behavior sets everyone apart in the organization. It provides a platform that encourages organizations to utilize various factors from different people.

The individual desirability is determined by the loyalty levels, which is also determined by both extrinsic and intrinsic factors. Mensah and Taiwah (2016) associated high performance with motivation and overall work performance. A high individual desirability is likely to lead to a high work performance because the employee becomes focused on achieving specific objectives in the working environment. The management of personal initiative is a critical component of organizational success. It influences the attitude that an employee develops after analyzing the outcome of the study. Lejeune et al. (2016) echo the same issues when discussing the role of personal development plans in influencing the overall organizational effectiveness. Individually desirable initiatives improve the overall employee performance, and can set the tone for overall organizational effectiveness in some cases.

5.3.3. Self-development and Employee Performance

Self-development is a practice that is promoted at Rattansi Educational Trust because it supports employee development and growth. Majority of the respondents see it as a promising employee development strategy in the organization. Employee self-development has a significant impact on the performance of the organization as demonstrated by the results of the study. Lejeune et al. (2016) identifies personal development as a critical part of employee growth and development. The findings of the study are similar to the conclusions reached by Groen, Wouters, and Wilderom (2012) who investigated why employees take more actions to improve performance. Self-development builds trust and capacity, which gives an employee the power to influence decisions and play a role in organizational development and growth.
The overall organizational effectiveness is heavily influenced by employee self-development initiatives. Employees gain additional skills and experience during self-development, and these skills increase the effectiveness of the action taken by the employee towards the achievement of organizational goals. It supports the process of creating a workforce that is characterized by loyal and skilled employees. Self-development is a personal initiative that does not rely entirely on training programs, seminars and workshops. It depends on the personal inspiration to develop and enhance various skills at every opportunity. The findings of the study indicate that self-development has a moderate impact on employee performance while loyalty has the biggest impact. Self-development facilitates the development of skills and confidence that also supports the development of confidence within an organization. Self-development, loyalty, and individual desirability are all connected. The management of loyalty within an organization can provide a thriving environment for personal initiative and self-development, which ultimately improves organizational effectiveness. Loyal employees are driven to gain skills that can be used to advance the cause of the organization (Hajdin, 2005).

5.4 Conclusions

5.4.1 Loyalty and Employee Performance

The study associated employee loyalty with improved performance because loyalty supports the creation of a safe working environment, improves the quality of service, enhances employee satisfaction, improves the employee efforts, and makes it difficult for employees to leave the organization. The study concludes that loyalty has a positive correlation with employee performance, which means a high level of employee loyalty means improved organizational effectiveness. Inferential statistics showed a statistically significant positive relationship between loyalty and employee performance.

5.4.2 Personal Initiative and Employee Performance

The study concludes that personal initiative has a moderate positive relationship with employee performance. Proactive employees tend to perform better than individuals who are less proactive. In some cases, proactivity can result in negative effects due to the lack of an informed decision making process. Personal initiative influences employee performance both positively and negatively depending on the attitude of the employee.
The relationship between personal initiative and employee performance is statistically significant; therefore, the management at Rattansi Educational Trust needs to encourage proactivity and control structures to ensure that the damages associated with bad decisions is minimized.

### 5.4.3 Self-development and Employee Performance

The study concludes that Self-development empowers employees with skills and experience that helps improve the overall organizational effectiveness. Proactive employees engage in self-development programs because they see it as an opportunity to contribute towards the growth of the organization. The personal drive to grow is what determines self-development, which is effective only if the employee is driven to grow.

### 5.5 Recommendations

#### 5.5.1 Suggestions for Improvement

##### 5.5.1.1 Loyalty and Employee Performance

The study recommends that the organization needs to create and come up with loyalty programs to improve employee satisfaction which will improve and increase the organization overall performance. Employee loyalty will drive the employees to empower themselves which will demonstrate a huge and positive relationship within the organization. The study recommends the development of human resource practices that make employees feel valued and important to build loyalty. Loyal employees are committed to the cause of the organization without questions. This will make it difficult for the employees to abandon the organization even when they get attractive offers from other organization.

##### 5.5.1.2 Personal Initiative and Employee Performance

Based on the findings of the study, the study recommends the development of an environment that encourages and rewards proactivity in the organization. It builds confidence and trust among employees, which facilitates the creation of a solid working environment. It sets the tone for employee growth and development. Rattansi Educational Trust should embrace personal initiative and create an environment that allows them to thrive.

42
5.5.1.3 Self Development and Employee Performance

The study recommends the creation of an organization culture that supports self-development. Employees must have an attitude to improve by gaining new skills and advancing the existing ones. Self-development supports organizational growth and development because it leads to the enhancement of individual skills and experience.

5.5.2 Recommendations for Further Studies

The outcome of the study provides the baseline data needed to determine future research in organizational citizenship behavior. Future research can focus on the connection between loyalty, personal initiative and employee self-development in competitive organizations. Future research can use different techniques for the same research to compare the results of the study. It might refute or confirm the outcome of this study.
REFERENCES


http://dx.doi.org/10.5539/ass.v10n13p22


Dear Respondent,

**RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY**

I am a graduate student studying for a Degree in Master of Business Administration (MBA) at the United States International University – Africa (USIU-Africa).

Please find the attached questionnaire that collects data on the effects of organizational citizenship behavior with a focus on Rattansi Educational Trust. This will involve: The effect of loyalty on employee performance at Rattansi Educational Trust; effect of individual initiative on employee performance at Rattansi Educational Trust; and the effect of self-development on employee performance at Rattansi Educational Trust.

You are requested to provide the required information in the questionnaire. I hereby assure you that any opinion and information obtained in regard to this study shall be treated with utmost confidentiality and shall be used only for the intended research and that no individual responses shall be reported.

I will highly appreciate your assistance in filling the questionnaire and should you require a summary of the findings kindly contact me using the address provided below.

Thank you in advance for your support and time.

FRANCESCA M. NJAGE

Phone: 0733892535

EMAIL: munjage@yahoo.com
APPENDIX II: QUESTIONNAIRE

SECTION A: Background Information

Kindly, fill all the questions either by ticking (√) in the boxes or writing in the spaces provided.

1. Gender
   Male ( )   Female ( )

2. Age
   18-25 years ( )
   26-35 years ( )
   36-45 years ( )
   45-50 years ( )
   Above 50 years ( )

3. Highest level of Education
   Certificate ( )   Diploma ( )   Bachelors ( )   Master’s Degree ( )   PhD ( )

4. Years of experience in the Institution
   0-2 years ( )
   3-5 years ( )
   6-8 years ( )
   Above 8 years ( )

SECTION B: Employee Performance

In the table below, tick appropriately. Using a scale of 1-5 tick the appropriate answer from the alternatives, 1- Strongly Agree 2-Agree 3-Not Sure 4-Disagree 5- Strongly Disagree.

Please show your level of agreement to indicate the extent to which the following statements have been applying to you by ticking your response corresponding to the number in the scale given above in box against statement.
Employees in Rattansi Educational Trust put in extra effort in their work

Employees in Rattansi Educational Trust are committed to their work

Employees in Rattansi Educational Trust are satisfied with their work

SECTION C: Loyalty and Employee Performance

In the table below, tick appropriately. Using a scale of 1-5 tick the appropriate answer from the alternatives, 1- Strongly Agree 2-Agree 3-Not Sure 4-Disagree 5- Strongly Disagree.

Please show your level of agreement to indicate the extent to which the following statements have been applying to you by ticking your response corresponding to the number in the scale given above in box against statement.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Loyalty is a key factor in getting and retaining a good working atmosphere at Rattansi Educational Trust.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Employee loyalty improves service quality at Rattansi Educational Trust.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Employee’s loyalty improves employee’s satisfaction at Rattansi Educational trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Employee loyalty improves effort made by the Rattansi Educational Trust.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Employees’ loyalty and performance at Rattansi Educational Trust improves when organization invest on them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Employees are affectively committed at Rattansi education because they are loyal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Committed employees at Rattansi Education Trust feel that leaving the organization would have negative consequences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION D: Personal Initiative and Employee Performance

In the table below, tick appropriately. Using a scale of 1-5 tick the appropriate answer from the alternatives, 1- Strongly Agree 2-Agree 3-Not Sure 4-Disagree 5- Strongly Disagree.

Please show your level of agreement to indicate the extent to which the following statements have been applying to you by ticking your response corresponding to the number in the scale given above in box against statement.

<table>
<thead>
<tr>
<th>NO</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Proactive behaviors at Rattansi Educational Trust have consistently been</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>characterized as individually desirable actions in the organization.</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>2</td>
<td>Proactive behavior or individual initiatives at Rattansi Educational Trust</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>yield positive outcomes in the organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Proactive behavior at Rattansi Educational Trust improve the</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>institution’s performance</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Proactive individuals at Rattansi Educational Trust perform better than</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>non-proactive ones in the institution.</td>
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<td></td>
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<tr>
<td>5</td>
<td>Proactivity at Rattansi Education Trust relates to individual salary and</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>promotions.</td>
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<tr>
<td>6</td>
<td>Proactivity encourages affective commitment among the employees at</td>
<td></td>
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<tr>
<td></td>
<td>Rattansi Educational Trust.</td>
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</tr>
<tr>
<td>7</td>
<td>Proactivity makes employees to feel satisfied with their jobs at Rattansi</td>
<td></td>
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<tr>
<td></td>
<td>Educational Trust.</td>
<td></td>
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<td></td>
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<tr>
<td>8</td>
<td>High degrees of Proactivity (voice) at Rattansi Educational Trust clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>have negative effects on employees’ career success and eventual</td>
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<tr>
<td></td>
<td>performance.</td>
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</tbody>
</table>
SECTION E: Self Development/Personal Development and Employee Performance

In the table below, tick appropriately. Using a scale of 1-5 tick the appropriate answer from the alternatives, 1- Strongly Agree 2-Agree 3-Not Sure 4-Disagree 5- Strongly Disagree.

Please show your level of agreement to indicate the extent to which the following statements have been applying to you by ticking your response corresponding to the number in the scale given above in box against statement.

<table>
<thead>
<tr>
<th>NO</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-development at Rattansi Educational Trust is promoted as a promising strategy for developing employees in the organization</td>
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<tr>
<td>2</td>
<td>The employee self-development at Rattansi Educational Trust affects organizational effectiveness.</td>
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<tr>
<td>3</td>
<td>Employee self-development is a way to develop the skills of an individual employee at Rattansi Educational Trust.</td>
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<tr>
<td>4</td>
<td>Employee self-development improves employee performance at Rattansi Educational Trust.</td>
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<tr>
<td>5</td>
<td>Employees who work hard at Rattansi Educational Trust; use their skills and efforts to accomplish the objectives of the organization.</td>
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<tr>
<td>6</td>
<td>Employees attend seminars, workshops and training sessions to improve their performance at Rattansi Educational Trust.</td>
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<tr>
<td>7</td>
<td>Self-managing individuals at Rattansi Educational Trust are more likely to get their desired career goals which make them feel more successful in their career.</td>
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<td>8</td>
<td>Career goal influence the level of psychological well-being of individuals at Rattansi Educational Trust.</td>
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<tr>
<td>9</td>
<td>Extensive workplace support at Rattansi Educational Trust is provided to the employees when needed.</td>
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</tbody>
</table>

THANK YOU