FACTORS AFFECTING STAFF PERFORMANCE: A CASE STUDY OF
SPORTS KENYA (SK)

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF MANAGEMENT AND LEADERSHIP IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF BACHELOR OF MANAGEMENT AND LEADERSHIP OF THE MANAGEMENT UNIVERSITY OF AFRICA.

SEPTEMBER, 2018
DECLARATION

This project is my original work and has not been presented for a degree or other awards in any other university.

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BML/15/00628/3/2016

This project has been submitted for examination with my approval as University Supervisor

Signature……………………………………   Date………………………………………………

David Kanyanjua,

The Management University of Africa
DEDICATION

This research project is dedicated to my son Jake who has been a great source of motivation and inspiration and to my sister Florence for her mentorship.
ACKNOWLEDGMENT

I would like to pass my sincere gratitude to all those who in one way or another, ensured the successful completion of this project. I would like to recognize the efforts of the lecturers at The Management University of Africa, who struggled towards my understanding of the course. I would like to thank my supervisor Mr. David Kanyanjua for positive guidance and direction towards the completion of this project. I would like to thank the management of Sports Kenya for allowing me to take up a research in the organization.

I wish to extend my sincere and special appreciation to my son and my sister for their material and moral support and for their understanding during the long and late hours I will have to spend on this Project.
ABSTRACT

The purpose of this study was to investigate factors affecting employee performance in Sports Kenya. The specific objectives of the study were to assess the effect of reward on the performance of staff, to examine the effect of work environment on staff performance, to determine the effect of training and development on the performance of staff. Descriptive research was employed in carrying out this research. The target population was 200 employees in the organization. The researcher used stratified random sampling procedure to select a sample size of 81 respondents. Questionnaire with both open and closed ended questions was used to collect the data for conducting the study. Data was analyzed by use of both quantitative and qualitative techniques and was presented using charts and tables where necessary. The study concluded that reward, supervision, training and work environment affect staff performance. Certain types of performance-related pay increase productivity. The SK management offers reward for performance, and supervisors celebrate employee achievements. It’s clear that training affects staff performance. Training is a program that helps employees learn specific knowledge or skills to improve performance in their current roles. Work environment also affects staff performance. The study will help the management of Sports organization in Kenya to know the effect of human resource management practices on employee’s commitment so that they can practice them in order to achieve sustainable competitive advantage in the sector. The study finding will add to the body of knowledge on the effect of human resource management practices on employee’s commitment.
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ABBREVIATIONS AND ACRONYMS

HR  -  Human Resource

MISC  -  Moi International Sports Centre

NNS  -  Nyayo National Stadium

SK  -  Sports Kenya

OSHA  -  Occupational Safety and Health Administration
# DEFINITION OF TERMS

**Staff Performance:** Optimal employee productivity as a result of employee efforts based on measured performance outcomes.

**Staff:** Employees of Sports Kenya

**Training:** Organizational activity aimed at improving employee Skills levels to enhance their efficiency and effectiveness. It is also known as learning.

**Working environment:** Refers to conditions in which an individual or staff works including but not limited to such things as amenities, physical environment, degree of safety of danger, stress and noise levels.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter covers the background of the research the topic that assesses the factors that affect staff performance at Sports Kenya. It also reviews the statement of the problem, the objective of the study, research questions, justification of the study, the scope of the study, and summary of the chapter.

1.1 Background

Performance is associated with the quantity of output, quality of the production, timeliness of production, presence on the job, the efficiency of work done and the effectiveness of work achieved (Murphy, 2011). Organization staff is considered a necessary asset for excellent and sufficient performance in any organization. Armstrong (2009), stated that improved performance is achieved through the employees in the organization. Until the 1980s, production was usually interpreted as the output of a combination of ability and motivation, given necessary resources and therefore motivating people became a key component of most management work (Tepper, 2011).

Studies carried out by Hilda, (2013), and (Imran, 2011) on the various elements affecting staff performance at Kenblachard Companies in England indicated that only 60% of the workforce was operating at 65% of their potential. The conclusion was that the remaining 40% of staff potential could be exploited by identifying the determinants of staff
performance. Most organizations are faced with the dilemma of the factors which influence staff performance.

In USA, Johnson (2013) used meta-analysis to investigate the effectiveness of a team-based reward system. The dynamics of the team played a big part in the “reward interdependence,” i.e., how an individual’s reward is based on the performance of another team member. This study argues the need to introduce more individual incentives within the team-based reward structure. “Equal Allocations” become important where the reward is not only dependent on overall team performance but is shared equally between all team members (Johnson, 2013). It suggests team members must help each other to achieve their result, but they are rewarded differently based on what they have contributed to the team’s performance. Johnson also found that where transparency of team member’s contributions is visible, then it can make the team member more conscious of that contribution, thus increasing the tendency to act in favor of the team.

In Nigeria (Moneim 2009) assessed the relationship between empowerment and rewards within the Nigerian context. Molleman found that the correct reward system, targeted in the right way, can support the emancipation of the employee. This was in the context of autonomous work groups where cross-training was prevalent. Although ‘incidental bonuses’ were deemed to be effective, applying them to reward the behavior of the group was considered to be more effective and encouraged an overall feeling of empowerment.
Having the right type of rewards programme will help workers to grow, mature and ultimately add value to your organization. In Ghana, scholars: Kwenin, Muathe, and Nzulwa, (2013) Investigated the influence of employee rewards on job satisfaction and productivity in Vodafone Ghana Limited. The findings show that pay, both ‘variable and base,’ is key to ensuring organizations get the most value from your employees, unusually high performers according to a report on salary surveys. The current study assumption is that those organizations that spread pay more evenly drive away top performers and encourage the same type of average performance throughout the organization.

Similarly, in their study of the effect of cash bonuses on employee performance in the Kenya Power and Lighting Company Ltd, Njanja et al. (2013) found that although the majority of staff surveyed had a perception that cash bonuses motivate performance, the study concluded that these cash bonuses had no effect on employee performance. Those who had received a bonus and those who had not, perceived it to affect their performance the same; hence it did not have a significant effect on performance.

When the full potential of human resource is unlocked, an organization can achieve an unlimited output, efficiency, and effectiveness. It is essential, to note that not all staff members are equal in their working; as they have different modes of working. Some employees have the highest capability regardless of the incentive, while others may have an occasional jump-start. Nevertheless, if all employees are handled effectively, the results can be higher productivity and increased employee morale (Stucchi, 2012). Firms rely
heavily on staff performance for their survival, and this makes the management of employee performance an all-year-round event in organizations (Sims, 2012). Ssonko (2012) explains that organizations are under obligation to understand the determinants that affect staff performance because this helps them make decisions that will lead to improved performance by individual employees. The exercise of unearthing factors that determine staff performance helps to enhance recruitment, retention and the overall performance of the organization (Patrick & Ramanathan, 2008).

1.2 Statement of the Problem

The goal of every firm is to minimize cost and maximize profit. This results from employee performance. Performance is associated with the quantity of output, quality of output, timeliness of output, attendance or presence on the job, the efficiency of work completed and effectiveness of work completed (Mathis & Jackson, 2010).

Most of the service industry in Kenya today continues to evaluate employee performance and rely on jobs as traditionally defined. They are also moving toward new organizational configurations built around tasks that are broad and could change daily. Most institutions are also trying to come up with modern employee performance evaluation methods like appraisals and reward techniques that can help the organization implement high-performance strategies in the service sector in Kenya.

Sports Kenya has a human resource department charged with the responsibility of taking care of staff welfare. Various performance-improving strategies have been in place with the purpose of strengthening and improving the knowledge, skills capacity, and abilities necessary for employees to perform assigned functions and duties. Performance standards
at Sports Kenya are notably unsatisfactory. The changes anticipated in attitude, behavior, knowledge, skills, and abilities have been inadequate.

It is based on this background that the study seeks to assess the factors affecting employee performance at Sports Kenya with the aim of finding out the gaps and the possibilities for improvements.

1.3 Objectives of the Study

1.3.1 General Objective
The general objective of this study is to determine factors that affect staff performance at Sports Kenya.

1.3.2 Specific Objectives
The following specific goals will guide this study:

i. To assess the effect of reward on the staff performance at Sports Kenya

ii. To examine the impact of work environment on staff performance at Sports Kenya

iii. To determine the effect of training and development on staff performance at Sports Kenya

iv. To establish the impact of supervision on staff performance at Sports Kenya

1.4 Research Questions
This study will seek to answer the following research questions;

i. What is the effect of reward on staff performance at Sports Kenya?
ii. How does work environment affect staff performance at Sports Kenya?

iii. To what extent do training and development affect the performance of staff at Sports Kenya?

iv. What are the effects of supervision on staff performance at Sports Kenya?

1.5 Justification of the Study

The study is intended to help the management of Sports organization in Kenya to know the effect of human resource management practices on employee’s commitment so that they can practice them to achieve a sustainable competitive advantage in the sector. This study will be of great importance to the researcher as it will enable her to add more intellectual capital on the area of employee commitment in organizations since she will carry out the research by herself and also because she will review on other researchers related work.

Policy makers will have an insight on HRM practices for employee’s commitment as they will enable them to come up with guidelines/policies that organizations should adopt to achieve a sustainable competitive advantage through the dedication of employees in their organizations. This allows organizations to come up with strategies to follow if need be to make sustainable competitive advantage through employee’s commitment instead of focusing on the small competitive advantage which all organizations in the same industry are capable of.
The study finding will add to the body of knowledge on the effect of human resource management practices on employee’s commitment. The study finds will form the basis for future research as well as provide justification for further investigation. The study will also be of great significance to other academicians as it will provide some research gaps that give room to other researchers in the same field. This is because the researcher will provide recommendations for further research for other researchers that opt to research such related areas.

1.6 Scope of the Study

This study will focus on identifying factors affecting staff performance at Sports Kenya. The study will cover the staff of the Sports Kenya at Moi International Sports Centre Kasarani and Nyayo National Stadium. The target population will be 200 employees who are working in the organization. A sample size of 81 representing 40% of the target population will be taken for the analysis. The target population will be the middle-level staff and the support staff. The study will be conducted within a period of four months; this will be between January 2018 to April 2018.

1.7 Chapter Summary

The project is organized into five chapters. Chapter one comprises of the background of the study, statement of the problem, objectives of the study, research questions, justification of the research and scope. Chapter Two covers the introduction and the body of the survey where specific variables will be discussed, a theoretical framework, related empirical literature as well as the conceptual framework. Chapter Three contains the following: research design, target population, sampling procedure, research instruments,
validity and reliability of the devices and data analysis. Section four provides the results and reports for effect of; employees reward staff performance, employee supervision, work environment on staff performance and training on staff performance. Chapter five comprises of discussion, summary, and recommendations.
2.0 Introduction

In this chapter, the researcher discusses the factors that affect staff performance at Sports Kenya. The writer uses both empirical and conceptual literature to explore staff performance issues within Sports Kenya. The following specific objectives guide the literature review; to assess the effect of reward on the performance of staff; to examine the impact of work environment on staff performance and to determine the effect of training and development on the performance of the team, to establish the effects of supervision on staff performance at Sports Kenya.

2.1 Theoretical Literature Review

Theories related to this study are discussed in the theoretical literature review. These include the Equity Theory, Expectancy Theory and Herzberg’s Two Factor Theory.

2.1.1 Equity Theory

Equity theory is based on the idea that individuals are motivated by fairness, and if they identify inequities in the input or output ratios of themselves and their referent group, they will seek to adjust their input to reach their perceived equity (Carrell, & Dittrich, 1978).

This hypothesis takes a look at an association's arrangements and systems and their reasonable application, proclaiming that it impacts the representative's level of execution. The strategy is proposed by Adams and places that if rewards and punishments are agreed
effectively, workers feel that the organization is fair. Equity ought not be mistaken for equality, which implies giving everybody a similar treatment (Armstrong, 2014 and Taylor).

Hodgetts and Hegar (2011) provide an example saying that if employee’s A and B earn the same salary and employee A feels that s/he does more work than employee B, employee A will feel s/he is being treated inequitably and may result in taking some action to rectify the perceived inequity if her/his salary is not increased. Possible solutions that employees may choose to remedy an injustice are: to lessen or enhance the effort they put in their job, diminish or increase the level of their efficiency, change the perception they hold on their performance, change the perception they hold on others performance, change the referent they have been comparing themselves to or leave the organization.

2.1.2 Expectancy Theory

In 1964, Victor H. Vroom came up with the expectancy theory in his study of the motivations behind decision making. It concentrated not on the requirements of a person but rather the result in light of their exertion. It is a standout amongst the most broadly recognized depictions of worker motivation since most of the proof backs the hypothesis. He thought of three factors which are important for motive namely, valence, instrumentality, and expectancy. Valence is the value of the outcome of work; expectancy refers to one’s belief that effort will lead to a particular result and instrumentality is the belief linking one result to another (Oliver, 1974). The theory explains that an employee is willing to perform with a high level of effort if s/he believes that it will lead to desired outcomes (Armstrong & Taylor, 2014).
The hypothesis centers around three connections, to be specific: effort performance relationship which is the view of the person that particular exertion will prompt performance, performance reward relationship which is conviction by the person that a specific level of execution will lead to the desired results and the rewards-personal objectives relationship which is the degree to which hierarchical prizes will fulfill the person's desired objectives. It is henceforth fundamental to comprehend the linkages between the three connections for its application to be significant.

2.1.3 Herzberg’s Two Factor Theory

According to the recent review by Oscar, DeShields Jr, Ali Kara, Erdener Kaynak, (2005) intrinsic job factors (Motivation) are more critical to both satisfying and dissatisfying job events. This theory, also known as Motivation-Hygiene Theory identifies intrinsic factors that add to fulfilment of how the worker’s environment can add to the dissatisfaction of the worker following a research done by Frederick Herzberg in inquiry to “what do people want from their jobs?” From the investigation, motivator factors are those that bring about a positive inclination and self-actualization among workers and are accomplishment, recognition, responsibility, work itself, progression and development.

Motivators lead to higher performance, but their presence alone does not guarantee employee productivity (Herzberg et al., 2009).

Hygiene factors were named so on the grounds that environment in which people need to do their duties was psychologically undesirable. They are non-task qualities of the work environment that give adverse feelings in the people and organizational policy and
administration, supervision, compensation, association with colleagues, individual life, status, and security. The presence of these factors does not offer satisfaction but rather will decrease dissatisfaction.

If provided, hygiene factors are not a strong motivator because their motivation effect will not last long, however, if not provided or if wrongly provided can be a significant cause of dissatisfaction (Herzberg et al., 2009). Managers who need to inspire their workers should concentrate on factors rotating around the real work or to the advantages that workers can get from the work.

2.2 Empirical Literature Review

The following section gives the empirical review of the study variables.

2.2.1 Reward and Staff Performance

One of the means that organizations can use to enhance employee motivation and performance is to provide performance-related compensation; according to Hackman, (2010) Employee reward systems refer to programs set up by a company to reward performance and motivate employees on individual and group levels. They are typically considered separate from salary but may be monetary or otherwise have a cost to the company.

In USA, Johnson (2013) used meta-analysis to investigate the effectiveness of a team-based reward system. The dynamics of the team played a big part in the “reward relationship,” i.e., how a person’s reward depends on the performance of another colleague. This study
contends the need to present more individual incentives inside the group-based reward structure. “Equal Allocations” end up vital where the reward isn’t just subject on overall team performance, however is shared similarly between all members of the team (Johnson, 2013). It recommends that team members must assist each other with achieving their outcome, but are compensated differently in light their contribution to the group’s performance. Johnson also found that where frankness of team member’s commitment is unmistakable, then it can make the team member more aware of that contribution, hence increasing the propensity to act for the team.

In their study on the role of reward systems in the high-performance organization, Gerhart, and Bretz (2014, p. 9) found pay related bonuses to be neither effectual nor ineffectual to an organizations performance. While there is plentiful evidence to recommend certain kinds of performance-related compensation increases productivity, this was not the conclusion of the study.

Of the 12 ‘HPO’ (high-performance organization) attributes examined in this investigation, pay was the most prevailing. notwithstanding, it reasoned that over the more extended period, this does not have a positive or negative effect on organizational performance. Clinch (2011) refer to this high-performance organization has been non-hierarchical and moving away from central management control to a more team-based form of working with responsibilities spread more evenly and based on high levels of trust and communication. This raises some interesting points on how to reward these teams, either collectively or individually, and the way reward structures work in the team-based
environment. Employee motivation can be driven further with the aid of intrinsic rewards (e.g., doing work revel in) than by means of extrinsic rewards (pay, bonuses).

In their study on employee and change initiatives, Gupta, (2014) focused on two intrinsic rewards -meaningfulness and choice. They argue that these are essential to employee satisfaction and in retaining employees in times of organizational uncertainty and change. In this case therefore, intrinsic rewards were better than monetary rewards. This is in the framework of organizational change. It is therefore, interesting to note that job satisfaction and intent to stay within your role during instances of organizational change rely on the proper combination of non-financial rewards. Job satisfaction is a critical issue in an employee’s performance, and intrinsic rewards play an important part in this.

Bratton, (2012, p.9), in their wide-ranging study on who pays for performance and based on Norwegian establishment surveys from 1997 to 2003, found that the success or failure of Performance related pay very much depends on the setting that it is introduced into and the “prediction is that output-based incentive pay schemes are more likely to be observed when there is considerable employee discretion over work tasks”. So, they discovered that overall performance-associated pay is more widespread in more prominent organizations and less common in more unionized organizations. Similarly, when rewarding expertise workers or ones tasked with innovating as part of their position, a motivated worker is more productive as a result a better performer.

Intrinsic motivation is more important for productivity and performance when relating to creative or innovative workers (Markova & Ford, 2011). This study focused on workers in
over 30 massive corporation and through a scaling structure rated through supervisors; determined that neither financial nor non-financial rewards had any direct impact on overall performance. But, they did have an effect on motivation, and the more motivated the personnel had been, the more time they spent on job activities and consequently had a positive effect on overall performance in the long term.

2.2.2 Work Environment and Staff Performance

According to Chhabra, (2015) working environment refers to working conditions and all existing circumstance affecting labor in the workplace, including job hours, physical aspects, legal rights, and responsibility organizational culture workload and training. The environment is the human’s immediate surrounding which he manipulates for his existence. Wrongful manipulation introduces risks and dangers that make the it hazardous and obstruct the productiveness rate of the worker.

Therefore, the workplace entails an environment in which the worker performs his work while a productive workplace is an environment where results can be achieved as expected by management (Mike, 2010; Shikdar, 2012).

In Pakistan, Masood, Aslam, & Rizwan, (2014), assessed the factors affecting employee satisfaction of the public and private sector organizations of Pakistan among the independent variables assessed included the “:Physical working environment” The study used purposive sampling to select 12 public and private corporations in Pakistan; Pearson correlation was used to determine the relationship between effect of physical working environment and employee job satisfaction The study found a strong, decisive correlation
factor of 0.874 between employee job satisfaction and work environment. Conclusions were made that the environmental work conditions have a significant factor in influencing employee’s productivity. However, the study failed to give straight clarification on precise areas that required amendment. This study, therefore, seeks to investigate and propose progressive changes in physical and policy related amendments that will shape employees work conditions which are hypothesized to influence employee commitment and productivity.

A study conducted in UK’s horticultural industry, employing descriptive research design showed that the negative impact of job-related stressors (role ambiguity, role conflict, heavy work-load, pressure, and physical discomforts) can be reduced by supportive social environment that includes co-workers and supervisors, peer and team cohesion, autonomy, utilization of skills, rewards, and emphasis on planning and efficiency (Prieto-Carrón, 2008). However, the study failed to propose a methodical approach in mitigating these job-related challenges.

Elsewhere in Malaysia, Ahmad and Bakar, (2013) investigated the association between work environment and employee’s organizational commitment among white-collar workers in Malaysia. The study employed a descriptive study design. Both primary and secondary data were used in the analysis. A total of 294 respondents were engaged in the research. The correlation results obtained remarked a strong positive relationship between association between supportive work environment and employee’s organizational
commitment (person correlation values 0.896 significant p-values = .001) the study concludes that a supportive work environment is important to enhancing a productive company and increasing a worker’s welfare. Although this case brought forth light on the subject, paralleling a similar study with blue-collar workers would add significant deference on the existing results.

The subject (work environment) in Africa has also caught the eye of various scholars. In South Africa, Wilson, (2011) assessed the relationship between employee working conditions and turnover rates in the South African gold mines. A total of 648 employees from all the organizational management classes were engaged. The findings showed that lack of administrative regulations increased work-related risks. The study concluded that the cause of most accidents in goldmines is a complex interaction of labor, equipment and workplace environment. The research found that poor working condition was among the key factors contributing to work-related risks and thus high turnover rate, the study recommended on strong implementation of Occupational Safety and Health Administration (OSHA) policies. However, the study failed to present a conceptual framework that can be intertwined with OSHA policies to realize the safe working environment in the gold mines.

In Zimbabwe, Chiboiva, Chipunza, and Samuel, (2011) did an Evaluation of job satisfaction and organizational citizenship behavior. Of the variables assessed included Working conditions in an organization. The study involved various private and public
institutions. The study used regression analysis to predict the outcome between study variables. Results of the study showed that further, an enhancement of workplace working conditions with a strong visible commitment to safety might bring about positive impact on the health and safety of workers. However, the study failed to give a congregate assessment of other related work environment related factors such as worker attitudes, job satisfaction, and employee health and well-being. It’s in the interest of this study to encompass these factors and assess their impact on employee’s productivity.

In Kenya, Kariuki (2010) evaluated the effects of physical surroundings and employee responses. The research employed a descriptive survey design; the study interrogated 355 workers in Kenyan private sector. The findings of the study found that Physical environment affects how personnel in an enterprise interact, perform responsibilities, and are led. The results concluded that Physical environment as a feature of the work environment has a direct impact on the human intellect and subtly change interpersonal relations and thus output. However, the findings of this research were only based on the non-probability test; study only engaged the private sector hence the results could not be generalized and adopted by state organizations, therefore. It is within the best interest of the current research to fill the gap by providing concrete results and recommendations that intertwine the two sectors

2.2.3 Training and Development on Performance of Staff

Training is a program that helps employees learn specific knowledge or skills to improve performance in their current roles (Klein, & Weaver, 2010). Development is more
tremendous and concentrates on employee growth and future performance, rather than an immediate job function.

According to Schmitt, N. (2016), employee training and development programs help to retain the right workers and increase profits. As the battle for top talent becomes more aggressive, staff training and development programs are more critical than ever.

Placing employees in certain positions before they expect it is also a different developing system, which has proved to be a useful development method. One of the latest studies has been by Zwick, (2006) across various sectors in Egypt. Zwick reviewed seven studies that dealt with critical determinants in different industrial settings. Some of the factors are associated with employee training and development, coaching and mentorship. The findings demonstrated that the concept of developing talents could be through talent matrix. It means that by rating your employees A, B, C and D players, you should individualize training opportunities. For example, offering A players the highest level of training, B players’ development should focus on interactive skills, C players should be given hard goals, and they should be observed and there, should be a clear path of separation for D players.

Elsewhere in Ukraine, Bartel, (2014) assessed the productivity gains from the implementation of employee training programs. A descriptive survey design was adopted to obtain a complete and an accurate description of situations, persons and events. The study target population was 475 respondents out of which 85 respondents were drawn. The data collection instruments were a questionnaire and interview guide, the findings that
talented people remain unknown to their organizations; therefore, organizations need to implement an active employee development and assessment plans which can lead to identifying opportunity as the main component of employee’s commitment to achieving their mission, moreover capitalize on-the-job training opportunity and provide not only active mentoring and coaching but also high quality assessment activities.

Considerable literature exists on how employee training and development influences the performance of staff. In Europe and the US, corporate universities have become significant sources of staff development and training. A meta-analysis conducted by Post et al., (2016). Comparing data from US and UK show that employee’s commitment and productivity in an organization requires continuous training for the identification of their higher performers for potential new positions, recognize their training gaps and implement initiatives to boost their competencies and promote their retention. Nonetheless, all the data employed in this study was purely quantitative rather than qualitative. This study seeks to gather both qualitative and quantitative data to allow good statistical analysis.

Just-released findings of the Accenture 2014 College Graduate Employment Survey Provide excellent news and bad news for employers of entry-level talent. The bad news: most of these employers aren’t doing enough to provide their new employees with the coaching and support they need to get their careers off to a good start. Over (52 percent) of respondents who graduated in 2012 and 2013 and managed to get jobs failed to receive any formal training for the positions. The good news is that, as young staff increasingly value
relevant skills, and as awareness spreads quickly, there is a new chance for employers that cause them to engage skilled workforce. By building a distinctive program for coaching new staff a company can gain a positive edge in the competition for top talent.

It is necessary that employee’s commitment in an organization requires continuous training of their high performers for potential new positions. In Nigeria, Abba, and Dawha, (2009) did an assessment of personnel training needs in the Ibrahim Babangida Library, both probability and none probability analytical methods were employed. The author found a strong relationship between feedback and employee coaching which are essential means of developing talents and individual productivity. Training focuses day to day tasks of employees to improve their current skills and further prepare them for future roles and responsibilities. In this view, employee training increased motivation. However, the study failed to demonstrate comparison fingers depicting the relationship between individual employee productivity and received training. This study seeks to analyze the impact on employee training and employee job efficiencies at Sports Kenya.

To achieve high potential in the organization, it requires making the possibility of talents. While focusing the banking sector in Kenya, Imai, (2012) assessed the means of gaining a competitive advantage in the insurance sector in Kenya. This study involved respondents composed of new and old marketers of jubilee insurance company. The findings demonstrated that Old trained marketers were more convincing to the client compared to the newly trained marketers. The results showed that training should be associated with further learning and development plans. Suitable learning and development associations
are needed at related steps in a career for a talented workforce to achieve their highest potential. The submission of this study is that employees with higher morale, career satisfaction, creativity, and motivation; increased productivity and responsiveness in meeting departmental objectives (Murphy, 2011).

2.3.4 Supervision and Staff Performance

Supervision is a way of inspiring, directing, refining, refreshing, encouraging and controlling specific group with the hope of seeking their cooperation for the supervisors to be successful in their job of supervision. Ogunsaju (2012) Supervision is essentially the practice of monitoring the performance of workers or staff, noting the merit and demerits and using befitting and amicable techniques to correct the flaws while still improving on the benefits thereby increasing the standard of staff performance and achieving the ultimate goals.

A study by Mitchell, and Ambrose, (2017) on Quality supervision in the workplace, determining if the Quality supervision of employees affect their productivity among the staff found that the attitudes of supervisors contribute to this problem. The results found that employees drink to manage stressful working conditions, such as conflict about responsibilities and task overwork; that workers drink to deal with feelings of powerlessness and meaninglessness at work and those workers drink because supervisors or peers do not sufficiently regulate their workplace behavior.

The interpersonal effect, a like-dislike association between a supervisor and his/her subordinate, has traditionally been hypothesized as a foundation of prejudice in performance appraisals. However, some researchers argued that the interpersonal effect
may not be biased, especially where it develops as a result of past performance. In this field study, using data from 190 supervisors in the US and 113 supervisors in India, Varma, Pichler, and Srinivas (2005) delineated the relationship between interpersonal affect and performance ratings. In both samples, interpersonal affect and performance level were found to have substantial effects on performance ratings. Results from the US sample showed that raters could detach their liking for a subordinate from actual performance when allocating performance ratings, suggesting that the interpersonal effect does not operate as a bias in the appraisal process. Results from the Indian sample, nevertheless, indicate that supervisors bloat ratings of low performers, suggesting that local cultural customs may be working as a moderator.

In a field study by Harper (2016), using data from 190 supervisors, we further delineate the connection between affect and performance ratings. Both affect and performance level was found to have substantial effects on performance ratings. Results also showed that raters could detach their liking for a subordinate from actual performance when allocating performance ratings, signifying that effect may not operate as a bias in the appraisal process.

Cross-sectional analysis of federal employee opinions of their supervisors by Loi (2012) showed that they believed the following to be essential supervisor responsibilities: performance appraisal, protecting the merit system from prohibited practices and enhancing employee job satisfaction and intrinsic motivation. An interpersonal effect, a like-dislike connection amid a supervisor and his/her subordinate, has customarily been
hypothesized as a source of bias in performance appraisals. Nevertheless, some researchers have claimed that effect may not be biased, particularly where it develops as a result of past performance.

According to Schmidt, Hunter, and Outerbridge (1986) there is impact of the supervisor's performance on the ratings given to subordinates, especially high-performing subordinates. Using views of the Leader-Member Exchange (LMX) theory, the authors present a process model arguing that supervisors who are low performers are not likely to offer good ratings to their high-performing subordinates, as they may view these subordinates as threats. One of the critical propositions of LMX is that supervisors do not give equal treatment to all their subordinates. They form "in-groups" and "cut-groups" among their subordinates. The authors suggest that low-performing supervisors consign high-performing subordinates to "out-groups." In such a state, the authors urge that close attention is paid to developing performance appraisal systems that are impartial to high-performing subordinates.

Gioia and Sims (1989) investigated managerial attributions and the observed verbal behaviors of managers and subordinates when 24 experienced managers (mean age approximately 40 yrs) each interacted with 4 different assistants (mean age around 25 yrs) in a simulated performance appraisal setting under different conditions of work history and performance for a total of 96 interactions. Administrative attributions were estimated before and after the interaction. Conversational practices of both managers and subordinates were recorded on tape and coded into verbal classifications for examination. Results demonstrate particularly unique patterns of managerial attribution and verbal
conduct for the subordinate performance failure condition when related with the achievement condition but no response to the work history data indication. Specifically, managers tended to inquire for the cause of failure by querying attribution-seeking questions of the subordinates. The face-to-face interaction brought about an attributional shift toward leniency by the managers, who allotted less blame for failure and more recognition for success after the interaction. The discussions were set apart by proportional task information exchange, evaluative behavior, and on account of low performance, unmistakable verbal attributions by the subordinates in response to the managers' attribution-seeking questions. Between coder reliability tables and the coding format are appended.

2.3 Summary and Research Gaps

The literature review has given an account of how supervisors may use tools and procedures to allow staff to do their best in their particular job roles and projects. (Ogunsaju 2012) Asserts that “one of the primary tasks of the supervisor is to interface between the organization objectives and employee’s motivation towards the same goal. In Pakistan, Masood, Aslam, & Rizwan, (2014), assessed the factors affecting employee satisfaction of the public and private sector organizations of Pakistan among the independent variables assessed included the “Physical working environment.” The study found a strong, decisive correlation factor of 0.874 between employee job satisfaction and work environment. The study, however, was carried in Pakistan thus creating a contextual gap that the present study sought to address by carrying out a similar survey at Sports Kenya.
2.4 Conceptual framework

The conceptual model is a conceptualization in the functional form of how the independent variables affect the dependent variable which is Staff performance at Sports Kenya as shown in figure 2.1.

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reward</strong></td>
<td>Staff performance at Sports Kenya.</td>
</tr>
<tr>
<td>- Benefits</td>
<td>• Productivity</td>
</tr>
<tr>
<td>- Guaranteed pay</td>
<td>• Customer satisfaction</td>
</tr>
<tr>
<td>- Allowances</td>
<td>• Professionalism</td>
</tr>
<tr>
<td>Recognition is a type of reward</td>
<td>• Teamwork</td>
</tr>
<tr>
<td>Work Environment</td>
<td>• Continual improvement</td>
</tr>
<tr>
<td>- Behavioral aspects (interpersonal relations, emotional aspects, overtime duty)</td>
<td></td>
</tr>
<tr>
<td>- Physical aspects (lighting, office space)</td>
<td></td>
</tr>
<tr>
<td>Training and Development</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Annual training plan</td>
<td></td>
</tr>
<tr>
<td>Career development plan</td>
<td></td>
</tr>
<tr>
<td>Employee Supervision</td>
<td></td>
</tr>
<tr>
<td>Team building</td>
<td></td>
</tr>
<tr>
<td>Conducive atmosphere</td>
<td></td>
</tr>
<tr>
<td>Staff orientation</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>Opportunity for improvement</td>
<td></td>
</tr>
<tr>
<td>Constructive criticisms</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2.1: Conceptual Frame Work
### 2.5 Operationalization of Variables

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>VARIABLE</th>
<th>INDICATOR</th>
<th>SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assess the effect of recognition and reward on the performance of staff</td>
<td>Reward</td>
<td>Benefits, Guaranteed pay, Allowances, Recognition</td>
<td>Nominal</td>
</tr>
<tr>
<td>To examine the effect of work environment on staff performance</td>
<td>Work environment</td>
<td>Behavioral aspects (interpersonal relations, emotional aspects, overtime duty) Physical aspects (lighting, office space)</td>
<td>Nominal</td>
</tr>
<tr>
<td>To investigate the effect of training and development on the performance of staff</td>
<td>Training and development</td>
<td>Skills, Annual training plan, Career development plan</td>
<td>Nominal</td>
</tr>
<tr>
<td>To investigate the effect of employee supervision on the performance of staff</td>
<td>Employee Supervision</td>
<td>Team building, Conducive atmosphere, Staff orientation, Training, Opportunity for improvement, Constructive criticisms</td>
<td>Nominal</td>
</tr>
<tr>
<td>Staff performance at Sports Kenya.</td>
<td>Performance</td>
<td>Productivity, Customer satisfaction, Professionalism, Teamwork, Continual improvement</td>
<td>Nominal</td>
</tr>
</tbody>
</table>
2.6 Chapter Summary

This chapter analyzed literature from other scholarly works. Further theories anchoring this study were discussed. The section also presented a diagrammatic representation of the study variables relationship. A research gap and operationalization of the variables are also shown.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction
This chapter is categorized into the following sections; introduction, research design, target population, sample and sampling technique, research instrument, pilot study, data collection procedures, data analysis and presentation, ethical consideration and lastly but not least chapter summary

3.1 Research design
According to Kerlinger (2014) study design is the structure of research conceived to provide answers to study questions or test the study hypotheses. The plan represents the general approach used in collecting and analyzing data to respond to the research questions. The study shall employ a descriptive research design. Kothari (2011) describes descriptive research as for facts finding inquiries adding that the primary purpose of the descriptive analysis is a description of affairs as it exists at present. According to Orodho (2003), descriptive research design is suitable because it is used to obtain information that describes real phenomena by asking individuals about their perceptions, attitudes, behaviors or values. This design was be used since it enabled the researcher to collect data across the sampled population using the same instruments at the same time. The descriptive research design will also allow the researcher to obtain information concerning factors that affect staff performance at Sports Kenya.
3.2 Target Population

As defined by Frederic (2010), target population is a universal set of the study of all members; real or hypothetical set of people, events or matters to which an investigator wishes to generalize the result. The accessible population is the population in research to which the researchers can apply their conclusions (Deming, 1990).

Table 3.1 Target Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moi International Sports Centre Kasarani</td>
<td>160</td>
<td>80</td>
</tr>
<tr>
<td>Nyayo National Stadium</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>


The target population was purposely selected from the staff of the Sports Kenya at Moi International Sports Centre Kasarani (160) and Nyayo National Stadium (40).

3.3 Sample and Sampling Technique

A sample frame is a smaller number of cases drawn from the total population (Ingule & Gatumu, 1996)
Table 3.2 Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Target Population</th>
<th>Sample Ratio</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISC</td>
<td>160</td>
<td>0.4</td>
<td>64</td>
</tr>
<tr>
<td>NNS</td>
<td>40</td>
<td>0.4</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>0.4</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

Source: Author (2018)

From the above population of 200 respondents, the study picked 40% of the entire population. Thus, the study sample was 80 respondents. According to Cooper and Schindler (2003) a representative sample is one which is at least 10% of the population thus the choice of 40% is considered as representative. Mugenda and Mugenda (2012) states that a sample size of between 10% to 30% of the entire population is adequate for any academic research. Stratified random sampling technique was used since the population of interest was not homogeneous and could be subdivided into groups or strata to get a representative sample. In each department, the respondents targeted in this study were picked randomly until the expected number was attained. This was done through the guidance of the employee list from the human resource department.

3.4 Instruments

Data collection incorporates any measurement procedures that involve interrogations to respondents. Schindler (2011) recommends the use of questionnaires in descriptive studies because self-administered typically cost less than personal interviews and sample accessibility is easy. In this study, a questionnaire was used. The questionnaire had three parts, (a) background information b) opinions based on the four variables c) the dependent
variable questions. The first part of the questionnaire was used to collect the respondents demographic information. This included gender, age, educational level among others. The second part of the questionnaire included items with factors that affect staff performance at Sports Kenya.

3.5 Pilot Study

The researcher carried out a pilot study to pretest and validate the questionnaire. This pilot study involved 10 respondents working at Nyayo Stadium. According to Isaac (2005), a sample size of at least 10 respondents for a pilot study is adequate for any study. A total of 10 employees from the Nyayo Stadium were picked randomly and a questionnaire was issued. The pilot study aimed to determine the reliability of the questionnaire including the words, structure and order of the questions. The questionnaires were hand delivered and administered to the respondents at their place of business to ensure objective response and reduce non-response rate. The results of the pilot study are not included in the actual study.

3.5.1 Validity

Validity is the degree by which the sample of test items represents the content the test is designed to measure. Content validity which was utilized by this study is a measure of the degree to which data collected using a particular instrument represented a specific domain or content of a specific idea. Mugenda and Mugenda (2012) contend that the usual procedure in assessing the content validity of a measure is to use a professional or expert in a particular field. The expert was also requested to comment on the representativeness and suitability of questions and give suggestions of corrections to be made to the structure of the questionnaire. This would help to improve the content validity of the data that will be collected.
3.5.2 Reliability Test

Reliability refers to the consistency of measurement and is assessed using the test-retest reliability method. Reliability is increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. The researcher will also compute a Cronbach alpha score of the instrument used to obtain the primary data. Cronbach alpha ranges between 0-1. Scores between 0-0.6 indicate that the instrument has a low reliability while scores of 0.7 and above indicate that the instrument has a high level of internal consistency and reliability (Cooper & Schindler, 2003)

3.6 Data Collection Procedure

After obtaining permission from the University, the researcher will then visit the two stadiums to obtain permission to carry out the study. The researcher will then distribute the questionnaires to the respondents at their respective stations. The researcher will use drop and pick method to give the respondents adequate time to fully work on the instruments. The researcher will engage a research assistant who will help in collecting data from the respondents. On completion, the researcher will collect the questionnaires from the participants.

3.7 Data Analysis and Presentation

Prior to processing the responses, the completed questionnaires were checked for completeness and consistency. The data was then be coded to enable the responses be grouped into various categories. Data collected was be both quantitative and qualitative in nature. Descriptive statistical tools helped the researcher to describe the data and determine the extent used. Analysis was be done quantitatively and qualitatively by use of descriptive
statistics. This included percentages, mean and standard deviation which were presented using tables, bar charts to give a clear picture of the research findings.

3.8 Ethical Considerations

Ethics is defined as norms for conduct that distinguishes between acceptable and unacceptable behavior. Ethics is what is good for an individual, the society and also moral values. The researcher will observe the following ethical procedures:

3.8.1 Informed Consent

The researcher sought informed consent from the participants before conducting the data collection. Consent forms were read and discussed with all respondents by research assistants fluent in English. The consent form described the purpose of the study and included information on voluntary participation and study withdrawal.

3.8.2 Voluntary Participation

The researcher obtained informed consent from the participants to ensure they participated voluntarily. This was done through word of mouth coupled with the letter from the University. Only respondents who were willing to participate were issued with the questionnaire for data collection.

3.8.3 Confidentiality

The researcher ensured transparency and truthfulness throughout review and all information was treated as confidential. The confidentiality of the staff and personal information was therefore be assured.
3.8.4 Privacy

The researcher was objective during the interview; data analysis, and data interpretation to evade or reduce bias or self-deception. Respect for intellectual property was guaranteed by giving proper acknowledgement or credit for all contributions to this study. Further, privacy of the respondents was observed.

3.8.5 Anonymity

The researcher indicated that data was collected through questionnaires and would be purely for research purpose. The researcher was honest in reporting data, results, methods and procedures. While carrying out the research, the researcher was sensitive at all times to ethical issues such as confidentiality and privacy of participants.

3.9 Chapter Summary

This chapter analyzed the factors affecting staff performance. This chapter was categorized into the following sections; introduction, research the design, target population, sample and sampling technique, research instrument, pilot study, data collection procedures, data analysis and presentation, ethical consideration and lastly and not least chapter summary.
CHAPTER FOUR:

RESULTS AND ANALYSIS

4.0 Introduction

This chapter gives details on research results and analysis. Included in the chapter data processing and coding. Also, results and analysis form part of the chapter.

4.1 Presentation of Research Findings

4.1.1 Response Rate

The targeted sample size was 80 participants. Those who filled and returned questionnaires were 69 respondents making a response rate of 86.3%. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good, and a response rate of 70% and over is excellent. This implies that the response rate for this study which was established to be 86.3% was unique and therefore enough for data analysis and interpretation.

<table>
<thead>
<tr>
<th>Questionnaires</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>69</td>
<td>86.3%</td>
</tr>
<tr>
<td>Non-response</td>
<td>11</td>
<td>13.7%</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
4.1.2 Pilot Test Results

To establish validity, the research instrument was given to 1 supervisor and 10 experts who were experienced in the factors influencing budget cycle management in public institutions to assess the importance of all the items in the instrument about the objectives. The same were rated on the scale of 1 (very relevant) to 4 (not very consistent). Validity was determined by the use of content validity index (CVI). CVI was obtained by adding up the items rated 3 and 4 by the experts and dividing this sum by the total number of things in the questionnaire. A CVI of 0.747 was obtained. Oso and Onen (2009), state that a validity coefficient of at least 0.70 is acceptable as valid research hence the adoption of the research instrument as valid for this study.

The questionnaires used had Likert scale items that were to be reacted to. For unwavering analysis, Cronbach’s alpha was computed by the application of SPSS. The value of the alpha coefficient ranges from 0 to 1 and might be utilized to portray the unwavering quality of components extracted from dichotomous (that is, inquiries with two possible answers) and multi-point formatted questionnaires or scales (i.e., rating scale: 1 = poor, 5 = excellent). A higher value demonstrates a more reliable generated scale. Cooper & Schindler (2003) indicated 0.7 to be an acceptable reliability coefficient. The study involved questionnaires from 7 respondents, who were selected to participate in the pilot study. Since the alpha coefficients were all greater than 0.7, a conclusion was drawn that the instruments had an acceptable reliability coefficient and were suitable for the study.
Table 4.2 Reliability Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach’s Alpha</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward</td>
<td>.71</td>
<td>4</td>
</tr>
<tr>
<td>Work environment</td>
<td>.73</td>
<td>3</td>
</tr>
<tr>
<td>Training and development</td>
<td>.75</td>
<td>2</td>
</tr>
<tr>
<td>Employee supervision</td>
<td>.77</td>
<td>2</td>
</tr>
</tbody>
</table>

4.1.3 General Information

The study sought to determine the general information of the respondents. The information was presented in the section below.

4.1.3.1 Gender

The researcher had to establish the gender of the respondents. The results were recorded in figure 4.1.

Figure 4.1 Gender
The study above shows that 80% of the respondents were male while 20% were female. This is not in line with the one-third gender rule and affirmative action where each gender should at least have a 30% representation.

4.1.3.2 Age bracket

The researcher had to establish the bracket of the respondents; the results were recorded in figure 4.3.

**Figure 4.2 Age bracket**

The study above shows that 10% of the respondents were below 20 years of age, 22% were aged between 21 to 30 years, 31% were aged between 31 to 40 years, 22% were aged between 41 to 50 years, 8% were aged between 51 to 55 year while 14% were aged above 55 years. From the study above, the age brackets were well represented to carry the study out.
4.1.3.3 Marital Status

The researcher had to find out the marital status of the respondents. The results were recorded in figure 4.3.

The study above indicates that 12% of the respondents were single, 77% were married, 8% were widow while 4% were divorced.

4.1.3.4 Level of Education

The researcher had to find out the education level of the respondents. The results were recorded in figure 4.4.

Figure 4.4 Level of Education
The study above shows that 16% of the respondents had secondary education, 18% had a diploma while the majority 67% had a university degree. Both the respondents were well educated to respond to the questionnaire more appropriately.

4.1.3.5 Period served in the position

The researcher had to establish how long the respondents had served in their position.

Figure 4. 5 Period served in the position

The study above shows that 70% of the respondents had served between 5 to 10 years, 8% had served between 10 to 15 years while 22% had served for 15 years and above.

4.1.4.1 Employees reward staff performance

Table 4. 3 Employee’s reward on Staff Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>N (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The management offers rewards for employee with outstanding performance</td>
<td>20%</td>
<td>45%</td>
<td>15%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>There are departmental recognition programs</td>
<td>60%</td>
<td>26%</td>
<td>10%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Outstanding employees are sent to a seminar related to their career goals</td>
<td>20%</td>
<td>40%</td>
<td>26%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Supervisors celebrate the successes of the work unit.</td>
<td>26%</td>
<td>46%</td>
<td>20%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Supervisor’s post inspirational messages of motivation</td>
<td>31%</td>
<td>45%</td>
<td>12%</td>
<td>11%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Table 4.3 shows that 65% of the respondents agreed, 15% were neutral while 20% disagreed that the management at SK offers rewards for an employee with outstanding performance. Further, 86% agreed, 10% were neutral while 4% disagreed that there is a departmental recognition program. On the other hand, 60% agreed, 26% were neutral while 14% disagreed that outstanding employees are sent to a seminar related to their career goals. Moreover, 72% agreed, 20% were neutral, 8% disagreed that supervisors celebrate the successes of the work unit. Nevertheless, 76% agreed, 12% were neutral while 12% disagreed that supervisors post inspirational messages of motivation.

### 4.1.4.2 Training on Staff Performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>N (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization facilitate the employees growth and development</td>
<td>47%</td>
<td>29%</td>
<td>16%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Training in this organization depends on alterations in performance, perception and conduct of employees commitment</td>
<td>37%</td>
<td>39%</td>
<td>12%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>The organization trains for high performance and potential new positions</td>
<td>29%</td>
<td>45%</td>
<td>8%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>The organization implements initiative to boost my competencies and certify retention</td>
<td>37%</td>
<td>29%</td>
<td>18%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>The organization conducts an effective development and assessment plan in determining the employee to be trained</td>
<td>33%</td>
<td>51%</td>
<td>12%</td>
<td>0%</td>
<td>4%</td>
</tr>
</tbody>
</table>
The organization capitalizes great on-the-job training opportunities

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>N (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization capitalizes great on-the-job training opportunities</td>
<td>24%</td>
<td>52%</td>
<td>12%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>The organization provides staff with effective mentoring and coaching programs</td>
<td>35%</td>
<td>35%</td>
<td>26%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>I’m always given feedback on performance after training</td>
<td>18%</td>
<td>48%</td>
<td>22%</td>
<td>12%</td>
<td>0%</td>
</tr>
<tr>
<td>I’m always given feedback on performance after training</td>
<td>24%</td>
<td>33%</td>
<td>31%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Continuous growth and development through training are important factors in employee’s motivation</td>
<td>29%</td>
<td>45%</td>
<td>8%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Continuous growth and development through training are important factors in employee’s motivation</td>
<td>37%</td>
<td>29%</td>
<td>18%</td>
<td>16%</td>
<td>0%</td>
</tr>
<tr>
<td>Continuous growth and development through training are important factors in employee’s motivation</td>
<td>33%</td>
<td>51%</td>
<td>12%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Continuous growth and development through training are important factors in employee’s motivation</td>
<td>24%</td>
<td>53%</td>
<td>12%</td>
<td>8%</td>
<td>4%</td>
</tr>
</tbody>
</table>

The study above indicates that 76% agreed, 16% were neutral, 8% disagreed that the organization facilitates the employee's growth and development. The study further showed that 76% agreed, 12% were neutral while 12% disagreed that Training in this organization depends on alterations in performance, perception, and conduct of employees’ commitment. Further, 74% agreed, 8% were neutral, 18% disagreed that the organization trains for high performance and potential new positions. Moreover, 66% agreed, 18% were neutral while 16% disagreed that the organization implements an initiative to boost my competencies and certify retention. Further, 84% agreed, 12% were neutral, 4% disagreed that the organization conducts an effective development and assessment plan in
determining the employee to be trained. On the other hand, 76% agreed, 12% were neutral while 12% disagreed that the organization capitalizes great on-the-job training opportunities. Nevertheless, 70% agreed, 26% were neutral while 4% disagreed that the organization provides staff with effective mentoring and coaching programs. The study further shows that 66% agreed, 22% were neutral while 12% disagreed that I’m always given feedback on performance after training. Finally, 57% agreed, 31% were neutral while 12% disagreed that I’m given training and support that I need to get off a strong start.

A majority of the respondents agreed that continuous growth and development through training are important factors in employee’s motivation and a majority of them agreed that SK considers the staff training needs and that they train their staff. 85% of the respondents agreed that training impacts employee commitment.

The research further sought to establish whether employee training impacts employee commitment in your organization. The results were recorded in figure 4.2.

**Figure 4.6 Training and Employee Commitment**
85% of the respondents agreed that training impacts employee commitment. This training will in turn affect their performance since according to Schmitt, N. (2016), employee training and development programs help to retain the right people and grow profits.

4.1.4.3 Work environment and staff performance

The researcher sought to establish the extent to which work environment affects staff performance. The results were recorded in table 4.5.

KEY: (SA) - Strongly Agree (A) - Agree (N) - Neutral (D) - Disagree (SD)-Strongly Disagree

<table>
<thead>
<tr>
<th>Table 4.5 Work Environment and Staff Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>Interpersonal relationship with other employees influences my performance</td>
</tr>
<tr>
<td>Overtime duty affects my concentration on work and thus affects my performance</td>
</tr>
<tr>
<td>My office is clean and decorative</td>
</tr>
<tr>
<td>There is enough lighting in my work place</td>
</tr>
<tr>
<td>Employees in the company are trained to identify and recognize risk occurrence</td>
</tr>
<tr>
<td>The employees are trained on how to act in case an accident occurs</td>
</tr>
<tr>
<td>The organization creates safety awareness among the employees</td>
</tr>
<tr>
<td>The organization has formulated safety guidance to be followed in training</td>
</tr>
<tr>
<td>The company educates employees on measures of risk prevention</td>
</tr>
<tr>
<td>Statement</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Providing safety gadget such fire equipment and train staff on how to use</td>
</tr>
<tr>
<td>them in case of firebreak up</td>
</tr>
<tr>
<td>The employees are supplied with helmet and protective clothes and trained</td>
</tr>
<tr>
<td>on how to use them effectively</td>
</tr>
</tbody>
</table>

The study above reveals that 70% agreed, 10% were neutral while 20% disagreed that Interpersonal relationship with other employees influences my performance. On the other hand, 60% agreed, 28% were neutral, 12% disagreed that Overtime duty affects my concentration at work and thus affects my performance. Further, 70% agreed, 18% were neutral while 12% disagreed that their office is clean and decorative. Nevertheless, 48% agreed, 26% were neutral while 26% disagreed that there is enough lighting in my workplace. 37% agreed, 47% were neutral while 16% disagreed that the employees in the company are trained to identify and recognize risk occurrence. 66% agreed, 18% were neutral while 16% disagreed that the employees in the company are trained on how to act in the case an accident occurs. Asked whether the organization creates safety awareness amongst employees 84% agreed, 12% were neutral while 4% disagreed. On the issue of whether the organization has formulated safety guidance to be followed in training employees 76% agreed, 12% were neutral while 12% disagreed. Asked whether the company educates employees on measures of risk prevention 70% agreed, 26% were neutral while 4% disagreed. 66% agreed, 22% were neutral while 12% disagreed that the company provides safety gadget such as fire equipment and trains staff on how to use them in case of firebreak. Finally, asked whether employees are supplied with the helmet and
protective clothing and trained on how to use them, 57% agreed, 31% were neutral while 12% disagreed. Majority of the respondents agreed that interpersonal relations and overtime duty affect their performance. The company also education staff of safety guidance and risk prevention. This is in line with the study by Ahmad and Bakar, (2013) whose investigation on the association between work environment and employee’s organizational commitment among white-collar workers in Malaysia concluded that a supportive work environment is crucial to creating a productive organization and increasing employee well-being.

The researcher further sought to establish whether supervision mode influences staff performance at Sports Kenya. The results are shown in figure 4.7.

**Figure 4.7 Supervision Mode**

85% of the respondents were for the idea that supervision mode affected employee performance. This shows that supervision is important in effecting the performance of workers.

The study sought to establish the ratings of the quality employee supervision at Sports Kenya. The results were recorded in figure 4.8.
The study above shows that 42% of the respondents indicated excellently, 18% were for good, 23% reported moderated while 17% indicated poor.

The researcher further sought to establish the aspects of employee supervision at Sports Kenya. The results were recorded in table 4.6.

**Table 4.6 Aspects of Employee Supervision**

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>N (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing positive and constructive feedback, building capacity and self esteem</td>
<td>20%</td>
<td>46%</td>
<td>28%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>The employee is provided with relevant and necessary information to take necessary action</td>
<td>24%</td>
<td>50%</td>
<td>16%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Care is taken as to the best time to provide feedback</td>
<td>16%</td>
<td>25%</td>
<td>33%</td>
<td>22%</td>
<td>4%</td>
</tr>
<tr>
<td>Feedback is based on facts and not so overwhelming that it cannot be conformed</td>
<td>8%</td>
<td>49%</td>
<td>29%</td>
<td>14%</td>
<td>0%</td>
</tr>
<tr>
<td>Considerate of the employees’ perspective and represent feedback on a task or behaviour, and not criticise the person</td>
<td>8%</td>
<td>29%</td>
<td>49%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>The words used are objective, avoiding emotive language</td>
<td>8%</td>
<td>43%</td>
<td>29%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Considers natural justice, providing the employee the opportunity</td>
<td>8%</td>
<td>22%</td>
<td>50%</td>
<td>10%</td>
<td>10%</td>
</tr>
</tbody>
</table>
The study above shows that 66% agreed, 28% were neutral, 6% disagreed that Providing positive and constructive feedback building capacity and self-esteem. Further, 74% agreed, 16% were neutral, 10% disagreed that the employee is provided with relevant and necessary information to take appropriate action. Moreover, 41% agreed, 33% were neutral 26% disagreed that Care is made as to the best time to provide feedback. Additionally, 57% agreed, 29% were neutral, 14% disagreed that Feedback is based on facts and not so overwhelming that it cannot be conformed. Furthermore, 37% agreed, 49% were neutral, 14% disagreed that Considerate of the employees’ perspective and represent feedback on a task or behavior, not the criticism of the person. Additionally, 51% agreed, 29% were neutral while 20% disagreed that the words used are objective, avoiding emotive language. Further, 30% agreed, 50% were neutral while 20% disagreed that Takes into account natural justice, providing the employee with the opportunity.

A majority of the respondents agreed that supervision mode affected employee performance. This shows that supervision is important in effecting the performance of workers.

4.2 Limitations of the Study

Though the methodology used to collect data; questionnaires have its merits such as reaching a large number of people economically and efficiently, it has its limits such as lack of conveyance of feelings and emotions. It was also not easy for the researcher to know whether the respondents understood the questions as was intended. The research also lacked non-verbal cues, e.g., eye contact, which would be important in this research.
Though the research had given a letter assuring confidentiality and anonymity, some employees were unwilling to provide answers.

4.3 Chapter Summary

On employee training, a majority of the respondents agree that continuous growth and development through training are important factors in employee’s motivation. From the above research, a majority of the respondents agree that SK considers the staff training needs and that they train their staff. Asked whether training impacts employee commitment, 85% of the respondents agreed.

On employee supervision, the study indicates that 85% of the respondent was for the idea that supervision mode affected employee performance. Only 17% indicated that the quality of employee supervision was poor. The respondents also agreed that the supervisor provides them with feedback and relevant information.

On the effects of reward on staff performance, a majority of the respondents agreed that the organization rewards performance. This will encourage the staff to raise their performance to attract the reward.

On work environment, respondents agreed that interpersonal relations and overtime duty affect their performance. They also decided that the organizations have laid safety measures against risks and hazards.
CHAPTER FIVE:

DISCUSSIONS, SUMMARY, AND RECOMMENDATIONS

5.0 Introduction

The preceding entails the discussion, conclusions, and recommendations from the research findings.

5.1 Summary of Findings

The study above shows that 80% of the respondents were male while 20% were female. This is not in line with the one-third gender rule and affirmative action where each gender should at least have a 30% representation. The study can reveal that majority of the respondents (31%) were aged between 31 to 40 years. From the review above, the age brackets were well represented to carry the study out.

The study above shows that the majority 67% had a university degree. However, both the respondents were well educated to respond to the questionnaire more appropriately. The study indicates that 76% reward affects staff performance. The findings were in line with Johnson (2013) that certain types of performance-related pay increase productivity.

The findings indicated that training affects staff performance as supported by 74% on the statement that Continuous growth and development through training is an important factor in employees motivation. Training is a program that allows employees to learn specific skills and knowledge to enhance performance in their current job.

The study further established that work environment affected staff performance. The results indicated that work environment changed staff performance as indicated on the
statement that their office is clean and decorative with 71%, and 70% who agreed that interpersonal relations affect their performance while 60% decided that overtime duty affects their performance. On employee supervision, the study indicates that 85% of the respondents agreed that supervision mode changed employee performance. 64% of the respondents agreed that supervisors provide the best possible support to service by the organization’s responsibilities and accountable professional standards.

5.2 Conclusion

The study concludes that reward, supervision, training and work environment affect staff performance. Certain sorts of performance-related pay upgrade productivity. The SK management offers the reward for performance, and supervisors celebrate employee achievements. It’s clear that training affects staff performance. Training is a program that lets employees to learn specific skills and knowledge to upgrade performance in their current job. Work environment also affects staff performance.

5.3 Recommendations

The remuneration should be feasible and commensurate to work output with clear targets be it in kind or cash. The organization should embrace more of intrinsic rewards which are more effective than financial rewards. This is with regards to hierarchical change, so it is intriguing to note that job satisfaction and intent to remain in your job during times of organizational change depend on the correct blend of non-financial rewards. occupation satisfaction is a fundamental factor in an employee’s performance, and intrinsic rewards play an important part in this.
Supervision is essential because of the link it provides between the employee and the organization. The organization should ensure that supervisors provide the required control and feedback in line with their role and level of responsibility and that employee are placed in their right jobs according to qualifications. They ought to guarantee that staffs are completely aware of their roles and responsibilities through administrative and organizational requirements.

Work environment affects staff performance. The organization should, therefore, ensure that the work environment is comfortable and appealing for the workers. The lighting should be correct, and the safety and health measures are taken. Staff should be trained in workplace safety. The organization should also provide employees with safety clothing and equipment and work safety training.

Employee training is essential for workplace satisfaction and productivity. SK management should ensure that they conduct a training needs analysis before any training is done. They should then come up with a training schedule that is all-inclusive for all staff in line with their duties and also cost-effective.
REFERENCES


Organizational, work, and personal factors in employee turnover and absenteeism. *Psychological bulletin*, 80(2), 151.


APPENDICES

Appendix i: Introduction Letter

Gitahi Wanjiru Elizabeth

BML/15/00628/3/2016

Nairobi

Dear Respondent,

Re: Data collection for research study

I am a student at Management University of Africa. I am conducting a study to determine factors that affect staff performance at Sports Kenya. Please answer the following questions honestly and objectively to the best of your knowledge, the information obtained will be treated with strict confidentiality. Please do not write your name on the questionnaire. Thank you for your acceptance and support.

Yours faithfully

Elizabeth Wanjiru
Appendix ii: Research Questionnaire

Section A: BACKGROUND- GENERAL INFORMATION

1. Gender: (Tick whichever is appropriate)
   - Male [ ]
   - Female [ ]

2. Age bracket: (Tick whichever is applicable)
   - Below 20 Years [ ]
   - 21 – 30 Years [ ]
   - 31 – 40 Years [ ]
   - 41 – 50 Years [ ]
   - 51 - 55 Years [ ]
   - Above 55 Years [ ]

3. What is your highest level of education? (Tick whichever is appropriate)
   - Primary [ ]
   - Secondary [ ]
   - Diploma [ ]
   - University [ ]
   - Other (Please specify)..........................................................................................................................

4. For how long have you served in your position?
   - Less than 5 years [ ]
   - 5 – 10 years [ ]
   - 10 – 15 years [ ]
   - above 15 years [ ]

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**Section B: REWARD**

Indicate your level of agreement with the following statements investigating the influence of employee’s reward on staff performance. Key 1= strongly disagree, 2 disagree, 3= moderate, 4 Agree and 5 = strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The management at offers rewards for employee with outstanding performance</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>There are departmental recognition program</td>
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<tr>
<td>Outstanding employees are sent to a seminar related to their career goals</td>
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<tr>
<td>Supervisors celebrate the successes of the work unit.</td>
<td></td>
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</tr>
<tr>
<td>Supervisors post inspirational messages of motivation</td>
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</tr>
<tr>
<td>Supervisors thank or congratulate the employees in person or in writing</td>
<td></td>
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</tr>
</tbody>
</table>

Was the last salary review conducted based on clear policy guidelines?

Yes [ ]

No [ ]

Indicate any other employee benefit that should be incorporated in the current benefit package?

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......
Section C: TRAINING

1. Does employee training portray employee commitment in your organization?

   Yes [   ]   No [   ]

Indicate your level of agreement with the following statements investigating the influence of employee’s reward on staff performance. Key 1= strongly disagree, 2 disagree, 3= moderate, 4 Agree and 5 = strongly agree.

<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>The organization facilitate the employees growth and development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training in this organization depends on alterations in performance, perception and conduct of employees commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The organization trains for high performance and potential new positions</td>
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</tr>
<tr>
<td>The organization implements initiative to boost my competencies and certify retention</td>
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</tr>
<tr>
<td>The organization conducts an effective development and assessment plan in determining the employee to be trained</td>
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</tr>
<tr>
<td>The organization capitalizes great on-the-job training opportunities</td>
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<td></td>
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<td></td>
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<tr>
<td>The organization provides staff with effective mentoring and coaching programs</td>
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</tr>
<tr>
<td>I’m always given feedback on performance after training</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I’m given training and support that I need to get off a strong start</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Continuous growth and development through training is one of the most important factors in employee’s motivation</td>
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<td></td>
</tr>
<tr>
<td>The training given to me matches my career development objectives and job needs</td>
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</tr>
<tr>
<td>My organization makes a follow up after a learning activity to integrate new skills and knowledge into my responsibilities</td>
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</tr>
</tbody>
</table>
I’m involved in determining the best kind of training that suits me.

2. How else does your organization inform human resource training apart from the issues mentioned above?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………

Section D: WORK ENVIRONMENT

1. Kindly give your general overview of your work environment?

………………………………………………………………………………………………
………………………………………………………………………………………………
…………

2. What is your level of agreement with the following statements that relate to work environment? Use a scale of 1-5 where 5= strongly agree, 4= Agree, 3=Neutral, 2=Disagree, 1=Strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal relationship with other employees influences my performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overtime duty affects my concentration on work and thus affects my performance

My office is clean and decorative

There is enough lighting in my work place

The employees in the company are trained to identify and recognize risk occurrence

The employees are trained on how to act in case an accident occurs

The organization creates safety awareness among the employees

The organization has formulated safety guidance to be followed in training employees

The company educates employees on measures of risk prevention

Providing safety gadget such as fire equipment and train staff on how to use them in case of firebreak up

The employees are supplied with helmet and protective clothes and trained on how to use them effectively
3. What else needs to be done to improve your work environment?

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Section E: EMPLOYEE SUPERVISION

1. Does supervision mode influence staff performance at Sports Kenya?
   Yes (   ) No (   )

   If yes please explain

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

2. How would you rate the quality of employee supervision at Sports Kenya?
   Excellent (   )
   Good (   )
   Moderate (   )
   Poor (   )

3. To what extent do you agree with the following aspects of employee supervision at Sports Kenya, Tick (√) where appropriate?
<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Moderate</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>staff receive regular supervision in line with their role and level of responsibility</td>
<td></td>
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</tr>
<tr>
<td>supervisor ensures that staff are fully aware of their roles and responsibilities in accordance with legislative and organizational requirements;</td>
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</tr>
<tr>
<td>Supervisors provide the best possible support to service in accordance with the organization’s responsibilities and accountable professional standards</td>
<td></td>
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</tr>
<tr>
<td>Supervisor ensures quality care to youth employees in order to provide them with opportunities to achieve positive, sustainable outcomes.</td>
<td></td>
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<tr>
<td>supervisees are accorded the opportunity to understand and manage their feelings and responses with the workplace</td>
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</tr>
<tr>
<td>Supervisors provide the best possible support to service in accordance with the organization’s responsibilities and accountable professional standards</td>
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</tr>
<tr>
<td>Written supervision record detailing the targets, outcomes achieved since last supervision;</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
4. To what extent do you agree with the following aspects of employee supervision at Sports Kenya, Tick (√) where appropriate?

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Moderate</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing both positive and constructive feedback building capacity and self esteem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The employee is provided with relevant and necessary information to take appropriate action</td>
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<tr>
<td>Care is taken as to the best time to provide feedback</td>
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<tr>
<td>Feedback is based on facts and not so overwhelming that it cannot be assimilated</td>
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</tr>
<tr>
<td>Considerate of the employees’ perspective and represent feedback on a task or behaviour, not criticism of the person</td>
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<tr>
<td>The words used are objective, avoiding emotive language</td>
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<tr>
<td>Considers natural justice, providing the employee the opportunity</td>
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</tbody>
</table>

5. Kindly indicate in your opinion measure that can be taken to rectify the challenge?

................................................................................................................................................
................................................................................................................................................

THANK YOU FOR YOUR TIME
Appendix iii: Time Plan

<table>
<thead>
<tr>
<th>Time/Activity</th>
<th>January 2018</th>
<th>February - April 2018</th>
<th>May - July 2018</th>
<th>August - September 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic definition</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Chapter one</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Chapter two</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter three</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Proposal presentation</td>
<td></td>
<td></td>
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<tr>
<td>Data collection</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Finalization of project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix iv: Budget

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Unit cost</th>
<th>Number of units</th>
<th>Amount Kshs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal &amp; final project</td>
<td>Typing, photocopying, printing and binding</td>
<td></td>
<td></td>
<td>5,000</td>
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<td>Pilot survey</td>
<td>Food transport and photocopy</td>
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<td>4000</td>
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<tr>
<td>Analysis of data using SPSS</td>
<td>data package</td>
<td>8,000</td>
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<tr>
<td>Internet services</td>
<td>2000 mins@ 1.5shillings</td>
<td>1.5</td>
<td>2000</td>
<td>3000</td>
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<td>Field supervisor</td>
<td>8 days 2000@day</td>
<td>2000</td>
<td>8</td>
<td>16000</td>
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<tr>
<td>Miscellaneous</td>
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<td>4800</td>
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<td><strong>Total</strong></td>
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<td><strong>40,800</strong></td>
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