THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

SCHOOL OF BUSINESS AND ECONOMICS,

PERFORMANCE MANAGEMENT PRACTICES AND EMPLOYEE PRODUCTIVITY AT ALJAMEA-TUS-SAIFIYAH CAMPUS IN NAIROBI COUNTY, KENYA

BY

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS IN BUSINESS ADMINISTRATION IN HUMAN RESOURCE MANAGEMENT

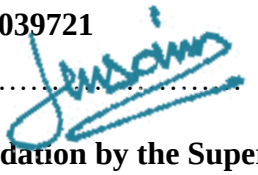
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DECLARATION

This research thesis is my original work. It has not been presented in this and in any other University or Institution of higher learning for any academic credit. All work sourced from other scholars and sources have been duly cited and acknowledged in this document.

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DEDICATION

I dedicate this research, first and foremost to Allah Almighty and to the valued employees of Aljamea-tus-Saifiyah. It is my sincere hope that this study of their performance management system will provide valuable insights into building a workplace where motivation thrives and individuals find genuine satisfaction in their contributions.

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LIST OF ACRONYMS AND ABBREVIATIONS

ACET : African Centre for Economic Transformation

AJSN : Aljamea-tus-Saifiyah Nairobi Campus

FCI : Farm Concern International

KenGen : Kenya Electricity Generating Company PLC

KETRACO : Kenya Electricity Transmission Company Ltd.

KPLC : Kenya Power & Lighting Company Ltd.

MSB : Mohammed Burhanuddin Educational Institute

NACOSTI : National Council of Science, Technology, and Innovation

NGAO : National Government Administration Officers

OECD : Organization for Economic Co-operation and Development

OKRs : Objectives and Key Results

PMP : Performance Management Practices

PMS : Performance Management System

SPSS : Statistical Package for Social Sciences

OPERATIONAL DEFINITION OF TERMS

Employee Productivity	Refers to how well an employee contributes to the achievement of the goals of an institution. It is measured in terms of quantity, quality, or timeliness (Leitao et al., 2019). Within the educational context, productivity entails teaching quality, research output, and administrative service delivery.
Employee Training	Refer to a strategy adopted by an institution for the purposes of helping its employees to achieve their performance goals (Sothy, 2019).
Organization Culture	Refers to a system of values, beliefs, attitudes, and behaviours that drive how employees interact and collaborate in an institution (Dewar, 2025).
Performance Appraisal	Refers to the process adopted in an organization for evaluating and documenting how well the employees are performing their jobs (Joseph *et al*., 2020).
Performance Goal Setting	Refers to the procedure used in an organization to set clear goals for employees to help them understand what is expected of them and how their work contributes to the i organization's performance (Müller *et al*., 2022).
Performance Management Practices	Refers to a method that assists institutions in aligning their workers, processes, and resources with their strategic aims and objectives. This study evaluates performance management practices through goal setting, training, appraisal, and rewarding (van Vulpen, 2024).
Performance Rewarding	Refers to the system that incentivizes employees for their work-related contributions to the university (Duru et al., 2023).

ABSTRACT

This research aimed to assess the influence of performance management practices on employee productivity within Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya. The study specifically explored the effect of performance goal setting, employee training, performance appraisal, and performance rewarding on productivity levels. Additionally, it will investigate the moderating effect of organizational culture on the relationship between these practices and employee output. Grounded in goal-setting, social learning, Campbell's Performance, expectancy, and Schein's Three-Level theoretical frameworks, this study adopted a cross-sectional survey design. Yamane formula and a stratified random sampling technique was used to select a representative sample of 224 employees from a total population of 508 employees. Data was gathered using questionnaires administered via online platforms. The validity of the instruments was assessed through expert review and reliability assessed through pilot testing (using Cronbach's Alpha). Collected primary data was analysed using descriptive (frequencies, means, standard deviations) and inferential (correlation, multiple linear regression) statistics via SPSS. The inferential analysis revealed that performance management practices significantly influenced employee productivity at Aljamea-tus-Saifiyah. Performance goal setting ($B = 0.214$, $p < 0.05$), performance training ($B = 0.176$, $p < 0.05$), performance appraisal ($B = 0.205$, $p < 0.05$), and performance rewarding ($B = 0.188$, $p < 0.05$) all positively and significantly predicted productivity. Additionally, organizational culture significantly moderated these relationships, strengthening the impact of each practice on employee productivity. The study concluded that performance management practices—specifically goal setting, training, appraisal, and rewarding—positively influenced employee productivity, though their effectiveness varied depending on clarity, fairness, and competitiveness. Organizational culture was found to play a critical moderating role, strengthening the impact of these practices by fostering fairness, adaptability, recognition, and shared values. Overall, integrating performance management practices with a supportive culture creates a more enabling environment for enhanced employee productivity. It is recommended that Aljamea-tus-Saifiyah strengthens performance management practices by ensuring clear goal setting, continuous training, fair appraisals, and effective reward systems. Integrating these practices within a supportive organizational culture that values fairness, recognition, and adaptability will enhance employee motivation and commitment. Overall, aligning performance management with a strong culture will create an enabling environment that maximizes employee productivity and institutional effectiveness.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter presented the concepts of employee performance and performance management strategies. It was from a global to a local viewpoint that the notions were first presented. As we read through the ideas presented in the study, we were able to pinpoint the study's issue statement and highlight the study's research objectives. Other topics discussed included research questions, hypotheses, study rationale, scope and delimitations. Finally, the theoretical and conceptual framework which explained the methodology of the study was also included.

1.1 Background to the Study

Today's companies are faced with a very competitive and constantly evolving environment, and they need people who can adjust to new challenges and situations but remain committed to their work. The most critical part of any organization should be over supervision of their people, which is very essential and their most valuable asset. Well-managed workers are motivated to deliver good results (López-Cabarcos, Vázquez-Rodríguez, & Quiñoá-Piñeiro, 2022). While most employers strive to get the best from their employees, few employers know what makes employees successful. An analysis of the relationship between performance management exercises and employee performance can help to better understand the importance of employees' decision-making abilities in relation to their job satisfaction and ability to achieve a competitive advantage (Rožman, Tominc, & Štrukelj, 2023). Therefore, one definition of performance management is that is the process in which the efforts of the employees of the supervisors and managers are coordinated with the goals of the company.

Aguinis, (2019b) defines performance management as "a continuous process of identifying, measuring, and developing the performance of individuals and workgroups and aligning performance with the strategic goals of the organization. Therefore, performance management is a vital part of talent management because it helps employees to become more competent, motivated and energetic; it helps to facilitate organizational change; it sets organisational goals; it identifies high and low-performing employees; and it equips organisations to take more equitable and appropriate administrative decisions, thereby protecting them from litigation (Claus, 2019).

Without a robust performance management system (PMS), organisations are unable to manage disruptions in human resources, motivate and engage employees, retain the best, gather the necessary information to ensure they have the right person in the right role, or even make fair personnel decisions, such as lay-offs, bonuses, pay rises, and promotions (Aguinis, 2019a). According to van Vulpen (2024), performance management procedures are the systems and processes that companies use to evaluate, enhance, and coordinate the efforts of their employees with the objectives of the company.

Boas (2024) states that performance management involves setting and monitoring goals, conducting evaluations and providing feedback, setting up and executing career plans, motivating and inspiring employees, and providing opportunities for development and growth. The ideas have been utilized and adopted in different parts of the world in different ways. In the United States, performance management methods prioritise results-oriented tactics, according to Brown, Smith, and Johnson (2023). They involve using SMART goal setting and frequent feedback through performance

evaluation. Continuous performance management systems which rely on real-time feedback have a positive impact on employee engagement and output. Technical developments, according to Brown et al. (2023), have also prompted the use of performance monitoring technologies powered by artificial intelligence (AI), which facilitate the personalisation of staff development programs.

Small and medium-sized companies (SMEs) are more inclined to invest time and resources in employee development rather than penalties, and the researchers concluded that this happens when the company has a supportive leadership style and regularly engages in conversations about performance. The authors cite that collaborative goal setting and personalised feedback have a positive effect on staff motivation and retention. Taylor et al. (2021) found that most organisations in the UK have a focus on inclusion and justice in assessing performance. Moreover, diversity and inclusion has already become a regular item on the agenda of many organisations' performance reviews.

In 2023, Ishrat looked at the challenges and progress with PMS in businesses of India. They stated that the performance management system (PMS) is essential to analyze and improve employee performance, align individual and organizational goals and foster a culture of continuous improvement. Ishrat (2023) has noticed that Indian organisations are trying to make a major effort in enhancing their performance management systems (PMS). That's because they're aware of the value of great performance management in enhancing staff engagement, productivity and general performance. Examples of such domains include goal alignment and cascade, technology adoption, performance coaching and development, performance recognition and awards, and a move towards continuous feedback.

Dixit and Sharma (2021) have pointed out that the textile industry in India has adopted various performance management strategies. These practices include a system of employee assessment, training and development, reward system, and feedback system. Workers' output in the sector was shown to be significantly impacted by these factors.

In terms of performance management, the concepts and practices adopted by organisations in Africa are very much the same. For instance, Okeke (2019) investigated the effect of PMS on workers productivity in some organisations in Nigeria. Employee productivity was shown to be restored via the use of performance management strategies such as self-assessment, evaluation reviews, and 360-degree feedback appraisals. Ziyaminyana & Pwaka (2019) emphasized the value of performance management tools such as performance appraisal and performance development applied in improving employee productivity in Zimbabwean Information and Communication Technology (ICT) companies.

Performance management techniques for different sectors and situations in Kenya have been explored. For instance, Ngugi and Bula (2019) examined the effect of performance management systems on productivity of teachers in public secondary schools in Nairobi County. Career planning, competency-based assessment, continuous feedback, goal setting and feedback on performance were key indicators of performance management methods used in the research. These factors were found to have a significant effect on employee performance.

Oloo (2023) asserted that it was not PMP but only management people that it applied in Kenya's industrial industry. Key indications of performance management, according to the author, include goal setting and performance planning as well as measurement, assessment, grading, and compensation of personnel. Performance Goal setting,

Performance Training, Performance Appraisal and Performance Rewarding was used as the four components of performance management practices (PMP) to evaluate their effect on employee productivity. Performance Management practices were discussed both from an international and a national point of view.

1.1.1 The Concept of Employee Productivity

Leitao et al. (2019) state that productivity in the workplace is defined as an evaluation of the efficiency of an individual worker or group of workers, expressed as the output of that person over a certain time frame. Furthermore, according to Nwannebuife (2017), productivity is a measure of the amount and the quality of work completed within the context of the amount of resources used. Since productivity decreases manufacturing costs, it gives an organization a competitive advantage (Nwannebuife, 2017).

Employee productivity is considered as how much a person completes his/her assigned activities within the stipulated time frame according to the organizational standards or norms, by making the best use of the tools and resources he/she has got (Tinofirei, 2021). At the most basic level, productivity is an organization's ability to convert its resources (time, talent, and knowledge) into goods (products) that contribute to achieving its objectives. Annually, performance reviews cost companies and governments throughout the world billions of Shillings. In order to meet their strategic goals and outperform competitors, they require highly productive employees (Dessler, 2021).

Despite billions of dollars being spent on job development, however, there has been evidence of decreased productivity. In particular, the European Commission (2024) reports that employment in the EU grew by 1.1% on average in 2023, while the

productivity of each worker fell to 0.6%. In the United States, companies lose $483 billion to $605 billion in productivity every year as a result of their workers not working as much. Additionally, according to reports from throughout the world, disengaged workers result in $8.8 trillion in wasted productivity (Johnivan, 2024).

Almaamari and Alaswad (2021) conducted a desk assessment of workplace culture, leadership styles and environmental variables in Turkey. Based on the results, it can be concluded that a democratic style of leadership is the most effective style of leadership to increase production. However, this could be different depending on the country and circumstances. The four most important components of organisational culture have effect on productivity are conflict, solidarity, inventiveness and goal clarity. The air, temperature, light, workplace space, noise and colour are all factors that affect productivity although there are many other factors to consider.

One of the major issues in the African context is the low productivity of labour. According to a study by African Center for Economic Transformation (ACET), 2023, in general, African sectors are the least productive or second least productive in the world. Productivity, that is the conversion of inputs to output by a worker, is a critical component in the economic development and competitiveness of African countries. An example is South Africa where the labour productivity in 2023 is estimated at $20.8/hour, one of the most productive countries in Africa. Kenya, for instance, was found by the OECD to have productivity of about $4.9 an hour of labor in 2024, whereas Nigeria is demonstrated to have lower levels.

There are numerous factors that account for the differences in production. Incentive systems are known to increase the productivity of employees as has been demonstrated in South Africa. Studies suggest that incentives (financial or non-financial) can have a

positive effect on productivity in various industries (van Zyl & Magau, 2024). Based on a survey of different enterprises conducted by Mashabela (2024), the results revealed that labour and capital productivity has remained the same or decreased in South Africa. This is because of challenges such as energy crises and geopolitical conflicts.

Lupenza, Kilima and Kumburu (2024) examined the effect of performance evaluation on public hospital workers' output in Tanzania focusing on the moderating effect of the leadership style and organisational culture. Staff productivity was measured in terms of customer satisfaction and customer service. It was shown that workers' productivity was greatly impacted by goal setting and planning. Intermediates between the management styles and the work atmosphere. In Uganda, Ayesiga, Kabanda and Akampurira (2023) discovered that a clearly defined strategy was important to boost employee's output and address the problem of fuzzy objectives. It was also demonstrated that workers productivity was higher if they had working conditions which were satisfactory and they were well paid.

Access to resources, training, and organisational culture are three elements that impact employee productivity in Kenya. Many companies have started using digital tools for measuring performance in real-time, according to a study by Okello (2024), which highlights the importance of technology in closing productivity gaps. Kenya's long-term plan for economic and social development, Vision 2030, values capacity building programmes and organised performance monitoring as tools through which to achieve the country's development goals. Kipsegerwo, Kimutai and Kimani (2016) conducted a study on commercial banks in Turkana County that showed that employee productivity is positively related with quantity and quality of production. There is also a relationship between efficiency/effectiveness in completed jobs, the regularity of job

appearance and timeliness of production. Finding the average amount of time it takes a worker to produce a certain amount of output is the first step in estimating or measuring employee productivity. Productivity can also be determined by the time a group of workers spent on a particular activity such as production, travel, downtime due to material waiting or broken equipment replacement etc. (Karim & Mitra, 2019).

Working conditions and job satisfaction among workers are crucial within the Kenyan hotel business, as shown by Mokaya, Musau, Wagoki, and Karanja (2023). They discovered that for a company, workers are indeed its most valuable strategic asset—no doubt about it. This is because the worker has the power to determine the extent to which the company can utilize the other factors. Furthermore, a business may have exceptional resources all it wants, but if it doesn't put enough money into its workers' health and happiness, it will never be competitive. Ataullah and Sahota (2024) suggest that companies might resort to abusive practices for the sake of higher productivity of their employees and to gain a competitive edge. In an study carried out by Otieno (2020) amongst Kenyan colleges it was noted that in assessing staff productivity, it's important to take into account the timeliness of task completion, quality of work, commitment and customer happiness. This study investigated the impact of performance management strategies on staff productivity by applying some of the components of performance management at Aljamea-tus-Saifiyah Nairobi Campus.

1.1.2 An Overview of Aljame-tus-Saifiyah

Aljamea-tus-Saifiyah, which is often referred to as The Arabic Academy, is a prestigious educational establishment that serves the Dawoodi Bohra community. Its campuses are strategically placed in India, Pakistan, Kenya, and the United Kingdom. Surat (India), Karachi (Pakistan), Nairobi (Kenya), and Mumbai are the four primary

campuses that serve as hubs of holistic education. These campuses combine traditional Islamic studies with current academic subjects into a single educational experience. For the purpose of preparing students for global citizenship, these campuses provide a strong emphasis on character development, ethical leadership, and academic performance, hence establishing a unique learning environment (Aljamea-tus-Saifiyah, 2021). Taking into consideration the Kenyan environment, the school has not been included on the list of institutions that are chartered by the government. On the other hand, it is acknowledged by the government, and it functions in accordance with the religious and administrative mandate of the Dawoodi Bohra community, which is directed by the Dai al-Mutlaq leadership. As the organization grows its presence around the globe, it is becoming more dependent on the efficiency of its staff members in order to accomplish its educational and strategic goals.

Despite the fact that it has a strong academic foundation and a presence all over the world, the Aljamea-tus-Saifiyah campus has a huge issue in terms of staff productivity. It is possible for there to be gaps in productivity as a result of imprecise performance standards, poor feedback systems, and inadequate alignment between individual aspirations and institutional aims. According to Khan et al.'s research from 2020, teachers and administrative personnel that have low levels of productivity may make it more difficult to do duties in a timely manner, lower the quality of academic services, and have an impact on the overall student experience. The existence of these issues highlights the need of using organised techniques in order to enhance the productivity of employees and guarantee that every member of the staff successfully contributed to the institution's goal and vision.

Through the establishment of transparent performance criteria, the provision of consistent feedback, and the promotion of professional development, performance

management (PM) offers a complete organisational structure for tackling difficulties related to productivity. By using organised performance evaluations, training programs, and goal-setting activities, Aljamea-tus-Saifiyah is able to identify areas of productivity that need improvement and then apply focused interventions to improve staff production. In addition, project management systems provide a culture of responsibility and continual development, which guarantees that both academic and non-academic staff members continue to be in agreement with the objectives of the institution (Aguinis, 2019). Through the use of PMP, the organization has the potential to enhance productivity, motivate employees, and ultimately increase efficiency.

The availability of a powerful performance management system is directly correlated to the level of productivity achieved by employees. According to Armstrong and Taylor's research from 2020, workers are more likely to remain motivated, accomplish their goals, and contribute to the success of the business when the levels of productivity that are expected of them are clearly stated and continually reviewed. It is possible that the use of project management techniques at Aljamea-tus-Saifiyah, such as Key Performance Indicators (KPIs), frequent assessments, and developmental feedback, might directly solve productivity obstacles. Furthermore, performance management approaches encourage staff productivity by tying individual contributions to the strategic objectives of the university. This results in the creation of a culture that is driven by performance, which in turn promotes both the expansion of the institution and academic excellence (Ishrat, 2023; Dixit & Sharma, 2021).

1.2 Statement of the Problem

In the modern and fast-paced workplace, an efficient performance management system is one of the necessary parts of enhancing the efficiency of an organization and its effectiveness (Awan, Habib, Shoaib Akhtar, & Naveed, 2020). Performance

management is a well-recognized management tool which includes goal setting, training, performance appraisal, and rewarding performance. The effectiveness of these practices may differ significantly in organisations depending on contextual factors and differences in practice (Kiiru, 2022). A fair and transparent system with all these components is key to minimizing conflict in the workplace, boosting engagement and improving production, Tziner and Persoff (2024) wrote. However, the culture of the firm can have an effect on these practices, such as the attitude of the employees, their communication and their motivation.

The weaknesses in staff productivity have not been eradicated in the private sector in Kenya as they come again in Kenya's private institutions with efforts to strengthen the performance management frameworks. There are some concerns that have been identified through empirical investigations. The following are common examples of work-to-life balance imbalance, which can contribute to stress and burnout (Otieno, 2020); lack of motivation (Munezero, 2022); poor leadership skills (Munezero, 2022); poor communication (Munezero, 2022); and frequent organisational changes, without proper employee support (Kerangani, 2024). Other problems that create hindrances in performance are inadequate wellness and health initiatives (14%), high staff turnover rates (43%) and too much time diverted from work related activities (Kariuki & Makori, 2020). Most often, these productivity issues stem from an ineffective or dysfunctional company culture, as well as issues with goal setting, training, performance evaluation and incentives.

Although no actual investigation has been carried out to corroborate or quantify them, comparable signs of decreased production have been seen at Aljamea-tus-Saifiyah Nairobi Campus. Based on stakeholder responses, administrative procedure delays,

lack of academic support, inconsistencies in service delivery and operational and academic deadlines that are not met or are significantly curtailed are common. Reasons given for these difficulties include insufficient performance-based compensation, uneven evaluation procedures, a lack of training opportunities, and hazy performance objectives. Operational inefficiencies and underutilisation of staff capabilities have been cited by external auditors, as well as HR studies revealing reduced levels of motivation in staff and poor professional development opportunities (Khan et al., 2020). The Dawoodi Bohras' Traditional Value System and the Contemporary Educational Systems combine together to form the distinctive Organisational Culture of the institution and this is evident from the current and recurring issues that arise.

Even though performance management is an effective means of enhancing efficiency in the workplace, previous studies in Kenya have focused mainly on public and private universities in Kenya. There is a deficit of empirical research at Aljamea-tus-Saifiyah Nairobi Campus which examines the effect of organisational culture on the following aspects: goal setting, training, assessment and rewarding of performance. A gap in both context and notion is created by this. Therefore, this study seeks to fill this knowledge gap by examining the effect of performance management techniques on productivity in Aljamea-tus-Saifiyah University in Nairobi County, Kenya with organisational culture as a moderator.

1.3 Research Objectives

1.3.1 General Objective

The overall purpose of this work was to find out how the Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya employed the performance management techniques to boost the productivity of its workers.

1.3.2 Specific Objectives

This study was further guided by the following specific objectives:

i. To determine the effect of goal setting on employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

ii. To establish the effect of employee training on employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

iii. To examine the effect of performance appraisal on employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

iv. To determine the effect of performance rewarding on employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

v. To assess the moderating effect of organization culture on the relationship between performance management practices and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

1.4 Research Hypothesis

H_{01}: There is no statistically significant relationship between performance goal-setting on employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

H_{02}: There is no statistically significant relationship between employee training and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

H_{03}: There is no statistically significant relationship between performance appraisal and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

H_{04}: There is no statistically significant relationship between performance rewarding and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

H_{05}: There is no statistically significant moderating effect of organization culture on the relationship between performance management practices and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.

1.5 Significance of the Study

This research will be of great usefulness to various groups. For instance, through this research the administrative administration of the Aljamea-tus-Saifiyah (AJS) campus will be able to learn how to utilize performance management to improve productivity among the employees. The data will also be beneficial for AJS' HR staff who will include it in the academy's performance management systems and review them on a regular basis.

The academy's staff will begin to appreciate the importance of PM for improving efficiency in the workplace too. Therefore, they will learn how to have the mindset to apply PM principles, that will benefit the institution and them themselves. The results of this study will also benefit other Aljamea branches as they are developing their own performance management program to create methods for boosting their productions within their own workplaces.

The findings of the effects of the various PM strategies on staff performance will benefit academics concerning the study of human resource management. Computing the research together will contribute to the current body of knowledge on the impact of performance management practices on productivity in HEIs. This research will provide the researcher with a better insight into approaching organizational tactics successfully and will be able to explain the relationship between the performance management technique and the productivity of the employees. Another benefit is that it will help the researcher to gain a better understanding of how to motivate employees—what they are trying to accomplish will be the one they require to motivate them. Also, the findings can be sent to organisations for more specific recommendations on improving productivity, such as with Aljamea-tus-Saifiyah.

1.6 Scope and Delimitation of the Study

The focus of this investigation was on worker output and performance management strategies. The primary factors that were looked at were the formulation of the performance goal, the training, the assessment, and the reward. These were considered to be the main independent variables in this research. This range was the only one which was considered for adoption. This study, however, solely explored the moderating effects of company culture. The selection of these independent variables depended on the fact that they encompass the nature of the performance management strategies, which have direct links with employee productivity as well as business performance. The literature has a lot of evidence that these factors play an important role in raising motivation, enhancing skills and aligning performance to the organizational goals. Within the realm of this study, moderating variable was chosen as organisational culture, as it affects employee attitudes and behaviours. These attitudes and behaviours in turn impact the perception and implementation of performance management strategies.

The geographical area of the study was the Aljamea-tus-Saifiyah Campus located in Nairobi County, Kenya and the teachers that work there. Hence, all other campuses (Karachi, Surat and Mumbai) were not included. The first group studied were the academics, and the second group, the non-academics. This study did not include students and parents as respondents because it was assumed that they were not relevant to the study by virtue of their lack of information. The study period was from January to September 2025 and lasted for nine months.

One of the main difficulties in the study was dealing with the respondents themselves. This is where problems emerged with the targeted group's willingness and cooperation.

However, due to this, all proper data collecting conditions were followed, with full cooperation from the school administration. The surveys were also sent out to the participants via Google Forms to ensure they could answer quickly, as well as improving response rates to the research.

1.7 Theoretical Framework

One can strengthen the authenticity of their study in the theoretical framework by quoting the ideas being emphasized by the academics who have far bigger and in many cases substantiated, confirmed and irrefutable experience of the subject (Kivunja, 2019). This research was guided by theory on three levels of organisational culture (Schein's 1973 theory), theory relating to goal setting and social learning (Lewin's 1985 theory), theory relating to Campbell's theory on performance and theory on expectation. The goal setting theory (Locke & Latham, 1990) suggests that they should set goals that are both challenging and achievable. Several factors such as clarity of the goal; employee buy-in; feedback; and complexity of the task at hand, greatly influence the final product (Lock & Latham, 2013). Focusing on a better, more motivated employee translates to better productivity, and performance-based management that involves goal setting, feedback, and monitoring employee progress could make that happen.

Individuals pick up new skills via seeing and mimicking the actions of others around them, as well as through the positive reinforcement they get from doing so (Bandura, 1977). This highlights the importance of mentoring, role models and structured training environments, Cherry (2024). This theory is of great importance in this research because it highlights that working environment where mastery learning and as expertise learned through seeing is strengthened, confidence and capabilities increase and this has in turn a positive impact on performance.

The theory of Performance is composed of various elements such as motivation, declarative knowledge, and procedural knowledge. The idea was originally proposed in 1990 by John P. Campbell and it is based on the premise that what a person does will depend upon their natural capacities, their ability to perform on some tasks effectively, and their desire to exert effort. The outcomes of task completion should be considered as part of any assessment of performance as well as the skills required and effort put forth. By highlighting the need of fair and thorough evaluations that give feedback, acknowledge strengths, and address development areas, the theory is applicable to explaining the impact of performance appraisal on employee productivity. This progress, in turn, will improve motivation and the productivity as a whole.

Expectancy Theory was developed by Vroom (1964) and considers the intensity of the expectation of the performance leading to a certain consequence and the attraction of the consequence for a person as the degree of the predisposition to behave in a given way (Riggio, 2019). The notion continues on Sutton (2024), workers are motivated when they believe that their efforts are likely to be rewarded by positive outcomes. Performance management, such as tying profitable completion of jobs with financial incentives and career development, can yield a high level of effort and productivity.

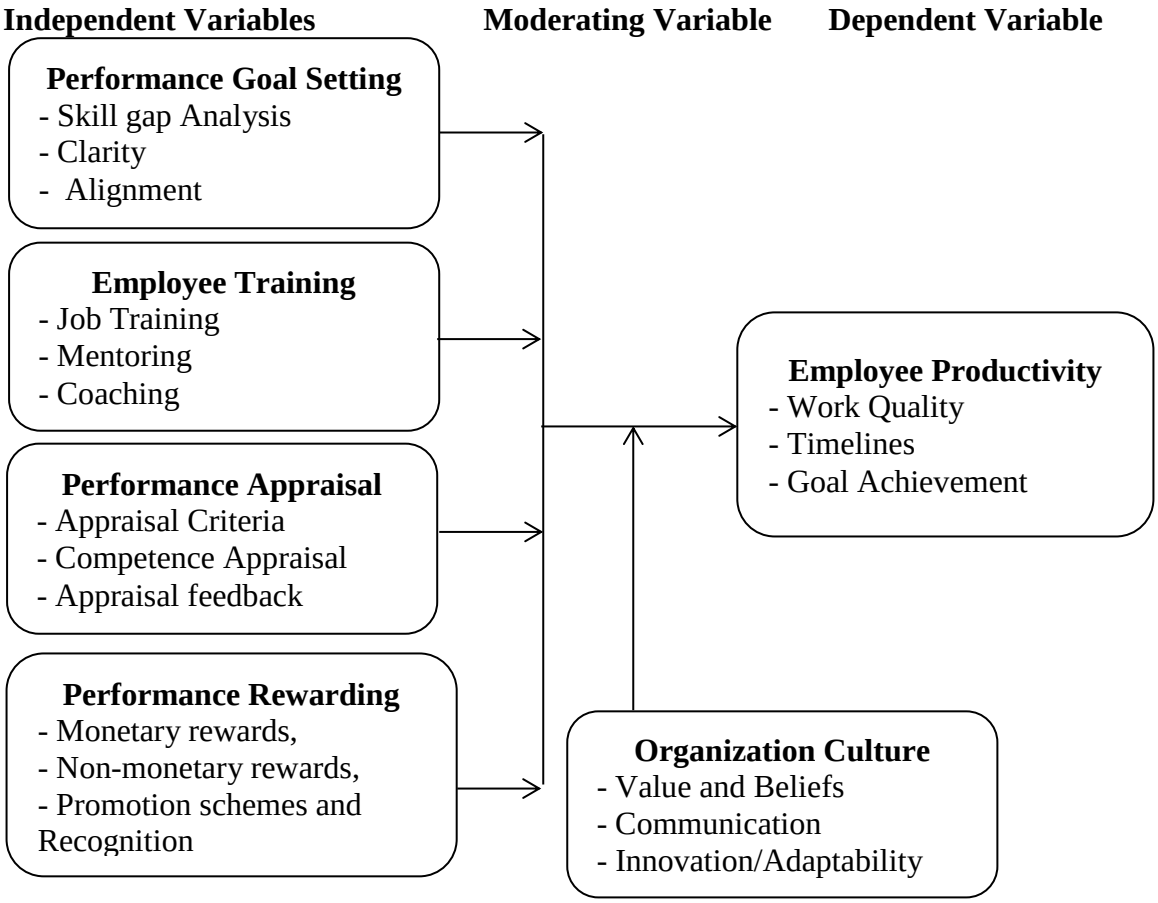
In his Three-Level Model of Organisational Culture, Edgar Schein identified artefacts as physical manifestations of the organisation's culture; professed values are its declared values and aspirations; and the underlying assumptions are the employees' unspoken ideas and ideals. Culture, according to the paradigm, influences organisational results and employee behaviour via long-held beliefs and common experiences. Understanding cultural alignment with objectives helps to drive engagement, motivation and productivity while helping to avoid misunderstanding and

inefficiency when misaligned. Employers can help create a team-centered and top-notch culture that requires they address all three levels.

1.8 Conceptual Framework

A conceptual framework according to Ravitch and Riggan (2017) is a graphical illustration of the interrelationships among different research variables. Staff output is the dependent variable and the hypothesis being tested in this research is whether or not different performance management practice indicators (independent variable) have an effect on staff output. Independent factors are: Performance goal setting, Training, Performance assessment, and Performance rewarding. The study also suggests that a possible moderating factor could affect the relationship between the two sets of variables. Organisational culture is the moderating variable in this instance. As seen in Figure 1.1, there is a strong correlation between the variables.

Figure 1.1: Conceptual Framework



Source: *Researcher, 2025*

This study's conceptualisation presumes that several indicators of performance management techniques have an impact on the employee's productivity, such as performance goal setting, the employee's training, performance assessment, and performance rewarding. Specifically, skills gap analysis, clarity and alignment of performance goal-setting was evaluated. It was the idea of the study that in the event that they could be done properly, workers' production would increase.

Mentoring, coaching and on the job training were used as indicators to measure the employee training objective. The reasoning was these statistics would incentivize employees to keep working. Employee training through these indicators can influence the productivity of the Aljamea-tus-Saifiyah campus, so that it decided to conduct this research to explore the possibility. To evaluate the concept of studying performance, the assessment criteria of the university, a competence assessment method and feedback systems were used. Theoretically speaking, if the institution adopted effective performance evaluation measures, then the production capacity of the employees would be improved and vice versa.

It is the conceptualisation of performance rewarding that affects employee productivity in the context of employee performance management practices, the study found. Goals for the future were measured by indicators like monetary and non-monetary prizes, promotions and public recognition. The study applied these criteria to assess Aljamea-tus-Saifiyah campus's performance rewarding system in the context of its impact on productivity.

Moreover, in this study, company culture is identified as the moderator between PM techniques and productivity in the workplace. Aljamea-tus-Saifiyah is a very

communal, private, faith-based learning institution where cultural norms are not just a set of values but rather a system of religious beliefs, traditional educational concepts and expectations from the community that affects its functioning and employee conduct. It could be that the practices such as goal setting, training, appraisal systems and incentive systems enhance or hinder process effectiveness. Other values, such as following orders, being part of a team, helping others, or faith can enhance buy-in for an organisation's goals, but these can also inhibit adopting a critical perspective on the perspectives of others or offering individual incentives as most performance measurement tools encourage. Therefore, the main purpose of this research was to conceptualize and measure the organizational culture in the unique organizational context of Aljamea-tus-Saifiyah as reflected in shared belief, norm of values, communication and innovation/adaptability. These factors have an impact on how the performance management practices lead to ultimate employee productivity.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A literature assessment on performance management strategies and productivity in the workplace was provided in this chapter. For this literature study articles were consulted from books, websites, peer-reviewed journals, periodicals etc. Part of the chapter was devoted to a theory review, an empirical literature review, and identification of the current gap in knowledge.

2.1 Review of Theories

This research was based on the following theories: Theory of goal setting, social learning, expectations, Campbell's theory of performance and the theory of organisational culture (three levels of Schein's theory). It has been well explored in theoretical frameworks, which have shed light on its promoters, premises, strengths and weaknesses, and relevance to the variables of the research.

2.1.1 Goal Setting Theory

This study was based on the theories of Goal setting, social learning, Expectation, Campbell's theory of performance and Schein's three- level model of organisational culture. In 1968, the Goal-Setting Theory was developed by two northwest Michigan psychologists, Edwin Locke and Gary Latham. The hypothesis states that one’s success is more likely when the objectives are well-formulated, but not too easy. Locke and Latham (2002) reported that setting goals is a way to concentrate thinking, energize action, increase effort, and foster the development of strategies. It has been extensively studied that the concept can enhance employee's motivation and productivity (Lunenburg, 2011; O'Neill & Arendt, 2019). In the 90s, Locke and Latham further

developed the concept and added feedback and goal commitment as key components to goal attainment.

One key factor in making the theory applicable to them is the assumptions of their goals. Researchers Locke and Latham (2006) have found that positive success factors include clear, challenging and time-limited goals. Second, in order to monitor their own progress toward objectives, workers want consistent feedback. Thirdly, it is necessary to have the conviction in one's goals and how they align with one's values, in order to achieve successful outcomes (Latham et al., 2016). Lastly, theory assumes people can take action and have resources to meet the goal. These presumptions highlight the significance of well-planned objectives and backing from upper management in organisational contexts.

The explanation of the influence of performance goal setting on staff productivity was based on Goal-setting theory that turned out very applicable to this research. It helps organisations establish performance enhancing objectives with clear specific measurable outcomes (Locke & Latham 2019). For example, Latham et al. (2016) found that workers are more likely to undertake the required amount of effort when they are set with challenging, but feasible goals. The adoption of setting goals and giving regular feedback raises responsibility and regulates individual performance to meet the organization's aims (O'Neill; Arendt, 2019). Goal-driven performance has been an ongoing theme of both performance management systems and Objectives and Key Results (OKR), supporting the idea and its relevance in the current work environment (Doshi & McGregor, 2018).

Goal setting has proven itself to have positive and negative sides. Some of the benefits of the theory, as described by Lunenburg (2011), are that it is easy to use, applicable,

and basing Empirical Support. Locke and Latham (2019) have shown that it positively and regularly has a positive impact on individual and organisational performance. A lot of work environments lead to better work performance, motivation and focus when they set goals. The idea has some gaps in it, however. However, O'Neill and Arendt (2019) point out that this may not be possible for some creative/ difficult tasks with clear goals that may reduce creativity. Additionally, under the condition of feeling pressured, workers might become stressed, lose morale and engage in unethical practices if overly outlandish or hard-to-meet goals are set (Ordóñez et al., 2009). Human behaviour, under dynamic or unforeseen conditions, does not always mirror the theory's rational and goal-oriented postulation of people and their ability to apply the theory to the research variables - pros and cons for applicability and for the researchers.

2.1.2 Social Learning Theory

In the 1970s, Albert Bandura created Social Learning Theory as an extension of behaviourist theories such as classical and operant conditioning. This theory was also known as the social learning theory. The research conducted by Bandura emphasised that learning takes place not just via direct reinforcement but also through observation, imitation, and modelling (Bandura, 1977). The notion of vicarious learning was presented by him. This is a learning strategy in which people see the actions and effects of others and then determine whether or not to mimic those actions. Later on, Bandura (1986) developed this concept into the social cognitive theory, underlining the significance of self-efficacy. Self-efficacy is defined as an individual's belief in their own capacity to effectively complete tasks. It has been frequently employed in organisational settings to describe how workers learn new skills and behaviours via performance training and role modelling. This theory has been used to explain how organisational settings work.

Individuals are able to learn via observation, even in the absence of direct reinforcement, and behaviours are impacted by environmental, behavioural, and cognitive variables (Bandura, 2001). These are the basic principles that underpin the Social Learning Theory. Learning is a cognitive process that takes place in a social setting. In addition, the theory presupposes that reinforcement, whether it be direct, vicarious, or self-imposed, plays a part in the process of providing motivation for behaviour. According to Schunk and DiBenedetto's research from 2020, people are important because they are considered as active participants in the learning process. They are also capable of controlling their behaviours via the process of goal-setting and self-reflection. In the context of organisations, this underscores the significance of conducting training programs that include mentoring and role modelling in order to increase the productivity of employees.

According to Bandura (2001), this hypothesis was proven to be applicable in explaining the significant impact that staff training has on the productivity of employees. According to Sitzmann and Yeo (2013), training programs that include opportunities for role modelling, mentoring, and observational learning are more effective in fostering employee confidence and enhancing the acquisition of skills. Employees, for instance, who watch successful behaviours shown by their peers or supervisors are more inclined to imitate similar behaviours, which ultimately results in an increase in their level of productivity. According to Latham and Seijts (2016), the incorporation of self-efficacy goes a step further in ensuring that workers not only learn but also believe in their capacity to carry out duties in an efficient manner, which ultimately results in sustained performance. Consequently, Social Learning Theory offered a robust framework that was useful in the process of establishing efficient employee training programs that were in line with the objectives of the firm.

The theory of social learning has been subjected to a number of critiques, which have brought to light both its strengths and limitations. One of its virtues is that it can explain complicated learning processes that take place in social settings. According to Sitzmann and Yeo (2013), it places an emphasis on the significance of learning via observation, which is particularly important for the acquisition of both technical skills and behavioural competences. Because of this, the idea is very applicable to workplace training, which is instruction that workers get from their supervisors, colleagues, or trainers. In addition to this, it contains self-efficacy, which is a feature that has been shown to have a positive correlation with changes in performance (Latham & Seijts, 2016). On the other hand, one of its shortcomings is that it places an excessive amount of emphasis on observation, which may not adequately take into account individual variations in cognitive processing or intrinsic motivation (Merriam & Bierema, 2013). It is also possible that learning via modelling will be less successful if the behaviour that is being seen is not regularly reinforced or if there is a lack of clarity.

2.1.3 Campbell's Theory of Performance

According to Campbell's Theory of Performance, which was developed by John P. Campbell in 1990, performance is a multifaceted construct influenced by three key determinants: declarative knowledge (understanding what to do), procedural knowledge and skills (knowing how to do tasks), and motivation (willingness to exert effort). Campbell’s theory of performance outlines eight components that collectively define effective job performance. These include job-specific task proficiency, which focuses on how well an individual performs tasks unique to their role, and non-job-specific task proficiency, which refers to tasks common across various roles (Campbell et al., 1993). Written and oral communication proficiency highlights the ability to share

information effectively, while demonstrating effort reflects persistence, motivation, and energy toward achieving work goals.

Maintaining personal discipline involves adhering to organizational rules and avoiding counterproductive behaviors, whereas facilitating peer and team performance emphasizes collaboration, teamwork, and support for colleagues. Furthermore, supervision and leadership involve guiding, influencing, and managing others, while management and administration relate to planning, organizing, and coordinating tasks to achieve organizational objectives (Campbell & Wiernik, 2019). Together, these components provide a comprehensive framework for evaluating and understanding employee productivity in diverse job contexts. This approach enables organizations to conduct a comprehensive performance analysis and connect individual contributions with company goals. The theory's emphasis on knowledge, abilities, and motivation makes it an essential paradigm in performance management and appraisal systems.

Campbell's theory makes the assumption that performance is not a single outcome, but rather a collection of behaviors that contribute to organizational goals. It makes the assumption that performance is changeable and can be improved through training, feedback, and incentive (Campbell, 1990). Another assumption is that individual variations, such as cognitive capacities and personality traits, have a considerable effect on performance predictors (Colquitt et al., 2019). The idea also asserts that motivation is critical in turning knowledge and abilities into performance, highlighting the significance of sustaining employee engagement and effort.

Campbell's theory was significant to understanding the effect of performance appraisal on employee productivity. By highlighting the importance of assessing declarative and procedural knowledge, as well as motivation, the theory provides a solid platform for

developing appraisals that go beyond surface-level assessments. Effective appraisals based on this paradigm can detect skill shortages, provide meaningful feedback, and acknowledge individual efforts, so increasing staff morale and productivity. Organizations can use the theory to develop assessment systems that link employee goals with company objectives, resulting in continuous performance improvement and sustainable productivity.

Campbell's theory's merits stem from its multidimensional approach to performance, which provides a precise framework for assessing numerous elements of job-related behavior. This broad perspective guarantees that performance reviews include a wide variety of employee contributions beyond job fulfillment (Motowidlo, 2003). Furthermore, the idea emphasizes the relationship between human traits and workplace performance, allowing for tailored interventions such as training programs or motivational tactics. However, one of its drawbacks is its complexity, as the model's numerous components might be difficult to quantify consistently (Sonnentag & Frese, 2012). Furthermore, the approach emphasizes individual characteristics while underestimating the effect of extrinsic elements like organizational culture or team dynamics.

2.1.4 Expectancy Theory

With the relationship that exists between effort, performance and results, expectancy theory, which was published by Victor Vroom, in 1964, offers an explanation of motivation. According to the theory of Vroom, individuals are motivated to do a given way in case they believe that their input will yield desired performance as this will translate into being rewarded with wanted items (Vroom, 1964). This idea was developed by Vroom. Lunenburg (2011) establishes the theory based on three building

blocks; anticipation: this is the idea that performance occurs as a result of effort; instrumentality: this is the idea that effort occurs as a result of performance; and valence: this is the value that is placed on performance. The theories of motivation and the immensely happy workers have been integrated since then with works contributed by various researchers like Porter and Lawler (1968) who reconstituted the work of Vroom to include intrinsic and extrinsic motivation and hence even more.

Some of the fundamental ideas of Expectancy Theory are highlighted by its assumptions. The first thing to note is that people behave logically and make choices in order to maximise their results depending on how they perceive the link between their efforts and the rewards they get (Van Eerde & Thierry, 1996). Secondly, workers must believe that performance will be accompanied by rewards (instrumentality), the rewards will be accompanied by performance (expectancy), and the benefits would be personally valued (valence) (Vroom, 1964). Finally, the theory also assumes that the main motivation will be primarily triggered by the perceptions of the individual, not by the reality. In that vein, there is a dire need to ensure that organisations deal with the mindsets of its workforces regarding the fairness and achievability of incentives.

In the process of trying to explain and identify how performance reward affects productivity among employees, Expectancy Theory has been an applicable theory. Lunenburg (2011) describes that workers are likely to work harder when they feel that their input will lead to performance and rewards that are valued, i.e. when performance evaluation is tied to bonuses, promotions or recognition, e.g. This will encourage employees to work harder. To add on this finding, Chiang and Jang (2008) also discovered that explicit trading of the incentive systems coupled with attainable objectives increase the anticipations hence ensuring that workers believe that the effort

they put in will yield the desired outcomes. By organisations that put incentive systems compatible with the expectations of their employees, an increase in motivation, productivity and general work satisfaction can be attained.

One of the strengths of the Expectancy Theory is the logical approach it uses that gives a priority on the aspect of individual variances in quantifying the value of rewards and work. Chiang and Jang (2008) also rank it as an opportunity that provides managers with a realistic framework that enables them to adjust the incentives to employee expectations that subsequently raise the levels of performance and the level of satisfaction amongst employees. Since it focuses on both intrinsic (personal pleasure) and extrinsic (compensation, promotions) motivators, the theory is flexible and may be applied in an extremely diverse setting in work. It is important to note, however, that one of the shortcomings of the theory is that it is dependent on logical decision-making, which may not always be in accordance with human behaviour (Scholl, 2020). To make the matter worse, the subjective nature of expectation, instrumentality, and valence renders the theory challenging to test, and perform in a uniform way within organisations (Kanfer et al., 2017).

2.1.5 Schein's Three-Level Model of Organizational Culture

One model to examine the underlying layers that constitute the organisational culture and its influence on behaviour and performance is the Three-Level Model of Organisational Culture by Edgar Schein that was launched in 1985. The model created by Schein was aimed at assisting organisations to understand their culture more. According to Schein (2010), the culture can be decomposed into three levels: artefacts, strongly held values, and underlying assumption which is at the underwater level. The tangible and observable aspects of cultural condition are known as artefacts. Some

examples of artefacts are clothing rules, workplace layout, and rituals. The values espoused by an organization represent the organization views, methods and goals. The ideas and values that are held unconsciously and on which one assumes that they are the case, even though these assumptions affect behaviour, are the underlying assumptions. Such assumptions are at times hard to articulate. This interplay between the layers forms the culture framework of an organization that directly influences the behaviour and performance of organizational personnel.

The model created by Schein is based on several assumptions among them the assumption that culture is created through sharing of experiences and that culture is entrenched in the activities of an organization (Schein, 2010). The model works based on the assumption that one can only understand culture by analyzing all three levels as it might be that visible artefacts are not the best ways of understanding any underlying values and beliefs. Also, it is believed that culture is a crucial element when it comes to the performance of a company, as it determines the behaviour, decision-making, and attitudes of employees (Cameron and Quinn, 2019). Within his theory, Schein has indicated that leadership is significant in the process of creating, maintaining and changing culture through the behaviours and discussions they participate in.

The process of explaining the effect of organisational culture on the productivity of employees was highly relevant in regards to the model that was developed by Schein. Cameron and Quinn (2019) suggest that a higher degree of employee engagement, motivation, and performance are possible when it is the case that this culture of the business aligns significantly with the desired outcomes. As a case in point, when core convictions that form the basis of the organization emphasize on innovation, individuals have a higher propensity to exhibit innovative behaviours. On the contrary, the mis-

congruence between the ideals that are stated and the practices that are actually performed can be a source of uncertainty and the lack of productivity. By understanding and shaping culture at each of the three levels, organisations can create an environment that promotes trust, teamwork, and good performance, which ultimately results in decreased production and achievement of organisational goals.

One of the qualities that make Schein model a strength is its ability to offer an in-depth and comprehensive understanding of the organisational culture. O'Donnell and Boyle (2008) point out that this demonstrates the importance of unravelling these concealed assumptions which are the root cause of dynamics in the workplace and issues of performance problems. Due to this fact, the model is a good tool of problem identification and implementing solutions to the issues which relate to culture. The subjective nature of detecting and interpreting fundamental assumptions, which may vary greatly across people and groups, is one of its vulnerabilities, according to Alvesson (2013). Alvesson's research was published in 2013. In addition, it is noted that the effect of external influences, change of society or trends in the sector in the culture of the business is not directly addressed in the model.

2.2 Empirical Review

This section of this paper was dedicated to the discussion of empirical studies carried out by other researchers in the sphere, to which this topic of the study is related. The part was provided based on the factors taken into account in the study.

2.2.1 Effect of Performance Goal Setting on Employee Productivity

Pervaiz et al. (2021) undertook a study of the interconnection between goal setting engagement and the proactive behaviour of workers who work in a diverse range of service-based firms, such as hospitals, logistic services, travel companies and telecom

firms. The researchers had 336 respondents working in 20 service firms in China and questionnaires were used to gather data. During the research, the goal-setting theory was applied along with the social cognition theory. Also, the exploratory factor analysis, the confirmatory factor analysis and the hierarchical regression were all conducted. It has been unequivocally established that the engagement of workers in setting of goals positively impacts their proactive behaviour. The perceived insider position of an employee serves as the mediator between how the employee participates in the goal-settement and proactivity toward the company. Goal setting in the connection between the perceived insider status of an employee and the power distance is also altered positively in accordance with the power distance. Power distance has a positive relationship with perceived insider status when it comes to the interaction between goal-setting involvement and employee proactive behaviour realised through perceived insider status. A major drawback with this research is that it was conducted among the individuals who worked in the service industry. Besides this, the geographical distance was that it was conducted all over China. Nonetheless, the current study was carried out in Kenya and at a privately operating university, which is a branch of a religious organization.

In Singapore, Teo and Low (2020) conducted an empirical experiment with the intention to identify the effect which goal setting has on organisational and individual employee efficiency. The research that has been realised was on the (Singapore) Pte Ltd, which specialises in the high-tech semiconductor test systems and equipment. Qualitative testing was used to test the three hypotheses that were generated to identify their validity and reliability. Additionally, a conceptual model was constructed about goal setting and its link with employee and organisational success. After searching and analyzing the applicable literature, there was ample evidence to confirm the three

hypotheses and the relationships among them. As a result of this, the empirical research has been done in such a way that it is aimed at testing the 3 hypotheses under consideration. Based on the results of this empirical study, it was determined that the three hypotheses that were examined could be considered legitimate and dependable, and that their organization demonstrates this. All those people who participated in the study interview unanimously agreed that goal setting contributes to the relationship depicted in the conceptual model, that it positively affects the performance of the employees, and this in the long run results in the performance of the organization being enhanced. The methodologically weak element of the research is that this research relied on secondary data, which was retrieved through desktop research. Because it was in Singapore is an added interest as well. The current study, however, occurred in Kenya and it comprised of desktop study as well as primary data collection and analysis. The main data gathering and analysis were conducted with the aim of attracting statistical evidences to reinforce the aim of the study and hypotheses.

The authors of the study, Akinlabi et al. (2021), evaluated the impact that establishing goals had on the performance of personnel working in the register department of southwest institutions in Nigeria. There seems to be a consistent decrease in the performance of the universities in southwest Nigeria, despite the fact that it is often believed that these institutions are at the forefront of university education in Nigeria. Due to the fact that this study was based on secondary data, the evaluation of the existing literature that is related to the goal setting and employee performance was conducted as well. Besides that, content analysis was employed in an effort to analyse data. It was mentioned in the research that objectives need to be articulate, definite, measurable, attainable as well as time-oriented as a tool of enhancing employee performance in universities. These goals should also be jointly agreed and feature an

effective feedback system that will serve as a medium for improving the performance of its registry workers. The fact that this study depended on secondary data, which was obtained via desktop research, is the methodologically flawed aspect of the study. Another reason why there is a geographical disparity is the fact that it was conducted within the Nigerian universities. The situation in Nigeria may not always be comparable with that in Kenya, which depends on the context. In addition, this research included desktop research and primary data collection and analysis with the aim of making statistical evidences to validate the objectives and the hypotheses of the study. This had been done to investigate the hypothesis and objectives of the research.

Kandie and Kipsang (2023) conducted a similar study among private hospitals in the Uasin-Gishu County in Kenya to find out how the process of defining work goals affected the performance of employees. The population (2,298 workers in 31 private hospitals) was concluded to be best suited to an explanatory study design. A sample of 317 workers was representative and data were collected through questionnaires that were self-administered. For the purpose of analysing the findings, both inferential and descriptive statistics were used. The use of the hierarchical regression analysis method was utilised in order to examine the hypothesis. Based on the research findings, there is a good and meaningful correlation between the actual work goal creation and performance of employees ($r=.548$, $p = 0.000<.05$). Overall, our evidence indicates that an implementation of work goal setting by hospitals, particularly, someone in Uasin-Gishu County, results in a better performance of staff. The limitation to this research is that it was done within the private health sector within county of Uasin-Gishu. This study had been carried out in the Nairobi County and its major focus was on the educational system in the county.

Omuga and Senelwa (2022) conducted the study with the aim of analysing how career self-development methods can affect the performance of National Guard officers in Kenya. More specifically, the researchers wanted to determine the impact that self-goal setting had on the performance of NGA officers in Homa Bay County. In the investigation process a correlational research design was employed. The population was made up of 381 Chiefs and Assistant Chiefs in the county and the sample was 204 people. The main data was collected via the use of questionnaires. The data were analyzed by both descriptive and inferential. The practice of self-goal setting was found to have a significant and positive effect on the performance of NGAO officers in the Homa Bay County (= 0.391, p 0.05). As this study had the data of the NGA officers in the Homa Bay County, the gap noted was that this study took place. This study was carried out in the county of Nairobi with a special focus on the educational sector i.e. the people of different categories who were easily employed by a private institution. Because the operating culture of the institutions is different in each one of them, diverse views were gathered on the same.

The study conducted by Mati et al. (2020) aimed to examine the effect that the setting targets can have on the productivity level among the employees in the commercial banks that are situated in the Meru County, Kenya. This study was done using a descriptive survey research design. Primary data was through administration of self-administered questionnaires. In the interpretation, a descriptive and inferential statistical method were employed. All the 213 workers were sampled through census sampling technique. Questionnaires were used to gather primary data, which was then evaluated using correlation and regression analysis. The correlation analysis showed that setting the targets had a positive and significant relationship with the productivity of the employees (r =.720 E =.000). The results of regression analysis showed that

correlation between the two variables is positive and significant. Consequently, the setting of goals demonstrated to be positively and significantly related to the productivity of employees working in the commercial banks in Meru County ($P<0.001$). Some of the weaknesses of this study include the fact that it was conducted in commercial banks which were within the Meru County. The present investigation, on the other hand, was carried out in a private university (associated with the educational sector) in Nairobi County, Kenya.

Regarding Kenya, Chepkonga, Mugaa and Wekesa (2025) explored how the development of targets in performance assessment systems impacts the performance of those employed by the firm. The study followed a descriptive research design and it involved a sample population of 385 academic and administrative employees of a sample of a number of institutions in the Nairobi metropolitan area which are both public. Such universities were the University of Nairobi and Kenyatta University and satellite campuses of Moi and Egerton universities. It was both gathered through the application of structured questionnaires and analyzed (including some descriptive statistics and regression techniques) that the goal setting process influenced the productivity of the employees positively and statistically significantly. In particular, work with SMART goals was demonstrated to be related to the enhanced degrees of worker engagement and improved outcomes in terms of job performance. The study was done in the public universities which are different compared to faith-based or privately controlled ones in structure, culture, and governance. Consequently, the conclusions cannot be applied to other kinds of educational organisations, including Aljamea-tus-Saifiyah which is founded on religious beliefs.

All these studies in totality present a solid and consistent evidence that performance goal setting is positively correlated significantly to employee productivity in broad industries and cultural context. This relationship has been universally confirmed by research carried out in a variety of settings, including service companies in China (Pervaiz et al., 2021), a high-tech company in Singapore (Teo & Low, 2020), universities in Nigeria (Akinlabi et al., 2021), private hospitals in Kenya (Kandie & Kipsang, 2023), Kenyan National Government Administration offices (Omuga & Senelwa, 2022), Kenyan commercial banks (Mati et al., 2020), and public universities in Kenya (Chepkonga et al., 2025). Apparently, an evidence-based approach to effective goal-setting is that involving participation, incorporating clear and quantifiable (SMART) criteria, and incorporating feedback leads to higher levels of employee engagements, proactivity, and performance outcomes, regardless of the industry or a country-specific situation. These findings are indicative that the theoretical premise about goal setting being a core motivation driver of employee productivity is right.

2.2.2 Effect of Employee Training on Employee Productivity

A number of private high schools in Phnom Penh, Cambodia were the focus of Sothy's (2019) investigation on the ways in which training and development impacted the performance of staff members. The administrators, coordinators and teachers of six (6) well-known units of secondary education in Phnom Penh, Cambodia were among the 220 employees who made up the target group of the study. These schools were the research study areas. The number of people who responded was 74 persons however. The research results suggest that training and development opportunities can be grasped by the employees to improve their performance. Training and development also give employees a platform to acquire new skills and competence that they need to perform

their duties effectively and add productivity to the organizations. The distinction between the two studies is that, the high schools were the setting of the first study as the second study was conducted in a university. As a bonus, the study was carried out in Cambodia; this time around it was carried out in Nairobi County, Kenya.

Mwangi and Munyua (2023) developed a study that aimed to determine the effect that training and development of staff have on the productivity of listed Kenyan investment businesses. All the theories incorporated into the structure were the Hawthorne Effect, Maslow hierarchy of needs, and the Expectancy theory. The research question was conducted in a descriptive manner, and the sample was comprised of 72 respondents. These respondents were 15 human resource managers and 57 human resource employees of the 15 investment businesses listed in the Nairobi Stock Exchange. The sample was conducted through the census method and all the 72 persons took part in the research. Questionnaires were distributed so as to gather first hand data. Methods such as descriptive statistics and correlation coefficients were used in order to analyse the data that was gathered. Study has indicated that training and development programs have a great influence on the productivity of the staff and that influence is direct and substantial. The research results showed that the beta coefficient of training and development was 0.490, whereas the p-value of the variable is 0.000. The results of the regression model study demonstrated that there was a strong relationship between employee productivity and training and development. The research found that training and development has a significant impact on the performance of workers working in listed investment businesses in Kenya. This is demonstrated by adjusted R-squared of 0.793 that signifies that the relationship between the two variables is significant. The drawback of this study is that; it was carried out in the investment businesses in Kenya

that are publicly traded but in the current study, a privately-owned institution was used that has different environments in which it operates.

A research study carried out by Mualuko et al. (2023) examined the effects that training and development had on the productivity of the employees who were employed in a private hospital in Nyeri County, Kenya. Descriptive research methodology was employed because the data needed to be collected through the application of the closed-ended questionnaires that were dispatched to ten small hospitals found in Nyeri County, Kenya. One hundred and ninety-nine (89) respondents were identified through the census-method and ten (10) human resources managers and seventy-nine (79) departmental heads of the hospitals participated. The data collected were quantitatively analyzed using SPSS Version 23 and a report on the results was presented in a descriptive way using phrases like frequency, percentage, and mean. Simultaneously, with tables and explanations, inferential statistics, like linear and multiple regression analysis were conducted. Due to the inferential analysis, R square was found to be 0.224 which shows that training had a 22.4 per cent influence on employee productivity. The study has only one limitation: it was done on privately run institutions in the Nyeri County. The county of Nairobi in Kenya was the site of this research study, which focused on the educational sector (private universities respectively).

Odhiambo (2018) conducted a research that looked at the ways in which training and development impacted the productivity of employees working for Safaricom Company Limited. The test was carried out within the telecommunications company. The targeted group was composed of the 1,892 full-time employees who labored in the head office of the corporation which was in Westland (Nairobi County). There were a total of 377 respondents selected randomly among the target population through the random process

of selection. Based on the results of this study, training needs analyses, training methodologies, training materials, and employee development programs which were training related factors significantly influenced performance of employees. Among the flaws of the study is the fact that this was done in the telecommunications sector yet the current study was about the productivity of the employees serving in a private university in Nairobi County, Kenya.

Kasingu (2018) carried out a study with the aim of establishing the correlations between on-the-job training, off-the-room training, coaching, and job rotation in relation to the job performance of employees who work in the manufacturing sector. The nature of the research was descriptive. The study involved 185 participants that comprised of eight high management personnel, thirteen supervisory personnel and thirty five operating personnel. Questionnaires were utilized as the modes of data collection. Both descriptive statistics and SPSS were used in the analysis of the data. The findings of the research established that on-the-job training did influence the performance of workers working in the manufacturing business which was strongly supported by sixty percent of the respondents. Also, the study found that off-the-job training (87 percent), job rotation (80 percent), and mentoring (86 percent) influenced the employee performance significantly in the manufacturing industry (86 percent). The gap in this study is that this was carried out in the industrial sector whereas the current study was carried out in a private institution. The fact that the research relied only on descriptive statistics, which would not have been able to bring about the statistically significant amount of the impact between the variables, is the methodological issue. The current study, however, utilized both descriptive and inferential statistics to complete its analysis, to be able to draw conclusions and offer recommendations.

Meka and Mose (2025) carried out a research project that aimed to examine the effects that training can have on employee performance with a specific focus on the private institutions in Nairobi City County. Being more precise, the aim of the study was to examine the effects that the training needs assessment and training evaluation strategies have on the employee performance. This investigation was based on both the Self-Determination Theory and the Reinforcement Theory. We used a descriptive research approach for our study. The study was on ten licensed private institutions in the Nairobi City County as postulated by the Commission of institutions Education (CUE). The Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans and Heads of Departments (HoDs), as well as Fulltime Lecturers, were the members of the unit of observation. The researchers could come up with a sample size of 174 participants to complete the study using the Krejcie and Morgan sample size determination procedure (Russell, 2019). Structured questionnaires were the method of data collection to get the main data that will be used in this investigation. The analysis of the data was carried out by using both descriptive and inferential statistical methods. Descriptive statistics was applied in this research, such as frequency distribution, mean (a measure of dispersion), standard deviation, percentages, among others. The Pearson correlation coefficient and multiple regression analysis were used in order to carry out the inferential analysis of the data. The findings of the research study undertaken at private institutions within the city of Nairobi County, Kenya show that training needs assessment has a favourable and a substantial impact on the performance of an employee. The contextual gap of this research will be that this only dwells on the training procedures in the chartered private universities in Nairobi County City. It neither includes other elements of performance management nor considers institutions with unique operating environments, like Aljamea-tus-Saifiyah.

Using a case study, Muchira, Ngui, and Mathenge (2018) examined the fit between employee training and performance of faith-based organisations. The Catholic Diocese of Embu was used as a research topic. This study aimed at establishing the effects that skills of employees bring to the operations of the organization, the effects of post-training behaviours to performance outcomes, the influence that technology-oriented knowledge can make in their performance and the role that dynamic capabilities of employees play towards performance in faith-based organisations. The secretariat and pastoral departments of the Diocese worked with 84 personnel, who were the objects of the study, and the descriptive research method was applied. Additionally, the researchers carried out a census of the total population. Both quantitative and qualitative methods were used in the examination of the data that was collected via the use of questionnaires and structured interview guides. Inferential statistics was employed in revealing the relationships between variables and the narrative blending of qualitative understanding gained through interviews was undertaken. The workers had the greatest presence of communication skills which in turn were revealed to affect the productivity and interactions positively in the workplace. Training played a central role in forming the attitudes and behaviour of the workers, and knowledge related to technology or technology at an intermediate level, helped boost job efficiency. It was also demonstrated that dynamic capacities of people played a big role in determining the success of the organization. These results of this study can only be context-dependent and cannot be generalised to fit other organisational environments, including privately owned universities or institutions, which differ in terms of the current structure of their operations, cultural values, and performance management system. Thus this study lacks contextual gap since it concentrates on one Faith-Based Organization and that is the Catholic Diocese of Embu.

Mogaka, Kyule, and Mathenge (2024) explored how training affected the productivity of the staff who were employed with one of the selections of Level 4 Faith-Based Hospitals that are situated in Kisii County in Kenya. I utilized the study based on the Human Capital Theory, and the research was carried out through the mixture of approaches, i. e. qualitative and quantitative approaches to research. The audience was the 515 workers and the sample size was 217 employees. The groups that were used as the sample were the support personnel, nurses, and physicians. The primary and secondary data gathering process was achieved through the questionnaire and interviewing. The SPSS Version 27 was used to analyse the quantitative data, and the result was presented using a combination of some visual aids. On the other hand, the qualitative data was analysed via theme analysis. According to the findings of the research, training has a considerable impact on productivity by enhancing abilities, lowering mistake rates, and raising morale. The study, however, also reported that career advancement opportunities of middle management are limited due to budgetary limitations. A weakness of this study is that it was done in Kisii County, Level 4 Faith-Based Hospitals which is what must be considered. This study was set in the county of Nairobi and the area of focus was mostly on the educational sector, the private university sector.

The combined research offers findings that are robust and similar in numerous fields of study and numerous places, proving that worker training is strongly associated with the productivity of the workers. There are studies conducted in Cambodian schools (Sothy, 2019); Kenyan investment companies (Mwangi and Munyua, 2023); Kenyan hospitals privately (Mualuko et al., 2023); the sector of Kenyan telecommunications (Odhiambo, 2018); manufacturing industry (Kasingu, 2018); Kenyan privately-run universities (Meka and Mose, 2025); and numerous faith-driven organisations in Kenya (Muchira

et al., 2018; Mogaka et al., 2024) that have concluded that structured training is effective in stimulating productivity. It is proposed through their research that effective training, which incorporates conducting a requirements assessment, skill development, technology adoption and behavioural change gives workers the necessary capabilities, enhances job efficacy, reduces errors, and boosts morale. This has been attested to over time with various methodology and working cultures and this follows the idea of investing on staff development as a component fundamental in enhancing production and performance amidst the sector or institutional make up..

2.2.3 Effect of Performance Appraisal on Employee Productivity

Hamid (2023) examined how performance reviews could affect the level of work satisfaction of the employee and the behaviour of the business. In this investigation, the technique that was employed was referred to as qualitative library research. This approach encompassed collecting and analyzing data sources in different publications such as books, journals, internet databases among other. When employees are given a chance to take part in a positive performance appraisal, their views about themselves, their sense of accomplishment and their sense of whether the process is legitimate are improved. Also, evaluation can assist to retain employees because it will serve as a reminder of the organizational interest in the needs of the employees and in their development. This will assist in keeping employees within the firm. The studies emphasise the importance of the provision of feedback to employees, the establishment of goals, encouraging employee interactions, and conducting performance reviews in an efficient manner to encourage job satisfaction and organisational behaviour. The methodological limitation that, characterises the research, is that this approach has employed a qualitative methodology and a desktop review of the literature. To derive

the findings that are backed with statistical evidences, the current study employed desktop review as well as primary data collection and analysis.

The aim of the study that Setiawati and Ariani (2019) conducted in Yogyakarta, Indonesia, was to assess the correlation between fairness in performance appraisal and job satisfaction, with particular reference to devotion to job performance, among participants, who work at Condong Catur Hospital. Samples became the target of implementing a quantitative research study by selecting them via a survey, and gathered data on 187 workers by way of administering questionnaires. Techniques like t-tests, F-tests, multiple linear regression, path analyses were employed to analyse the data. The findings have proved that both the fairness of the performance appraisal and level of work satisfaction positively and concurrently affect job performance. Moreover, job satisfaction and equity during performance appraisals both by themselves and with the other influence positively and significantly employee commitment. Conversely, the immediate effect of the fairness aspect of the performance evaluation and job satisfaction on the job performance is higher than the indirect impact. This study has a major limitation since it was carried out in the healthcare sector in Indonesia. Moreover, the study was aimed at evaluation and its impact on work satisfaction as the dependent variable. This was carried out to a conceptual gap. Productivity of the workforce will become the dependent variable in this research. Also, the study was conducted in a privately run institution in Nairobi County, Kenya which was religiously oriented.

In one of the studies conducted by Helal (2022), quantitative techniques were adopted so that it was possible to measure the effect that level of performance assessment has on the overall performance of employees at the workplace. The research was carried out in the retailing business in Lebanon. To create a complete picture on the relationship

between 360-degree performance assessments and employee driving motivation, both primary and secondary data were collected using the questionnaires and subsequently combined. More than a hundred participants in Lebanese businesses were invited to take part in the survey which was shared through the utilization of Google Forms. The data resulted was then analysed with use of the statistical software SPSS and the results gave in format of descriptive and inferential statistics. Based on the findings, management by goals, 360-degree assessment, performance appraisal, as well as overall success of the firm is clearly related. The limitation of this study is that it was done in the retail sector of Lebanon whereas this study was done on the productivity of employees who were employed in a university that was privately owned in Nairobi County, Kenya. Furthermore, the performance of workers was utilised as the dependent variable in the research, but the present study focused on the productivity of employees and how the performance assessment was affecting that productivity.

To find the influence of performance assessment on the performance of employees in the Kenya energy sector, Mose (2023) undertook a research to examine the effects of performance appraisal on the performance of the employees. Similarly, the study explored just how much employee performance is affected by competency-based measurement, on-going feedback through employee achievement, and rewards. Some of the companies investigated were Kenya Power Ltd. (KP), Kenya Electricity Transmission Company Ltd. (KETRACO) and Kenya Electricity Generating Company PLC (KenGen). A approach known as explanatory sequential design was used by the researcher. Of the targeted population of 8820 management personnel, 11% of the total population was sampled and this gave a population of 801 employees of varying levels of management such as senior, middle and low level management. Data were collected through the semi-structured questionnaires, as well as SPSS was used to process the

data. Based on the findings, it appears that the evaluation leads to a higher productivity in the company. This is relative to the impact that it has on the performance of worker employees. An efficient assessment model has the potential to boost the level of interest and performance of workers, so contributing to the accomplishment of the organization's particular goals. As a measure to ensure that workers achieve the goals that they have set on themselves, it was revealed that meaningful feedback is necessary. When workers get feedback, they are able to understand precisely what is expected of them. By involving the staff and supervisors in the development goals, identification of skills, career growth, and rewarding workers towards greater output, proper feedback assists in fostering accountability. The variations between this study and the one currently being undertaken is that the former study was carried out within the Kenyan energy sector whereas the latter was done on the staff productivity in a privately owned institution in the Nairobi County, Kenya. Also, the study failed to show the way the assessment methods played in the productivity of workers which was one of the main objectives of the study that was going on at the time.

By means of the case study which was held at the Technical University of Mombasa, Shida, Monari, and Sasaka (2019) examined the impact that performance assessment methods have on the degree of productivity that is exhibited by employees. This study aimed at specifically examining how such factors as associated with knowledge, interpersonal relationships, and rater accuracy influence the performance of employees of a public university setting. Under the Procedural Justice Theory, the Expectancy Theory and the Goal Setting Theory, it was based on the three theories. A descriptive type of study was employed and data acquisition was through the application of constructed Likert-scale questionnaires. A total set of 63 respondents was placed randomly in these questionnaires, with the respondents being recruited by a target

population of 72 members of staff in the specified departments. In SPSS Version 20, statistical analysis utilising correlation and regression approaches indicated that all of the assessment components that were studied had a positive and statistically significant link with employee performance at the 95% confidence level. The findings of the study concluded that this was the case. In terms of context, it was a limited study because it focused on one technical university, which is a public institution. This limited the applicability of the findings to other institutional contexts like those administered privately, whose foundations are based on a specific religion, or those that are culturally heterogeneous. As such an empty space was left, and this paper tried to build on the same by investigating the performance management practices more holistically in a new organisational setting (Aljamea-tus-Saifiyah Campus). In conception, the study was confined to appraisal system attributes without encompassing other broader performance management practices like the continuous feedback system, employee development or rewards system in order to address the problem.

By summing them up, the data obtained by the studies is multi-contextual and comparatively consistent, which means that the presence of a well-designed performance assessment system, which is fair to employees, has a significant positive relationship with employee productivity. A range of studies by various researchers, including studies in healthcare, retail, energy industry, and public universities in Indonesia (Setiawati and Ariani, 2019), Lebanon (Helal, 2022), Kenya (Mose, 2023), and Kenya (Shida et al., 2019), all testify to the fact that this association exists. More extensive reviews on theories substantiate this observation (Hamid, 2023). A successful assessment can be described as that which fosters a sense of fairness, feed-back is clear, objectives are made clear and the employee is motivated, committed and has a sense of responsibility. This is evidenced by the fact that good appraisals enhance productivity.

It has been demonstrated that the mechanisms of action that also contain the accuracy of the raters themselves, the ongoing feedback and the interrelationship between assessment and development immediately transfer to the much improved performance outcomes. This overlap of findings in multiple methods and national contexts is yet another indication that performance measurement is a crucial institutional process to improve the productiveness of employees.

2.2.4 Effect of Performance Rewarding on Employee Productivity

In a study in Johannesburg Municipality, Adams and Ama (2024) sought to research how feedback and incentives affect job performance of the workers on the quality, quantity, and efficiency in their work. The stratified and random sampling method was employed in order to have a sample of 371 employees. These workers were allocated to the different levels of the population that consisted of high-level (managers), middle-level (departmental supervisors) and low-level (other employees) and the information was surveyed with the help of structured questionnaire. Based on the results of the study, the only type of compensation which the workers received was paid time off. The respondents differed on whether workers are well rewarded according to their performance; whether or not incentive system is encouraging recruitment and retention of the right people and whether or not managers meet with their employees regularly to discuss the progress of their performance. An interaction between feedback and incentives does not significantly affect job quality ($p > 0$) although each is a significant predictor of work quantity and work efficiency alone and in combination. Among the weaknesses of the study is that the study was carried out in the government sector in South Africa whereas the current study was concerned with the productivity of the employees operating in one of the private institutions in Nairobi County, Kenya.

Duru, Adanne, Yusuf, Udo, and Saleh (2023) have carried out a study at the University of Abuja in Nigeria to explore the effects that the incentives systems have on the performance of workers. The sample size used was 337 workers who did not reflect the entire population of 2145 workers, descriptive and inferential statistics was applied to the sample and the entire population. It was discovered that the employees are delighted when they are rewarded due to good works they have done, that the supervisors are willing to help or guide the workers, that the supervisor encourages the employees and the way they do a job and that the supervisor does not express their expectation of the employees in regards to job done, and that the promotion and remuneration rise are based on the achievement of the set performance levels. All these contribute to good performance of the workers. This organisation, as opposed to that, does not necessarily reward high performance; management gives special forms of rewards and prizes to every employee, and performance evaluation is linked to the system of rewards, which negatively affect the performance of workers. This study is not comprehensive as it was conducted in the institution of Abuja; however, the current study involved the staff productivity in Aljamea-tus-Saifiyah, which is a private faith based institution in Nairobi County, Kenya.

The study by Injikuru et al. (2024) is based on an exploratory sequential research design to explore how awards affect the performance of academic staff members at public institutions and universities in Uganda. Data collection involved self-administered questionnaires wherein 350 members of the academic staff were involved in data collection. The data was then analysed using descriptive statistics and linear regression. Also, 13 interviews with the academic staff members were performed and the content analysis method was applied to analyse the interviews. The data show that though the incentives are a statistically significant predictor of performance, the effect of

incentives is not comparatively high. They explain 7.6% of the variance in teaching performance, 12.5 percent in research performance and 9.6 percent in community service performance. Based on these results, although incentives positively affect academic performance, it remains unpredictive to a great extent; this indicates that other factors have a stronger influence on the performance achieved by students. Although the quantitative data were supported by the qualitative outcomes, the latter results unveiled the importance of other elements like professional development, the atmosphere of working environment, and organizational assistance. A limitation of this study is that it was conducted within the confines of the public institutions in Uganda whereas in the current study, the researchers used productivity of employees who work in a private university in Nairobi county, Kenya.

The research by Waithira (2018) in Kenya was aimed at finding out the effects of various compensation programs on the overall performance of employees of the Farm Concern International (FCI). To be specific, this research was aimed at finding out the effect of monetary awards, non-monetary rewards, promotion system and recognition activities, on employee performance. This was based on the Hierarchy of Needs, Expectancy and Equity Theory by Maslow. To make this research, a case study design and a census methodology were utilized, and all 152 employees (among senior employees, the middle-level employees and support staff) were considered and sampled. We gathered the information after administration of semi-structured questionnaires, and later analysed the information using descriptive and inferential statistics. The enquiries showed that, first, most of the workers were dissatisfied with their wages, and second, there was no clarity on whether or not the available monetary rewards in the company resulted in an improvement in the performance of the workers. Second, the non-monetary awards which were currently being offered in the company

were found to be positively received by the staff and making a positive difference with the performance in the work place. On top of this, it was also established that the promotion programs within the company played a huge role in promoting the performance of the employees. Finally yet not the least it was established that the currently in use recognition tactics were actually affecting the performance of the individual employees in a major way. It should be mentioned that this study was carried out by a non-governmental organization whereas the current research was devoted to the productivity of the staff in a private organization in Nairobi County, Kenya. This is the other half of the puzzle.

The aim of the research made by Chumari et al. (2018) was to identify the correlation between incentives and employee performance in the secondary schools of the dynamics of Machakos County in Kenya. The research was carried out in the frames of the educational establishment. To be more precise, the study examined the extent to which compensation, the working environment, career growth opportunity, and fringe benefits determine the performance of their employees. The research procedure used the Equity Theory of motivation, the Expectancy Theory and the Two Factor Theory. The study utilized a descriptive survey research design and only 175 workers were targeted. The data was acquired via the use of questionnaires. To analyse the data, regression analysis was applied and the results of the research revealed that incentives positively influenced performance. However, it was observed that the respondents did not get sufficient compensation for the task that they had completed. It is worth mentioning that the study was done in government-operated schools whereas the current study involved the productivity of staffs in a private university within the Nairobi Counties of Kenya. This is a significant difference between the two studies.

Ratemo et al. (2024) conducted a second research in which they investigated the impact that staff motivation has on the levels of achievement achieved by public secondary schools in Rongo Sub-County, which is located inside Migori County in Kenya. The research sample had been based on the Yamane formula and a sample of 690 educators was aimed in the study. The information was obtained through employing a standardised questionnaire which consisted of a Likert scale, which comprised of five elements. Methods of both descriptive and inferential analysis were used in the analysis of the data. The descriptive output was that the average values were between 3.65 and 4.77 and that implied that generally there was a good evaluation of the school performance of the period of time as was mentioned. It was revealed through the findings of the study that a high level of influence on academic performance was connected with the delivery of real rewards in the form of giving certificates, home appliances, money, and sponsored field trips. In the current study, the researcher concentrated on the productivity of the staff in a privately owned university in Nairobi County, Kenya whereas in the earlier research it was carried out in the public secondary schools. This is the gap in the research that fell in between the two studies.

Performance rewards and the productivity of employees have a sometimes positive, yet faint relationship, as demonstrated by the researches that have been gathered. This association shows that reward systems are highly effective, depending on how they are designed, how fair they are and whether they are perceived to be of value. Evidence among municipal workers in South Africa (Adams and Ama, 2024), university personnel in Nigeria (Duru et al., 2023) and scholars of the Ugandan public university (Injikuru et al., 2024) shows that rewards, when they are perceived as fair, transparent and tied to clear performance objectives, predict positively the quantity of work, work efficiency and individual dimensions of performance. This can be found in all three

countries. But these (and other studies, such as are being carried out in non-governmental organisations in Kenya, Waithira, 2018) and secondary schools (Chumari et al., 2018; Ratemo et al., 2024) make it abundantly clear that there are quite a few caveats: rewards do not have a positive effect on productivity when they are viewed as unfair, inconsistent, or have no real relation to the outcomes of appraisal. The non-financial rewards and career promotion are oftentimes more effective motivators than only monetary rewards. Thus, the evidence above describes the relationship as conditional, stating that a well-structured, credible, and holistic reward system is one of the most important motivating forces behind employee productivity; but losses of the effect of the reward system on employee productivity can be paralleled when the system is not applied in the most appropriate way, and when the motivational system lacks the complements.

2.2.5 Moderating Effect of Organization Culture and Employee Productivity

Nazir and Zamir (2019) undertook a study in Islamabad Asian to assess the effects of organisational culture on the level to which employees get to achieve their jobs. Sixty people were selected, representing various different organisations. Descriptive and inferential statistical tests were utilized to test the hypothesis, such as t-tests and Pearson correlation, among others. The results of the study indicate that the culture of the business has an effect on the environment in which the personnel do their jobs. The research indicates that organisational culture manifests itself in the form of subcultures. Such subcultures consist of a diversity of sets of standards, values and beliefs that are to be established depending on the demands of the work and the goals of the company. Furthermore, the study also found that values and norms do influence the achievement of organisational goals and performance since they influence the behaviour of individuals employed in the business. It is prudent to mention that this study was carried

out in Asia and within organisations whereas the current study was on the productivity of employees in a private institution at Nairobi County, Kenya. This is a huge difference in the two studies.

This study was carried out by Afaneh et al. in Jordanian private universities to understand the role of organisational culture in influencing the intensity of the commitment felt by the employees. The decision was made to create a questionnaire and deliver it to a representative group of middle-level managers (182 people). For the purpose of investigating and evaluating the hypothesis, inferential statistics were used. These statistics incorporated t-tests and regress in analysis. The results indicate that collective culture characteristics have an influence that is statistically significant on the level of commitment that employees have to their organisations and the behavioural performance of those employees. The limitation of this research has been that it was carried out within private institutions in Jordan whilst the current study concentrated on staff productivity in a private university in Nairobi County in Kenya. This is the significant difference between the two studies. It may be true that organisational culture of the Jordanian privative organisations is entirely different than that of Aljamea-tus-Saifiah with reference to the working environment.

Priyono et al. (2020) is a study by researchers in Indonesia aiming at testing the moderating role played by organisational culture in the impact of person-organisation fit and job characteristic on the performance of personnel in the Trade and Industry Department in Rembang regency. They comprised a population of 138 workers, and this was the sample of the research. Data were obtained of the population by the survey method. A questionnaire was used to gather the data and the data was later analysed using the descriptive and inferential methodology. It has been established that the

organisation culture moderates the impact of person-organisation fit on the employee performance, and also it has been established that the organisational culture moderates the impact of job characteristics on employee performance. The results indicated that job characteristics as well as person-organization fit significantly influenced performance on the side of employees positively. Further, the results indicated that job characteristics positively influenced the performance of employees in a significant sense. A significant difference between this study and the current research is that the one conducted was in the Trade and Industry Department in Rembang regency whereas the other one was based on the productivity of staff in a privately owned institution in Nairobi County Kenya. Another aspect that can be discussed is that performance management practices and staff productivity were proven to have an effect on the culture of the company.

The study conducted by Emeka and Philemon (2022) focused on the issue of whether the organisational culture affects employee performance. The research was on a sample of manufacturing firms in Nigeria. Here, a survey design was applied and the manufacturing companies that were sampled in this study were sampled through the application of stratified random sampling. Simple random sampling method was used to select the respondents. A combination of descriptive and inferential statistical methods, especially Chi-square tests and measures of central tendency, were used in the analysis of the data as well. Based on the research findings, organisational productivity, staff performance and corporate culture have an interrelationship. In particular, the findings also give an insight into how norms and values impact the performance expectations and assessment. The disparity that existed between this study and the current one being conducted presently is that the former one was conducted on manufacturing firms within Nigeria whereas the latter one was conducted on how well

the workers of a privately owned university in Nairobi County, Kenya were going to perform their tasks. Another argument that will be considered is that, the performance management practices and employee productivity were also found to affect the culture of the firm.

Thumbi et al. (2020) conducted a study to either confirm or refute the hypothesis that the culture of a company is a moderator in the relationship between organisational learning and performance of individual workers. A self-administered questionnaire was employed to obtain the responses of 225 respondents that were sampled among 75 hospitality businesses in Kenya to collect data. The empirical equations got explored through the application of multiple regression analysis that was done on data. According to the results, it was established that presence of the organisational culture played a significant role in mediating between organisational learning and performance of the workers. Based on the findings, organisational learning is linked to the performance of workers in business organisations with higher degree of people orientation strongly. The variation between the current study and the one that is currently underway is that the former was an investigation on employee productivity in a privately run institution within the Nairobi County in Kenya whereas the current one was carried out on a diversity of hospitality firms. Moreover, it was demonstrated that the performance management processes and productivity of workers play a crucial role in balancing the firm culture.

2.3 Knowledge Gap

The results of this study indicate that there are several shortcomings. In terms of the contextual gap, it was evident from the empirical review of literature that various studies have been conducted in different industries such as hospitals, logistic services,

travel companies, and telecommunication companies (Pervaiz et al., 2021; Odhiambo, 2018), IT industry (Teo and Low, 2020), learning institutions (Akinlabi et al., 2021; Sothy, 2019), hospitals (Mogaka et al., 2024; Kandie & Kipsang, 2023; Mualuko et al., 2023), county governments (Omuga & Senelwa, 2022), banking industry (Mati et al., 2020), manufacturing industry (Kasingu, 2018), and energy sector (Mose, 2023) among other sectors. Injikuru et al. (2024) narrowed their pay attention to the private Ugandan universities, and Afaneh et al. (2024) to the Jordanian ones. These two studies were done in the epoch of private universities. This research needed to be done in Aljamea-tus-Saifiah which is in Nairobi County, Kenya, since, not only is culture a variable per country to country, but also the institutions.

With respect to the lapses in conceptualizations, most of the studies that the research examined focused on organization performance, and employee performance, respectively. Nevertheless, the levels of staff productivity on campus will get a greater focus in this research. Regarding the geographical distance, the researched studies had studied a range of regions worldwide, such as India, China, Singapore, South Africa, Nigeria, and Uganda, to name just a few. The other counties where the research has been undertaken in Kenya include Uasin-Gishu County, Homa Bay County and Kiambu County along with Machakos County among others. Reciprocally, it was also evident as a result of the empirical analysis of the literature that no particular study had been undertaken towards the same direction of the direct correlation of PMPs and staff productivity in the Aljamea-tus-Saifiyah Nairobi Campus within the borders of the country of Kenya itself. That is why to fill this gap it was decided that the task of the given research is to discuss the effects of performance management strategies on staff productivity at the Aljamea-tus-Saifiyah Nairobi Campus and its influence on the employee productivity. Moreover, the culture of the business was adopted as a

moderator in this study which was carried out to observe the effect of culture on the relationship between performance management methods and the employee productivity.

With regard to methodological gap, the study by Hamid (2023) has utilized only secondary sources of information. Insofar as the development of the report was concerned, this is how the desktop research design was applied. Similarly, Akinlabi, Dogo, and Asikhia (2021) have also employed a desktop review of the literature to conduct their research. Another study that was carried out by Kasingu (2018) has used only the descriptive statistics to present its findings. It could have been made more statistical by providing inferential analysis and results. However, the current study employed a research design of cross-sectional survey, which was complemented with a quantitative approach to data collection and analysis. Through this, we were assured that the findings of the research would be valuable and applicable towards addressing the issues of the project management professionals (PMPs) and productivity of employees at the Aljamea-tus-Saifiyah Nairobi Campus, Kenyon, and the rest of the world that are similar to it.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, there was a general overview of research technique which was employed in this study concerning the effects of performance management strategies in terms of the level of productivity displayed by employees. This chapter talked about the redesign of the research, which summarised the whole blue print that was incorporated in the scientific research work. Other aspects included the target population, the sample size and the sampling methods, the research instruments, the data collection process, piloting process and data analysis and presentation. Finally, the ethical issues that were taken into account over the course of the research were also discussed.

3.1 Research Design

This study adopted a quantitative approach and a cross-sectional survey research design was employed in this study. According to the description given by Creswell and Creswell (2018), this design implies the gathering of data concerning a population at a given point in time with an aim to identify the correlations between variables without causation. The given strategy is efficient within a certain time frame to identify the dominance of outcomes and discover correlations between them. A clear picture of the present performance management methods and their influence on employee productivity was provided by the design, which was valuable in this research since it enabled the gathering of data from workers at Aljamea-tus-Saifiyah University within a single time frame. This was a considerable contribution to the research. In this manner, the interrelations between the significant factors that were to be considered were the goal setting, training, assessment and the rewarding and the contribution of the organisational culture as moderating factor were considered. This was achieved

without long term observation being mandatory. Besides this, it simplified the process of attempting to incorporate statistical analysis to identify patterns and correlations which could be incorporated into generating evidence-based recommendations.

3.1.1 Research Philosophy

Research philosophy is a term describing the set of ideas and assumptions the scholar makes concerning the nature of reality (ontology), the nature of knowledge (epistemology) and the research methods that can be applied to create a knowledge that can be believed to be worthy. It can be described as a systematic model, which, as Saunders et al. (2019) explain, has an impact on how a research is conducted, how data is collected and examined, and how conclusions can be drawn. In the field of social sciences, some of the most common research philosophies are positivism, interpretivism, pragmatism, and realism. These philosophies differ with each other with regard to their perception of social phenomena and the position of the researcher. The choice of a good research philosophy is of paramount importance as this will ensure consistency of the research topic, objectives, methods of research and research methods that will be used by the researcher. In conducting research in the organisational and management studies area, research philosophy becomes an influential factor in determining whether the research emphasises subjective understanding and meaning-making or an objective measurement and hypothesis testing research.

Positivism is a research ideology which rests on the principle that the reality is objective, observable and not dependent on the researcher and personal view of the researcher. Creswell and Creswell (2018) state that, in accordance with this theory, knowledge is acquired through empirical findings and science and states that there are methods which can be applied when studying social phenomena comparable to those which have been deployed in the scientific sciences. The testing of hypotheses and the

establishment of links between variables are often accomplished via the use of quantitative techniques, organised instruments, and statistical analysis in positivist research in general. Bryman (2016) notes that the philosophy emphasises the idea of value-free research, generalisability of findings, and relies on the application of standardised measures in order to enhance the degree of reliability and validity. Positivism finds its wide applications in management research wherein the vested aim is to explore causal relationships and tendencies within quantifiable scope that encompasses practice, behaviour, and performance returns. This is among the most widespread of applications of postmodernism.

Given that the aim of the present research was to carry out unbiased research on the relationship between well-defined variables (performance management practices and employee productivity), the positivism ideology was particularly relevant to the present research. To operationalise, quantify and analyse the performance management practices, statistical methods were employed in order to come up with the strength and direction of the relationship between the performance management practices and employee productivity. The study could also obtain data through a broader sample of the workforce through the use of standardised questionnaires, hypotheses testing, and making generalisable findings in the context of the organisation (Saunders et al., 2019). This was possible through embracing a positivist approach. In addition, it is evident that the concept is also an advocate of evidence-based decision-making, as it provides empirical data, which can be utilized to implement management policies and practices that are aimed at making employees more productive on campus.

3.2 The Target Population

The term target population as has been defined by Cox (2013) has the following meaning: the entire group of objects on the basis of which the results of the study should

be applied to draw conclusions. Overall, the target population can be represented by categories of the individuals who can be recruited into the study to make contributions to the data collection process. The respondents of this study, in this specific context, comprised of the entire staff that currently works in the Aljamea-tusa-Saifiyah Nairobi Campus. It has a total of 508 workers in the organization. The unit of analysis in the study was the Aljamea-tus-Saifiyah campus and the unit of observation was the personnel working at the campus.

3.3 Sample Size and Sampling Techniques

The sample size and the mode of gathering it is a very crucial element that will define the validity and reliability of the obtained results. Sample size is the term which denotes a section of the population to which one chooses to research. This subpopulation is selected based on the population size, degree of accuracy required, and degree of desired confidence (Salant and Dillman, 2010). The sample size based on the method of Yamane (1967) was to determine the sample size that would be considered appropriate in the investigation. The formula is lengthy; it is as follows:

N/ (1 plus N multiplied by e2) = n.

Where is it:

Here, n is the required sample size.

N: represents the population size in the population.

The margin of error is represented by the letter e and is equal to 0.05. This was allowed because it provided an example of a reasonable degree of accuracy in social science research. It balances between both accuracy and being feasible because it allows the

sample to approximate population features with some reasonable confidence and at the same time is practical in terms of time, cost and also access to respondents.

This means that n=508/ (1+508*0.052) n=508/ (1+508*0.0025) was calculated.

n equals 508 divided by (1+1.27).

n equals 224

Owing to this, there were 224 workers who took part in this survey.

According to Taherdoost (2016), sampling procedures are methods that are used in the process of identifying individuals who are going to take part in the research study. Of interest, in particular, is the fact that to a large extent, the selection of the sample size and the methodology is guided by the need to minimise bias and maximise generalisability (Etikan, Musa, and Alkassim, 2016). In this study therefore, we adopted methods of probability sampling so as to get the exact sample size of the workers. According to Etikan et al. (2016), such sampling methods as simple random sampling or stratified sampling ensure that each individual in the population has an equal probability of being selected, therefore, augmenting the degree of representativeness. Based on this, the research sample size was decided upon based on simple random sampling and comprised of 224 workers. The human Resources department provided the list of personnel of the organization which allowed us to compile it. After writing down the list, the names were selected randomly until the right number of samples were selected. Based on this, it was ensured that all the workers were given a chance to take part in the research devoid of any form of bias.

3.4 Research Instruments

In this research, primary data were collected through the use of questionnaires. When respondents answer questions in a questionnaire the answers they give are registered as the responses of the respondents (Gill et al., 2008). This renders a questionnaire very useful in gathering information. All the questions in the questionnaires were closed ended. As well, we also employed Likert questions having five points, and the answers were classified as below: 1 = Strongly Agree, 2 = Agree, 3 = Undecided, 4 = Disagree, and 5 = Strongly Disagree. It was established that Likert scale was appropriate to this study since it presents a moderating scale of response choices whereby, the individuals may provide returning degrees of assent or dissent to the assertions presented. It enhances reliability of responses based on its simplicity; easy understanding coupled with the fact that respondents have less of this misunderstanding as compared to scales that consist too many points. Besides this, the 5-point scale provides an opportunity to gather quantitative information which can be easily analysed through the application of statistical procedures to discover patterns, and relationships between variables. As regards the structure of the questionnaire, the first part was devoted to gathering the data on the demographic parameters of the workers. The remaining sections were structured as per the aims of the research which included the following; performance goal setting, employee training, performance assessment, performance rewarding, organization culture and staff productivity in that order.

To make sure that the questionnaire was suitable to the specific and cultural background of Aljameah-Tus-Saifiyah, the questions were checked and altered with the help of the institutional leaders and members of the faculty in accordance with the Islamic spirit and cultural norms of the campus: the language was to be respectful and culturally relevant and avoid using questions that may be deemed inappropriate and

misunderstood in the religious context. Moreover, the content was reworded in numerous places in order to include examples and scenarios that are culturally familiar as well as reflect common working behaviours that are observed on campus. Participants were able to better link their experiences to the questions via the use of this strategy, which resulted in an increase in the accuracy and validity of the replies. Genuine people also ensured that it did not raise questions that could be seen as opposing religion activities, sex norms or esteem structures that play vital roles in the working culture of the organization.

3.5 Data Collection Procedure

The process of gathering information in order to prove or refute a hypothesis is called a process known as data collection, and the term is used to characterize the methodology of this process. All the data required in the documentation process of the data collection process was obtained earlier, before going out to the field. First, the Catholic University of Eastern Africa (CUEA) was approached to grant a letter of introduction, and lastly, the National Council of Science, Technology, and Innovation (NACOSTI) was approached to grant a research permission. To collect the information among the staff members, the consent of the administration of Aljamea-tus-Saifiyah was also obtained. Also, the consent of the employees to get the workers involved in data collection was obtained themselves. The goals of the research and its importance had been discussed with them. Moreover, they were assured of a professional manner and high secrecy in dealing with the information they provided by the workers. After receiving permission to proceed, the distribution of the surveys was carried out using a method known as survey monkey, in conjunction with Google Forms application. In this manner, the question items were included into the online Google forms, and the link that was produced was sent out via email. Due to this it was so easy to access data as it was being

entered by the staff members. Guided help and alternate assistance program was also availed to staff members possessing less experience with technology to ensure that all the qualified respondents participated in the survey. After the elapsed duration of two weeks, which was granted to all the participants so that they could be included in the research, data that had been developed was gathered in the online sites and ready to be analyzed.

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity of Research Instruments

We refer to the extent to which the interpretation of the test results that is necessitated by the testing is justified by the body of knowledge and theory; this is when we refer to validity. The accuracy with which an instrument measures what it is intended to measure is one of the factors which determine whether the instrument is valid or not. One of the definitions of validity that Middleton (2023) provides is the fact that it describes the accuracy and relevance of conclusions which are made on the outcomes of a study. It describes the extent to which the results of statistical analysis represent the variables to the research. The researcher made sure that the research instrument was authentic in the content of its contents and its outlook. The intent behind the content-related method was to establish the extent of representativeness by the questions items towards the covered themes.

In the process of validating the instruments, the researcher asked the research university supervisor(s) and professionals to review the items on the instrument to determine whether or not the group of items accurately reflected the variables being studied. Besides giving feedback, they were also asked to read and assess as well as making recommendations to the researcher. The level to which the researcher feels that the instrument is good is called face validity of the instrument. To ascertain whether the

instruments were reliable or not, the researcher engaged trained research specialists to speak to him. Following the development of the questionnaires, the researcher undertook the process of validation of the questionnaires with the help of research supervisors, to ensure that they were correct. To validate the instruments, the recommendations that were made were utilized.

3.6.2 Piloting

For the purpose of determining the validity and reliability of the questionnaires, piloting was carried out. It was meant that twenty-two people were selected at random — to conduct the piloting, of the MSB Educational Institute in Nairobi County. This is an amount of ten percent of the total sample. In light of the results of this pilot study, Mugenda and Mugenda (2013) have come to the conclusion that a sample size of ten percent is enough. It was chosen bearing in mind that the institution under discussion shares a lot of similarities with the Aljamea-tus-Saifiyah campus. The questionnaires were sent to the participants for them to fill out. The completed data was subjected to a version 26 of the Statistical Package of the Social Sciences with codes being assigned to it. Some minor modifications were done in terms of wording and the order of the questions as per the feedback on the pilot. The reason behind this was to make sure that the instrument was contextually relevant as well as sound in the methodology. This careful exercise of customisation resulted in the opportunity to use the questionnaire to gather actual data on performance management practices and staff productivity and consider the cultural and religious context of Aljamea-tus-Saifiyah.

3.6.3 Reliability of Research Instruments

The concept of dependability is based on the uniformity (or repeatability) of a measuring device over the time span. It is defined as the comparison of performance of similar people at two different times according to the same measure by Nachmias and

Nachmias (2009). Cronbach's alpha was used in order to ascertain the reliability. In one specific dataset, this measure is the degree of cohesiveness of groups to each other. George and Mallery (2019) mention that when the obtained value is within the range of 0.6 to 0.9, the surveys can be considered credible. Should they be less than 0.5, an assessment of the equipment will be made and consequently called back into the field to ensure that they are dependable. This would be repeated until the desired acceptable value that was between 0.7 and 0.9 was met. Judging by the outcome of this study, it was concluded that the variables were good. This was established based on the fact that they had a Cronbach Alpha value that is greater than 0.7 as illustrated in Table 3.1.

Table 3.1: Reliability Results

Variable	No. of Items	Cronbach value	Verdict
Goal Setting	6	.860	Reliable
Performance Training	7	.710	Reliable
Performance Appraisal	7	.715	Reliable
Performance Rewarding	7	.942	Reliable
Organizational Culture	7	.863	Reliable
Employee Productivity	7	.743	Reliable
Overall Reliability	45	.857	Reliable

3.7 Diagnostic Tests

Diagnostic tests aim to find out the accuracy, its strength, and weaknesses of the collected data (Sitch et al., 2020). Diagnostic tests are techniques or procedures that are employed in this regard. On the basis of this study, therefore, the following diagnostic tests could be conducted: the normalcy test, the multicollinearity test and the heteroscedasticity test.

3.7.1 Normality Test

Whether or otherwise the data were normal was ascertained, and important insights were computed. Because the concept of ordinariness is among the key elements of insight, it explores whether the material is common or weird. A bend curve or a Gaussian dispersion of information should have the form with the values that follow a

given pattern as they increase or decrease around the mean. This is the condition that is required to be the information considered as normal. To examine affiliations, multiple regression models were applied, and the significance level of 0.05 (P0.05 in other words) was chosen based on the results of Cooper and Schindler (2014). To manage the Normality Tests, the Kolmogorov-Smirnov test as well as the Shapiro-Wilk test were resorted to. Big datasets involve the normal test whereas small to medium-sized datasets involve a small dataset. The null hypothesis, which states that the data come from a normal distribution, is investigated by them. When the p-value produced by the test exceeds the level of significance that is set (usually at 0.05), then it is assumed that the data is normally distributed.

3.7.2 Multicollinearity Test

According to Daoud (2017), multicollinearity is a real phenomenon that arises where two or more indicator variables share regression relationship with unique models. The presence of multicollinearity has an impact on the estimations about specific indicators. Even though a regression model with interconnected markers can be able to show how the collective course of action of the indicators can be used to predict the final variable, it is likely that it would not provide accurate findings on any given variable. In order to demonstrate this, we can take the following example. On the other hand, multicollinearity has an effect on judgements of single variables. Similarly, a different regression model, including related factors can be employed to suggest the effectiveness of the entire set of factors in predicting the outcome, yet, it might not tell us a lot about a particular variable, or it might not tell us about which factors are less relevant in comparison to others (Daoud, 2017).

Both the variance inflation factor (VIF) and tolerance were investigated in order to ascertain the results of the multicollinearity test. A single technique to estimate the

presence of a set of independent variables, in a multivariate regression model, of being multicollinear is to calculate a variance inflation factor, also commonly referred to as a VIF. If the value of the VIF is three or below, there is no need to be concerned, according to the rule of thumb. When the variance inflation factor (VIF) is bigger, the reliability of your regression findings will decrease (Potters, 2023). Inverse of VIF, tolerance is equal to one divided by VIF. Indicative of strong multicollinearity are tolerance values close to zero, but tolerance levels close to one imply that there is just a little amount of multicollinearity.

3.7.3 Heteroscedasticity test

Besides multicollinearity test, heteroscedasticity test was also conducted. It is necessary that the change in the information is reasonably similar across the entire informative index such that parametric measures can work as desired (Hayes, 2020). According to Hayes (2020), heteroscedasticity takes place when the fluctuation of the subpopulations of the response variable is not consistent, which means that they either split or merge when considering the reaction variable. The presence of heteroscedasticity, perhaps, can call into question serious factual trials that are founded on an assumption that modelling errors are unrelated and normally distributed and that the difference between them varies with the consequences that they portray. The Breusch-Pagan test was utilized to achieve this test. This is a formal statistical test in order to determine the presence or absence of heteroscedasticity. The point of this is to know whether or not the independent variables are related to the residual variance. Contrarily, the other null is that the variance is not constant (heteroscedasticity), contrary to the null hypothesis, which is that the residual variance is constant (homoscedasticity).

3.7.4 Autocorrelation

Autocorrelation refers to correlation between successive observations of a dataset, and is a common issue in time series analysis (Smith, 2023). To determine whether or not the regression residuals have autocorrelation, this study relied on the statistic of Durbin Watson. According to Kenton (2023), it can take four possible values: zero: no autocorrelation, two: positive autocorrelation (residues have a positive relationship over time), and greater than two: negative autocorrelation. A value of Durbin-Watson near 2 signifies that there is no autocorrelation, whereas values that are a long way off 2 signify that there is an autocorrelation that requires further research and possibly a modification of the modelling plan as to accommodate the autocorrelation structure.

3.8 Data Analysis and Presentation

The data collected through questionnaires were cleaned and coded into soft copy using the Statistical Package for Social Sciences (SPSS) version 26. SPSS was preferred for coding since it helps to consolidate information into useful data that can be used in analysis. The study used both inferential and descriptive statistics. The descriptive statistics were summarized into frequencies and percentages and presented as tables, figures, and pie charts. Inferential statistics were also used to determine the association between performance management practices and employee productivity. Inferential analysis was performed using a multiple linear regression model. The model is as follows:

$$Y' = A + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y is the dependent variable (Employee Productivity)

A: This is constant (value of Y' when others are constant)

β, coefficients,

X, denotes independent variables and

X_1= Performance Goal Setting

X_2 = Employee Training

X_3 = Performance Appraisal

X_4 = Performance Rewarding

ε, is residual (error term).

From this regression model, the information obtained would be relevant in drawing the study conclusions and recommendations. Moreover, in establishing the moderating effect of organization culture, the following moderating model was adopted:

$$Y' = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 (X_1 * M) + \beta_6 (X_2 * M) + \beta_7 (X_3 * M) + \beta_8 (X_4 * M) + \varepsilon$$

In this equation:

Y represents the dependent variable.

X_1-X_4 is the independent variables of interest.

M is the moderating variable (organization culture).

β_0 is the Constant/Intercept.

β_1- β_4 is the coefficient for the independent variables before moderation (X).

β_5- β_8 is the coefficient for the interaction term (X * M), representing the moderating effect.

ϵ is the error term.

3.9 Ethical Considerations

Various ethical issues were addressed in this query. To start with, the study strictly followed the ideal of participant anonymity that is ethical. Requests that respondents keep their identities hidden from the data gathering tools were made at this point. Besides, all the reports and analyses of the data referred to no real names of contacts or

respondents. On the same note, the study complied with the concept of confidentiality. Data gathered was restricted to what was needed in the investigation. Further, the research subjects were asked to affirm their approval to participate in the study. No one was coerced in any manner to fill the surveys. The study authorisation, as well as ethical clearance, was obtained at the Catholic University of Eastern Africa. To facilitate the data collection of the study by the people, NACOSTI also granted it a research licence. The Aljamea-Tus-Saifiah management also gave their consent in the research to be done in their campus. The researcher and his assistant behaved professionally throughout the fieldwork, and properly credited and referenced any sources they used.

CHAPTER FOUR

RESULTS, INTERPRETATION, AND DISCUSSION OF FINDINGS

4.1 Introduction

The focus of this research was employee productivity and employee performance management practices at Aljamea-Tus-Saifiyah Campus within Nairobi County in Kenya whereby the results were presented within this chapter. Response rate, respondent demographics, descriptive analysis of research variables, diagnostic test findings, and inferential analysis were the various parts of this chapter. The results were also examined and analysed in light of the existing literature.

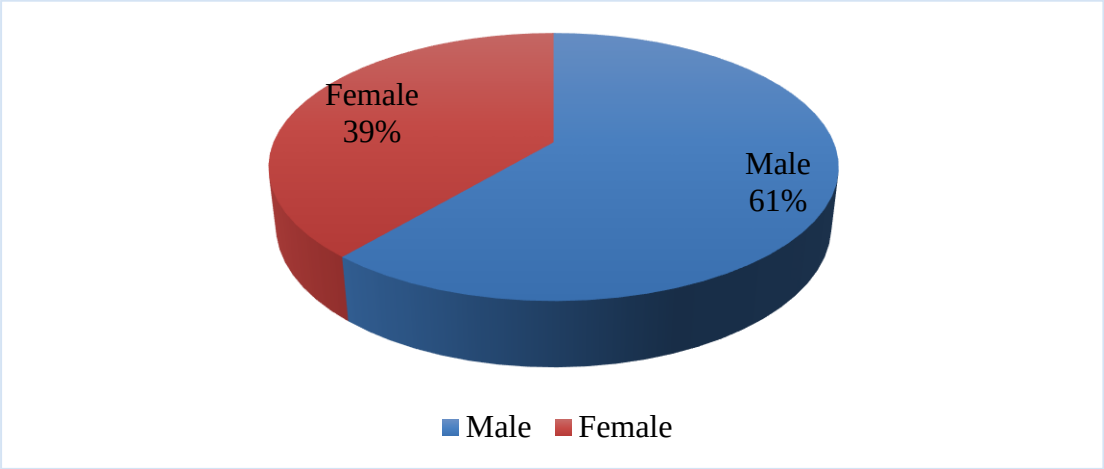
4.2 Response Rate

In order to gather data, 224 questionnaires were sent out to the specified individuals. Among these, 214 surveys were returned fully and was considered fit to study. That is much greater than the minimal level so many individuals propose in the social science researches and the response rate was 95.5. These findings are more believable, trustworthy and can be used to a larger group of people due to the high response rate, which demonstrates that the respondents were highly engaged and eager. It also minimizes the chances of non-response bias which might affect the validity of study findings when uncombated.

4.3 Background Information

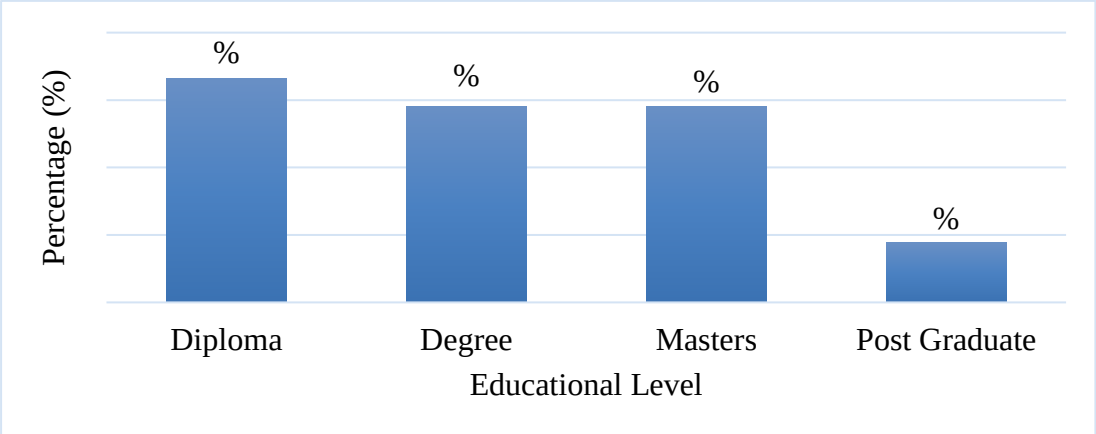
In this study, the demographics of the respondents such as their gender, educational attainment, years of employment and job position were considered. To increase the data's representativeness, credibility, and reliability, it was necessary to verify the respondents' backgrounds to gain a better grasp of their characteristics and to make sure that they represented a variety of employee categories at Aljamea-tus-Saifiah.

Figure 4.1: Distribution of Respondents by Gender



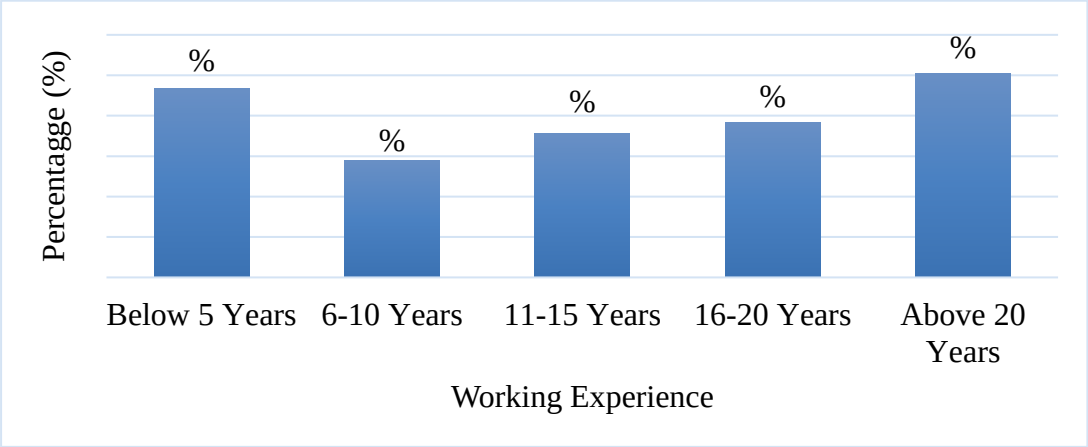
As shown in figure 4.1, majority (61%) of the respondents were male. The remaining 39% were female employees. This shows that at Aljameah-tus-Saifiah al genders are represented in the different employment categories.

Figure 4.2: Distribution of Respondents by Educational Level



Regarding education level, it was observed that majority of the respondents had diploma (33.2%) followed by degree (29.0%) and master holders (29.0%) respectively. The remaining 8.9% were post graduate degree holders. This shows that the respondents were exposed in terms of higher education hence they were fit to internalize the questionnaire and provide information that was relevant in answer the main research objective.

Figure 4.3: Distribution of respondents by Work Experience



More than 25% of the labor force had been in the company longer than 20 years and 23.4% had been in the company less than 5 years with 19.2% having been in the company 1620 years with 17.8% having been in the company 1115 years. Approximately 14.5 percent had worked in the labour force between 6-10 years. This indicates that the respondents represented most of the groups in the working population, which augers well with their willingness to give genuine feedback about the performance management and its impact on productivity.

4.4 Descriptive Analysis of Variables

We used a descriptive analysis of the research variables to gauge how respondents felt about different parts of Aljamea-tus-Saifiyah's performance management techniques. The percentages and indices of central tendency (mean and standard deviation), along with the Likert scale, were used to summarise the data. All of the descriptive statistics were based on the following scale that was coded as follows: Strongly Disagree, Disagree, Undecided, Agree and Strongly Agree, with μ as the mean and 8 as the standard deviation. In this case a smaller mean indicated more disagreement and large mean indicated more agreement.

4.4.1 Descriptive statistics for Performance Goal Setting

At Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya, this research aimed to find out how setting goals affected staff productivity. This goal was achieved through questions carried out on the respondents whereby they had to respond on the level of their agreement with various statements. Consequently, descriptive data obtained on the performance goal setting which is an important aspect of performance management practices, are presented in Table 4.1.

Table 4.1: Descriptive Statistics for Performance Goal Setting

Statements	SD	D	UD	A	SA	μ	σ
My performance goals are aligned with the organization's strategic objectives	12.1	25.7	4.2	35.6	22.4	3.31	1.379
The performance goals set for me are realistic and achievable.	0.5	3.3	12.6	55.6	28.0	4.10	0.759
The performance goals set for me are challenging enough to encourage personal and professional growth.	2.8	1.4	1.9	47.2	46.7	4.38	0.827
I am actively involved in the process of setting my performance goals.	12.1	22.0	16.4	48.3	10.2	3.21	1.053
The goals set for my role are clearly defined.	12.1	22.0	16.4	43.4	6.1	3.03	1.175
The performance goals set for me have clear deadlines.	2.3	12.6	18.2	48.7	18.2	3.89	0.990
Average Score						**3.55**	**1.031**

The findings indicate that employees generally perceive their performance goals to be moderately aligned with the organization's strategic objectives, as reflected by a mean score of 3.31 and a standard deviation of 1.379. The mean, which is slightly above the neutral point of 3.0 on the five-point Likert scale, suggests an overall positive perception of goal alignment. Specifically, a combined 58% of the respondents agreed or strongly agreed that their performance goals are linked to the organization's strategic objectives, while 37.8% disagreed or strongly disagreed, and only 4.2% remained undecided. The relatively high standard deviation indicates considerable variation in employees' perceptions, implying that while a majority recognize a connection between

their individual goals and the broader organizational strategy, a substantial proportion do not experience this alignment. Strategic alignment cannot be overemphasized. It secures that the individual performances are aligned to the overall organisational outcomes because it assures that individual performance is geared towards accomplishing the organisational objectives in the long term (Locke and Latham, 2019). Despite this, the conflicting results indicate the need to establish better cross level communication of strategic objectives in order to clarify all workers on the importance of their respective contributions towards organisational goal attainment.

The results show that objectives are reasonable and attainable; 83.6% of those who took the survey agreed. On the other hand, 3.8% of the respondents were opposed and 12.6% had no idea. The standard deviation (0.759) and the mean score (4.10) clearly indicate that the overall belief that objectives can be reached is endorsed. Since the level of commitment and stress in workers can be adversely affected by goals perceived as unrealistic, the perceptions are important to sustain motivation and prevent burnout. Too simple goals may hinder growth, and the challenge and the realistic approach of the challenges contribute to perseverance and efficiency as outlined in the study (Locke and Latham, 2019).

As only 93.9% of respondents agreed that their goals facilitate personal and professional development, the higher level of approval towards the level of difficulty of a goal is even more evident. On the contrary, 2.8% strongly disagreed, 1.4% disagreed, and 1.9% were not sure. Having a standard deviation of 0.827 and an average of 4.38 we can observe that the opinions of people were quite similar. This, Latham and Locke (2018) point out, supports the notion that difficult goals, as opposed to easy ones, can yield better outcomes. In line with prior studies, which associate challenging yet attainable goals with creativity and learning, this study implies that workers can learn

and develop better when hard but possible goals to achieve are assigned to them (Pervaiz et al., 2021).

Most of the respondents (48.3% or 10.2%) consider themselves to be actively involved in the process of setting performance goals; however, a high number (22.0% or 12.1%) do not agree (μ =3.21, σ =1.053). The goal setting process appears to be a continuous process which includes but is not limited to all employees. However, certain workers might not take the performance objectives as personal goals, thereby not being active in achieving them due to the low mean score. The performance management theory indicates that employees who actively participate in the goal setting process are highly motivated at an intrinsic level, feel more responsible and are more willing to comply with performance expectations. Although it is not necessary in all cases, engagement enhances commitment and a sense of ownership particularly in co-working environments (Hoppe et al., 2020).

The statement about the clarity of employee job objectives had a mean score of 3.03 and a standard deviation of 1.175. Though 43.4% of respondents responded that it was so, a significant minority of respondents (22.0% and 12.1% respectively) disagreed and even strongly disagreed. It appears that there is a necessity to enhance articulation of purposes. Poorly stated objectives could lead to ambiguity in terms of roles, uncertainty about responsibilities and implementation, and ineffective performance. Van der Hoek et al. (2018) state that performance management is based on clearly set goals to motivate employees towards action and being able to present objective feedback on the levels of success.

Notably, 48.7% of the respondents agreed that the performance goals set have clear deadlines whereas 18.2% strongly agreed (μ= 3.89, σ=0.990). Consistent answers are

shown by the low standard deviation. This indicates that the firm is effective in setting due dates of performance targets, a crucial aspect to performance management since it helps the workers comply with the priority they are supposed to assume their work, and they become more responsible of their outcome. Among the key elements of the SMART goal-setting framework, the introduction of deadlines, which serve to focus the efforts and prevent procrastination, is one (van der Hoek et al., 2018).

The mean and standard deviation of the performance objectives indicate a moderate performance with a variance of some variance with an average of 3.55 and a standard deviation of 1.031. The perceived realism and the challenge of objectives are the most significant merits of the current system that is motivating and inspiring to improve. The approach is not as effective as it could be because of the involvement, clarity, and deadlines problems. The growth in performance can be attained through both challenging and realistic goals and objectives (Pervaiz et al., 2021; van der Hoek et al., 2018). Clarity and participation of employees are two very important factors in this process).

4.4.2 Descriptive statistics for Employee Training

This study, conducted at Aljamea-tus-Saifiyah Campus, Nairobi County, Kenya was designed to establish whether and how staff training influenced productivity. Respondents were asked to indicate the level of agreement with many statements in order to accomplish this goal. The table 4.2 gives an overview of the descriptive data in regard to training.

Table 4.2: Descriptive Statistics for Employee Training

Statements	SD	D	UD	A	SA	μ	σ
The on-job training provided enhances my ability to perform my tasks effectively.	27.6	22.4	5.6	32.7	11.7	2.61	1.444
On-job training opportunities are available whenever I need to develop new skills.	3.7	25.7	3.7	53.8	13.1	3.68	1.120
Mentoring sessions focus on developing both my technical and soft skills.	—	1.9	11.7	68.6	17.8	4.02	0.609
I have access to a mentor who guides me in my professional growth.	1.4	2.3	3.3	55.1	37.9	4.27	0.753
The mentoring I receive has contributed significantly to my career progression.	1.9	13.0	5.1	63.6	16.4	3.80	0.932
My coach provides constructive feedback that improves my performance.	4.7	18.7	11.7	57.0	7.9	3.50	1.032
Coaching has increased my ability to solve problems and make decisions independently.	1.9	6.1	9.8	69.6	12.6	3.85	0.785
Average Score						**3.68**	**0.954**

The results indicate that there are ambivalent perceptions with respect to the effectiveness of on-the-job training. On-job training position better enables them to work effectively giving them skills on how to execute the tasks, though there was a significant number (22.4% disagreed and 27.6% strongly disagreed) who felt negatively with 5.6% not choosing. The response in this statement had a mean of 2.61 and standard deviation of 1.444 that showed general disagreement and a high degree of variability. What this indicates is discrepancy in terms of the manner through which on-job training is translated into better job performance by employees. It has been demonstrated in the literature that on-the-job training yields a positive effect on competence only in the case of a well-structured, relevant, and follow-up-evaluated training (Noe et al., 2023).

The prospects of training were more positive. Most (53.8% responded yes and 13.1% strongly yes) thought that there are training opportunities when there is need to acquire

new skills, whereas 25.7% said no, as well as 3.7% furiously negative, and 3.7% undecided. The mean of the item was found to be 3.68 with a standard deviation of 1.120 indicating that there was general consensus, though with an average variation. It means that despite the impression that most employees are supported in the development of their skills, the availability of training is not necessarily the same in all departments. Previous studies note that timely access to training enhances adaptability and continuous learning in organizations (Jehanzeb & Bashir, 2019).

One of the best attributes of employee training proved to be their mentoring practices. A big majority (68.6% agreed and 17.8% strongly agreed) of the respondents indicated that the mentoring sessions are oriented to acquiring not only technical skills but also soft ones and others (11.7) said they were not sure, although only 1.9% of them (disagreed). The mean of the statement was 4.02 and the standard deviation 0.609 and this showed high consistency and agreement among the respondents. This implies that mentoring is effectively organised and pervades most of the institution.

Likewise, mentor was rated the most important item. The majority (55.1% agreed and 37.9% strongly agreed) of the respondents affirmed that they have a mentor that helps them grow professionally and the respondents who declined are very limited. The item had a mean of 4.27 with SD of 0.753, which has a great deal of agreement and a mild range variation. This justifies the studies by inclusive of the fact that mentoring improves employee confidence and competency and increases career growth in the long run (Chaudhuri & Ghosh, 2019).

Mentoring was also seen to be playing a significant role of career advancement. Most of them (63.6% agreed and 16.4% strongly agreed) replied that mentoring has helped their career growth, and 13.0% disagreed with that as well, 1.9% strongly disagreed

with that and 5.1 were remains. The mean of the statement was 3.80 and standard deviation was 0.932 which indicated the general agreement with a moderate level of variation. This implies that the relationship of mentoring is also significant in professional development and the effects may not be the same between employees. Research indicates that successful mentoring enhances performance, devotion, and retention (Holtom and Burch, 2020).

The perceptions of coaching practices were moderately positive. A majority of the respondents (57.0% agreed and 7.9% strongly agreed) indicated that their coach gives constructive feedback to them, with 18.7% disagreeing with this, 4.7% strongly disagreeing and 11.7% not deciding. The item has a mean of 3.50 and standard deviation of 1.032, which means that there is consensus with marked variation in experiences. This could only imply that coaching is present in the organization and it is not always used throughout the organization among employees. Coaching should also be followed by frequent feedback and formal instructions to enhance performance (Ellinger et al., 2020).

Coaching was also found to improve the problem-solving and independent decision making. Most of them agreed (69.6% agreed and 12.6% strongly agreed) that coaching has helped improve their problem-solving capabilities in the face of no one being present, with only a small percentage saying otherwise. The average and standard deviation were registered at 3.85 and 0.785 respectively, which is very high and yet has low variability. This demonstrates that coaching can be used to encourage autonomy and critical thinking among workers; this aspect is facilitated when coaching is well instituted.

On the whole, the mean score equals 3.68 ($\sigma = 0.954$), which shows that the perception of the employees regarding training practices at Aljamea-tus-Saifiyah is owes a lot to being positive. The framework of training seems to include mentoring as the most powerful and then coaching, and on-the-job training has the lowest rate of rating as its effectiveness is not constantly evident. Such results indicate that despite the high mentoring culture in the institution, the structure, relevancy, and uniformity of on-job training needs to be improved to make sure that every employee is benefiting. In literature, the most effective training programs are those that are continuous, interactive, with support of supervisors, and organizational systems (Noe et al., 2023; Jehanzeb and Bashir, 2019).

4.4.3 Descriptive statistics for Performance Appraisal

This study was conducted to examine how performance appraisals were introduced in the Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya and the impact of performance appraisals was on the productivity of the staff. To achieve this, respondents were requested to give their opinions in regards to the level of agreement with most statements. In light of the importance of performance evaluation to performance management, Table 4.3 presents descriptive data on the topic.

Table 4.3: Descriptive Statistics for Performance Appraisal

Statements	SD	D	UD	A	SA	μ	σ
The performance appraisal criteria used in my organization are clear and understandable.	12.1	40.2	6.5	34.2	7.0	2.61	1.220
The appraisal process considers all aspects of my job performance comprehensively.	0.5	—	5.1	46.7	47.7	4.41	0.635
The appraisal process identifies areas where I need to improve my competencies.	1.4	10.7	9.3	57.1	21.5	3.84	0.922
My competence in handling work-related challenges is adequately assessed during appraisals.	—	1.4	7.5	57.5	33.6	4.23	0.644
I receive constructive feedback after my performance appraisal.	1.4	10.7	10.3	47.7	29.9	3.92	0.979
I am satisfied with the transparency of the performance appraisal criteria.	4.2	16.8	7.9	38.9	32.2	3.77	1.188
The feedback I receive during appraisals is specific and actionable.	0.9	2.3	5.1	45.4	46.3	4.36	0.762
Average Score						**3.88**	**0.907**

The results indicate that people have unfavourable opinions about how clear the evaluation criteria are. In terms of how clear and straightforward the evaluation criteria are, only 34.2 percent agreed and 7.0 percent strongly agreed; in contrast, 40.2 percent disagreed and 12.1 percent strongly disagreed; and 6.5 percent were still unclear. The mean score of the item at 2.61, and a standard deviation of 1.220 indicate that people disagreed a lot and distribution was very extensive. This implies that many workers are left puzzled with regard to how their performance is determined. The literature indicates that employees will feel freer to engage in assessment procedures when such criteria used are clear (DeNisi and Murphy, 2017). The reason is that uncertainties concerning the standards may lead to workers perceiving unfair treatment and demotivation.

On the other hand, workers were in agreement that every facet of performance is taken into account throughout the evaluation process. The statement was supported by an

enormous majority (46.7% agreed with it and 47.7% strongly agreed with it) with only 5.1 percent unsure and 0.5 percent strongly disagreeing. Very high levels of agreement and consistency were shown by the statement's mean of 4.41 and standard deviation of 0.635. Pulakos (2009) says that this implies that the method of assessment is perceived to be comprehensive and it could measure a wide range of performance of employees. This concurs with the latest methods in performance management that focus more on holistic assessment.

Similarly, most of the respondents indicated that the evaluation process is helpful to identify areas that could be refined. Supporting this statement, the majority (57.1%) agreed with it, including 21.5% strongly agreeing. Contrastingly, 10.7% disagreed, 1.4% disagreed heavily and 9.3% were unsure. This question had average variance with a mean of 3.84-0.922 and some general agreement with a standard deviation of 0.922. Apparently, employees view performance appraisals as a way of learning and developing as professionals instead of a punitive action.

Also, workers have a great sense that their performance appraisals adequately analyze their competencies in addressing job-related issues. It is only a very small percentage (0.0125) of the respondents who disagreed with this statement; as most (57.53) said they agreed, and strongly agreed (33.68). The mean score of 4.23 and a standard deviation equal to 0.644 indicated a strong agreement and low variability. In accordance with the latest appraisal practices where competency-based system is prioritized, these findings suggest that the system is effective in evaluating actual work performance and practical skills (Aguinis, 2019).

Positive attitudes of feedback are shown by the findings. Almost half of those (47.7% said they receive valuable criticism at performance reviews with nearly a third (29.9)

strongly agreeing. The proportion of those that did not agree was incredibly low (10.7%), with 1.4% strongly disagreeing with it and 10.3% still being uncertain. Although the mean of the item is slightly different, the value of the mean (3.92) and the standard deviation (0.979) show that most workers actually receive useful feedback. To enhance performance, it is important to give workers effective feedback that will establish their strengths and areas that need improvement.

The extent of transparency in the evaluation process was also rather satisfied or even very satisfied by workers. Although in 32.2% of the cases the respondents very agreed and 38.9% agreed, 16.8% disagreed, 4.2% very disagreed and 7.9% were not certain. The slender mean score of 3.77 and a standard deviation of 1.188 in relation to this question indicates that responses are somewhat in agreement but also are significantly different. It appears that even though most workers consider the system as just, there is a small number of workers who are still doubtful. Research indicates that in order to foster trust and acceptance among workers, it is crucial for evaluation systems to be seen as transparent (Jawahar, 2020).

When responding to the question of whether they receive high quality feedback during an appraisal, 45.4% said yes, and 46.3% strongly yes, indicating that the most people were in agreement with the form of feedback they received. A very small proportion opposed this. Findings were that there was high agreement and consistency (mean = 4.36, standard deviation = 0.762) in this question. Belschak and Den Hartog (2019) reveal that giving workers useful feedback is an important feature of the good performance management system as it can be used to improve the level of performance.

Overall, the employees of Aljamea-tus-Saifiyah generally are positive towards the performance assessment system with an average mean score of 3.88 ($\sigma = 0.907$). The

power of the system can be found in the completeness of the assessments, the ability of the system to assess the skills and the ability to provide useful and practical feedback. More communication and understanding of performance standards need to exist, however, as the average rate of clarity of evaluation criteria is extremely low. According to Aguinis (2019) and DeNisi and Murphy (2017), the significance of the performance evaluation system should encompass specific criteria, justifiable assessment, and feedback. These elements interact to enhance the performances of employees and the effectiveness of the organisations. Thus, the strong developmental focus of the assessment process would be complemented with deciding to make it easier to understand and transparent.

4.4.4 Descriptive statistics for Performance Rewarding

The researchers of Nairobi County, Kenya were determined to gauge the effect of performance rewards on productivity in the Aljamea-tus-Saifiyah Campus. To achieve this objective, respondents were requested to respond to a number of statements with many indicating the degree of agreement. Rewarding performance plays a key role in performance management approaches and Table 4.4 indicates the descriptive data collected in this aspect.

Table 4.4: Descriptive Statistics for Performance Rewarding

Statements	SD	D	UD	A	SA	μ	σ
I am satisfied with the monetary rewards (e.g., salary, bonuses) I receive for my performance.	0.5	1.4	10.7	25.7	61.7	4.43	0.779
The monetary rewards provided are competitive compared to industry standards.	10.3	11.2	8.9	35.0	34.6	3.72	1.32
The organization provides clear guidelines on how monetary rewards are determined.	0.9	9.8	10.3	22.0	57.0	4.32	1.047
The organization offers meaningful non-monetary benefits to acknowledge good performance.	1.4	3.7	6.5	48.2	40.2	4.25	0.835
Promotion opportunities in this organization are based on performance.	5.1	16.4	32.7	32.2	13.6	3.34	1.063
Promotions are given to deserving employees who consistently perform well.	—	0.5	7.0	45.8	46.7	4.39	0.638
My contributions at work are recognized and appreciated by the management.	36.9	42.6	9.8	7.9	2.8	2.04	1.021
Average Score						**3.78**	**0.958**

Most employees were very content when questioned regarding their satisfaction with regard to their financial remuneration. Importantly, a high percentage of the workforce is satisfied with the amount of wage and bonuses with a 61.7 percentage heavily agreeing and 25.7 percent agreeing. An insignificant portion of workers disagree. The statement had high levels of agreement and variance as revealed by the mean score of 4.43 and a standard deviation of 0.779. This implies that most of the workers feel that they are well-compensated to their efforts. Workers feel more motivated, more committed, and more productive at work when they believe that their incentives are fair (Shields et al., 2020).

The extent to which people felt competitiveness of monetary awards outweighed industry norms was varied, but significantly, so. The proportion of 35.0 percent who

agreed and strongly agreed were 34.6 percent, then 21.5 percent who objected or were unsure and 8.9 percent unsure. The standard deviation of the item was 1.32 and the mean is 3.72 which indicates agreement although with a lot of variation. The findings indicate that a high percentage of workforce is satisfied with their wage, yet a significant percentage are either uncertain or dissatisfied which could be due to difference in job categories or because they are not aware of their external remunerations. In order to hold on to talented workers, studies show that you need to make them feel like they're competing with other companies (Sudiarditha et al., 2021).

Also, employees were of firm opinion that the firm has certain prescriptive standards of determining monetary rewards. Only a small proportion of respondents contested this claim with a majority (57.0% strongly agreed and 22.0% agreed) of the respondents agreeing with it. It also had a high agreement and a moderate variance where the mean score was 4.32 and the standard deviation was 1.047. Employees believe in the procedure of deciding on their rewards, and the studies have demonstrated that candor regarding reward rules makes individuals feel more accepted and right (Khan et al., 2022).

Other forms of incentives that were not monetary-based were also popular. Almost half of the people surveyed (48.2%) and almost half (40.2%) felt that the company provides substantial non-monetary rewards for outstanding achievement. The standard deviation of the statement of 0.835 and a mean of 4.25 indicated a strong agreement and stable responses. A detailed reward system beyond financial incentive type is highly beneficial to employee engagement and satisfaction (Aguinis et al., 2022).

A lesser optimism existed about the prospect of performance-based promotions. Approximately one-third said that they agreed and one third said they strongly agreed,

and one-fifth said that they disagreed or were not sure. There was a divided opinion on the matter with a mean of 3.34 and a standard deviation of 1.063. This demonstrates the fact that employees are not completely convinced that performance is the sole factor influencing promotion. Employees who are not certain about how to influence their job promotion may not be keen to give their best.

However, when promotions are announced, the workers strongly believe that they are given to individuals who deserve the promotions. Workers who show high performance (according to a large majority of respondents, 45.8 per cent agreed, and 46.7 per cent strongly agreed) are promoted. Few respondents did not agree. The mean of the statement was 4.39, with a standard deviation of 0.638, which were very high agreement and consistency. This implies that employees usually believe in the fairness of promotion decisions, even where promotional opportunities might have limited opportunities. Promoting employees based on their performance boosts morale and loyalty to the company (Shields et al., 2020).

The Achilles heel of the system is managerial acknowledgement. Although 7.9% said yes, some also strongly agreed (2.8%), and 9.8% were unsure, a big percentage (42.6% disagreed and 36.9% strongly disagreed) had the view that they are not appreciated enough in their work. In general, the results of the item depicted disagreement with the mean of 2.04 and the standard deviation of 1.021. This illustrates the fact that despite the financial reward and career development, there are still a number of employees who will feel undervalued. Even if monetary incentives are sufficient, a lack of recognition may have a detrimental impact on motivation as workers also want praise and acknowledgement to stay involved (Aguinis et al., 2022).

Overall, the performance rewarding system is rated positively by employees of Aljamea-tus-Saifiyah whereby the mean of the performance rewarding system score is 3.78 and a standard deviation of 0.958. This is particularly in cases like monetary awards, justice of promotions and non-monetary bonuses. Nevertheless, problems with recognition of the management and the credibility of the promotion opportunities remain. Based on such findings, although the company has a good system of rewarding good performance, it may consider engaging more in motivating employees and increasing their happiness levels by having a more formal culture of appreciation and by ensuring that employees can understand precisely how they can rise to the company.

4.4.5 Descriptive statistics for Organizational Culture

This research was done to establish whether performance management and productivity were moderated by the staff training done at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya. In order to achieve this objective, we provided participants with a set of statements on company culture and requested them to indicate the degree to which they agreed with each of those. Table 4.5 displays descriptive data of company culture.

Table 4.5: Descriptive Statistics for Organizational Culture

Statements	SD	D	UD	A	SA	μ	σ
The organization's values and mission are clearly communicated and understood by employees.	10.7	15.9	6.1	31.8	35.5	3.57	1.381
The organization promotes ethical behavior and integrity among its employees.	6.5	23.8	15.0	28.5	26.2	3.52	1.283
Communication within the organization is open and transparent.	2.8	9.3	6.5	38.9	42.5	4.16	1.055
There are clear channels for resolving conflicts and addressing concerns.	3.3	16.4	19.6	44.3	16.4	3.61	1.051
The organization is open to change and adapts well to new challenges.	13.1	23.8	21.5	28.5	13.1	3.20	1.255
Employees are encouraged to suggest innovative ideas and solutions.	1.9	9.8	19.2	36.9	32.2	3.81	1.032
Teamwork is recognized and rewarded within the organization.	28.0	25.7	8.9	25.7	11.7	2.71	1.416
Average Score						**3.51**	**1.210**

Most workers demonstrate a good understanding of the stated goals and values of the company (see Table 4.5). Thirteen percent said that they agreed strongly and 35 percent strongly agreed that the statement was true and 26 percent disagreed or had no idea. This item had a moderate agreement with a significant level of variance with a mean of 3.57 and a standard deviation of 1.381. This demonstrates that all departmental uniformity in communication may not exist, despite the fact that a large number of the workers may be able to understand the purpose of the organization. The literature may suggest that to strengthen employee engagement and alignment to organisational goals, it is important to provide clear communication of values (Armstrong and Taylor, 2023; Denison, 2000).

Replies in terms of moral conduct and honesty were also encouraging to a relatively good extent. Approximately one third indicated that they agreed and one quarter strongly agreed, one third disagreed or was not sure. This statement was moderately

agreed in with a standard deviation of 1.283 with a mean of 3.52. Although occasionally some workers might detect inconsistencies in the application of the moral principles, it appears that they are generally encouraged. Past studies (Brown and Treviño, 2006; Robbins and Judge, 2022) suggest that a good working culture that is trusting and rewarding enhances performance among employees.

The openness and frankness with each other were one of the best aspects of the company culture. The majority of the respondents supported open communication by large percentage (38.9% agreed, and 42.5% strongly agreed), only the small percentage disagreed. There was a high level of agreement shown by the item's 4.16 mean and 1.055 standard deviation. This augurs well with free communication and feeling of wellbeing amongst employees. According to research (Men, 2014; Saunders et al., 2019), when people are able to freely express themselves, it leads to more engagement, less conflict, and more productivity.

Employees were also inclined somewhat towards conflict solving methods, when questioned about the ways of conflict resolution. Approximately 44.3 percent agreed, 16.4 percent strongly agreed, 19.7 percent disagreed and 19.6 percent were uncertain. The statement was found to have a mean score of 3.61 and a standard deviation of 1.051 indicating moderate agreement. This signifies that complaint avenues exist, but not all the employees are going to be similarly disposed to the avenues. To ensure morale is not dampened and harmony in the work environment, it is important to have a grievance process that is simple to learn, and follow (De Dreu and Gelfand, 2008).

Not that many believed that the company was flexible and open to new ideas. Only a very small percentage of 28.5% agreed, with a very small percentage of 13.1 having a very strong agreement. Conversely, a total of 36.9 per cent disagreed with 21.5 per cent

being not sure. The mean score of the item of 3.20 with a standard deviation of 1.255 indicated a neutral or slightly positive impression. This shows that employees are unsure about the ability of the company to adapt to the evolving conditions. The literature suggests that it will be very difficult to be successful in constantly shifting circumstances without a high degree of flexibility (Burnes, 2017; Kotter, 2012).

There were favourable reactions to the call for innovation. The majority (36.9-32.2, agree and strongly agree) felt encouraged to provide ideas (just 11.7-14.8, disagree and strongly disagree), and 19.2 were neutral. The item showed a consensus with a reasonably low standard of variance and the mean is 3.81 with a standard deviation of 1.032. Amabile and Pratt (2016) hold that effective managers allow their employees to be creative because employees tend to be more engaged and productive when they are free to be creative in their work.

The organisational culture had the least teamwork recognition. The perceptions that there was not enough consensus on collaboration were that it had been attended to by just 25.7 per cent, strongly agreed by 11.7 per cent and was unsure about it by 8.9 per cent; a significant minority (28.0 per cent disagreed and 25.7 per cent disagreed) felt there was not enough consensus in attendance. On the whole, this issue was very contentious and had a large variance of 1.416, and a mean of 2.71. What this means is that collaboration does happen, but it isn't appreciated or rewarded enough. It enhances organisational performance, motivation and collaboration through recognition of cooperation (Lawler, 2017; Robbins and Judge, 2022).

A fairly good organisational culture is characterised by open communication, the promotion of innovations, and reasonable clarity of values that is depicted by the mean score of 3.51 (SD=1.210). Those areas that require development though are perceptions

of flexibility and identification of collaboration which is poor. Because organisational culture is a major factor in determining performance results, bolstering these areas would lead to a more positive work environment and more productivity from employees (Denison, 2000; Armstrong & Taylor, 2023).

4.4.6 Descriptive statistics for Employee Productivity

In this study, productivity at the workplace was the dependent variable. The aim of the research was therefore to explore the production of Aljamea-tus-Saifiah. The respondents were requested to rate and specify their level of agreement/disagreement of a number of statements regarding productivity. The results are given in Table 4.6

Table 4.6: Descriptive Statistics for Employee Productivity

Statements	SD	D	UD	A	SA	μ	σ
I consistently complete my assigned tasks on time.	2.8	17.3	20.6	31.7	27.6	3.72	1.143
I am productive during my work hours without unnecessary delays.	2.3	5.1	4.7	40.7	47.2	4.32	0.935
The quality of my work is consistently high.	9.8	38.3	13.1	22.4	16.4	3.17	1.289
I consistently achieve the performance goals set for me.	—	0.9	5.6	35.1	58.4	4.49	0.648
I strive to exceed my performance targets whenever possible.	13.6	22.4	12.6	40.2	11.2	3.41	1.268
I am aware of how my work contributes to the organization's goals.	5.1	17.8	8.4	37.9	30.8	3.77	1.221
I am effective at handling multiple tasks simultaneously.	6.1	26.6	6.5	29.5	31.3	3.75	1.334
Average Score						**3.80**	**1.120**

The results show that people typically have a good impression of those who complete jobs on time. The confirmation ratio of 31.7 percent on whether they always complete their work on time was high as were the 27.6 percent who strongly agree with this statement, twenty-point six percent were not sure and twenty-point one percent strongly disagreed and disagreed. The average score of the item was 3.72 with a standard deviation of 1.143 implying that there is perhaps a reasonable consistency with the data.

Although some employees are struggling with time management, most employees appear to be able to meet the deadlines. Two indicators that influence how well people can finish the tasks in time are workload and well-laid performance objectives; this is the main predictor of productivity (Armstrong and Taylor, 2023; Robbins and Judge, 2022).

The level of employee efficiency during the working day, or the level of labor productivity, was one of the most influential factors of productivity. The assertion that they work smoothly without unnecessary delays was almost unanimously accepted; a terrific majority (40.7 percent agreed and 47.2 percent strongly agreed) agreed. Based on the standard deviation of the item, which was 0.935, and the mean of the item, 4.32 there was a great deal of concurrence and slight variation. This aligns with the notion that employees perform best in well organised environments that have a robust management (Koopmans et al., 2014).

Stronger opinions were on the quality of the work considered moderate. A lower percentage (22.4%) agreed, strong agreed (16.4), and 38.3% disagreed whereas 9.8% strongly disagreed and 13.1% were undecided. The mean score of the item was 3.17 and standard deviation was 1.289 which indicated a very variable and neutral to somewhat favourable impression. The employees will be productive but their work quality may not match with expectation, as per this. Both efficiency and quality are part of productivity, according to research (Deming, 1986; Armstrong & Taylor, 2023). Unless employees receive adequate feedback or training, their work may be compromised.

The most successful thing was the achievement of performance goals. The overwhelming majority (35.1% and 58.4% agreed and strongly agreed respectively)

had almost no dissent that they are achieving their performance goals routinely. Very high levels of agreement and consistency were shown by the item's mean score of 4.49 and standard deviation of 0.648. The indications all indicate well-defined, workers-matched performance objectives that are attainable. Letham and Locke (2002) give goal setting theory as an illustration that individuals are more driven and therefore more productive when set clear measurable goals that they can work towards achieving.

A more ambivalent bunch of views came forth when questioned about going out of performance targets. Although 40.2 was in agreement and 11.2 was very much so, very much disagreement was 36.0 and still unsure at 12.6. The consensus on this was moderate with large variance with a mean of 3.41 and a Standard Deviation of 1.268. It appears that although some of the workers might be on the required standards the few of them are always above them. Theories of motivation predict that employees will be willing to go the extra mile when they can clearly see that there is a direct link between their performance and the reward they receive (Lawler, 2017).

The workers were well informed about the manner in which their role fits in the overall goals of the business. This statement is acceptable to the majority (37.9% agree and 30.8% strongly agree) only to 22.9% disagreeing or strongly disagreeing and only 8.4% who does not know. The standard deviation of 1.221 and mean of 3.77 of the item were moderately agreed with. Although the company might not be connected with everyone, it induces the idea that most of the employees do not remain unnoticed of the importance of their job. When the workers can perceive that their job is part of the greater role, then they feel more invested and productive (Kaplan and Norton, 2001).

The feelings of the possibilities to juggle a lot of stuff at the same time were also quite favourable. Approximately a third concurred and a third firmly concurred, another third

did not and one-third did not know. The item had a high level of agreement but also a high level of variance with the mean score being 3.75 and the standard deviation measure 1.334. This implies that some workers are unable to multitask due to workload or complexity of the job whereas many workers can easily do so. Multitasking ability is not only skill-based, but it is task-determined and organisationally facilitated, as per studies (Mark et al., 2014).

On the whole, the productivity of Aljamea-tus-SaIFIyah staff is rather good with an average mean score of 3.80 (σ= 1.120). Employees scored their efficiency and achievement of goals as very high, and their work quality, extra effort, and multi-tasking as average. Despite the overall productivity of workers, these findings indicate that employees can be more productive with proper training, incentives, and performance support systems. As a result of earlier studies (Armstrong & Taylor, 2023; Koopmans et al., 2014), organisational culture, incentives, training, and performance management techniques are several of the factors that either influence employee productivity or not).

4.5 Diagnostic Results

In this study we conducted a series of diagnostics to ensure that our data was fine, our assumptions were right, and our findings were solid. Tests that were administered included autocorrelation, heteroscedasticity, multicollinearity and normalcy.

4.5.1 Normality Test

The study was based on the Shapiro-Wilks and Kolmogorov-Smirnov tests. It was hypothesised that the data was normally distributed and it was tested using the null hypothesis. When the p-value in the test is greater than the set level of significance (typically 0.05), then the information is deemed to be distributed normally).

Table 4.7: Normality Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**Df**	**Sig.**	**Statistic**	**df**	**Sig.**
Performance Goal Setting	.166	214	.105	.950	214	.420
Performance Training	.131	214	.077	.961	214	.135
Performance Appraisal	.091	214	.258	.973	214	.082
Performance Rewarding	.111	214	.136	.981	214	.206
Organizational Culture	.072	214	.208	.987	214	.140
Employee Productivity	.077	214	.094	.984	214	.116

a. Lilliefors Significance Correction

The tests, Kolmogorov-Smirnov and Shapiro-Wilk, indicated a significance value above 0.05 in all the variables used in the study as shown in table 4.7. These variables are performance goal setting, performance training, performance appraisal, performance rewarding, organisational culture and employee productivity. In this way, the assumption of a normal distribution was met since there did not exist significant differences between the data of each variable and normality.

4.5.2 Multicollinearity Test

Multicollinearity is another concept used to describe either two or more indicator elements that are interconnected in one regression analysis (Daoud, 2017). We examined the tolerance and the VIF as a part of the multicollinearity test. It is important to note that on average this means that a VIF of three or lower is not something to look at. The value of the regression results declines with the rise of VIF (Potters, 2023). Tolerance is the inverse of VIF divided by it. Tolerance values near to 1 imply minimal multicollinearity whereas tolerance values near to 0 imply severe multicollinearity.

Table 4.8: Multicollinearity Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Performance Goal Setting	.620	1.614
	Performance Training	.897	1.115
	Performance Appraisal	.759	1.317
	Performance Rewarding	.791	1.264

a. Dependent Variable: Employee Productivity

In the collinearity statistics, all the four independent variables (performance goal setting, performance training, performance appraisal and performance rewarding) possess tolerance values that are much greater than the critical of 0.1 and have very low values of VIF that are below critical of 10. Specifically, the values of VIF range between 1.115 and 1.614, and the values of tolerance are 0.620 to 0.897. The results suggest that the model lacks multicollinearity. This implies that the predictors do not have close relationship among themselves that will force the inclusion of the predictors in the regression analysis with much confidence that the standard errors would not be inflated or the patterns between the dependent variable (employee productivity) and the predictors would not be inverted.

4.5.3 Heteroscedasticity test

Other than testing of multicollinearity, we tested heteroscedasticity. Here, we used the Breusch-Pagan test in conjunction with the Lagrange Multiplier (LM) statistic. In order to square the regression model's residuals, the independent variables were used. When the F-stat does not have any statistically important values, then there is homoscedasticity. Thus, the findings support the alternative hypothesis, heteroscedasticity, and the assumption, homoscedasticity, which says that the residual variability is equal. The results are shown in table 4.9.

Table 4.9: Heteroscedasticity Results

LM Statistic	df (BP)	p-value	Decision
1.96	4	0.744	Fail to reject H_0 Homoscedasticity confirmed

Neither the auxiliary regression (where the squared residuals of the main regression were regressed on the independent variables, i.e., Performance Rewarding, Performance Training, Performance Appraisal, and Performance Goal setting) yielded a lower sum of squares of regression than 1,016.163 and the total of sum of squares of 110,718.914 as in Table 4.9 respectively. The Breusch-Pagan Lagrange Multiplier (LM) statistic was calculated as 1.96 and the number of degrees of freedom was 4 with a p-value of 0.744 based on this auxiliary regression. P-value is greater than maximum 0.05 significance level and therefore the null hypothesis of homoscedasticity is not rejected. It signifies that, the variance of the residuals is independent of the predicted values and therefore it does not mean that the model is heteroscedastic. Therefore, the outcomes of the regression meet the homoscedasticity assumption thus indicating the reliability of the estimated coefficients and the standard errors are unbiased as long as they make inferences.

4.5.4 Autocorrelation

To verify the presence of autocorrelation in the regression residuals in this study, the Durbin-Watson statistic was used. According to Kenton (2023), it has four possible values: zero for no autocorrelation, two positive values (autocorrelation is positive between time periods), and other values greater than two (autocorrelation is negative between time periods). Generally, when Durbin-Watson values are not close to 2, it implies that there is autocorrelation, whereas when they are close to 2, they show that there is no autocorrelation.

Table 4.10: Autocorrelation Results

Test	Value
Durbin-Watson	1.779

There does not seem to be any significant autocorrelation in the regression model's residuals, since the Durbin-Watson value of 1.779 is within the allowed range of 1.5 to 2.5. The fact that the errors are thought to be independent contributes to reliability of the regression findings. When examining the relationships between performance goal setting, performance training, performance assessment and performance rewarding, employee productivity can be perceived without undue concern to the issue of serial correlation bias.

4.6 Inferential Analysis

Inferential analysis was applied to study the correlations around the independent variables (e.g., performance goals, training, assessment and rewards) and the dependent variable (e.g., organisational culture). Inferential analysis allows testing of hypotheses and draws inferences of the general population given the sample of the data analysed whereas the descriptive statistics summarises patterns within the data. This will ensure the findings are not mere anecdotal information and are statistically valid insights into how different aspects of performance management strategies influence the output.

4.6.1 Correlation Analysis

The performance management styles (i.e., performance goal setting, performance training, performance evaluation, performance rewarding, and organisational culture) and the level of employee productivity were also analysed in relation to the performance using correlation analysis to determine the strength and direction of the relationships. Before moving on to more involved regression analysis, this analysis is crucial for determining if there is a relationship between two variables and for presenting evidence

of possible links between them. The overall aim of the study was to shed some light on the areas that need to be targeted to ensure maximum performance and this is by establishing which of the elements of managing performance are best associated with productivity outcomes. Criterion: OC (Organisational Culture), EP (Employee Productivity), PT (Performance training) and PA (Performance Appraisal).

Table 4.11: Correlation Results

		PGS	PT	PA	PR	OC	EP
Performance Goal Setting	Pearson Correlation	1					
	Sig. (2-tailed)						
Performance Training	Pearson Correlation	.293**	1				
	Sig. (2-tailed)	.000					
Performance Appraisal	Pearson Correlation	.477**	.243**	1			
	Sig. (2-tailed)	.000	.000				
Performance Rewarding	Pearson Correlation	.453**	.183**	.192**	1		
	Sig. (2-tailed)	.000	.007	.005			
Organizational Culture	Pearson Correlation	.179**	.168*	.127	.039	1	
	Sig. (2-tailed)	.009	.014	.005	.003		
Employee Productivity	Pearson Correlation	.108	.136*	.140*	.009	.048	1
	Sig. (2-tailed)	.016	.047	.041	.000	.003	
	N	214	214	214	214	214	214

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

According to the results of the correlation study, there is a favourable relationship between the performance management techniques at Aljamea-tus-Saifiyah. The positive correlation between performance goal establishing and both performance assessment (r =.477, p <.05) and performance rewarding (r =.453, p <.05) was high implying that the workers also experience more favourable perception of appraisals and rewards as a result of being exposed to explicit goal setting. Other management practices are related to training initiatives, although the level of association is not strongly correlated to performance training since it aligned moderately with goal setting (r =.293, p <.05) and weakly but significantly with appraisal (r =.243, p <.05) and rewarding (r =.183, p <.05). Given its positive yet less strong relationships with the

organisational cultural factors task setting and training (r =.179, p =.009) and with training (r =.168, p =.014), respectively, the organisational culture was found to be relevant to both goal setting and training in terms of its facilitating role in the institutional environment.

Findings on the relationship between performance management methods and employee productivity gave positive yet insignificant correlations among the independent variables and the dependent one. Performance goal setting (r =.108, p =.016), performance assessment (r =.140, p =.041), performance training (r =.136, p =.047) were all significantly associated with productivity, indicating that the activities are related to productivity. Other variables though can have a role to play. No significant relationship was found between performance rewarding (r =.009, p =.000) or organisational culture (r =.048, p =.003) and productivity, which indicates that the two might mediate or moderate the relationship between the two variables, or that these two variables do not have a direct impact on employee outcomes. The findings show that the strongest correlations are between goal setting, training, and evaluation and employee performance even though there is a positive relationship between all performance management techniques and productivity.

4.6.2 Linear Regression Analysis

According to the results of the correlation study, there is a favourable relationship between the performance management techniques at Aljamea-tus-Saifiyah. The positive correlation between performance goal establishing and performance assessment (r =.477, p <.05) as well as performance rewarding (r =.453, p <.05) was high, which proves that workers feel more positively towards appraisals and rewards when they are explicitly set performance goals, as well. Training initiatives were correlated with other management practices but not as strongly as performance training

was moderately correlated with goal setting (r =.293, p <.05) and weak yet significantly correlated with appraisal (r =.243, p <.05) and rewarding (r =.183, p<.05). The importance of organisational culture in facilitating goal setting and training in the institutional setting was demonstrated by its positive yet less prominent relationship with these tasks (r =.179, p =.009) and with training (r =.168, p =.014) respectively.

To find out how well performance management approaches forecast worker output, researchers used linear regression analysis. We chose this approach, as it fulfills two roles at once, as it identifies the direction of the associations and determines the relative importance of the independent variables in predicting the difference in the dependent variable. The research utilizes regression to get beyond correlation and determine causal effect, in order to have a better understanding of the most influential aspects of performance management on the outcome of productivity. This study gives decision-makers practical contribution since it reveals some of the various areas that can be enhanced to enhance organisational performance.

Table 4.12: Model Summary for the Overall Multiple Linear Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692[a]	.479	.468	2.857

a. Predictors: (Constant), Performance Rewarding, Performance Training, Performance Appraisal, Performance Goal Setting

The regression analysis revealed that performance management practices have a strong and statistically significant effect on employee productivity at Aljamea-tus-Saifiyah. The model explained 47.9% of the variance in employee productivity (R^2 = .479), indicating that nearly half of the changes in productivity can be attributed to performance goal setting, training, appraisal, and rewarding.

Table 4.13: ANOVA[a] Results for the Multiple Linear Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1568.492	4	392.123	48.03	.000[b]
	Residual	1705.882	209	8.163		
	Total	3274.374	213			

a. Dependent Variable: Employee Productivity
b. Predictors: (Constant), Performance Rewarding, Performance Training, Performance Appraisal, Performance Goal Setting

The ANOVA results reveal that the regression model is statistically significant in explaining the variation in employee productivity ($F(4, 209) = 48.03$, $p < .05$). The high F-value indicates that the combined effect of the independent variables—performance rewarding, performance training, performance appraisal, and performance goal setting—significantly predicts employee productivity beyond chance. The significance value of .000 ($p < .05$) confirms that the model provides a good fit, meaning that the selected performance management practices collectively account for a substantial proportion of the variance in productivity. Therefore, the null hypothesis was rejected and alternative accepted indicating that the selected performance management practices had a statistically significant effect on employee productivity at Aljamea-tus-Saifiyah campus. This finding suggests that organizations integrating these practices into their human resource strategies are more likely to enhance employee outcomes, aligning with prior studies that highlight the positive role of performance management systems in improving organizational effectiveness (Kravariti et al., 2022; Aguinis, 2019).

Table 4.14: Coefficient Results for the Overall Multiple Linear Regression Model

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	8.412	1.785	4.712	.000
	Performance Goal Setting	.214	.052	4.115	.000
	Performance Training	.176	.047	3.745	.000
	Performance Appraisal	.205	.056	3.661	.000
	Performance Rewarding	.188	.061	3.082	.000

a. Dependent Variable: Employee Productivity

The results show that performance goal setting has a positive and significant effect on employee productivity (B = 0.214, p < .001). This implies that for every unit increase in goal setting practices, employee productivity increases by 0.214 units, holding other factors constant. Therefore, the null hypothesis was rejected and alternative accepted concluding that performance goal setting had a positive and statistically significant effect on employee productivity at Aljameah-tus-Saifiah Campus. Clear and aligned goals provide employees with direction, enhance motivation, and improve accountability, which in turn contribute to higher performance levels. According to Locke and Latham's Goal-Setting Theory, specific and challenging goals lead to greater task performance because they focus attention and effort (Locke & Latham, 2019). Recent empirical studies also confirm that well-structured goal setting fosters engagement and commitment, which translates into improved organizational outcomes (Latham & Seijts, 2022).

Performance training was also found to significantly improve productivity (B = 0.176, p < .001), suggesting that a one-unit improvement in training practices results in a 0.176 unit increase in productivity. Therefore, the null hypothesis was rejected and alternative accepted concluding that performance training had a positive and statistically significant effect on employee productivity at Aljameah-tus-Saifiah Nairobi Campus. This finding highlights the critical role of continuous learning and skill development in

enhancing employee efficiency. Training equips employees with the knowledge and competencies required to perform tasks effectively and adapt to changing work environments. Empirical evidence shows that investment in employee training not only improves task performance but also fosters innovation and adaptability in organizations (Elnaga & Imran, 2013; Mensah et al., 2020).

The regression results indicate that performance appraisal contributes positively and significantly to employee productivity ($B = 0.205$, $p < .001$). This means that improving appraisal systems by one unit enhances productivity by 0.205 units. Therefore, the null hypothesis was rejected and alternative accepted concluding that performance appraisal had a positive and statistically significant effect on employee productivity at Aljameah-tus-Saifiah Nairobi Campus. Effective appraisals provide employees with constructive feedback, identify areas of improvement, and recognize strengths, which together stimulate improved performance. According to Aguinis (2019), performance appraisal systems, when conducted fairly and transparently, can enhance employee motivation and commitment. Recent studies also emphasize that appraisals linked to career development and fair reward systems create a culture of accountability and continuous improvement (Kuvaas et al., 2017).

Finally, performance rewarding demonstrated a significant positive effect on employee productivity ($B = 0.188$, $p = .002$). This implies that a unit increase in reward practices leads to a 0.188 unit rise in productivity. Therefore, the null hypothesis was rejected and alternative accepted concluding that performance rewarding had a positive and statistically significant effect on employee productivity at Aljameah-tus-Saifiah Nairobi Campus. Rewards—both monetary and non-monetary—are essential for recognizing employee contributions and motivating sustained performance. The finding aligns with expectancy theory, which posits that employees are motivated to

perform better when they perceive that their efforts will lead to valued rewards (Vroom, 1964). Empirical research supports this by showing that reward systems that are fair, transparent, and performance-based are strongly associated with higher employee satisfaction and productivity (Mwangi & Waithaka, 2021). The overall linear regression model was presented as follows:

$$EP=8.412+0.214PGS+0.176PT+0.205PA+0.188PR$$

Whereby: PGS- Performance Goal setting, PT-Performance Training,

PA-Performance Appraisal, EP-Employee Productivity

4.6.3 Moderated Linear Regression Analysis

The moderation study aimed to understand whether or not the nature or the intensity of the relationship between performance management methods and staff productivity in Aljamea-tus-Saifiyah is moderated by organisational culture. Compared to direct effect analysis, moderation analysis also examines the influence of a third variable, in strength of the relationship between independent and dependent variables, on whether it reinforces that relationship or dilutes it. Table 4.15 presented the moderated linear regression analysis based on the hierarchical regression method.

Table 4.15: Moderated Linear Regression Analysis Results

	Model H1M1			**Model H1M2**			**Model H1M3**		
Predictor	Beta	t	Sig.	Beta	t	Sig.	Beta	t	Sig.
(Intercept)	9.742	7.48	.000	8.965	7.02	.000	8.104	6.61	.000
Performance Management Practices	.451	9.11	.000	.371	7.42	.000	.296	6.01	.000
Organization Culture				.348	6.88	.000	.284	5.63	.000
PMP_OC							.271	4.72	.000
R^2	.281			.392			.468		
ΔR^2	.281			.111			.076		
Adjusted R^2	.278			.386			.460		
F-value	82.89***			68.06***			61.66***		
df	(1,212)			(2,211)			(3,210)		
Sig. F Change	.000			.000			.000		

Dependent Variable: Employee Productivity

***p < .001

In line with the earlier studies, this observation reinforces the theory that performance management systems play pivotal roles of raising the productivity of the workers through the application of assessment, training and incentive procedures. This fact is also supported by the results of the hierarchical regression. The theory of Model H1M1 suggests that the productivity of employees is likely to increase due to an increased number of formalised methods employee monitoring, employee feedback and employee appraisal. Previous studies (Nabangala and Amuhaya, 2020; Odhiambo, 2015) have included performance evaluation, feedback, and an incentive system as significant elements that can affect employees to perform productively. The reason for this is because these systems are crucial in setting expectations and motivating individuals to achieve the goals of the organization. These results offer some credence to the idea that performance management strategies enhance production all throughout by setting standards of responsibility and direction.

These additions of the organisational culture to H1M2 made it to be a stronger predictor of the model indicating that culture is imperative in improving efficiency in the working environment. Due to the role it plays in shaping a work environment in which workers are expected to be ethical, vocal, collaborative, and share beliefs, organisational culture has enormous and beneficial effects on the performance of employees. This finding, mirroring that of other studies (Khan, 2023; Alkaf et al., 2024), supports the notion that the culture of a company influences the mindsets of employees in a positive way, which positively influences their performance and productivity. Strong, collaborative, innovative, and engaged cultures are more productive than weak and risky cultures as research mentioned by Olakunle (2021) and Hamkar and Watanyar (2024) states. Formal performance management approaches and the social and psychological aspects

at the workplace influence employee productivity as evident in the increase in the R^2 during the addition of organisational culture to the model.

The presence of the performance management strategies and the relationship with staff productivity is moderated by organisational culture, as the high interaction in the H1M3 model can show. This is an indication that organisational culture strengthens the affiliation between the two. In other words, it is more probable that a performance management system will succeed in an organization with a culture that values and encourages its employees to speak up, trust each other, be creative, and be active members. Previous studies reveal that management strategies can be either more or less effective, depending on the culture of a company (Joshi et al., 2025; Afsarzai, 2024). The rationale behind this is that organizational culture can either promote or demotivate the employees to engage in any programs to enhance productivity. The research on the performance within an organisation suggests that cultural variables are commonly moderating or intervening, and management strategies are most effective in a climate where they are valued and encouraged (Tadesse, 2024). Based on the findings of the present study it was established that performance management systems cannot on their own increase productivity; instead, a powerful company culture is needed to motivate employees to put in their best.

The inclusion of the interaction term increased the model explanatory power from 28.1% (H1M1, $R^2 = .181$), 39.2% (H1M2, $R^2 = .392$) to 46.8% (H1M3, $R^2 = .468$). The overall model remained statistically significant. The findings therefore confirm the presence of a significant moderating effect of organizational culture on the relationship between performance management practices and employee productivity. The significant increase in R^2 after inclusion of the interaction term further supports moderation.

4.7 Overview of Testing Hypotheses

Based on the results of the regression, we were able to test our hypotheses. Approval or rejection was based on the p-value. To reject the null hypothesis (H 0) when the p-value is less than 0.05, accept the null hypothesis in the event that the p-value is larger. The first null hypothesis (H01) did not find any statistical significance in the relationship between performance goal-setting and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya. Table 4.14's results showed a p-value of 0.000, which is less than 0.05. In turn, this caused the null hypothesis to be rejected. As a result, after the establishment of performance goal-setting within the Aljamea-tus-Saifiyah Campus in Nairobi County in Kenya, the production drastically improved.

According to the second null hypothesis (H02), there is no relationship between employee training and production in Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya. Table 4.14's results showed a p-value of 0.000, which is less than 0.05. This, in turn led to the rejection of the null hypothesis. As a result, staff productivity of the Aljameah-Tus-Saifiyah Campus of the Nairobi County, Kenya, significantly increased following training.

The third null hypothesis (H03) indicates that staff productivity and performance assessment at the Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya are not statistically correlated. Table 4.14's results showed a p-value of 0.000, which is less than 0.05. In turn, this caused the null hypothesis to be rejected. The performance evaluation, therefore, greatly affected employee output at the Aljameah-Tus-Saifiyah Campus, which is located in Nairobi County, Kenya.

The fourth null hypothesis (H04) shows that employee productivity at Nairobi County (Aljamea-tus-Saifiyah Campus) in Kenya does not substantially relate to performance

rewards. Table 4.14's results showed a p-value of 0.000, which is less than 0.05. This, in turn, led to rejection of the null hypothesis. Performance rewards, therefore, had a great influence on employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County in Kenya.

The fifth null hypothesis (H05), which was proposed at Aljamea-tus-Saifiyah Campus, Nairobi County, Kenya, hypothesized that the relationship between performance management techniques and staff productivity are independent of organisational culture. Based on the results of the regression coefficients of Table 4.15, which indicated a p value of 0.000<0.05, null hypothesis was not accepted. Moreover, the inclusion of the interaction term increased the model explanatory power from 28.1% (R^2 =0.281) to 39.2% (R^2 =0.392) and finally to 46.8% (R^2 = .468). The findings therefore confirm the presence of a significant moderating effect of organizational culture on the relationship between performance management practices and employee productivity. The significant increase in R^2 after inclusion of the interaction term further supports moderation. Therefore, performance management strategies and staff output in Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya are largely influenced by organisational culture in Kenya.

Table 4.16: Hypotheses Testing

No:	Hypothesis	P-Value	Conclusion
H_{01}	There is no statistically significant relationship between performance goal-setting on employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.	0.000<0.05	Reject
H_{02}	There is no statistically significant relationship between employee training and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.	0.000<0.05	Reject
H_{03}	There is no statistically significant relationship between performance appraisal and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.	0.000<0.05	
H_{04}	There is no statistically significant relationship between performance rewarding and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.	0.000<0.05	Reject
H_{05}	There is no statistically significant moderating effect of organization culture on the relationship between performance management practices and employee productivity at Aljamea-tus-Saifiyah Campus in Nairobi County, Kenya.	0.000<0.05 R^2 changed from 28.1% (H1M1) to 39.2% (H1M2) and to 46.8% (H1M3).	Reject

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This study investigated how performance management methods and staff productivity relate at Aljamea-tus-Saifiah campus in Nairobi County, Kenya. This chapter gave the results, conclusions and suggestions. Besides this, the chapter had an overview of the possible research areas.

5.1 Summary of the Findings

5.1.1 Performance Goal Setting

The analysis of performance goal establishment shows that employees normally consider their goals to be rational, achievable, and challenging enough to promote development. According to majority of respondents, organisations that are strategic to it will have both realistic and optimal objectives, because they both can and should be used to impact careers and personal development. These features demonstrate a strong foundation on which to build motivation of employees and enhance productivity.

Conversely, the information also reveals that there is an issue with the manner of objectives definition and communication. Poor schedules, undefined targets, and employee involvement were among some of the problems that were raised by many employees. These inadequacies raise the necessity of doing things in a more collaborative way, being more specific on what needs to be done and following due dates more strictly in order to make sure that there is responsibility. In case the company put more resources in these areas, the company can focus on getting best out of it and gain the employees performing equally. The inferential analysis revealed that

performance goal setting was significantly and positively related with employee productivity at the Aljamea-tus-Saifiah campus, Nairobi County, Kenya.

5.1.2 Employee Training

The descriptive outcome of employee training with a mean of 3.68 indicates that majority of the employees normally have excellent impressions of training processes and believe they support their tasks. The employees are aware of the value of mentoring in skill development, allocation of professional growth, and facilitation of career mobility, as evidenced by the high mean scores (greater than 4.0) on mentoring, which turned out to be the most important factor. The most commonly reported positive outcomes of coaching were positive changes in problem-solving and decision-making skills. The on-the-job training exhibited the lowest mean in the training dimension showing inconsistency in training enhancement of real work performance. These findings indicate that mentoring and coaching programs conducted in a formal setting are effective, and that to ensure that the on-the-job training can have the largest possible impact on productivity, it might require thoughtful planning and implementation. Inferential data indicated that the performance training production influenced production in Aljamea-tus-Saifiah campus in Nairobi County, Kenya, in a favourable and statistically significant way.

5.1.3 Performance Appraisal

The performance assessment descriptive results at Aljamea-tus-Saifiah were 3.88 average, indicating the system is perceived as being helpful and supporting of growth by workers. With mean ratings over 4.0, the strongest points were the thoroughness of the evaluation procedure, the evaluation of skills, and the delivery of detailed, practical feedback. Conversely, the mean of the clarity of the evaluation criterion was lower which may possibly reflect the confusion of some workers in understanding how their

work is evaluated. This would indicate that despite employees perceiving the evaluation as just and helpful in identifying areas that the company can work on; they nonetheless have no confidence in the process and the organization can further do more to communicate and be open with regards to performance expectations. The inferential data showed that performance assessment positively and significantly influenced the productivity of workers in the Aljamea-tus-Saifiah campus, Nairobi County, Kenya.

5.1.4 Performance Rewarding

In a descriptive study on rewarding practices at Aljamea-tus-performance Saifiah it was discovered that workers on average liked it (mean = 3.78). When employees believe that they receive fairly remuneration and that deserving individuals are rewarded, they perceive that these rewards are well deserved, when the employees have high means scores on monetary rewards, non-monetary rewards, and equity in promotion decisions. However, among all the types of incentives, management recognition was the most insignificant in terms of the mean, which implies that the majority of workers think they are not properly rewarded. Promotion opportunities were given average rating too which indicates that individuals do not know whether promotions are necessarily based on one performance. The results suggest that despite the fact that the system of rewards is as solid as it is in the context of money and procedures-wise, it could even become a more efficient tool in the motivation and production effectiveness as long as it puts a greater emphasis on the publicly recognized employee contribution. The performance rewarding positive and significant contributed to the increase in the employee productivity of the Aljamea-tus-Saifiah campus in Nairobi County, Kenya.

5.1.5 Organization Culture

The organisational culture descriptive results indicated the average mean of the data 3.51, which is too small, indicating that the culture is viewed as generally positive by workers with some deficiencies. The best in the mean score was open and transparent communication, which shows that the members of staff can exchange ideas and information freely with each other. The ability to think creatively and being well versed in principles of the company also scored highly. It may not fully make the employees feel as the organization will be able to adapt to new challenges with great ease or reward the effort to work as a team thanks to lower average scores on openness to change and recognition of teamwork. This implies that, although the company culture is good, there is more potential in issues of flexibility and collaboration reward that can help to achieve even greater levels of engagement and productivity among employees.

The inferential findings indicate that organisational culture enhances the effectiveness of goal setting, training, and evaluation as well as incentive systems, because organisational culture reinforces the relationship between performance management methods and employee productivity. The inclusion of organisational culture in the model enhances the performance management strategies and reveals the extent to which an up-beat working environment contributes to motivation, concentration, engagement and congruence to the organisational objectives. Staff members are better able to buy into performance objectives, put new knowledge to use, have faith in evaluation procedures, and react favourably to incentives in an environment that encourages collaborative learning, equity, and acknowledgement. The results of the study support the value of organisational culture as a moderator, and the reason performance management practices have a greater impact on productivity at the Aljamea-tus-Saifiyah workplace.

5.1.6 Employee Productivity

Finally, the overall mean of 3.80 was also relatively high on employee productivity which implies that employees feel that they are productive at work. Both reaching performance objectives and working effectively during work hours received the highest scores, indicating that workers are typically talented and disciplined. Although the workers perform well, they can still have room in terms of consistency and discretional effort as there are moderate scores in job quality, multitasking skills, and effort to exceed objectives. The results show that overall, staff productivity is high, but that it might be much higher with better training, more public acknowledgement of their efforts, and more encouraging policies and procedures from management. According to the inferential results, the combination of performance management strategies has been seen to have significant effects on employee output in the Aljamea-tus-Saifiya campus of Nairobi County, Kenya.

5.2 Conclusions

The first objective examined the effect of performance goal setting on employee productivity. Descriptive results indicated that while some employees found the appraisal of goals clear, others felt uncertain or dissatisfied, pointing to gaps in communication and alignment. Inferential analysis confirmed that goal setting had a positive and significant effect on productivity, suggesting that clarity in objectives motivates employees to perform better. When moderated by organizational culture, the relationship was even stronger, highlighting that shared values, clear communication of expectations, and a supportive environment make goal setting more impactful.

The second objective assessed the influence of performance training on productivity. Descriptive statistics revealed mixed perceptions, with employees recognizing the role of training but also pointing to concerns about its comprehensiveness. Inferential findings demonstrated that training significantly predicted productivity, and this effect

improved when organizational culture was considered. A culture that values continuous learning, adaptability, and skill development ensured that employees not only benefited from training but also applied acquired skills effectively, thereby enhancing their productivity.

The third objective focused on performance appraisal and its link to productivity. Descriptive data suggested that while employees acknowledged feedback and evaluation processes, transparency and fairness were questioned by some. Regression results showed that appraisal significantly contributed to productivity, especially when reinforced by organizational culture. Where the culture promoted fairness, constructive feedback, and professional growth, appraisals became more than evaluative tools—they acted as mechanisms for motivation, competence development, and alignment with organizational goals.

The fourth objective evaluated performance rewarding in relation to productivity. Descriptive results showed strong satisfaction with certain reward mechanisms, such as promotions and monetary benefits, but also highlighted concerns regarding competitiveness and recognition. Inferential results indicated that rewards had a positive effect on productivity, though their influence was limited without cultural reinforcement. The moderating effect of organizational culture proved critical, as recognition and appreciation embedded in culture magnified the meaning of rewards, making them more effective in sustaining motivation and performance.

Finally, the study established the role of organizational culture as a moderating variable across all performance management practices. The findings confirmed that culture consistently strengthened the relationship between goal setting, training, appraisal, rewarding, and employee productivity. With the introduction of organizational culture,

performance goal setting has the highest effect on employee productivity at Aljamea-tus-Saifiyah followed by performance training and performance appraisal respectively. Performance rewarding had the least effect on employee productivity when organizational culture was introduced as a moderator variable. Overall, a culture that is ethical, transparent, adaptable, and recognition-oriented created an enabling environment where performance management practices could thrive. This conclusion underscores the importance of integrating organizational culture into the design and implementation of performance management systems to maximize productivity outcomes.

5.3 Recommendations

To strengthen performance goal setting at Aljamea-tus-Saifiyah, the institution should integrate its long-standing traditions of structured guidance and hierarchical leadership with modern participatory approaches. Given the institution's religiously grounded culture where decisions traditionally flow from senior leadership, managers should intentionally create safe, respectful spaces for employee participation in goal-setting. This could involve structured goal-setting forums where employees are encouraged to share input within culturally acceptable boundaries, supported by clear templates that align individual targets with institutional religious values and community service expectations. Regular feedback sessions—timed around the institution's academic and religious calendar—should be institutionalized to refine goals collaboratively, promoting both accountability and shared ownership.

To strengthen employee training, Aljamea-tus-Saifiyah should leverage its strong heritage of mentorship and tarbiyya (guided character development) by formalizing these practices into standardized training pathways. Training content should be harmonized across departments to ensure that both academic and non-academic staff

receive consistent, high-quality knowledge aligned with institutional values. Given the communal nature of the organization, training should also incorporate collective learning approaches—peer learning circles, religiously-grounded ethics workshops, and team-based skill-building—to reinforce unity and shared purpose. A structured needs-assessment framework, conducted annually, would help identify emerging competency gaps, ensuring that training is not only spiritual and value-oriented but also technically relevant and aligned with institutional growth objectives.

To improve performance appraisal, the institution should embed greater transparency and participatory communication into a process that has traditionally been top-down. This requires openly explaining appraisal criteria through workshops that blend modern performance standards with the cultural values of humility, service, and community obligation. Inviting limited but meaningful employee input when shaping evaluation criteria will strengthen trust without undermining the cultural respect for authority. Furthermore, standardizing feedback delivery—while ensuring it is constructive, private, and delivered with cultural sensitivity—will help minimize departmental inconsistencies and reinforce the developmental purpose of the appraisal system.

To strengthen the performance reward system, Aljamea-tus-Saifiyah should balance competitive compensation with recognition practices that honor its unique cultural environment. Benchmarking salaries against similar private and faith-based institutions will ensure external competitiveness. Equally important, the institution should institutionalize culturally resonant recognition methods such as community acknowledgments during key gatherings, written commendations from leadership, or symbolic awards reflecting the institution's values. Clear communication of promotion pathways and equitable access to non-monetary rewards—such as professional

development opportunities, community leadership roles, or sponsored training—will enhance fairness and retain staff committed to the institution's mission.

Finally, and most critically, the study highlights the need for a deliberate cultural transformation that aligns organizational culture with modern performance management practices. Leadership should intentionally reinforce values of fairness, transparency, adaptability, continuous learning, and open communication—values that complement the institution's religious ethos while enabling a more performance-oriented work environment. This cultural realignment may require capacity-building for leaders, revisiting communication norms, and creating structured forums for dialogue between staff and leadership. By prioritizing this cultural overhaul, Aljamea-tus-Saifiyah can create a supportive, motivated, and high-performing workforce capable of advancing both its spiritual mission and its educational objectives.

5.4 Suggestions for Further Studies

Future research could explore the influence of additional contextual and organizational factors on employee productivity beyond performance management practices. For instance, studies could examine the role of leadership styles, employee engagement, or work-life balance as potential predictors or moderators of productivity. Investigating these variables could provide a more comprehensive understanding of the drivers of employee performance and identify strategies that complement performance management systems in enhancing organizational outcomes. Additionally, longitudinal studies could track changes over time to establish causal relationships more firmly and assess the sustainability of performance management interventions.

Another avenue for further research is to expand the scope of the moderating variable, organizational culture, by examining specific cultural dimensions such as innovation

orientation, teamwork, or ethical climate. Comparative studies across multiple campuses or educational institutions could help determine whether the moderating effect of culture differs across organizational contexts. Furthermore, qualitative research could provide in-depth insights into how employees perceive performance management practices and cultural influences, offering richer explanations for the quantitative relationships observed. This mixed-method approach would enhance the robustness and applicability of future findings.

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APPENDICES

Appendix I: Introduction Letter

HUSSAIN MEHBOOB,
Catholic University of Eastern Africa,
P.O Box 62157-00200.
Nairobi, Kenya.

Sir/Madam,

RE: REQUEST FOR RESPONSE TO QUESTIONNAIRE:

I am a Master of Business Administration (Strategic Management Option) student at Catholic University of Eastern Africa (CUEA) undertaking a research study on "**Performance Management Practices and Employee Productivity at Aljamea-tus-Saifiyah Nairobi Campus, Kenya"**. The questionnaire is strictly to provide information regarding this research work and your feedback will be treated with utmost confidentiality.

Kindly respond to the following questions to the best of your knowledge. The responses are purely for academic purposes and will be used later for data analysis. Thank you in advance.

Sincerely,

Hussain Mehboob,

The Researcher

Appendix II: Questionnaire

Please note: By use of a tick (√), kindly select the answer the best represents your decision.

Section A: Background Information

1. Gender
   a) Male [ ]
   b) Female [ ]

2. Education Level
   a) Certificate [ ]
   b) Diploma [ ]
   c) Degree [ ]
   d) Masters [ ]
   e) Post graduate [ ]

3. Working experience in the Company
   a) Below 5 years [ ]
   b) 6 to 10 years [ ]
   c) 11-15 Years [ ]
   d) 16-20 Years [ ]
   e) Above 20 Years [ ]

4. Indicate your work designation/department
a) Teaching Staff [ ]
b) Administration and support Staff [ ]

Section B: Performance Goal Setting

5. Kindly indicate your extent of agreement or disagreement on the following statements regarding the performance goal setting in your university. Key: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree.

Statements	**SA**	**A**	**UD**	**D**	**SD**
My performance goals are aligned with the organization's strategic objectives					
The performance goals set for me are realistic and achievable.					
The performance goals set for me are challenging enough to encourage personal and professional growth.					
I am actively involved in the process of setting my performance goals.					
The goals set for my role are clearly defined.					
The performance goals set for me have clear deadlines.					

Section C: Performance Training

6. Kindly indicate your extent of agreement or disagreement on the following statements regarding the performance training in your university. Key: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree.

Statements	**SA**	**A**	**UD**	**D**	**SD**
The on-job training provided enhances my ability to perform my tasks effectively.					

On-job training opportunities are available whenever I need to develop new skills.					
Mentoring sessions focus on developing both my technical and soft skills.					
I have access to a mentor who guides me in my professional growth.					
The mentoring I receive has contributed significantly to my career progression.					
My coach provides constructive feedback that improves my performance.					
Coaching has increased my ability to solve problems and make decisions independently.					

Section D: Performance Appraisal

7. Kindly indicate your extent of agreement or disagreement on the following statements regarding the performance appraisal in your university. Key: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree.

Statements	**SA**	**A**	**UD**	**D**	**SD**
The performance appraisal criteria used in my organization are clear and understandable.					
The appraisal process considers all aspects of my job performance comprehensively.					
The appraisal process identifies areas where I need to improve my competencies.					
My competence in handling work-related challenges is adequately assessed during appraisals.					
I receive constructive feedback after my performance appraisal.					
I am satisfied with the transparency of the performance appraisal criteria.					
The feedback I receive during appraisals is specific and actionable.					

Section E: Performance Rewarding

8. Kindly indicate your extent of agreement or disagreement on the following statements regarding the performance rewarding in your university. Key: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree.

Statements	**SA**	**A**	**UD**	**D**	**SD**
I am satisfied with the monetary rewards (e.g., salary, bonuses) I receive for my performance.					
The monetary rewards provided are competitive compared to industry standards.					
The organization provides clear guidelines on how monetary rewards are determined.					
The organization offers meaningful non-monetary benefits to acknowledge good performance.					
Promotion opportunities in this organization are based on performance.					

Promotions are given to deserving employees who consistently perform well.					
My contributions at work are recognized and appreciated by the management.					

Section F: Organization Culture

9. Kindly indicate your extent of agreement or disagreement on the following statements regarding the organization culture in your university. Key: (1) Strongly Agree; (2) Agree; (3) Undecided; (4) Disagree; (5) Strongly Disagree.

Statements	**SA**	**A**	**UD**	**D**	**SD**
The organization's values and mission are clearly communicated and understood by employees.					
The organization promotes ethical behavior and integrity among its employees.					
Communication within the organization is open and transparent.					
There are clear channels for resolving conflicts and addressing concerns.					
The organization is open to change and adapts well to new challenges.					
Employees are encouraged to suggest innovative ideas and solutions.					
Teamwork is recognized and rewarded within the organization.					

Section E: Employee Productivity

10. Kindly indicate your extent of agreement or disagreement on the following statements regarding the productivity of employees in your university. Key: (1) Strongly Disagree; (2) Disagree; (3) Undecided; (4) Agree; (5) Strongly Agree.

Statements	**SA**	**A**	**UD**	**D**	**SD**
I consistently complete my assigned tasks on time.					
I am productive during my work hours without unnecessary delays.					
The quality of my work is consistently high.					
I consistently achieve the performance goals set for me.					
I strive to exceed my performance targets whenever possible.					
I am aware of how my work contributes to the organization’s goals.					
I am effective at handling multiple tasks simultaneously.					

Thank you for your collaboration

Appendix III: Introductory Letter from University

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
A.M.E.C.E.A

SCHOOL OF BUSINESS & ECONOMICS
Department of Graduate Business Studies

P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4,
Email: gbs@cuea.edu or hodgbs@cuea.edu
Website: www.cuea.edu

Our Ref: CUEA/SoBE/GBS/JM/mba.rec/399/2025

18th August 2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: HUSSAIN MEHBOOB – REG NO: 1039721

The above named is a student at The Catholic University of Eastern Africa, Nairobi—Kenya, in the School of Business & Economics, Department of Graduate Business Studies. He is pursuing a Master of Business Administration degree (Human Resource Management Option).

As part of the MBA degree requirements, the University expects the student to write a research thesis. Hussain requires your assistance in carrying out his research study by providing him with a research permit and/or the necessary information. His thesis is entitled; "***Performance Management Practices and Employee Productivity at Aljamea-Tus-Saifiyah Campus in Nairobi County, Kenya.***"

Any assistance accorded to Hussain will be highly appreciated. All the information provided will be used purely for academic purposes and will be treated with utmost confidentiality.

Thank you.

Yours faithfully,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
H.O.D.
16 AUG 2025
GRADUATE BUSINESS SCHOOL
P.O. BOX 62157 - 00200, NAIROBI

Dr. Joseph Macheru, PhD., CPA-K
HEAD OF DEPARTMENT – GRADUATE BUSINESS STUDIES

Appendix IV: Research Permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **693399**

Date of Issue: **01/September/2025**

RESEARCH LICENSE



This is to Certify that Mr.. HUSSAIN MEHBOOB of Catholic University of Eastern Africa, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: PERFORMANCE MANAGEMENT PRACTICES AND EMPLOYEE PRODUCTIVITY AT ALJAMEA-TUS-SAIFIYAH CAMPUS IN NAIROBI COUNTY, KENYA for the period ending : 01/September/2026.

License No: **NACOSTI/P/25/4178988**

693399

Applicant Identification Number

Ag. Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions

Appendix V: Aljamea-tus-Saifiyah Research Approval Letter

Aljamea -tus- Saifiyah

الجامعة السيفية إفريقية

ADMINISTRATION

Ref: 786/110/5253/128

Subject: Approval for Research at Aljamea-tus-Saifiyah

Dear Hussain Mehboob,

We are pleased to inform you that your request to conduct research at Aljamea-tus-Saifiyah has been reviewed and approved by the concerned authorities. Your proposed research titled " Performance management practices and employee productivity at Aljamea-tus-Saifiyah campus in Nairobi County, Kenya" which aims to explore the effects of PM practices on employee productivity at Aljamea aligns with the values and academic goals of our institution.

Kindly take note of the following conditions and guidelines to ensure a smooth and respectful collaboration:

1.Scope of Access: You are granted permission to access relevant academic resources, archival material, and faculty interviews, as previously discussed.

2.Confidentiality: Please maintain the confidentiality of sensitive information and adhere to ethical research practices throughout the study.

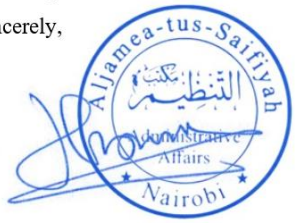
3.Supervision: Mr. Shabbir Alirajpur, will be your point of contact for coordination and guidance.

4.Acknowledgment: We request that Aljamea-tus-Saifiyah be appropriately acknowledged in your final publication or thesis.

5.Submission of Findings: A copy of your completed research should be submitted to the Office of Academic Affairs for record and archival purposes.

We wish you the very best in your academic pursuit and look forward to the valuable insights your work will bring.

Sincerely,



Administration Department,
Aljamea-tus-Saifiyah, Nairobi.

August 20, 2025

Aljamea-tus-Saifiyah, Saifee Park, Langata, Nairobi 00509-15375
Email: admin.nairobi@jameasaifiyah.edu, Phone Number:+254 205001000