Influence of Job Rotation on Organizational Productivity: A Case of Mount Kenya University.

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Abstract: Human resource managers in most of the organizations are faced with challenges of attracting and retaining top notch employees within their organizations. Apart from attractive monetary compensation, leaves and job rotation as a method of employee retention least research has been done on the later. This study focused on influence of job rotation on organizational productivity at Mount Kenya University. Job rotation is one of the most important approaches of job design that quite a number of organizations are using to motivate, involve employees and train at different levels. Recently Mount Kenya University has been experiencing high employee turnover. High staff turnover could be a result of practicing job rotation. The general objective of the study was to examine the influence of job rotation on organizational productivity; a case of Mount Kenya University. The specific objectives of the study were to establish how employee motivation affects organizational productivity at MKU, to examine effect of worker involvement on organizational productivity at MKU and finally to determine how training and development influences organizational productivity at MKU. The study reviewed the Herzberg (1957) two factor theory, Hackman and Oldham’s (1974) job characteristics theory and high performance work systems theory. The previous studies addressed job rotation from aspects of benefits received. Interestingly, job rotation is rarely viewed from challenges encountered and thus empirical research in this area is needed. The study used descriptive survey research design. The study targeted at least 1034 employees of Mount Kenya University. A sample size of 288 respondents was utilized which was estimated by Slovin’s formula. Probability sampling design was adopted for the study. The researcher used primary method of data collection by distribution of questionnaires. A pilot study was taken on 27 employees to test the reliability and validity of the questionnaire. The questionnaires and the accompanying cover letters assuring confidentiality was delivered to the Mount Kenya University management. Statistical package for the social sciences (SPSS) version 20.0.0 was used to analyze the data through descriptive statistics and regression analysis. The study found from regression model value of R square was 0.836. This shows that the variables tested explained 83.6% of the variations of the dependent variable. This result demonstrates that motivation, worker involvement and training and development are antecedents of organizational productivity. The results of the ANOVA test showed an F-statistic value of 74.995 with a p-value of 0.000 < 0.05 level of significance. This means that the model adopted in the study was significant and the variables tested fitted well in the model. The most important independent variable in the regression model was training and development since it had highest Beta value of 0.617 followed by worker involvement with 0.414 and lastly employee motivation with 0.295. The study recommended that employees should be recognized for their best performance so as to boost motivation. The study also recommended supervisors should seek consent from workers before decision making.

INTRODUCTION

1.1 Background to the study

Human resource managers in most of the organizations are faced with challenges of attracting and retaining top notch employees to their organizations. Organizational scholars claim that rotating the employees from one department to another is not a luxury but a necessity of today’s professional climate as it provides an intermittent opportunity to employees to tackle higher-level diversified tasks which bring about greater job interest and involvement among them and subsequently enhance their job performance (Champion, Cheraskin & Stevens, 1994). The demands made by customers, skilled workers, regulators, social activists and shareholders increase the pressure on firms to deliver excellent performance while satisfying the devised needs of stakeholders (Watson, 2007). Both the employee and organizational productivity can be improved through job rotation.
Job rotation has been defined as systematic movement of employees from one job to another at planned intervals (Dessler and Varkkey, 2009; Malinski, 2002). It involves periodic shifting of employees from one task to another where each task requires different skills and subsequently enhances their job performance (Eitington, 1997; Leat, 2007; Campion et al., 1994). Torrington and Hall (1991) described the job rotation as movement of employees among different tasks and positions which will probably be of similar nature. Different organizations do rotate their employees from one job to another across various departments for multiple reasons depending on specific needs of an organization. Surveys show that an increasing number of companies are using job rotation to train employees.

(Sanali, Bahron, & Dousin, 2013) conducted a research in Sabah, Malaysia on job rotation practices, stress and motivation among Administrative and Diplomatic officers indicated that there was a significant positive relationship between job rotation practices and motivation. Human resources department must have the capacity and the ability to design and develop a job that suits every level of employment. One contemporary service scheme which involved in job rotation practices is the administrative and diplomatic services. Administrative and Diplomatic Scheme is a commonly shared scheme of service in the public sector that can be assigned either in domestic or foreign offices of any ministries or federal departments and agencies. This scheme was under the supervision of Public Service Department of Malaysia which is responsible for planning, formulating and implementing policies on human resource and organizational management. The employees of this scheme are mobilized to any post ministries or government departments.

In this modern era, human resource management is very essential and human factor has been identified as one of the most important elements in developing organization progress and producing high quality of productions and services. In 28th January 2010, Malaysian Prime Minister has drawn the government transformation plan, which is generally a daring approach to revamp the working and the minding setting of the public sector. In addition the plan the plan emphasized more on productivity and the public with their priority with hope to change the public assumption and prejudice towards public sector that had been described as slow in their implementation of the government policies (Sanali et al., 2013).

Ever since jobs have existed, debate has raged about the best way to design them. F.W. Taylor’s ‘Scientific Management’ approach developed during the Industrial Revolution suggested that jobs should be broken down into simple and repetitive tasks in order to maximise productivity. This encouraged employers to create jobs that allowed individual workers very limited scope for innovation, creativity and variety, and inevitably led to boredom and dissatisfaction (Truss 2013). Since then, there has been a growing volume of research exploring how to bring these elements together so that jobs can be designed both to maximise the engagement and satisfaction of individual workers on the one hand, and maximise the productivity and performance of organizations on the other. There is now considerable evidence that individuals’ experience of their day-to-day work directly affects their engagement levels, and also their personal effectiveness (Morgeson et al., 2013). Related issues include how jobs are embedded within their broader organizational contexts, how they interrelate with one another, and the design of the wider organization itself.

During the mid-20th Century as the Human Relations movement emerged, there was an increased realisation that individual motivational needs should be taken into account in the way work was designed, leading to an emphasis on allowing people scope within their work for social interaction, personal development, and the realisation of their own ambitions (Garg and Rastogi, 2006). The basic reason of this idea was to motivate employees by providing those opportunities of utilizing their abilities so that productivity and performance of the employees increase and positively impacts the organizational environment and smoothing the way for achieving organizational goals. Job enrichment increases job depth, the degree to which employees can plan and control the work involved in their jobs (Zareen, Razzaq & Mujtaba 2013).

Rashki, Hasanqasemi, & Mazidi, (2014) states that as human societies have moved to industrialization from being traditional and then to post-industrialization, science and technology are also transformed and developed. Due to these changes, importance of education necessity and features are indicated more than before. Staff education is vital and inevitable which should be continuously noticed with management procedures so that other management activities will be useful. Previous experience reminds us that changes in the professional pathway of jobs and work methods are inevitable and the only solution is education and human resources development which can guide our
present world to changing future world (Abtahi, 1997).

Baro, (2012) conducted a research on job rotation program evaluation at the Niger Delta University Library in Nigeria to help solve manpower and skills acquisition problems. The study revealed that the job rotation program is an important program for allowing librarians to acquire new skills, enhance staff productivity, develop new relationships across the university library and gain skills needed for future career development. With the impending retirement of many seasoned employees in libraries, succession planning becomes imperative. The need for libraries to pass on the tacit knowledge from experienced staff to new members is critical. Many techniques may assist in this transfer of knowledge process in libraries including coaching, mentoring, training programs and job rotation.

In the Nigerian context, courses run in the Nigerian library schools, both at the undergraduate and postgraduate levels, provides no practical training in skill development (Rasaki, 2008; Idiodi, 2005). There, in Nigeria graduates in librarianship may have limited education in areas including computer usage, cataloguing and classification, software management and information technology. Emphasising the benefits of job rotation to the library, Earney and Martins (2009) state that library managers or administrators can use job rotation programs to develop their staff with potential to meet future departmental goals and suggests that “the gains from adopting a job rotation policy are larger when there is more prior uncertainty about employees and activities”. They concluded in their study that job rotation can be positive and powerful tool for staff development. In addition, Ororunsola (2002) states that job rotation is a powerful tool that can be used to align employees values and library goals.

Obviously, no organization has a choice whether to train employees or not, the only choice to be made is the method to be adopted in the training and retraining. It follows that there are quite a number of training development programmes which are available to be adopted by an organization to increase employees’ skills, talents and knowledge. Among the various techniques available to the management of an organization is job rotation. Job rotation programme enables a worker to make a career in a workplace and stand the chance of climbing the leadership ladder to the top, (Oparanman, 2015).

Baridam (2002) stated that job rotation in a manufacturing company is the practice of building motivation factors into job content and he highlighted some principles and motivational values surrounding job rotation. Despite the merits of job rotation, there are anticipated drawbacks associated with the design. He outlines some pitfalls when he says that it is important not to give a work assignment that is either too easy or too difficult as it will be expected. It is believed that it works better for people who value autonomy, growth and responsibility.

Tarus, (2014) conducted a research based on effects of job rotation strategy on high performance workplace in Lake Victoria North Water Services Board, Kenya. The study reveals that job rotation strategy can improve performance. Besides, the study also found out that job rotation significantly predicted high performance workplace. The concept of high performance workplace is informed by Parson’s theory (1951). He theorized that the collective is composed of social interactions of actors, objects and norms and is more than the sum of the actions and attitudes of individuals in the collective system. These systems of interactions emerge from multiple levels of analysis namely; individual, group, organization or societal.

Jaime (2001) stated that job rotation promotes psychological and physical health of employees through creating positive attitudes on employees, facilitating their health and increasing the variety of work through reduction boredom and having self-motivation towards their positions in the organization. Plowman (2010) confirms that when the strategy is implemented in line with the business goals and human resource strategies of the organization it aids in stimulating human mind through diversity of challenges. Studies by Ortega (1999) and Weilchel et al. (2010) indicated that job rotation could be used for development of knowledge and fusion. When this strategy takes effect those who have rotated are expected to master new knowledge and to integrate all facets of knowledge resources in the organization.

Today, the major concern for the organizations is motivating the employees as well as enhancing their commitment and job involvement in order to get the desired results from them, and this is becoming more challenging and difficult due to the uncertain nature of corporate environment (Smith et al., 1995). Performance of different tasks across various departments and in-depth understanding of technological advancements are demanded by the organizations today (Snow et al., 1992). The best way for a firm to serve their employees in order to enhance the productivity, motivation and training is to provide them effective training programs and job
rotation is one of them because it is carried out at trainee’s own place of work using the same methods, materials and procedures that will continue to be used subsequent to the training on their actual jobs (Lock, 1998).

Rashki, et.al. (2014) a job rotation program could raise a worker's concern about his job security. An experienced worker might not want to train another worker to operate machine tools as part of a job rotation program, because he is concerned that the other worker will take his job. The machine operator could also be worried about rotating to another job that he enjoys less, such as a clerk job, for a few months, and then finding out that the company has hired another machine operator so he can no longer return to his old job. Today each manager and totally each system hopes to have a flexible, skillful and multi-skill staff. Such individuals can simplify and accelerate affairs and save time in resources in activities (Pagani & Origo, 2008). Making staff more efficient is the most effective way for achieving competitive advantage in the present situations as human resources are considered as the most valuable production factors, the most important capital and main resource of competitive advantage that create fundamental capabilities of each organization.

Peak Newton Consultants Limited (2011), posits that a large percentage of staff were not satisfied with their jobs at Chuka University and they would quickly move to another job should the opportunity present itself. This is despite the fact that the university management offers salaries that are at par with market rates, leaves, and medical cover for all employees. The researcher looked at various at various issues such as day to day activities of staff, the use of technology to improve efficiency, if the job cause stress and dissatisfaction to the employee, if the job is a good fit with skills and qualifications, whether the job holder is given opportunities to provide input to the decisions that affect work and if the job gives an employee sense of accomplishment.

Job rotation is therefore a strategy implemented by organizations to improve productivity, motivation and skills. Despite the fact that most organizations have implemented job rotation, there are challenges encountered such as high employee turnover. There is a growing concern over the high rate of staff turnover and employees seemed to be stressed at the workplace (Tsuma 2015). Based on this information, the researcher has selected Mount Kenya University as it is one of the leading private universities in Kenya and has grown rapidly within a short period but it is facing high rate of employee turnover (Tsuma 2015). Low staff morale has been a problem afflicting most employees of MKU leading to loss of qualified personnel (Tetty, 2006).

1.2 Statement of the Problem

MKU employees are faced with several challenges such as poor job satisfaction, low motivation; low employee involvement in matters concerning the organization and inadequate skills to perform their duties. MKU promotes the use of job rotation to motivate employees, as means of involving workers and as method of training and development. Therefore, employees are rotated from one department to another. Today, the major concern for MKU is motivating the employees as well as enhancing productivity, training and development and involving workers through job rotation. Recently MKU has been experiencing high employee turnover yet it is one of the leading private universities in Kenya and has grown rapidly within a short period and there is a growing concern over the high rate of staff turnover and employees seemed to be stressed at the workplace (Tsuma 2015). This is because employees are dissatisfied with their jobs. This has made competent employees to move to other institutions in search for a better working environment. Low staff morale has been a problem afflicting most employees of MKU leading to loss of qualified personnel (Tetty, 2006).

Employees with low morale and motivation perform poorly and possess negative attitudes. In addition, their behaviour can also affect other employees’ performance. This can directly affect a company’s bottom line (McFarlin, 2015). Tarus, (2014) states that despite the fact that companies have adopted job rotation, there are still persistent complaints. In order to realize the true potential of job rotation the study examined the influence of job rotation on organizational productivity at MKU.

1.3 Objectives of the Study

1.3.1 General objective

The general objective of the study was to examine the influence of job rotation on organizational productivity: a case of Mount Kenya University.

1.3.2 Specific objectives

The specific objectives of the study included:

i. To establish how employee motivation affects organizational productivity at MKU.
ii. To examine the effect of worker involvement on organizational productivity at MKU.

iii. To determine how training and development influences organizational productivity at MKU.

1.4 Research questions

i. How does employee motivation affect organizational productivity at MKU?

ii. What is the effect of worker involvement on organizational productivity at MKU?

iii. How does training and development influence organizational productivity at MKU?

1.5 Justification of the study

Job rotation is a technique which is able to enhance motivation, develop workers’ outlook, increase productivity, satisfaction levels and improve organization performance on various levels by its multi-skilled employees. It also provides workers with new opportunities to improve their attitude, thought, capabilities and skills. Deplasand (2010) stated that job rotation results in increased individual knowledge and experience and decreased burnout and exhaustion thus leading to intellectual development and innovation. Job rotation applications are significant not only for production workers but also for employees considered as managers candidates. In US and Japanese firms, qualified workers who are expected to be promoted as managers are required to a broad view of the entire firm. The workers, who have experienced various production segments by rotating through different jobs, effectively learn many aspects of the organization from a manager point of view (Eguchi 2005). As brief as this study indicate, inadequate knowledge and insufficient confidence to influence of job rotation on organizational productivity in utilization of its advantages is a good reason for carrying out this study.

This research explored the contribution that job rotation has made to address problems of skills shortages, skills gaps, motivation, and succession planning. The study presented an opportunity to the researcher to learn more about the influence of job rotation on organization productivity. Through this research, the researcher was able to enhance and demonstrate a wide range of skills that are applicable to school, work and life. Some of these were critical thinking skills such as logical and effective decision-making, developing solutions to problems, analysing data, and transferring learned skills to new situations. All of these are skills that the researcher will carry throughout life.

This research enlightens manager’s views regarding the importance of job rotational practices and its contribution towards the employee motivation, training and development and worker involvement. The results of this study were to assist an organization that would wish to incorporate job rotation program into their activities to develop and implement the program with less difficulties. Such an organization will have to develop good policies on job rotation so that the program does not fail. The usefulness of this research will have practical implications as it will provide managers the explanation of the employee behaviour in the specific context of job rotation that could be useful or dangerous to their organization apart from the traditional benefits such as a technique for skill building and enhanced exposure and drawbacks. So, the duty of HR managers in this sense was to incorporate the planned rotational activities in the overall training program of the employees in order to realign the efforts of the employees in the direction of the shared goals and vision of the organization. It is not only the demand of this competitive era but also a key to equip employees with diverse skills and expertise.

Developing countries lack sufficient evidence with regard to different aspects of work life and work related behaviours and Kenya particularly is deficient in many aspects of understanding regarding the organization related research. So, it was useful to look into the phenomenon to probe into the yet unanswered questions and provide explanations which are relevant particularly in the scope of a particular sector of a particular economy and rechecking the finding on different sectors by applying and researching the phenomenon in detail. This research highlighted how to apply job rotation as an effective public policy to promote the employment by government. The research was to help the government to come with clear policies that will guide organizations with regard to job rotation programs.

The effect of overall training of employees has widely been studied in management research areas but individual effect of various training methods particularly; on the job training methods are somewhat neglected area of attention from researchers around the world. This study attempted to highlight the importance of job rotation as a training method on separate bases. The study
enlightens readers about the benefits, barriers and disadvantages of job rotation. Other researchers could use the findings of this study for references. It could help them in future as a source of secondary data when researching on related fields on different areas of interest.

1.6 Scope of the study

The study was carried out to examine the influence of job rotation on organizational productivity at MKU. The research was conducted between the months of September 2015 and May 2016. The study aimed at collecting information from respondents on how employee motivation, worker involvement training and development affect organizational productivity of MKU. The study targeted a population of 1034 employees of Mount Kenya University. The study was conducted in all campuses within Kenya and Kigali campus in Rwanda.

1.7 Limitations of the study

The researcher was unable to collect all the required information since some of the respondents were uncooperative to the extent that they refused to offer the needed information and therefore some questions were not be answered. Some of them feared victimization and others thought that their time was being wasted thus affecting the accuracy of the results. The respondents were assured that information provided was solely used for the study only. Some respondents also feared of their privacy. The confidentiality of the questionnaires was guaranteed, thus respondents were not worried that the information provided was to be leaked. This encouraged them to respond honestly.

LITERATURE REVIEW

2.1 Theoretical Review

As Campion, Cheraskin and Stevens (1994) posit that the management literature often refers to job rotation as a useful practice, but very few authors have conducted a detailed analysis of its costs and benefits. Nonetheless, three types of arguments are recurrent in job rotation discussions: for some people, rotation is a training device; for others, it is mostly a way to discover which jobs different employees are best at; and for a third group of people, job rotation’s main benefit is motivation (Eriksson and Ortega 2004). The theoretical review was based on the three most common theories used in examining the influence of job rotation on organizational productivity. These theories were

Herzberg (1957) two factor theory, Hackman and Oldham’s (1974) job characteristics theory and high performance work system theory. A theoretical framework is a collection of interrelated ideas based on theories (Kombo and Tromp 2006).

2.1.1 Herzberg’s Two Factor Theory

The two-factor model of satisfiers and dissatisfiers was developed by Herzberg et al (1957) following an investigation into the sources of job satisfaction and dissatisfaction of accountants and engineers. It was assumed that people have the capacity to report accurately the conditions that made them satisfied and dissatisfied with their jobs. Accordingly, the subjects were asked to tell their interviewers about the times during which they felt exceptionally good and exceptionally bad about their jobs and how long their feelings persisted. It was found that the accounts of ‘good’ periods most frequently concerned the content of the job, particularly achievement, recognition, advancement, responsibility, and the work itself. On the other hand, accounts of ‘bad’ periods most frequently concerned the context of the job. Company policy and administration, supervision, salary and working conditions more frequently appeared in these accounts than in those told about ‘good’ periods.

Herzberg’s Two-Factor Theory divided motivation and job satisfaction into two groups of factors known as the motivation factors and hygiene factors. According to Frederick Herzberg, “the motivating factors are the six ‘job content’ factors that include achievement, recognition, work itself, responsibility, advancement, and possibility of growth. Hygiene factors are the ‘job context’ factors, which include company policy, supervision, relationship with supervision, work conditions, relationship with peers, salary, personal life, relationship with subordinates, status, and job security” (Ruthankoon, 2003).

Basically the theory differentiates the factors between intrinsic motivators and extrinsic motivators. The intrinsic motivators, known as the job content factors, define things that the people actually do in their work; their responsibility and achievements. These factors are the ones that can contribute a great deal to the level of job satisfaction an employee feels at work. The job context factors, on the other hand, are the extrinsic factors that someone as an employee does not have much control over; they relate more to the environment in which people work than to the nature of the work itself (Schermuerhorn, 2003). Herzberg identifies these factors as the sources for job dissatisfaction. “Hertzberg reasoned that
because the factors causing satisfaction are different from those causing dissatisfaction, the two feelings cannot simply be treated as opposites of one another. The opposite of satisfaction is not dissatisfaction, but rather, no satisfaction. Similarly, the opposite of dissatisfaction is no dissatisfaction. While at first glance this distinction between the two opposites may sound like a play on words, Herzberg argued that there are two distinct human needs portrayed” (“Herzberg’s Motivation-Hygiene Theory,” 2002).

Therefore, the basic premise of the Two-Factor Theory is that if an employer or manager is trying to increase job satisfaction and ultimately job performance for an employee or co-worker, they need to address those factors that affect one’s job satisfaction. The most direct approach is to work on the intrinsic, job content factors. Giving the employee encouragement and recognition helps them to feel more valued within the company, as well as giving a sense of achievement and responsibility. Herzberg says, that “the only way to motivate the employee is to give an employee challenging work in which he/she can assume responsibility” (Leach, 2000).

Stello, (2011) retrieved a considerable number of studies as summarized that have been conducted supporting the two factor theory. Herzberg continued to publish articles supporting the two-factor theory for the two decades following the original publication of his research. In 1965, Herzberg replicated his original study with lower level supervisors in Finland. His findings in this study supported his original findings and provided cross-cultural validation of the two-factor theory. During the same time period, the Sociological Research Laboratory at the University of Leningrad was conducting the first empirical investigation of job motivation in the Soviet Union and Herzberg published two journal articles about this study. This study sampled 2665 workers in a variety of heavy and light industries. The researchers concluded that the most effective and important attitudinal factor for effective job performance is satisfaction with the kind of work (Herzberg, 1965). This conclusion agrees with Herzberg’s identification of the work itself as a motivational factor in his original study Stello, (2011).

Behling, Labovitz, and Kosmo (1968) reviewed the controversy surrounding the two-factor theory by examining studies that both supported and discredited Herzberg’s findings. Their opinion was that the debate had turned into little more than a series of “I’m right and you’re wrong” claims and counterclaims that did little to advance knowledge in the field while forgetting about the restraints present in studying a theoretical construct such as job satisfaction. In noting that the studies replicating Herzberg’s method generally provided support for the two-factor theory and studies using other methods conflict with the theory, the authors remind us that there is no evidence that a singular truth exists. Researchers and practitioners must deal with many different, and often conflicting, ideas regarding job satisfaction (Stello, 2011).

Schwab and Heneman (1970) employed Herzberg’s methods in order to test some of the criticisms of the two-factor theory. Their results were similar to Herzberg’s and others who had replicated his study, but they found that they could not accurately predict individual responses to favorable and unfavorable sequences by applying the two-factor theory in this way. Cummings (1975) tested the two-factor theory using employees at various levels within the hierarchy of a single work organization and utilized a different method than the original study. In general, his findings substantiated Herzberg’s findings although there was an exception within one group of employees. Upon further investigation, he realized that it was due to a different management approach in that particular group, indicating the ability of management to create motivational job satisfaction at all levels by applying contemporary methods.

Using a different method than Herzberg on elementary school principals in Israel, Gaziel, (1986) found distinction between motivation and hygiene factors. This provided additional cross-cultural support for the two-factor theory, although the author does state that the two-factor theory is contingent on individual factors also. In 2008, a study used the two-factor theory as the theoretical framework to examine the possible relationships between ability utilization, compensation, co-workers, and job satisfaction among psychiatric nurses (Sharp, 2008). The findings supported the two-factor theory by showing moderate correlations among nurses’ ability, utilization, achievement, and job satisfaction.

An attempt was also made to apply Herzberg’s motivational and hygiene factors to recruiting and retaining technical personnel at a U.S Department of Energy site (Tamosaitis & Schwenker, 2002). Consistent with the two-factor theory, the authors found that hygiene factors are major factor influencing turnover and that the work itself provides job satisfaction, but they also found an emphasis on hygiene as a retention factor which was inconsistent with Herzberg’s theory. Also...
The main implication of this study is that there is a relationship between salary and job satisfaction. Based on the general test for mediation, the love of money could explain the satisfaction. Further analysis was performed to assess how much the love of money is important on money. There is a need to delve more deeply into why salespeople place such a high importance on money. Further analysis was performed to assess how much the love of money is important on money. There is a need to delve more deeply into why salespeople place such a high importance on money.

2.1.2 Hackman and Oldham’s Job Characteristics theory

Job characteristics theory is a work design theory. A useful perspective on the factors affecting job design is provided by Hackman and Oldham’s (1974) job characteristics model. They suggest that the ‘critical psychological states’ of ‘experienced meaningfulness of work, experienced responsibility for outcomes of work’ strongly influence motivation, job satisfaction and performance. They identified the following characteristics of jobs that need to be taken into account in job rotation; skill variety, task identity, task significance, autonomy and feedback. The theory includes individual difference variables as moderator of the relationship between the characteristics and the outcome variables.

Hackman and Oldham (1976, 1980) defined the five job characteristics as follows: Skill variety: the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person. Task identity: the degree to which the tasks carried out are a integral part of a whole identifiable piece of work that is done. Task significance: the degree to which the tasks carried out have a substantial impact on the lives of other people, including the impact of the work on the organization or in the world at large. Autonomy: the degree to which the tasks carried out have a substantial impact on the lives of other people, including the impact of the work on the organization or in the world at large. Recognition: the degree to which the tasks carried out have a substantial impact on the lives of other people, including the impact of the work on the organization or in the world at large.

According to Mukul et al., (2013) it was possible to combine the five characteristics into a single index that reflects the overall motivating potential of a job. In the mode specific job characteristics, i.e. skill variety, task identity and task significance, affects the individual’s experience meaningfulness.
of work, autonomy influences experienced responsibility for outcomes: and feedback from job to knowledge of the actual results of the work activities.

Hackman and Oldham began by searching for the basic psychological states that promote high-performance motivation and satisfaction at work. The three conditions they suggested were: (a) a person must experience the work as meaningful, as something which is generally valuable and worthwhile; (b) a person must experience responsibility for the results of the work, that is, he/she must feel personally accountable and responsible for the work results; (c) a person must have knowledge of the final results of the work being done, that is, he/she must understand the effect of his/her job performance. For the development and maintenance of strong internal work motivation, Hackman and Oldham (1975) assert that it is necessary for all three critical psychological states of experienced meaningfulness, experienced responsibility, and knowledge of results to be present. A considerable numbers of studies as summarized below have been conducted on the job characteristics model.

A study conducted by Fried and Ferris (1987) finds that skill variety and task significance have stronger relationships with experienced meaningfulness than with other psychological states as well as the correlation between job feedback and knowledge of results. Since experienced responsibility and in part experienced meaningfulness have high correlations with unspecified job dimension, again is not fully supported. On other hand, relationships between psychological states and personal outcomes are stronger than the relationship between job dimensions and those outcomes.

Cleave (1989) examined the applicability of the Hackman and Oldham survey to administrative positions in university physical education and sport. She collected data from 217 physical education, intramural/recreation, and intercollegiate directors and assistant directors at selected universities in Canada and the state of Illinois. Her analysis of the psychometric properties of the survey confirmed that the model was applicable to physical education and sport administrators in institutions of higher education. Using a t-test, she reported significant differences (p < .05) in all comparisons between the study sample and the normative sample of Oldham and Hackman.

Morton (1992) tested the Job Characteristics Model in public schools by administering the survey to 554 elementary teachers employed in forty-eight public schools. He reported that the relationship among job dimensions, psychological states and personal/work outcome measures, as stated in the model, were supported. In addition, Morton compared his means with those of the national norms and concluded that teachers scored higher in all categories of the Job Diagnostic Survey except with pay and growth need strength.

Hadi R. and Adil A. (2010) conducted a study to investigate job characteristics as predictors of work motivation and job satisfaction in bank managers. A purposive sample of 150 male managers from various banks of Rawalpindi city was drawn. Job diagnostic survey, work preference inventory, and job satisfaction subscale of Michigan organizational assessment questionnaire were used for measuring job characteristics, work motivation, and job satisfaction respectively. Zero order correlation revealed positive and significant relationship among various job characteristics, work motivation, and job satisfaction. Multiple regression analyses revealed that job characteristics constituted significant models for predicting intrinsic motivation, extrinsic motivation, and job satisfaction. Task identity turned out to be the most important positive predictor of job satisfaction and intrinsic motivation whereas extrinsic motivation was only predicted by feedback.

Kumar, Abbas, Ghuamro, & Zeeshan, (2011) conducted a research that predicted the job satisfaction and motivational level of the banking sector employees through job characteristics. The primary data was collected through the job diagnostic survey originally developed by Hackman & Oldham (1975). The results revealed the existence of job characteristics in the employees of commercial banks of Pakistan. The correlations results showed the positive and significant relationship between job characteristics and personal outcomes: job satisfaction (general satisfaction, growth satisfaction) and high internal work motivation. The multiple regression results also revealed the significant effect of job characteristics on personal outcomes.

Makul et.al (2013) conducted a research on job characteristics model on workers of ten garments industries randomly at Savar area in Dhaka, Bangladesh. The 100 sample respondents have been selected from the only workers of garments industry. For this purpose, five properties have been evaluated include skill variety, task identity, task significance, job autonomy and feedback results of work in the form of five hypothesis that affect the motivation of these characteristics is investigated. According to study the workers in garments sector are satisfied by the task identity,
task significance, feedback for their activities but they are not happy with the independence work place, skill varieties. They are so motivated by their task identity, task significance, feedback for their performance.

Ali et.al (2014) conducted a study to give the picture about the application of Hackman and Oldham’s job characteristics model to job satisfaction from the viewpoint of fast food outlet managers. The main objective of this study was to determine the relationship between job characteristics and job satisfaction among managers at fast food outlets and to determine which of the five dimensions of the job characteristics model contribute most to job satisfaction among fast food outlet managers. Population of 212 respondents who are from the managerial level from fast food outlet involved were being surveyed. The five points likert -scales were used to the statements based on job characteristics and job satisfaction. The researcher asked the respondents to rate the series of statement that evolve from their viewpoints of job characteristics and job satisfaction. Based on the findings it could be concluded that the study confirm the findings of Hackman and Oldham’s (1974) with job satisfaction.

Due to the fact that MKU depend on employees to operate, it takes time and effort to train employees’ talents, retain and stimulate their efforts towards organizational goals. As a result, the outcome of job dimensions include job satisfaction, increased motivation, low rate of employee turnover, low absenteeism and enhanced knowledge and skills which improves organizational productivity.

2.1.3 High Performance Work Systems Theory

The conception of High-Performance Work Organizations or Systems (HPWS) emerged in the US new Human Resource Management (HRM) literature during the 1980s. Subsequently adopted by the high skills vision of competitiveness as articulated, by, amongst others, Robert Reich, the characteristics of such High Performance Working remain elusive. Attempts to capture its essence have ranged from lists of desired work configurations such as “team working”, “communication” and “consultancy” through statements of shared values such as trust, and descriptions of bundles of practices that facilitate these features: regular meetings, quality circles, job rotation and so on. However, the extent to which such lists of desired practices relate to the reality of the workplace or are merely rather high blown rhetorical statements remains open to question (Guest et. al., 2002).

The approach to developing an HPWS was based on an understanding of what the goals of the business are, what work arrangements are appropriate to the attainment of those goals and how people can contribute to their achievement. This led to an assessment of what type of performance culture was required. The development programme requires strong leadership from the top. Stakeholders – line managers, team leaders, employees and their representatives – should be involved as much as possible through surveys, focus groups and workshops (Armstrong & Armstrong, 2009).

Godard (2004) suggested that that there is a general assumption that the benefit of an HPWS increases with the number of practices adopted. However, it is often argued that high-performance practices are complementary to, and hence interact with, each other, so that their true potential is not fully realized unless they are adopted in combination or as part of a full-blown high-performance system (the complementarities thesis). It is also sometimes argued that these effects are not fully realized unless integrated with or matched to a particular employer strategy (the ‘matching’ thesis). A considerable number of studies as summarized below have been conducted that demonstrate the impact of high-performance work systems is positive.

King (1995) cites a survey of Fortune 1000 companies in the United States revealing that 60 per cent of those using at least one practice, increasing the responsibility of employees in the business process, reported that the result was an increase in productivity while 70 per cent reported an improvement in quality. He examined the impact of the use of one practice. A study of 155 manufacturing firms showed that those which had introduced a formal training programme experienced a 19 per cent larger rise in productivity over three years than firms that did not introduce a training programme. Further research examined changes over time in 222 firms and found that these and other practices are associated with even greater productivity when implemented together in systems. He concluded that the evidence suggest that it is the use of comprehensive systems of work practices in firms that is most closely associated with stronger firm performance. Yet he noted that ‘the nature of the relationship between high-performance work practices and productivity is not clear’.
A survey of 39 organizations was conducted by Varma et al (1999) to examine the antecedents, design and effectiveness of high-performance initiatives. Results indicated that HPWSs are primarily initiated by strong firms that are seeking to become stronger. First and foremost, firms reported that in general their HPWS had a significant impact on financial performance; created a positive culture change in the organization (e.g. cooperation and innovation); created higher degrees of job satisfaction among employees; positively influenced the way in which work was designed and led to marked improvement in communication processes within the organization. In particular, the use of team-based and non-financial rewards was closely related to improved performance, as was rewarding people for improving their competencies.

According to Appelbaum et al (2000) a multifaceted research design was used by the authors in their study of the impact of HPWSs. This included management interviews, the collection of plant performance and data surveys of workers on their experiences with workshop practices. Nearly 4,400 employees were surveyed and 44 manufacturing facilities were visited. The findings of the research were that: in the steel industry HPWSs produced strong positive effects on performance, for example, substantial increases in uptime; in the apparel industry the introduction of a ‘module system’ (i.e. group piecework rates linked to quality as well as quantity rather than individual piecework, plus multi-skill) dramatically speeded up throughput times, meeting consumer demands for fast delivery; in the medical electronics and imaging industry those using an HPWS ranked highly on eight diverse indicators of financial performance and production efficiency and quality.

The impact of HPWS on individual workers was to enhance: trust by sharing control and encouraging participation; intrinsic rewards because workers are challenged to be creative and use their skills and knowledge – discretion and autonomy are the task-level decisions most likely to enhance intrinsic rewards; organizational commitment through opportunity to participate, and incentives that make people feel that organizational relationships are beneficial for them; job satisfaction because of participation perception of fairness in pay and adequate resources to do jobs (inadequate resources is a cause of dissatisfaction, as is working in an unsafe or unclean environment). They concluded that taken as a whole, the results suggested that the core characteristics of HPWSs – having autonomy over task-level decision making, membership of self-directing production and off-line teams and communication with people outside the work group – generally enhance workers’ levels of organizational commitment and satisfaction (Appelbaum et al 2000).

Sung and Ashton (2005) conducted survey of high-performance work practices (HPWP) in 294 UK companies. It provided evidence that the level of HPWP adoption as measured by the number of practices in use is linked to organizational performance. Those adopting more of the practices as ‘bundles’ had greater employee involvement and were more effective in delivering adequate training provision, managing staff and providing career opportunities.

A meta-analysis of 92 studies showed a link between high performance HR practices and organization performance. The three sets of influential HR practices identified were those that: 1) increased skills; 2) empower employees; and 3) improve motivation. HPWSs also improve the internal social structure within organizations, which facilitates communication and cooperation among employees Combs et al (2006).

Ericksen (2007) conducted research in 196 small businesses to test the hypothesis that HPWSs create a human resource advantage by aligning key employee attributes and the strategic goals of the firm and by adapting their workforce attributes in response to new strategic circumstances. Dynamic workforce alignment exists when firms have ‘the right types of people, in the right places, doing the right things right’, and when adjustments are readily made to their workforces as the situation changes. The research showed that there was a strong positive relationship between workforce alignment and sales growth when adaptation was high.

The outcome of use of high performance work systems in firms that is closely with organizational productivity include improved performance, competencies, increased motivation, employee involvement, delivering training provision that enhances knowledge and skills and providing career opportunities which can be used to improve MKU productivity through job rotation.

2.2 Conceptual Framework

Mugenda (2008) defines conceptual framework as a concise description of the phenomenon under the study accompanied by a graphical or visual depiction of the major variables of the study. The
dependent variable of the study was organizational productivity whose performance indicators included employee retention, innovation and job satisfaction. This variable was dependent on the ability of MKU to motivate employees, train and develop and involve workers through job rotation programme.

**Independent variables**

- **Employee motivation**
  - Reduced monotony
  - Decreased stress

- **Worker involvement**
  - Decision making
  - Teamwork

- **Training and development**
  - Skills
  - Learning

**Dependent variable**

- **Organizational Productivity**
  - Employee retention
  - Innovation
  - Job satisfaction

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**2.3 Empirical review**

**2.3.1 Employee Motivation**

According to Tomar & Sharma, (2013), motivation is a kind of force which energizes people to achieve some common goals. Every organization either public or private is goal oriented and all efforts are geared towards the successful attainment of their goals and objectives. It has been argued that unless individual employees are motivated to make efficient use of the potentials found among them during the employment process, they may not achieve the level of performance that is desired from them (Rothberg, 2005). For an employee to be motivated, he or she perceives that their want are being met. Thus, the satisfaction of the employee represents an indispensable dimension of the motivational process. A satisfied employee would certainly contribute positively to the realization of organizational goals and objectives, while a dissatisfied may not only contribute but can even act in such a way that the realization of such goals and objectives could be completely destroyed. This underlines the importance of employees’ satisfaction to the organization (Anka, 1988).

According to Manzoor, (2012) employee motivation is one of the policies of managers to increase effectual job management amongst employees in organizations. A motivated employee is responsive of the definite goals and objectives he/she must achieve, therefore he/she directs its efforts in that direction. Getting employees to do their best work even in strenuous circumstances, is one of the employees most stable and greasy challenges and this can be made possible through motivating them. One of the major concerns of manufacturing companies has focused on improving worker productivity, which is one of the job performance measures (Borman, 2004). Employee motivation is one of the strategies managers employ to enhance effective job performance among workers in organizations. For effective work performance to thrive in the organization, motivation has to be managers’ top priority.
Atambo and Ayaga (2016) posits that lack of motivational factors has been a major hindrance on employees’ performance, motivational factors like job security; training and flexible work arrangements all have effect on performance. Atambo and Ayaga (2016) conducted a study to establish the impact of motivation on the performance of health workers at Kisii Teaching and Referral Hospital where the study was guided with the extent to which recognition, employee allowances, career growth and responsibility affected performance of the health workers. The study revealed that recognition, career growth, delegation of responsibility and allowances had a positive response on employee performance. The study concluded that motivation in its diverse dimensions played a big role in the performance of the health workers.

The employee motivation argument is that job rotation contributes to make work more interesting. This argument was mentioned in the late 1970s literature on the so-called “plateau” employees - employees with limited prospects of promotion. Job rotation motivates employees who would otherwise become bored and tired of always performing the same tasks (Eriksson and Ortega, 2004). According to Ference, Stoner and Warren (1977), job rotation is a potential solution to these employees’ lack of motivation. Cosgel and Miceli (1999) have pointed out increased satisfaction as one of the benefits of rotation. In their model, employees prefer to perform a variety of tasks rather than specializing in a single task and, as a consequence, job rotation increases job satisfaction. This is beneficial to the firm because it can afford to pay lower salaries when employees are more satisfied. If job rotation is a motivation tool, we would expect it to be used by firms where employees have poorer prospects of promotion.

Job rotation has found wide acceptance as a means of reducing monotony (Gannon et al, 1972). Moving from one position to another for set periods results in mobility, new skills, a new working environment, new social dialogue, new experiences, new professional fields, removes the employee from going through the same motions for long periods of time, and increases morale thereby motivating employees (Adomi, 2006). Job rotation can also reduce boredom and increase motivation through the divergence of employee’s activities. Foss, et al. (2009) found out that reassignment of job where there is improvement of employee from department to another will help the current department with the previous skills and knowledge the employees possess in their previous department. As a result their level of motivation will boost up and they will learn the positive effect of job rotation.

Going away from psychologically negative effected job position provide relief and decrease stress (Xie and Johns, 1995). It is important for business owners to provide opportunities to increase employee motivation because greater motivation promotes higher levels of organizational commitment and desire to grow within the company. When employees are given the opportunity to rotate between different positions, they enhance and improve their skills, abilities, and competencies, which lead to better job performance and greater likelihood of promotional advancement. Furthermore, employees that are engaged with a number of different positions throughout a company experience increased appreciation for co-workers and the interrelation between positions, which decreases animosity and enhances organizational commitment.

Osman et al. (2011) reveals that there is a high influence of correlation between job design and the firm performance. This refers to the level of employees that given the autonomy to decide participate and get involved in their area of work. It also enables employees to feel empowered and to exercise elasticity in their jobs. The findings of this research is constant with the Herzberg (1959) two-factor motivation theory which suggested that employees will be highly motivated if the intrinsic factors like responsibility, recognition and personal growth are presented to the worker. Thus by participating in job rotation, it will increase work satisfaction, internal drive for employees to produce better performance besides to provide employees with wide options and opportunities to develop their knowledge, skills and competencies (Sanali et al., 2013).

2.3.2 Worker Involvement

Apostolou, (2000) posits that when an organization truly wants to create a positive work involvement that is based on high trust, exceptional customer service, collaborative teamwork, operational excellence and creative problem solving, then the leadership team must begin to understand, invest in and be responsive to the needs of organizational employees. The return of such investment will come in form of high levels of employee motivation, creativity, productivity and commitment that will move the organization forward with greater profitability. Sofijanova & Zabijakin-Chatleska, (2013) defined employee involvement as a process of participation and empowerment of employees in order to use their
input towards achieving higher and individual and organizational performance. The success of any organization greatly depends on employee empowerment as they take larger roles in shaping the organizational culture. According to Apostolou, (2000), employee involvement is a process of empowering employees to participate in managerial decision making and improvement activities appropriate to their levels in the organization while empowerment means that all employees feel that they have responsibility and authority to participate in decision making and problem solving in their appropriate levels.

According to Holden (2001), in differentiating worker involvement from empowerment it is clear that employee involvement initiatives are support mechanisms for other managerial strategies such as Total Quality Management (TQM), business process re-engineering, high performance work systems and the learning organization. Employees can be empowered through job rotation. Empowerment is an initiative in its own right, which can be all-pervasive in organizational terms. In addition, both employee involvement and empowerment can be seen to be managerially inspired, with circumscribed powers given to employees. They have also been strongly associated with the introduction of HRM strategies. Participation and to a greater degree, industrial democracy allow greater autonomy to employees and their representatives, such as trade unions, who decide their own policies in reaction to organizational changes and managerial policy (Holden, 2001).

Sofijanova & Zabijakin-Chatleska (2013), states that teamwork is considered as an effective way to reduce an organizational hierarchy and increase the worker involvement. Although problem solving teams allow employee involvement in decision making they only have right to make recommendations and examples include quality circles groups for quality improvement. Some organizations go further to create teams that will not only solve problems but also implement solutions that will take responsibilities for results.

Today organizations design customized job rotation programs by asking employees about their career aspirations in order to meet their needs for career satisfaction, have more loyal and committed workforce because by satisfying the longings, managers give greater hope and confidence to employees, which enhance their loyalty to the organizations (Zigarelli, 2004; Leat, 2007). Rotational assignments also encourage the employees to be more content and satisfied in their work and enhance their involvement which may serve as a competitive weapon for an organization in today’s dynamic corporate environment. It also helps the organizations to bring about a durable outcome of the commitment of each employee to the firm’s value base (Arogyaswamy and Simmons, 1993).

In- role job performance refers to activities that are related to employees’ formal role requirements (Borman & Motowidlo, 1997). Generally it is believed that job involvement by positively affecting employees’ motivation and effort, leads to higher levels of in-role job performance. Prior research has indicated some support for this claim. For instance Brown and Leigh (1996) in their study found that job involvement had both direct and indirect effects through effort on performance. The success of an organization depends on the on-job productivity of its employees. If they’re rightly placed, they will be able to give the maximum output. In case, they are not assigned the job that they are good at, it creates a real big problem for both employee as well as organization. Therefore, fitting a right person in right vacancy is one of the main objectives of job rotation. Furthermore, employees that are engaged with a number of different positions throughout a company experience increased appreciation for co-workers and the interrelation between positions, which decreases animosity and enhances job commitment. When developing job rotation program, the management need consider employee interests and attitudes first. It is also important to consider flexibility and employees views regarding rotation programs to make workers more involved and committed to their jobs.

2.3.3 Training and Development

According to Niazi, (2011), training and development has its strategic positioning and it directly contributes towards organizational business goals and objectives. Training refers to the process to obtain or transfer knowledge, skills and abilities needed to carry out a specific task. In order to meet the current and future challenges of our business, training and development assumes a wide range of learning actions, ranging of employees for their present tasks, knowledge sharing to improve business horizon and customer’s service. It also focuses on their career development thus expanding individual, group and organizational effectiveness. A comprehensive training and development program helps in deliberating on the knowledge, skills and attitudes necessary to achieve organizational goals and also to create competitive advantage (Peteraf 1993).
According to Sari (2009), training and development is seen as one of the key practices of HRM and it refers to the programs designed to teach the employees about the company specifics, educate them on the general rules of an organization, to provide them technical knowledge which is considered important to complete the job tasks effectively and to eradicate the probable imperfections at work. Training is giving new or present employees the skills they need to perform their jobs. On-the-job training (OJT) involves having a person learn a job by actually performing it on the job. In many companies, OJT is the only type of training available to employees (Dessler, 1994). One important form of OJT is job rotation in which the employee moves from job to job at planned intervals.

According to Saravani S. R. and Abbasi B. (2013), developing and improving skills is prerequisite for organizational dynamics and productivity. Without this principle, inspiration and development of the organizational capabilities, creating human relationships with others and coping with conflicting situation is difficult. In HRM, skills are defined as an individual’s unique capital: they are studied in three groups which are technical, acquired and job skills. Importance of recognition and acquisition of job skills in behaviour management accelerates internal mutations and mental dynamics of organization and facilitates achieving of goals. While job independence is the result of some organizational limitations it creates a kind of job structure or content which cause tension and uniformity in practitioners of a profession (Abdel-Halim 1981). Thus, it is necessary to have job diversity as a spectrum of human capital capabilities which allows goal oriented actions of organization members at both technical and contextual levels.

The advantages of job rotation have been long recognized by organizational theorists. As summarized in Sargent (1952): a job rotation plan provides well-rounded training and a background of experience for the individuals; it streamlines the organization through periodic introduction of new managerial viewpoints; it stimulates the development of the individual because of the element of competition introduced; it eliminates the assumption by an individual of any “vested right” in a particular job; it tests the individual; it minimize friction caused by personality clashes or personal feuds; and it widens the trainee’s circle of acquaintances among company executives. In sum, the trainee in the job rotation learns by doing. In each assignment, the employee is given responsibility and expected to fit in as a regular member. Hence, training by job rotation is not perfectly substitutable by other kinds of training method.

According to Campion, Cheraskin and Michael (1994), job rotations are lateral transfers of employees between jobs in an organization. Job rotation is used for employing a group of workers in order to provide on-the-job training. Rotation can also be seen as an on-the-job training technique supporting the principle of learning by practical experience. The research performed by Eriksson and Ortega (2006) indicated that job rotation applications support both employee learning and the employer learning. It is a training means of facilitating the acquisition of skills to make the work productive. By working in more than one department or section at set intervals and learning by actually doing the work oneself, makes it easier to acquire the knowledge and skills related to many functional areas of the organisation (Eguchi, 2005).

Job rotation makes people in different functional areas more connected. It also provides individuals with a better knowledge of the other parts of the business. Hence the greater job rotation, the more consensuses is created between workers, which influences the interpretation of information and provides a mechanism for organizational learning. (Weerd-NederHof et al, 2002). In this perspective, the learning is affected in two dimensions, by periods in various departments with the routine procedural processes and also the accumulation of the employee’s personal experience in the related departments. In comparison with other learning methods, training by rotation allows for better development of knowledge, skills and competencies, and provide opportunities to be applied at work. This supports the creation of an infrastructure for the employee with higher motivation and performance (Ortega, 2001).

The job rotation applications are significant not only for production workers but also for employees considered as manager candidates. In US and Japanese firms, qualified workers who are expected to be promoted as managers are required to have a broad view of the entire firm. The workers have experienced various production segments by rotating through different jobs, effectively learning many aspects of the company as a manager point of view (Eguchi, 2005). Therefore rotation influences the direction of career development. The role adopted by rotation in career management and the points that trigger motivation (Campion et al, 1994). Rotation technique increases an employee’s problem-solving capability from a management angle. Understanding and dealing with a new job, a
new department, new staff and new work processes brings many problems. This may be because in a different department working with different managers it may be necessary to change the approach to staff problems and may be at that time to abandon the routinely used methods. The fact that every new problem brings new solutions and ways of dealing with them generally creates a wide viewpoint related to the possible sources of problems in the company, (Campion et al, 1994).

According to Huang, H. J. (1999), a benefit attributed to job rotation is that it creates a good platform for the transformation of human capital. It is well known that the value of human capital depends on utilization, other than deposit. So it is important for firms to have a good platform to make the human capital be transformed into productivity in the process of production. Job rotation makes up a platform of transformation of human capital. Firstly, human capital gained from rotating has good position adaptability and it sets up a precondition of the human capital translation. Employees rotating often make the best use of their knowledge and skills at their positions and that generally means high productivity. In past job rotation was taken with different perspectives, from studying past literature we can argue that job rotation is helpful for Management training officers (MTO’s) to develop their career.

Anka L. M. (2006) examines the essential skills needed by managers to work efficiently and effectively in an organization. At lower level, the major need is for technical and human skills and at higher level manager’s effectiveness depends largely on human and conceptual skills. At top level, conceptual skill becomes important for successful administration. These three skills play an important role in enhancing efficiency of employees.

2.3.4 Organizational Productivity

According to Liu, et al. (2012), organizations should endeavour to promote and reinforce retention strategies that lead to positive changes in employee job satisfaction and minimize dissatisfaction in order to maintain their valuable human resources. Various retention strategies can be used to address the employee turnover rates in organizations (Steel, et al. 2002). Research findings cited by Allen (2008) show the retention initiatives used such as promotion and career development opportunities, special training and educational opportunities. This provides evidence the internal drivers of employee turnover can be managed through the use of human resource practices to increase job satisfaction, thus leading to employee retention.

Increasing productivity, new product development, creativity and cutting time to market require a stable and productive work force. The stability and productivity of the work force can be dramatically increased by ensuring that every employee is challenged and excited about their job. Employee turnover and the associated loss of tacit and explicit knowledge disrupt team effectiveness and also slow product development hence job rotation can be used to boost company productivity. Working with many people at different time periods develop human relations and support internal and external communication among departments. Rotation gives several cues about how to establish communication with people with different behavioural characteristics. Employees who are closer to each other in a social context will be able to resolve any problems which may arise during technical processes more easily. This makes it feasible for the workplace to be more peaceful and work to be carried out with high motivation (Morris, 1956).

Job rotation intensifies innovation of firms. According to Jaime Ortega (1999), there was a positive correlation between rotation and the intensity of innovation especially in the innovative firm. This could be understood as: Firstly, learning is the base of innovation, so an innovative firm has a great demand to induce employees to learn as much, and job rotation has positive effect on leading employees to learn. Secondly, innovation itself is a kind of creative activity. In the process of innovation, many knowledge and techniques could be created. So job rotation improves greatly the company productivity.

Job rotation enhances job satisfaction hence employees become motivated. Job satisfaction refers to an individual’s general attitude toward his or her job. According to Locke (1976), job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job and job experiences. As Robbins (1993) put it, when people speak of employee attitudes, they often mean job satisfaction. Job satisfaction, like any attitude, is generally acquired over a period of time as an employee gains more and more information about the workplace.

Job satisfaction related to a number of variables including organization structural characteristics such as hierarchy, size, and centralization (Berger & Cummings, 1990) and job characteristics such as skill variety, task significance, task identity, autonomy, and feedback (Hackman & Oldham,
1975 & 1976). Conceivably, the practice of job rotation contributes at least to skill variety and task identity. In addition, employees see job rotation as a way of acquiring the skills needed for promotions and as an investment by the employer in their development. Therefore, rotating employees to different positions is an excellent way to motivate employees, give them a sense of belonging, reduce boredom and fight off a lack of commitment (Campion et al., 1994).

2.4 Critique of the existing literature relevant to the study

When it comes to naming potential costs of implementing job rotation, there almost seems to be unanimity in the theoretical literature: Transferring individuals to new jobs sacrifices job-specific human capital, and frequent job rotation may in consequence entail a serious loss of productivity. With regard to benefits of this particular kind of work design, on the other hand, over the years many explanations have been put forth why it may be worthwhile to incur the afore-mentioned loss in productivity. One of these explanations, formalized in Cosgel and Miceli (1999), posits that workers dislike monotonous jobs. In consequence, regular job transfers increase employees’ motivation and overall satisfaction by reducing their boredom and keeping them interested in their jobs, which in turn allows firms to economize on wages. A large part of the theoretical literature, however, focuses on the effects of job rotation on firm learning by placing firms and their employees on very unequal informational footing, with the firm being in a disadvantageous position.

Ortega (2001) finds that a firm can benefit from implementing job rotation in order to optimally match employees to jobs when there is uncertainty about both the profitability of different jobs and the productivity of different persons at different jobs. Eguchi (2005) considers a multi-task situation where, next to regular job rotations, the worker can engage in influence activities which become more profitable for the worker the longer he is in his current position. It is shown that when the firm is harmed by this rent-seeking behaviour of its employees but cannot use incentive payment schemes effectively due to difficulties in measuring workers’ performance, frequent job transfers are useful to limit these influence activities.

When the firm faces workers of different but unobservable ability, Arya and Mittendorf (2006) argue that implementing optional job rotation programs can help firms to better match pay to an employee’s true worth by achieving a self-selection of the workers: When undertaking different tasks is costly for workers but less costly for highly talented employees than for employees of low talent, the former opt for the job transfer program in order to prove their versatility, whereas the latter refrain from doing so because it is too costly.

According to Eriksson and Ortega (2004), there are three major approaches to explain why work place organization may take the particular form of job rotation: employee motivation, employee learning, and employer learning. The employee motivation theory posits that job rotation helps to make work more interesting, thereby in particular providing motivation for so-called “plateaued” employees, i.e., employees with limited promotion prospects. The employee learning theory, on the other hand, contends that, job rotation is an effective way to develop employees’ abilities and to improve organizational knowledge in order to help prepare junior employees to become top managers or to better cope with uncertainty. Last, according to the employer learning theory, job rotation improves job assignments by providing the employer with information about the employee’s abilities, both general and job-specific, and also job-specific factors unrelated to the employee.

Though we do not see an immediate connection to the first of these approaches, the two tales told in this paper suggest that the presence of bias in organizations might interact with the two latter explanations, employee and employer learning. As for employer learning, about employees’ evaluation by supervisors indicates that job rotation may become an even more valuable learning device for the firm when bias is an issue because it may prevent distortion of the signal that the employer receives. The alternative interpretation of literature review, on the other hand, in a sense links employer and employee learning theory: though the ultimate goal of the employer is to learn where best to deploy the asset, when bias is present this may be achieved most profitably by making the employee learn to know the different building blocks of the organization in order to broaden his view and make him less susceptible for partial treatment of information. In particular this last observation might be relevant for empirical analysis (Eriksson and Ortega 2004).

When organization implementing job rotation then they must keep in mind about employees work experience quality rather than quantity. Organization should keep care about employee's interest, capacity and arrangement of timing, when organization plan for next rotation (Campion et al., 1994).Therefore again and again job rotation may
Employee turnover and the associated loss of tacit and explicit knowledge disrupt team effectiveness and also slow product development hence job rotation can be used to boost Mount Kenya University productivity.

2.6 Research gaps

Campion, Cheraskin and Stevens (1994) carried out a research on job rotation inside the finance department of a large pharmaceutical company. First they find that tenure has a negative effect on the rate of job rotation: junior employees rotate more frequently than senior employees. Second the rate of job rotation has no significant effect on the rate of job rotation. Thirdly individual performance has a significant positive effect on the rate of job rotation. Fourth, the rate of job rotation has a moderate positive effect on the rate of promotion and lastly the authors use a questionnaire to complete the data that they have collected from personnel records. In that questionnaire employees were asked their opinion about the benefits of job rotation. According to employees job rotation provides increased knowledge.

Eriksson and Ortega (2004) conducted a research on the adoption of job rotation whereby they tested three theories of why organizations introduce job rotation. These theories were employee learning, employer learning and employee motivation. Employee learning states that employees who rotate accumulate more human capital because they are exposed to a wider range of experiences. The more an employee moves the more he learns. The second theory is that the firm itself learns more about its own employees if it can observe how they perform at different jobs. To find the job that an employee is best at, the employer needs to move the employee around and observe how he performs at each position. The last theory is that job rotation motivates employees who would otherwise become bored and tired of always performing the same task. The statistical evidence was more favourable to the employee and the employer learning hypotheses. Limited support was found for employee motivation hypothesis.

Mohsan F. et al. (2012) study impact of job rotation on employee motivation, commitment and job involvement in banking sector of Pakistan. They found out that when employees are rotated to different jobs across various departments they become less motivated but they were more committed and involved in their respective jobs. Findings of this research indicate that employee commitment and job involvement could be slightly
increased by boosting up job rotational activities in banking sector of Pakistan.

Saravani S. R. and Abbasi B. (2013) revealed that job performance is not directly influenced by job rotation. Job rotation positively influences job performance mediated by job satisfactions and skill variation. The results of the study are completely consistent with Deplesand et al (2010) in Tehran. The statistical finding indicates that implementing job rotation policy would weakly act if mediated factors are neglected. Thus job rotation can result in increased job satisfaction. On the other hand job rotation systems and its effect on multi-skilled employees result in integrity and modulation of employee capabilities and indirectly increased productivity in labour force.

Mohan and Gomathi (2015) carried out a research on the effects of job rotation practices on employee development: an empirical study on Nurses in the Hospitals of Vellore District. The study indicates that there is a positive relationship between job rotation and employee development hence it can contribute to the organizational learning activities. The organizational learning involves the learning process of individual and organization as a whole within the organization. Based on the practical implication job rotation practice is well known by the nurses in the hospitals and perform their tasks without knowing its importance. The study concentrated on the various benefits given to the nurses through job rotation practices which are clearly revealed and the HR executives can clearly understand the essentials of job rotation which can be a cheap and best training method they can follow in all type of organizations.

The literature review addressed job rotation from benefits received. Interestingly, job rotation is rarely viewed from the challenges encountered. Despite the fact that most organizations have implemented job rotation, there are challenges encountered such as high employee turnover. Job rotation is therefore a strategy implemented by organizations to improve productivity, motivation and skills. Based on this information, the researcher had selected Mount Kenya University as it is one of the leading private universities in Kenya and has grown rapidly within a short period but it is facing high rate of employee turnover. The researcher wanted to measure the following: employee motivation, training and development of employees and worker involvement at MKU. Therefore the study focused on influence of job rotation on organizational productivity at MKU. Job rotation is a developmental technique that has been widely used by many organizations but it has received little attention in human resources studies. Empirical research in this regard is profoundly needed.

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this section was to outline the research method and instruments that was used to collect data and how data was analysed and presented. This chapter included research design, target population, sample population, data collection instruments, validity and reliability and finally data analysis procedure.

3.2 Research Design

The study adopted descriptive survey design in collecting information by administering questionnaires to a sample of individuals. The major purpose of descriptive research was to describe the state of affairs as it exists. According to Kelinger and Pedhazur (1973), descriptive studies are not only restricted to fact findings, but may often result from the formulation of important principles of knowledge and solution to significant problems. They involve measurement, classification, analysis, comparison and interpretation of data.

3.3 Target Population

The study targeted 1034 employees at Mount Kenya University. The subjects of the study were drawn from all 12 campuses. The respondents included 1034 employees. Table 3.1 below indicates the target population and research sample used in the study.

Table 3.1 Target population and Sample size

<table>
<thead>
<tr>
<th>Campuses</th>
<th>Population</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thika</td>
<td>305</td>
<td>83</td>
</tr>
<tr>
<td>Nairobi</td>
<td>120</td>
<td>35</td>
</tr>
<tr>
<td>Nakuru</td>
<td>96</td>
<td>27</td>
</tr>
<tr>
<td>Eldoret</td>
<td>85</td>
<td>24</td>
</tr>
<tr>
<td>Kitale</td>
<td>67</td>
<td>19</td>
</tr>
<tr>
<td>Lowdar</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>Kakamega</td>
<td>63</td>
<td>17</td>
</tr>
<tr>
<td>Kisii</td>
<td>57</td>
<td>16</td>
</tr>
<tr>
<td>Virtual</td>
<td>42</td>
<td>11</td>
</tr>
<tr>
<td>Nkubu</td>
<td>55</td>
<td>15</td>
</tr>
<tr>
<td>Mombasa</td>
<td>54</td>
<td>15</td>
</tr>
<tr>
<td>Kigali</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1034</strong></td>
<td><strong>288</strong></td>
</tr>
</tbody>
</table>
3.4 Sample Size and Sampling Procedure

Probability sampling design was adopted for the study in which the sample was gathered in a process that gave all the individuals in the population equal chances of being selected. This design gave every member of population equal chances of being included in the study. In order to select a representative sample for the study stratified random sampling technique was utilized. Three steps were involved in stratified random sampling. The first step required the determination of the overall sample size. In the second step the total sample size was allocated among different strata i.e. campuses and in the third step the required number of respondents was chosen from each strata using random sampling. Finally the required number of respondents from each stratum was selected by simple random sampling.

The accuracy of a study depends on the size of the sample, not the population and the sample selected for the study is indicated in table 3.1 above. The sample size for this study was determined by the use of Slovin’s formula where a sample of 288 employees was obtained (Almeda, Capistrano and Sarte, 2010). This formula is used to effectively determine the most appropriate sample size irrespective of how large the population is.

\[ n = \frac{N}{1 + Ne^2} \]

Where:
- \( n \) = Desired sample size
- \( N \) = Size of the population
- \( e = 0.05 \), error of estimate (margin of error)

Therefore the sample size needed for this study was:

\[ n = \frac{1034}{1 + 1034(0.05)^2} \]

= 288

3.5 Data Collection

The researcher used primary method in data collection which was done through distribution of questionnaires. The required number of questionnaires and the accompanying cover letter assuring confidentiality was handed over to the management of Mount Kenya University. The questionnaire was appropriate as a primary data collection tool for the study because less time was required in the collection of data as compared to carrying out direct interviews. Mugenda and Mugenda (2003), posits that a questionnaire is developed to address specific objective, research questions or hypothesis of the study. A demographics section was included in the questionnaire containing questions regarding gender, age, level of education; work experience and about the job position of the respondent. The questionnaire consisted of both open-ended and closed-ended questions. Closed ended questions restrict respondents while open ended questions allow respondents to elaborate their answers.

The researcher then visited the selected respondents at their respective campuses and requested them to fill the questionnaires. If the respondents had the time, they filled the questionnaire on the spot. In other cases the researcher had to send the questionnaires through an email with the relevant respondents and collect the questionnaire at a mutually agreed date and time. Participation in this survey was completely voluntary. It took about two months to collect the data.

3.6 Pilot Testing

Mugenda and Mugenda (2003) asserted that, the accuracy of data collected largely depended on the data collection instruments in terms of validity and reliability. Before collecting data, a pilot study for testing the questionnaire was conducted this revealed the weaknesses, if any, of the questionnaire. Questionnaire to be used is prepared very carefully so that it may prove to be effective in collecting the relevant information (Kothari 2004). The rule thumb is that at least 10% to 20% of sample should constitute the pilot test (Baker, 2004). A pilot study was undertaken on 28 employees of MKU to test the reliability and validity of the questionnaire. A Cronbach’s alpha type of reliability co-efficient value of 0.5 or higher is usually considered sufficient. The questionnaire was distributed to 28 subjects. Values above 0.5 were obtained implying that the instrument was sufficiently reliable for measurement. The results of reliability tests are indicated on table 3.2 below.

<table>
<thead>
<tr>
<th>Table 3.2 Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construct</td>
</tr>
<tr>
<td>Employee Motivation</td>
</tr>
<tr>
<td>Worker involvement</td>
</tr>
<tr>
<td>Training and development</td>
</tr>
</tbody>
</table>
3.7 Data Analysis and Presentation

Qualitative data was generated from the filled questionnaires. Descriptive statistics was used to analyze the data through the use of Statistical Package for Social Science (SPSS) version 20.0.0 Editing, coding and tabulation was carried out. The descriptive statistics did not only describe the characteristics of the sample but also entailed the extent of the prevalence of variables of the study. Quantitative data was analyzed using descriptive statistical tools namely, frequencies, percentages, mean and standard deviation while inferential statistical tool such regression analysis was used to determine and explain the relationships between variables. The information was presented graphically and in tables. The multiple regression equation was:

\[ Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \varepsilon \]

Where; \( Y \) = Organizational productivity
\( \beta_0 \) = Constant
\( \beta_1, \beta_2, \beta_3 \) = the partial regression coefficients
\( x_1 \) = Motivation
\( x_2 \) = Worker involvement
\( x_3 \) = Training and development
\( \varepsilon \) = statistical error

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the data analysis, interpretation and presentation. The data analysis was in line with the objectives of the study where patterns were examined, interpreted and conclusions were drawn. The general objective of the study was to examine influence of job rotation on organization productivity: a case of Mount Kenya University. The specific objectives of the study were; to establish how employee motivation affects organizational productivity at MKU; to determine how training and development influences organization productivity at MKU; and find out influence of worker involvement on organizational productivity at MKU.

4.2 Background information

The characteristics of the respondents have a great effect on their opinions, attitudes and perception towards influence of job rotation on organizational productivity. Demographic factors considered in this study included age, gender, level of education, work experience and job positions of the respondents. Age - Coded as 1(less than 25), 2(26-35), 3(36-45), 4(above 45), Gender- males were coded as 1 and females as 2, Education - Coded as 1(university), 2(college), 3(high school), 4(others), Work experience coded as 1(below 5), 2(6-10), 3(11-15), 4(above 15) and Job Position - coded as 1(grade 14-16), 2(11-13), 3(07-10), 4(01-06). The researcher targeted a sample of 260 employees at MKU of which 235 responses were obtained. Therefore the study represented 90.4% response rate. According to Mugenda and Mugenda (2003) any response rate of 50% and above is adequate for analysis thus 90.4% is even better.

4.2.3 Age of employees

The study sought to know about the age of the respondents as shown in table 4.3 below. Most respondents were between 26 and 35 years were 65.5% while others included above 45 were 15.3%, 36-45 were 13.6% and below 25 were 5.5%. This means that the organization mostly comprises of the youth who may constantly need to undergo job rotation to acquire knowledge, skills and competencies in different departments so as to cope with the ever changing job needs.

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BELOW 25 YEARS</td>
<td>13</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>26-35 YEARS</td>
<td>154</td>
<td>65.5</td>
<td>65.5</td>
<td>71.1</td>
</tr>
<tr>
<td>36-45 YEARS</td>
<td>32</td>
<td>13.6</td>
<td>13.6</td>
<td>84.7</td>
</tr>
<tr>
<td>ABOVE 45 YEARS</td>
<td>36</td>
<td>15.3</td>
<td>15.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Total 235 100.0 100.0

4.2.2 Gender of employees

The study sought to know about the gender of the respondents as shown in figure 4.2 below. Most respondents were males, 57% while females were 43%. This means that the organization mostly is dominated by male employees hence there is need to increase number of female employees.
4.2.3 Level of education of employees

The study sought to know about the level of education of the respondents as shown in table 4.4 below. From the study findings majority of respondents were university graduates 55.7%, followed by 19.6% college graduates while high school leavers and others composed 14% and 10.6% respectively. This shows that most respondents of the organization were educated hence job rotation programs should focus more on less educated employees who need constant training and development to build their knowledge and skills.

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY</td>
<td>131</td>
<td>55.7</td>
<td>55.7</td>
<td>55.7</td>
</tr>
<tr>
<td>COLLEGE</td>
<td>46</td>
<td>19.6</td>
<td>19.6</td>
<td>75.3</td>
</tr>
<tr>
<td>HIGH SCHOOL</td>
<td>33</td>
<td>14.0</td>
<td>14.0</td>
<td>89.4</td>
</tr>
<tr>
<td>OTHERS</td>
<td>25</td>
<td>10.6</td>
<td>10.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.4 Tenure

This study sought to know the number of years respondents have worked in the organization. From figure 4.3 below the study findings indicate that the majority of the respondents 148 (63%) had worked below 5 years, followed by 59 (25%) respondents that had a range of 6-10 years of experience. Respondents with a range of 11-15years’ were 16 (6.8%) and above 15 years were 12 (5.1%). This indicates that most of the respondents have worked for a short period in the organization. Therefore MKU should put strategies in place so as to retain employees in the organization for a long period. This will minimise the cost of hiring and training new employees.
4.2. 5 Job position

The study sought to know about the job position of the respondents as shown in table 4.5 below. The study findings from table 4.3 below indicate that 96 (40.9%) were in grade 7-10, 73 (31.1%) grade 1-6, 60 (25.5%) grade 11-13 and 6 (2.6%) grade 14-16. This implies that more job rotation opportunities should be focused on lower level grades so as to

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE 14-16</td>
<td>6</td>
<td>2.6</td>
<td>2.6</td>
<td>2.6</td>
</tr>
<tr>
<td>GRADE 11-13</td>
<td>60</td>
<td>25.5</td>
<td>25.5</td>
<td>28.1</td>
</tr>
<tr>
<td>GRADE 7-10</td>
<td>96</td>
<td>40.9</td>
<td>40.9</td>
<td>68.9</td>
</tr>
<tr>
<td>GRADE 1-6</td>
<td>73</td>
<td>31.1</td>
<td>31.1</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.3 Employee motivation

The study sought to establish how employee motivation affects organizational productivity at MKU. Table 4.6 below shows the rating of the various statements on effect of employee motivation on organizational productivity. The respondents were asked to respond on 10 items reflecting on employee motivation. A five point Likert scale was used to interpret the respondent’s responses. According to the scale, those statements which were strongly disagreeing were awarded 1 while those which were rated strongly agree were awarded 5. Within the continuum are 2 for disagree, 3 for tend to agree and 4 for agree. As reflected from the findings 43.8% of respondents agreed that the mission of MKU makes them feel their job is important. 45.1% tended to agree that motivation reduces rate of employee absenteeism. 33.6% agreed that motivation reduces work stress. 36.2% tended to agreed that motivation has increased employee performance work level. 35.7% disagreed and 35.7% tended to agree that they are free to choose their own method of working. 48.4% agree that working relationships with team are good. 36.2% agreed that motivation is used as a retention strategy by MKU. 44.3% tended to agree that the quantity of their work is enough to keep them busy but not too much to over-burden them. 52.8% agreed that they have all resources they need to do their best every day and 25.5% strongly disagreed that they receive recognition or praise for doing great work. From the findings it seems employees are not recognized for their efforts towards achieving organizational goals and objectives. The mean and standard deviation of each item is presented in table 4.5 below respectively. In general employees perceive employee motivation positively. The highest mean score attained was associated with motivation reducing work stress (mean=3.8638). The mean of employee motivation was 3.38001 with quite high standard deviation of 0.980363 indicating that on average respondents think there exists moderate level of employee motivation at MKU but large standard deviation indicates towards the differences of opinions. This indicates that employees are moderately motivated.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of MKU makes me feel my job is important</td>
<td>0</td>
<td>7</td>
<td>85</td>
<td>103</td>
<td>40</td>
<td>3.7489</td>
<td>.76847</td>
</tr>
<tr>
<td>Motivation reduces rate of employee absenteeism</td>
<td>0</td>
<td>23</td>
<td>9.8%</td>
<td>45.1%</td>
<td>18.3%</td>
<td>3.6213</td>
<td>.98557</td>
</tr>
<tr>
<td>Motivation reduces work stress</td>
<td>0</td>
<td>20</td>
<td>8.5%</td>
<td>27.2%</td>
<td>33.6%</td>
<td>3.8638</td>
<td>.95103</td>
</tr>
<tr>
<td>Motivation has increased employee performance work level</td>
<td>0</td>
<td>22</td>
<td>9.4%</td>
<td>36.2%</td>
<td>26%</td>
<td>3.7362</td>
<td>.97762</td>
</tr>
<tr>
<td>I am free to choose my own method of working</td>
<td>12</td>
<td>30</td>
<td>5.1%</td>
<td>12.8%</td>
<td>35.7%</td>
<td>3.3404</td>
<td>1.00164</td>
</tr>
<tr>
<td>Working relationships in my team are good</td>
<td>6</td>
<td>0</td>
<td>2.6%</td>
<td>79</td>
<td>109</td>
<td>3.7617</td>
<td>.82859</td>
</tr>
<tr>
<td>Motivation is used as a retention strategy by MKU</td>
<td>31</td>
<td>75</td>
<td>13.2%</td>
<td>31.9%</td>
<td>17.4%</td>
<td>2.8043</td>
<td>1.10746</td>
</tr>
<tr>
<td>The quantity of my work is enough to keep me busy but not too much to over-burden me</td>
<td>19</td>
<td>55</td>
<td>8.1%</td>
<td>23.4%</td>
<td>44.3%</td>
<td>2.9149</td>
<td>1.00064</td>
</tr>
<tr>
<td>I have all resources I need to do my work</td>
<td>9</td>
<td>35</td>
<td>9.4%</td>
<td>55</td>
<td>124</td>
<td>3.4043</td>
<td>.93506</td>
</tr>
</tbody>
</table>
4.4 Worker Involvement

The study sought to find out the effect of worker involvement on organizational productivity at MKU. Table 4.7 below shows the rating of the various statements on effect of worker involvement on organizational productivity at MKU. 46.4% agreed that their supervisor keeps them informed about what is going on. Majority of 37.9% tended to agree that they consulted and their opinions seem to count. 42.6% of respondents tended to agree that Employees meetings are held to determine interest, gain involvement and input. 52.8% agreed that flexibility and consideration been given for individuals in the working schedule. Majority of 38.3% respondents agreed that MKU seeks their consent before making decision. Majority of 47.7% respondents agreed that employee involvement leads to better coordination and team work. 52.3% of respondents agreed that worker involvement leads to sharing of MKU goals and objectives. 49.4% agreed that there is a good chain of communication between employees and management. Majority of 58.7% of respondents agreed that employee involvement leads to a better understanding and cooperation between different business units. Finally 63% respondents agreed that follow-up meetings with workers are held to evaluate performance. The mean and standard deviation of each item is presented in table 4.7 below respectively. The mean score of worker involvement was 3.57319 with standard deviation of 0.878882 thus indicating that workers are moderately involved at MKU. They were of opinion that the issue of worker involvement was low and should be improved further to improve morale and motivation.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My supervisor keeps me informed about what is going on.</td>
<td>7 (3%)</td>
<td>56 (23.8%)</td>
<td>54 (23%)</td>
<td>109 (46.4%)</td>
<td>9 (3.8%)</td>
<td>3.2426</td>
<td>.95893</td>
</tr>
<tr>
<td>I am consulted and my opinions seem to count.</td>
<td>0 (0%)</td>
<td>49 (20.9%)</td>
<td>89 (37.9%)</td>
<td>71 (30.2%)</td>
<td>26 (11.1%)</td>
<td>3.3149</td>
<td>.92611</td>
</tr>
<tr>
<td>Employees meetings are held to determine interest, gain involvement and input</td>
<td>19 (8.1%)</td>
<td>7 (3%)</td>
<td>100 (42.6%)</td>
<td>87 (37%)</td>
<td>22 (9.4%)</td>
<td>3.3660</td>
<td>.98390</td>
</tr>
<tr>
<td>Flexibility and consideration been given for individuals in the working schedule</td>
<td>9 (3.8%)</td>
<td>0 (0%)</td>
<td>90 (38.3%)</td>
<td>124 (52.8%)</td>
<td>12 (5.1%)</td>
<td>3.5532</td>
<td>.76260</td>
</tr>
<tr>
<td>MKU seeks my consent before making decision.</td>
<td>19 (8.1%)</td>
<td>63 (26.8%)</td>
<td>42 (17.9%)</td>
<td>90 (38.3%)</td>
<td>21 (8.1%)</td>
<td>3.1319</td>
<td>1.14897</td>
</tr>
<tr>
<td>Employee involvement leads to better coordination and team work.</td>
<td>0 (0%)</td>
<td>12 (5.1%)</td>
<td>55 (23.4%)</td>
<td>112 (47.7%)</td>
<td>56 (23.8%)</td>
<td>3.9021</td>
<td>.81845</td>
</tr>
<tr>
<td>Worker involvement leads to sharing of MKU goals and objectives</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>74 (31.5%)</td>
<td>123 (52.3%)</td>
<td>38 (16.2%)</td>
<td>3.8468</td>
<td>.67458</td>
</tr>
<tr>
<td>There is a good chain of communication between employees and management</td>
<td>7 (3%)</td>
<td>3 (1.3%)</td>
<td>66 (28.1%)</td>
<td>116 (49.4%)</td>
<td>43 (18.3%)</td>
<td>3.7872</td>
<td>.86073</td>
</tr>
<tr>
<td>Employee involvement leads to a better understanding and cooperation between different business units of MKU.</td>
<td>0 (0%)</td>
<td>20 (8.5%)</td>
<td>22 (9.4%)</td>
<td>138 (58.7%)</td>
<td>55 (23.4%)</td>
<td>3.9702</td>
<td>.81857</td>
</tr>
<tr>
<td>Follow-up meetings with workers are held to evaluate MKU performance.</td>
<td>3 (1.3%)</td>
<td>29 (12.3%)</td>
<td>39 (16.6%)</td>
<td>148 (63%)</td>
<td>16 (6.8%)</td>
<td>3.6170</td>
<td>.83598</td>
</tr>
</tbody>
</table>

4.5 Training and Development
The study sought to determine how training and development influences organizational productivity at MKU. Table 4.8 below shows the rating of the various statements on effect of training and development on organizational productivity. The respondents were asked to respond on 10 items reflecting on training and development. From table 4.8 below majority of 57% respondents agree that training broadens the knowledge, skills and competencies of an employee at MKU. Majority of 68.5% respondents agreed that training and development is a process of managing talent at MKU. 51.1% agreed that MKU considers training and development as part of organizational strategy. 85.5% agreed with the statement that training increases efficiency in learning. 61.3% agreed that training and development helps in career planning and progression of an employee at MKU. 40.9% agreed that when employees arrive from training, supervisors encourage them to share what they have learned with other employees. 53.6% agreed with the statement that training has increased innovation and idea generation. 45.1% agreed that training and development programs have helped in development of leadership skills and succession planning. Majority of 58.7% respondents agreed that Training has helped to increase the quality of services offered at MKU. Finally, majority of 45.1% respondents agreed that MKU has a training and development policy applicable to all employees. The mean and standard deviation of each item is presented in table 4.6 below respectively. The mean score of training and development was 3.89872 with a standard deviation of 0.736735. The score of training and development is close to 4 and high among the independent variables. This indicates employees are trained and developed at MKU. The respondents were asked about their opinion about improvement of knowledge after training and development program. They were of opinion that employees were expected to add more value to job performance and these programs had a positive effect on both individual and organizational performance. The respondents were also of opinion that training and development activities have increased innovation and idea generation through new skills acquisition, polished experienced and update on changing trends or preferences to suit consumer specific needs.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Tend to Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training broadens the knowledge, skills and competencies of an employee at MKU</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>14 (6%)</td>
<td>134 (57%)</td>
<td>87 (37%)</td>
<td>4.3106</td>
<td>.57855</td>
</tr>
<tr>
<td>Training and development is a process of managing talent at MKU.</td>
<td>6 (2.6%)</td>
<td>0 (0%)</td>
<td>43 (18.3)</td>
<td>161 (68.5%)</td>
<td>25 (10.6%)</td>
<td>3.8468</td>
<td>.70555</td>
</tr>
<tr>
<td>MKU considers training and development as part of organizational strategy</td>
<td>0 (0%)</td>
<td>33 (14%)</td>
<td>60 (25.5%)</td>
<td>120 (51.1%)</td>
<td>22 (9.4%)</td>
<td>3.5574</td>
<td>.84725</td>
</tr>
<tr>
<td>Training increases efficiency in learning</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3 (1.3%)</td>
<td>201 (85.5%)</td>
<td>31 (13.2%)</td>
<td>4.1191</td>
<td>.36200</td>
</tr>
<tr>
<td>Training and development helps in career planning and progression of an employee at MKU</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>26 (11.1%)</td>
<td>144 (61.3%)</td>
<td>65 (27.7%)</td>
<td>4.1660</td>
<td>.60102</td>
</tr>
<tr>
<td>When employees arrive from training, supervisors encourage them to share what they have learned with other employees.</td>
<td>0 (0%)</td>
<td>58 (24.7%)</td>
<td>56 (23.8%)</td>
<td>96 (40.9%)</td>
<td>25 (10.6%)</td>
<td>3.3745</td>
<td>.97193</td>
</tr>
<tr>
<td>Training has increased innovation and idea generation</td>
<td>0 (0%)</td>
<td>12 (5.1%)</td>
<td>61 (26%)</td>
<td>126 (53.6%)</td>
<td>36 (15.3%)</td>
<td>3.7915</td>
<td>.75894</td>
</tr>
<tr>
<td>Training and development programs have helped in development of leadership skills and succession planning</td>
<td>0 (0%)</td>
<td>12 (5.1%)</td>
<td>26 (11.1%)</td>
<td>106 (45.1%)</td>
<td>91 (38.7%)</td>
<td>4.1745</td>
<td>.82132</td>
</tr>
<tr>
<td>Training has helped to increase the quality of services offered at MKU</td>
<td>0 (0%)</td>
<td>6 (2.6%)</td>
<td>17 (7.2%)</td>
<td>138 (58.7%)</td>
<td>74 (31.5%)</td>
<td>4.1915</td>
<td>.67426</td>
</tr>
<tr>
<td>MKU has a training and development policy applicable to all employees</td>
<td>10 (4.3%)</td>
<td>39 (16.6%)</td>
<td>50 (21.3%)</td>
<td>106 (45.1%)</td>
<td>30 (12.8%)</td>
<td>3.4553</td>
<td>1.04653</td>
</tr>
</tbody>
</table>
4.6 Organizational Productivity
The study sought to examine the respondent’s choices with the variables that relate to organizational productivity. The mean score of dependent variable organizational productivity was 2.398186 with a quite high standard deviation of 0.967521 indicating that on average respondents think there is low level of organizational productivity within the institution but the larger standard deviation indicates difference in opinions of respondents based on items used in the research. They were of opinion that excellent reward mechanism and recognizing staff as their greatest assets could be applied to enhance employee retention. They suggested that proper job placements of employees can used to improve MKU performance further and frequent consultative forums should be enhanced.

4.6.1 MKU tends to achieve higher productivity through
The study sought to measure how MKU achieves higher productivity. Items were coded as follows 1-Innovative methods and processes 2-Creating performance driven culture 3-Developing knowledge sharing culture 4-Introducing new technology 5-Focusing on the development of its workforce. The study results as indicated on table 4.7 shows that majority 41.3% of respondents agreed that MKU tends to achieve higher productivity through introducing new technology, 24.3% through innovative methods and processes, 21.3% through creating performance driven culture, 11.9% through focusing on the development of its workforce and finally 1.3% through developing knowledge and sharing culture.

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovative methods and processes</td>
<td>57</td>
<td>24.3</td>
<td>24.3</td>
<td>24.3</td>
</tr>
<tr>
<td>Creating performance driven culture</td>
<td>50</td>
<td>21.3</td>
<td>21.3</td>
<td>45.5</td>
</tr>
<tr>
<td>Developing knowledge sharing culture</td>
<td>3</td>
<td>1.3</td>
<td>1.3</td>
<td>46.8</td>
</tr>
<tr>
<td>Introducing new technology</td>
<td>97</td>
<td>41.3</td>
<td>41.3</td>
<td>88.1</td>
</tr>
<tr>
<td>Focusing on the development of its workforce</td>
<td>28</td>
<td>11.9</td>
<td>11.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.6.2 How employee productivity is measured
This study sought to know how productivity is measured at MKU supported by two items. They were coded as follows, 1-in terms of meeting standards and 2-in terms of client’s satisfaction level. Majority of 121 (51.5%) of respondents agreed that employee productivity is measured in terms of client’s satisfaction level while 114 (48.5%) in terms of meeting the standards as indicated in figure 4.4 below.

Figured 4.4 Employee productivity measurements

4.6.4 Superior performance
The study sought to find out the basis employees are given chance to demonstrate superior performance. From table 4.10 below 43% selected diversity of work, 39.1% said critical assignments/projects and 17.9% said initiative in shouldering newer responsibilities. This implies that most employees are given a variety of tasks meaning that job rotation is practiced.
### 4.6.4 Employee promotion

The study sought to find out basis of employee promotion as shown in table 4.11 below. 105 (44.7%) of the respondents said that promotion was based on seniority, 103 (43.8%) on performance and 27 (11.5%) on length of service as shown in table 4.9 below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>performance</td>
<td>103</td>
<td>43.8</td>
<td>43.8</td>
<td>43.8</td>
</tr>
<tr>
<td>length of service</td>
<td>27</td>
<td>11.5</td>
<td>11.5</td>
<td>55.3</td>
</tr>
<tr>
<td>seniority</td>
<td>105</td>
<td>44.7</td>
<td>44.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

### 4.6.5 Opportunities to innovate and work

The researcher further sought to find out employees if employees had opportunities to innovate and work on their own initiative. A five point Likert scale was used to interpret the respondent’s responses. According to the scale, those who strongly disagreed were awarded 1 while those who strongly agree were awarded 5. Within the continuum are 2 for disagree, 3 for tend to agree and 4 for agree. Majority of 111 (47.2%) of respondents agreed, 53 (22.6%) tend to agree, 30 (12.8%) disagreed, 26 (11.1%) strongly agreed and minority of 15 (6.4%) strongly disagreed as in figure 4.5 below.

![Figure 4.5 Opportunities to innovate and work.](image)

### 4.6.6 Quality of work

The study sought to find out the quality of work of employees. A likert scale was used to interpret the response. According to the scale excellence was coded with 1, very good with 2, good with 3, average with 4 and poor with 5. The study result in Figure 4.5 below shows that 107 (45.5%) rated their quality of work as excellent, 61 (26%) as very good, 60 (25.5%) as good and 7 (3%) as average.
4.6.7 Job satisfaction

The study sought to find out rate of job satisfaction as indicated in figure 4.7 below. A likert scale was used to interpret the response. According to the scale, excellence was coded with 1, very good with 2, good with 3, average with 4 and poor with 5. The results of findings were rated as 39.6% average, 26% good, 24.3% very good, 7.7% excellence and 2.6% poor.
4.7 Regression Analysis

The model analysis of regression is shown in table 4.10 above. Regression indicates the strength of relationship between the independent variables (employee motivation, worker involvement and training and development) and the dependent variable (organizational productivity). Model summary in table 4.12 shows the value of R square of 0.836 or 83.6%. This shows that the variables tested explained 83.6% of the variations of the dependent variable. This result demonstrates that motivation, worker involvement and training and development are antecedents of organizational productivity.

Table 4.12 Model summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.887a</td>
<td>.787</td>
<td>.777</td>
<td>.49796</td>
</tr>
<tr>
<td>2</td>
<td>.898a</td>
<td>.807</td>
<td>.797</td>
<td>.47527</td>
</tr>
<tr>
<td>3</td>
<td>.914a</td>
<td>.836</td>
<td>.826</td>
<td>.43958</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Employee Motivation
b. Predictors: (Constant), Employee Motivation, Worker involvement.
c. Predictors: (Constant), Employee Motivation, Worker involvement, Training and development

The ANOVA test shown in table 4.13 was used to test the significance of the model and to test the existence of variable variations within the model. The results of the ANOVA test show an F-statistic value of 74.995 with a p-value of 0.000 < 0.05 level of significance. This means that the model adopted in the study was significant and the variables tested fitted well in the model. Therefore a significant relationship was present between the independent variables and the dependent variable.

Table 4.13 ANOVAa

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>204.559</td>
<td>1</td>
<td>18.596</td>
<td>74.995</td>
<td>.000p</td>
</tr>
<tr>
<td></td>
<td>55.297</td>
<td>233</td>
<td>.248</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>259.855</td>
<td>234</td>
<td>.185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>209.709</td>
<td>2</td>
<td>17.476</td>
<td>77.366</td>
<td>.000p</td>
</tr>
<tr>
<td></td>
<td>50.146</td>
<td>232</td>
<td>.226</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>259.855</td>
<td>234</td>
<td>.185</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>217.151</td>
<td>3</td>
<td>16.704</td>
<td>86.446</td>
<td>.000p</td>
</tr>
<tr>
<td></td>
<td>42.704</td>
<td>231</td>
<td>.193</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>259.855</td>
<td>234</td>
<td>.185</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a. Dependent Variable: organization productivity
b. Predictors: (Constant), Employee Motivation
c. Predictors: (Constant), Employee Motivation, Worker involvement.
d. Predictors: (Constant), Employee Motivation, Worker involvement, Training and development

The study sought to assess the effect of the various independent variables on the dependent variable. To achieve this, a multiple linear regression analysis was performed to test and explain the casual relationships between variables. The multiple linear regression models were composed of both the dependent and independent variables. The dependent variable of the study was organizational productivity while the independent variables were; motivation, worker involvement and training and development. The multiple regression equation was:

\[ Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \epsilon \]

Where; \( Y \) = organizational, \( \beta_0 = \) Constant, \( \beta_1, \beta_2, \beta_3 = \) the partial regression coefficients

\( X_1= \) Motivation, \( X_2 = \) worker involvement, \( X_3 = \) training and development and \( \epsilon = \) error term

When the specific values i.e. \( \beta_0 = 0.420, \beta_1 = 0.295, \beta_2 = 0.414 \) and \( \beta_3 = 0.617 \) are substituted into the model it becomes:

\[ Y = 0.420 + 0.295x_1 + 0.414x_2 + 0.617x_3 \]

For the constant if all the independent variables are held constant then the organizational productivity will be 0.420. The coefficient of the constant is
significant since t-value=8.794 (p-value=0.00<0.05 level of significance). The regression coefficient of motivation is 0.295 with a t-value =6.206 (p-value=0.000<0.05 level of significance) .This shows that one unit change in motivation results in 0.295 unit change in organizational productivity. The regression coefficient of worker involvement is 0.414 with a t-value = 7.881 (p-value=0.002<0.05 level of significance) .This shows that one unit change in worker involvement results in 0.414 unit increase in organizational productivity. The regression coefficient of training and development is 0.617 with a t-value=10.568 (p-value=0.003<0.05 level of significance). This shows that one unit change in training and development results in 0.617 unit increase in organizational productivity. This implies that the model can be used to predict the score for organizational productivity once the values of independent variables are known. This is true since from the value of R squared 83.6% of the organizational productivity is explained by the model besides there being a significantly positive relationship between the organizational productivity and the independent variables $x_1$, $x_2$ and $x_3$.

### Table 4.14 Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized coefficients</th>
<th>Standardized coefficients</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std.error</td>
<td>Beta</td>
<td>T</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>0.631</td>
<td>0.446</td>
<td>1.415</td>
</tr>
<tr>
<td></td>
<td>Employee Motivation</td>
<td>1.266</td>
<td>0.061</td>
<td>8.794</td>
</tr>
<tr>
<td>2</td>
<td>(Constant)</td>
<td>0.421</td>
<td>0.046</td>
<td>9.090</td>
</tr>
<tr>
<td></td>
<td>Employee Motivation</td>
<td>0.480</td>
<td>0.053</td>
<td>8.449</td>
</tr>
<tr>
<td></td>
<td>Worker involvement</td>
<td>0.819</td>
<td>0.051</td>
<td>15.924</td>
</tr>
<tr>
<td>3</td>
<td>(Constant)</td>
<td>0.420</td>
<td>0.056</td>
<td>7.520</td>
</tr>
<tr>
<td></td>
<td>Employee Motivation</td>
<td>0.295</td>
<td>0.048</td>
<td>6.206</td>
</tr>
<tr>
<td></td>
<td>Worker involvement</td>
<td>0.414</td>
<td>0.053</td>
<td>7.881</td>
</tr>
<tr>
<td></td>
<td>Training and development</td>
<td>0.617</td>
<td>0.058</td>
<td>10.568</td>
</tr>
</tbody>
</table>

a. Dependent Variable; organization productivity

### 4.8 Discussion

Empirical studies that are in agreement with findings on employee motivation include research done by Tomar & Sharma, S. (2013) to find out the relationship between motivation and productivity in an organization. The paper studied the theory presented by the researchers in the field of motivation and productivity. The study found out that positive relationship occurs between motivation and higher productivity. However, the data and research was based on secondary source of data. It is necessary for motivation of the workers in organization to be enhanced in order to increase productivity. Productivity literally means the rate of power to produce, but productivity from the management or economic point of view is the ratio of what is produced to what is required to produce it. In addition, a study done by Shah and Pathan (2009) explores the changes in productivity with major supposition of quantifying the relationships in terms of changes in the production caused by motivation among workers in maintaining secrecy and security of confidential data. The study concluded that changes in productivity as gains in profitability are significantly related to motivation.

Empirical study that is in agreement with findings on worker involvement include research done by Kuye & Sulaimon, (2011) to examine the relationship between employee involvement in decision making and firms’ performance in the manufacturing sector in Nigeria. The results of the study indicated a statistically significant relationship between employee involvement in decision making and firms’ performance as well as reveal a significant difference between the performance of firms whose employee involvement in decision making are deep and the performance of firms whose employee involvement in decision making are shallow. The findings also reveal the involvement of participating firms in employee involvement in decision making. The implications of this study included the need for manufacturing firms to demonstrate high level of commitment to employee involvement in decision making for performance enhancement. In order to increase the workers commitment and humanise the workplace with the intention of improving work performance and good citizenship behaviours, managers need to permit a high degree of employee involvement (Cohen et al., 1997). Thus, the involvement of workers in decision making is considered as a tool for inducing motivation in the workers leading to positive work attitude and high productivity (Noah, 2008).

Empirical studies that are in agreement with findings on training and development include...
research conducted by Niazi, (2011) on training and development strategy and its role in organizational performance. The survey was organized around four sections for each hypothesis covering the important aspects of learning organization and its strategic training and development alignment, training need analysis and line manager’s active involvement in training needs analysis, training formalization including its implementation and evaluation, and employee performance having job satisfaction, competitive advantage and measurable performance. The analysis of the training and development research revealed that HR’s role is to establish and implement a high-level roadmap for strategic training and development. The strategic positioning of training and development directly promotes organizational business goals and objectives, and thereby enhancing organizational performance. Findings of research conducted by Tahir, Yousafzai, Yousafzai, Jan, & Hashim (2014), indicated that employees working in United Bank Limited in region of Peshawar considered training and development as a main factor of employees performance and productivity were in favor of it.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of key data findings, conclusion drawn from the findings and recommendation made. The conclusions and recommendations drawn were focused on addressing specific objectives and research questions of the study. Areas of further research were also indicated.

5.2 Summary of findings

5.2.1 The effect of employee motivation on organizational productivity

The specific objective was to establish how employee motivation affects organizational productivity at MKU. According to the findings, the study found out that motivation has an influence on organizational productivity. From the findings majority of 43.8% of respondents agreed that the mission of MKU makes them feel their job is important. 45.1% tended to agree that motivation reduces rate of employee absenteeism. 33.6% agreed that motivation reduces work stress. 36.2% tended to agree that motivation has increased employee performance work level. 35.7%

disagreed and 35.7% tended to agree that they are free to choose their own method of working. 48.4% agree that working relationships with team are good. 36.2% agreed that motivation is used a retention strategy by MKU. 44.3% tended to agree that the quantity of their work is enough to keep them busy but not too much to over-burden them. 52.8% agreed that they have all resources they need to do their best every day and 25.5% strongly disagreed that they receive recognition or praise for doing great work. The study also further revealed that employees are moderately motivated since the mean score was 3.38001 and was the least among the independent variables in the study.

5.2.2 Effect of worker involvement on organizational productivity

In addition the study sought to find out effect of worker involvement on organizational productivity at MKU. 46.4% agreed that their supervisor kept them informed about what is going on. Majority of 37.9% tended to agree that they consulted and their opinions seem to count. 42.6% of respondents tended to agree that Employees meetings are held to determine interest, gain involvement and input. 52.8% agreed that flexibility and consideration been given for individuals in the working schedule. Majority of 38.3% respondents agreed that MKU seeks their consent before making decision. Majority of 47.7% respondents agreed that employee involvement leads to better coordination and team work. 52.3% of respondents agreed that worker involvement leads to sharing of MKU goals and objectives. 49.4% agreed that there is a good chain of communication between employees and management. Majority of 58.7% of respondents agreed that employee involvement leads to a better understanding and cooperation between different business units. Finally 63% respondents agreed that follow-up meetings with workers are held to evaluate performance. MKU seeks my consent before making a decision received the lowest of 38.3%.

5.2.3 Influence of training and development on organizational productivity

The study sought to determine how training and development influences organizational productivity at MKU. From findings majority of 57% respondents agree that training broadens the knowledge, skills and competencies of an employee at MKU. Majority of 68.5% respondents agreed that training and development is a process of managing talent at MKU. Majority of 68.5% respondents agreed that training and development is a process of managing talent at MKU. 51.1% agreed that MKU considers training and development as part of organizational strategy. 85.5% agreed with the
statement that training increases efficiency in learning. 61.3% agreed that training and development helps in career planning and progression of an employee at MKU. 40.9% agreed that when employees arrive from training, supervisors encourage them to share what they have learned with other employees. 53.6% agreed that training has increased innovation and idea generation. 45.1% agreed that training and development programs have helped in development of leadership skills and succession planning. Majority of 58.7% respondents agreed that Training has helped to increase the quality of services offered at MKU. Finally, majority of 45.1% respondents agreed that MKU has a training and development policy applicable to all employees. The lowest score was 40.9% that states when employees arrive from training, supervisors encourage them to share what they have learned with other employees. The mean score of training and development was 3.89872 with a standard deviation of 0.736735. The score of training and development is close to 4 and high among the independent variables. This indicates employees are trained and developed at MKU.

5.2.4 Organizational Productivity

The study sought to examine the respondent’s choices with the variables that relate to organizational productivity as the dependent variable. From the findings majority of respondents felt that MKU tend to achieve higher productivity through introducing new technology. Majority of respondents also felt that employee productivity was measured in terms of meeting client’s satisfaction level. The findings also revealed that employees are given chance to demonstrate through diversity of work and employee promotion is based on seniority. Majority of respondents agreed that they had opportunities to innovate and work on their own initiative. Most respondents rated their quality work as very good and job satisfaction as average. The mean score of dependent variable organizational productivity was 2.398186 with a quite high standard deviation of 0.967521 indicating that on average respondents think there is low level of organizational productivity within the institution but the larger standard deviation indicates difference in opinions of respondents based on items used in the research.

5.3 Conclusions

5.3.1 Employee motivation

Majority of respondents strongly disagreed that they receive recognition for doing great work. Therefore the study concluded that MKU employees were not recognized for their contributions toward the goals and objectives of the organization. According to Frederick Herzberg Two Factor theory, “the motivating factors are the six ‘job content’ factors that include achievement, recognition, work itself, responsibility, advancement, and possibility of growth”. Therefore a focus on employee recognition will increase motivation. The study also concluded that there was a significant and a weak positive relationship between employee motivation and organizational productivity. Therefore an increase in organizational productivity increases employee motivation. This means that most employees have low motivation but have sufficient to continue working at MKU. Keeping employees motivated is very important since enables the organization to get best out employees and also help in retaining the best employees within the organization for a long time.

5.3.2 Worker involvement

Among items used under worker involvement, MKU seeks my consent before making decision received the lowest score with 38.3% agreeing. Thus the study concluded that employees were occasionally involved in decision making at MKU. When employees get the idea that their superiors is the one to make all decisions their sense of participation in decision making will ultimately decrease involvement over time. High levels of worker involvement in an organization are in mostly cases linked to superior performance including increased organizational productivity. The study further concluded that there was a significant and a positive relationship between worker involvement and organizational productivity. This means an increase in organizational productivity increases worker involvement.

5.3.3 Training and Development

Based on the research findings, when employees arrive from training, supervisors encouraged trainees to share what they learned with other employees received a low score. Therefore the study concluded that supervisors rarely encouraged employees to share with other employees what they had learned in a training program. From the research presentations and findings, it can be concluded that there was a significant and positive relationship between training and development and organizational productivity at MKU. Training and development broadens knowledge, skills and competencies of an employee. Training and development also increases efficiency in learning.
managing talent, development of leadership skills, increases idea generation and innovation and increasing the quality of service offered. The study also concluded that training and development helps in career progression of an employee. Therefore training and development increases skills, knowledge and competencies thus increasing organizational productivity.

5.4 Recommendations

Based on findings and conclusions of study the following recommendations were made as follows

5.4.1 Employee motivation
The university should ensure employee motivation programs should be implemented so as to boost morale of employees and productivity of the organization. There is need for MKU to recognize their employees for efforts towards organizational goals. MKU should establish criteria of recognizing both individual and team good performance. Employee recognition is important since it lets employees know that they are valued and appreciated for their great work. This gives employees a sense of ownership and belongingness at work place thus boosting their morale and motivation.

5.4.2 Worker involvement
Involved workers stand apart from their non-involved colleagues. MKU should ensure that all employees are engaged in decision making no matter how small it may appear. Involved workers are willingly to go an extra mile, work with passion and feel part of the organization. They are people who will facilitate innovation and give the organization a competitive advantage in the market. Involving workers in decision making not only empowers them to contribute to the success of the organization but also saves an organization time and money in increasing productivity. When workers are involved in decision making they gain commitment towards organization success. This commitment leads to increased productivity.

5.4.3 Training and development
Encouraging trainees to talk about what they have learnt is very important. Therefore the study recommended that supervisors should encouraged employees to share with other employees what they had learned in a training program. This helps the organization to promote training transfer and organizational learning. Training transfer is facilitated when trainees perceive that supervisors are supportive in this way. The university should ensure that training and development programs are implemented and applicable to all employees at all levels. Training can strengthen workplace skills leading to a better performance of the organization. Being an institution of higher learning MKU should therefore take advantage to develop training and development programs that will boost organizational productivity.

5.4.4 Recommendations for further study
Several limitations of this study were considered. The study examined influence of job rotation on organizational productivity at MKU. Based on the research findings employee recognition and involving workers in decision making received lowest scores. Therefore the study recommends further research to investigate effect of employee recognition on organizational productivity. The study also recommends need to investigate effect of involving workers in decision making on organization productivity.

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