

Promotional Schemes And Its Influence On Employee Performance At The Ministry Of Education, Nairobi City County, Kenya

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ABSTRACT

The performance of government ministries in Kenya is rated poorly with unresponsive, delayed and poor quality of services. The increased staff turnover in the ministry also reduces capacity to deliver on the mandate and the adopted measures including performance contracting has not resolved the declining performance rating. Thus, this study sought to determine the effect of promotional schemes employee performance at the Ministry of Education. This study was guided by the expectancy and equity theories. There was use of descriptive research design and targeted 2,063 employees of the ministry and through the Yamane formula, a sample size of 335 was selected. The researcher distributed 335 questionnaires and 234 were filled and returned making the response rate of 69.85%. The data was analyzed using descriptive and inferential analysis and findings revealed that promotional schemes caused 70.6% change in employee performance. The descriptive analysis results showed that the respondents agreed to a large and very large extent that promotional schemes led to improved employee performance at the Ministry of Education. Based on these findings, the study concluded that promotional schemes significantly improved performance outcomes of employees at the ministry of education. The study recommended that the ministry should have a fair process of promoting high performing employees. Efficient, timely and quality service delivery is based on employee performance and hence the need for ministry to structure its promotional scheme for better performance outcomes amongst its employees.

KEYWORDS: Promotional schemes, Job elevation, Increased job tasks, Employee performance, Timely and quality services

INTRODUCTION

Success and survival of organizations, rely on systems and practices at the workplace but also largely depend on the employees, as they are tasked with delivery of services and products as per the specifications and conditions stated in the demand note. The quality of delivered service/product is influenced by capability, quality and motivation levels of the employees (Kumari, Ali & Abbas, 2021). One of the motivational factors is reward scheme and as shared by Manzoor, Wei and Asif (2021) highly performing employees are those who were well rewarded by their organizations. Additionally, the employees with distinct performance expect to be recognized and appreciated both by the supervisors/top managers and the organization. Emmanuel and Nwuzor (2021) noted that reward, recognition and appreciation works to boost employee morale and create goodwill at the workplace. Another format of rewarding employees is through promotions. According to Okoli, Okoli and Nuel-Okoli (2020) since employees create value for the organization, deliver quality products for purposes of meeting the needs, tastes and desires of the market, they have to be treated and appreciated. Mule (2020) advocates for rewarding employees through promotions.

For the promotional scheme, Shields, Rooney, Brown and Kaine (2020) found that it tends to affect long term satisfaction in employees. The conscious thought that working hard and delivering on assigned tasks will result in elevating one to a higher rank, increased responsibility and accountability serve to uplift morale and satisfy employees. Debiso (2018) share that employee promotional practices through career growth and advancement and rising up the corporate ladder helped improve performance outcomes in the assessed

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commercial bank institutions in Ethiopia. Fairness in promotion can contribute to employee performance as shared by Kanwetuu, Brenyah and Obeng (2020) but partiality and favoritism contributed to low performance and teacher retention in Ghana. Similarly, Sitati (2017) noted that if the promotional scheme is deemed unfair and biased, then it can lead to high staff turnover and poor productivity. To measure promotional schemes at the ministry of education, the study's focus was on career growth and advancement, rising up the career ladder, increased assignment and management trust.

Promotional schemes aimed at improving employee performance, which Mule (2020) viewed as a record kept showing the results obtained for a specific work assignment over a period of time for each organizational staff. It is also defined as the proficiency, competency and skills of an employee to innovatively and creatively utilize resources and execute commands that deliver on assigned tasks. Employee performance is influenced by benefits and gains under the reward scheme (Emmanuel & Nwuzor, 2021). It is important to frequent measure employee performance, as this informs decision making process on aspects of dismissal, promoted, rewarded or retained. Mon (2022) noted a fair, equitable and transparent employee performance measurement, also serves as a motivating factor and reflects positively on the outcome. The measurement of employee performance takes divergent focal point, such that in production companies it is about the number of units, quality of products and effective use of raw materials and service delivery firms, the metrics used include quality, responsive, cost-effective and timely services that satisfy the clients (Kabagambe, 2022). On the other hand, Tizhe (2020) noted that employee performance adopts different indicators for profit-making organizations, such as profits, sales volume and repeat customers but for non-profit making organizations and government entities, performance is viewed in terms of employees offering responsive, quality, timely and satisfactory services that meet the needs of the general public.

Pattnaik and Pattnaik (2021) share on employee performance in the Indian public sector entailed quality and timely completion of tasks and delivering tasks based on its job description. Arifin, Nirwanto and Manan (2019) noted that employee performance is informed by behavioral factors that can be influenced by monetary incentives, work environment, task type and remuneration. Utin and Yosepha (2019) using a model to assess employee performance aspects, revealing that performance is the actual achievement made and measured in terms of quality and quantity of work output done by a single employee. SHEMELES (2019) found that performance of bank employees in Ethiopia was measured in terms of output quality, quantity and timeliness based on cooperation with co-workers at the workplace. Employee performance according to Mehale, Govender and Mabaso (2021) entails successfully completing assigned work tasks within the specified timeframe and delivering as per instructions. In this, study employee performance took the constructs of timeliness in delivery and quality of services, and achieving the objective of the assigned tasks. The adopted measures enabled the ministry of education to attain its mandate.

In Kenya, education function is under the premise of ministry of education that draws its mandate from the constitution to provide free basic education to children, access to educational institutions, access to relevant trainings for the youths and access to employment opportunities for all persons. The success and delivery of the mandate of any government ministry, according to Munyasi (2022) is largely dependent on its employees. Namusonge (2020) noted that employee performance at the education ministry was low linked to low pay earnings for the civil servants, lack of promotions and poor working environment. The mid-year performance review of Kenyan government ministries for FY2021/22 report, showed decline in performance ratings at 29.37% when compared to the FY2020/21 at 51.75% in terms of implementation of each ministry's service delivery charter. Additionally, the World Bank Report showed effectiveness of government services was rated at 38.94% in FY2020/21 but dropped to 32.37% in the FY2021/22. Matolo, Iravo and Waititu (2019) noted that reward management programs improved employee performance, retention rates, satisfaction and motivation at technical learning institutions in Kenya, but does such a program deliver similar results with the employees of the ministry? Thus, this study focused on assessing the influence of promotional schemes and employee performance at the Ministry of Education in Nairobi City County.

The paper sought to answer this research question:

- i) How do promotional schemes affect employee performance at the Ministry of Education in Nairobi City County?

LITERATURE REVIEW

Theoretical Literature Review

Expectancy Theory

It was formulated by Vroom (1964), proposing that a person's conduct is reflective on what they expect to gain as a result of the chosen behavior. Therefore, a specific behavior is chosen because of the desirability of the expected outcome. The theory is based on cognitive or mental processes that influence the choice and explain the mental processes that each individual undertakes when making a choice

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on conduct. According to Emmanuel and Nwuzor (2021) the theory argues for linkage between rewards and attainment of expected performance outcomes, as such the rewards induces choice of conduct and behaviors of the employees.

The expectancy theory describes the reasoning behind people choosing one behavior over another (Lloyd & Mertens, 2018). Thus, a person is driven to choose a specific behavior because of positive relationship between the efforts expended and performance. For positive performance, an individual behaves in a manner to enhance the performance and obtain the desirable reward. The decision-making process entail estimating effort needed to get the expected rewards. Thus, according to Vroom (1964) expectation is based on valence, expectation and instrumentality.

The theory was adopted in the study by Waititu, Kihara and Senaji (2017) in explaining the performance of employees of Kenya Railways Corporation as influenced by the employee welfare programs. While Özaslan and Özaslan (2022) used this theory to explain some of the reasons that account for no motivation in engaging in self-development through the use of online teaching methods for teachers in Turkey. The teachers had insufficient external rewards, perceived feelings of reduction of instruction time and the online programs were temporal and lack formal trainings. Chopra (2019) explained that Indian shoppers used artificial intelligence with the expectations of ease of using the AI tools and trust in the tools. In this study, the theory explains that improving employee performance at the ministry is linked to rewards that enhance positive conduct, attitudes and actions in employees. When the employees anticipate rewards, they expend efforts and behave accordingly in a manner to perform well and reap the rewards (Lambright, 2010). Thus, the expectancy theory explains improvement of employee performance in terms of quality and timeliness in delivering services and also quickly completing the assignments; as influenced by rewards. Effective management of rewards works to attain high employee performance.

Equity Theory

The theory is attributed to literacy works by Adams (1963). Its main concept is that satisfaction of employees is a factor of perception on fair treatment of employees at the workplace. High employee performance is influenced by fairness in rewards received based on effort expended and gains earned. The theory noted that employee perception is subjective and largely dependent on prevailing circumstances (Adams & Freedman, 1976). The focus is on equitable treatment of all employees in an organizational setting under instances like opportunities for learning and growth, career advancement, fair reward of efforts and equitable distribution of bonuses and gifts.

According to Lawler (1968) when employees perceive and feel they are treated equitably and fairly, it results in high morale and motivation levels. Such employees expend more effort while handling work tasks and improve their performance outcome. Thus, equitable and fair treatment result in improve individual performance that positively impact on overall organizational performance. Wang (2016) revealed that unfair staff promotion and biased rewards where an employee may notice other staffs receiving intrinsic and extrinsic rewards; it results in dissatisfaction, low staff morale, inefficiency when handling tasks and high turnover rates that impact output. Sun (2016) also noted that equitable and fair reward system impact on retention rates of employees for many years and account for continuous high-performance outcome.

Yeswa and Ombui (2019) shared that equitable and fair reward system informed the retention of employees for many years and accounted for continuous high-performance outcomes. But Lawler (1968) criticized the theory for its limitation in failing to give predictions of what happens to the employees in the event of overpayment conditions. Bolino and Turnley (2008) noted that the theory fails to account for individual differences that directly impact on equity hence it is subjective when evaluating the link between inputs and outcomes. The theory explains the ideal ways of handling promotion and recognition as both intrinsic and extrinsic reward for the employees of the ministry of education. Equitably distributed rewards for all high-performing employees, a fair promotion chance and recognition for hard-working employees; executed at the ministry of education can serve to motivate its employees for improved performance outcomes.

Empirical Literature Review

Ratemo, Bula and Felistus (2021) researched on job promotion and performance of employees at the Kenya Forestry Research Institute (KEFRI). The study noted that poor performance at KEFRI as employees fail to meet deadlines, accomplish assigned tasks and meet organizational goals. The use of job promotion practices was sought to improve performance. There were 178 employees who filled the unstructured questionnaires during the data collection process before embarking on analysis. The findings revealed that job promotion practices including shifting positions from low to senior management level, increasing responsibilities, shifting in management roles, and expansion of workload and work volume; significantly affected employee performance. The study concluded that job promotion allowed employees gain new skills and competencies that led to improved employee performance.

Ligare, Wanyama and Aliata (2020) conducted research on job promotion for performance of administration police officers within Bungoma County. The study was based on assessing if increased crime is due to human resource practices like job promotion. The study was done using the descriptive survey design and targeted 1,318 police officers in the county and 384 formed the study's sample size. The collected quantitative data was analyzed using descriptive and inferential methods, with results showing significant and positive association between job promotion and employee performance. Conclusions showed that improving performance of the administration police officers was linked to job promotion.

Elwini (2019) research was on role of promotion on job performance for Tanzania Police Force (TPF) and the case of its headquarters. The study focused on promotion criteria used, whether promotion leads to efficient and promotion influencing job attendance for the police officers. This was a case study, where primary data was collected using questionnaires, interviews and observation guides. Through purposive sampling of 40 police officers who took part in the research. The qualitative and quantitative data was analyzed and findings revealed promotion criterion was not consistently followed, promotion improved job performance and attendance of the police officers. The conclusion was promotion criteria was not consistently followed and negatively affected staff performance.

Razak, Sarpan and Ramlan (2018) did research on promotion and job satisfaction and its influence on employee performance. It sought to determine how promotional positions, satisfaction rates and performance of employees and influence of promotion on satisfaction and performance of workers of Makasar regional government in Indonesia. The study design was both explanatory and descriptive and a sample of 50 employees working in Makasar formed the respondent group. The analyzed data revealed that promotional positions were awarded based on field experience and expertise knowledge. The results noted that employees of Makasar regional government were satisfied and performed highly. The study concluded that job promotion and job satisfaction positively affected performance of the employees in Makasar regional government.

Conceptual Framework

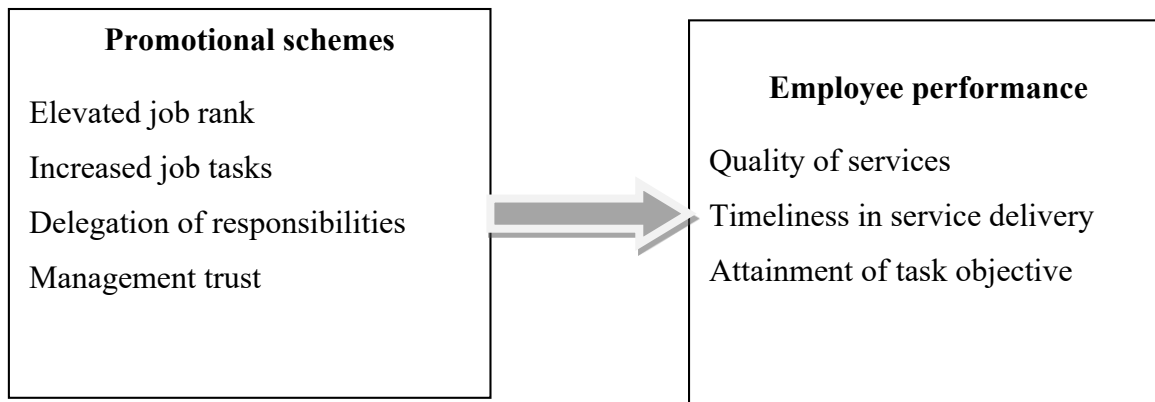


Figure 1: Conceptual Framework

RESEARCH METHODOLOGY

Research Design – there was adoption of descriptive research design where results are reported as they are without any manipulation and exaggeration. Erickson (2017) shared that the descriptive design seeks answers on what, where, when and how of a phenomenon.

The design is ideal in reporting the circumstances surrounding a phenomenon as they are (Pribesh, 2018). Therefore, this design helped explain on promotional schemes and resultant effect on performance of employees at the Ministry of Education in Nairobi City County.

Target Population - This study targeted all the 2,063 employees of the ministry and working in the Nairobi City County, Kenya. The targeted population was drawn from the six directorates and the three cadres - senior managers; supervisory level staffs and junior officers of the ministry. Yamane (1967) formula was employed to calculate the sample size of 335 at 95% confidence level and 5% precision level. These respondents participated in the research by filling the structured questionnaire in collecting primary data.

Data Collection and Analysis – After getting approval from the university, research permit and permission from the ministry, the researcher distributed the questionnaires to the ministry’s employees who filled it. The collected data was entered into SPSS (v.27.0) where descriptive to get means, frequency count, percentages and standard deviation and inferential statistics was also done through Pearson correlation and linear regression analysis to show how variables are related to each other and the strength of the relationship

FINDINGS AND DISCUSSIONS

Descriptive Analysis Results

The researcher did a descriptive analysis to get the views of the respondents on promotional schemes and effect on employee performance at the Ministry of Education. The analysis used the five-point likert scale ranging from 1-5 where 1 =No effect (NE) 2 =Little effect (LE), 3 =Moderate effect (ME), 4 =Large effect (LE) and 5 =Very large effect (VLE). These are the obtained results:

Table 1: Promotional Schemes and Employee Performance at the Ministry of Education

Statement	Mean	NE %	LT %	ME %	LE %	VLE %	Std. Dev
Hard working staff are elevated to higher ranks within the ministry	3.69	18	24	40	89	63	1.183
		7.7%	10.3%	17.1%	38%	26.9%	
The ministry of education increases responsibilities for performing employees	3.70	17	9	53	104	51	1.075
		7.3%	3.8%	22.6%	44.4%	21.8%	
There is increased job tasks to enhance morale of the employees of the ministry	3.77	10	19	46	98	61	1.059
		4.3%	8.1%	19.6%	41.8%	26.1%	
Employees are trusted with top management responsibilities	3.73	17	14	59	68	76	1.188
		7.3%	5.9%	25.2%	29.1%	32.5%	
The promotion process is fairly done at the ministry of education	3.78	7	17	58	87	65	1.022
		2.9%	7.3%	24.8%	37.2%	27.7%	
High performing employees are rewarded with career growth	3.59	13	31	54	74	61	1.170
		5.5%	13.2%	23%	31.6%	26.1%	
Aggregate Scores	3.71						1.116

Source: Survey Data, 2024

The aggregate mean scores of 3.71 and standard deviation of 1.116 indicate that promotional schemes affected employee performance and contributed to improved performance of the employees in ministry of education. The standard deviation scores ranged from 1.02 and the highest at 1.18 indicating that there was variation in the mean score, as the respondents agreed, disagreed to various levels on the statements. This could be explained by differences in rank and position held by the respondent and also the length of service in the ministry, which could account for differences in opinion on promotional schemes. For the means, it ranged from 3.5 to 3.7, implying that most of the respondents agreed on the statements about promotional schemes influencing performance outcomes of the employees in the Ministry of Education.

These findings align with the findings by Ratemo et al. (2021) sharing that using these job promotional practices of upward shifts in job positions and mostly to senior leadership positions, increasing and expanding workload, responsibilities and trust, endear an employee to the organization and result in improved employee performance. In addition, Razak et al. (2018) results showed that job promotion enhances job satisfaction in the employees which contribute to high employee performance. But, Elwini (2019) cautioned that unfair promotions in the workplace cause conflict and poor relations in the organization, which creates disharmony and strife. Therefore, having negative impact on employee performance and so, management seeking to increase the performance outcomes of its employees must consider fair, transparent and open process in promoting its employees.

Table 2: Employee Performance at The Ministry of Education

Statement	Mean	NE	LT	ME	LE	VLE	Std. Dev
Employees deliver quality services to the general public	3.83	12	8	56	92	66	1.030
		5.1%	3.4%	23.9%	39.3%	28.2%	
There is improvement in timely completion of assigned tasks	3.95	10	18	33	86	87	1.094
		4.3%	7.7%	14.1%	36.8%	37.2%	
The employees are able to attain the objectives of each assignment	3.80	9	12	60	89	64	1.023
		3.8%	5.1%	25.6%	38%	27.4%	
In general, there is improved employee performance outcomes based on KPIs	3.73	13	13	48	109	51	1.041
		5.5%	5.5%	20.5%	46.6%	21.8%	
Aggregate Scores	3.83						1.047

Source: Survey Data, 2024

Results in Table 2 shows the aggregate mean score of 3.83 and standard deviation of 1.047 for variation of responses, indicating that there is high employee performance outcome at the Ministry of Education. The study found an improvement in quality of services delivered to the public, timely completion of tasks and meeting the mandate and objectives of the ministry. The mean scores ranged from 3.7 to 3.9, implying the high agreement on improvement in employee performance. The standard deviation ranged around 1, showing variation to the mean of 3.83 where some respondents agreed and others did not agree to improved employee performance in these factors. Similar results to the ones shared in the table align with sentiments shared by Mulievi and Egezza (2021) that improved employee productivity and performance was influenced by reward schemes used in organizations. Cheruiyot and Kalei (2020) found that quantity and quality of work output is one of the measures of employee performance outcomes. Tingo and Mseti (2022) noted that employee performance is a measure of timeliness in completion of tasks. The same measures of quality and quantity of work outcome, and timeliness in completing tasks were used in measuring performance of employees in the Ministry of Education. The measures of employee performance were confirmed by the respondents to have improved by implementation of different reward practices used at the Ministry of Education.

Inferential Statistics Results

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Table 3: Composite Inferential Results on Promotional Schemes Effect on Employee Performance

		Employee Performance		Promotional Schemes	
Promotional Schemes	Pearson Correlation	.752		1	
	Sig. (2-tailed)	.000			
	N	234		234	

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.844 ^a	.712	.706	.70049	

	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
	(Constant)	3.644	2.186			
Promotional Schemes	1.035	.648	.996		1.597	.013

Source: Survey Data, 2024

The results in Table 3 reveal that the conducted Pearson correlation results are that promotional schemes positively and significantly affect employee performance. Basing on Kothari (2014) interpretation of correlation analysis which noted that r values of 0.5 and above indicate strong association, hence obtained r values of 0.752 confirm the same. The conducted linear regression analysis found that 70.6% of change in employee performance at the Ministry of Education can be explained by a unit change in promotional schemes (Adj R²=0.706). Table 4.7 also shows that at 5% significance level, promotional schemes had positive and significant association to employee performance based on beta results of β =1.035, t =1.597 and p-values of 0.000 < 0.05. These results echo what was shared by Ratemo et al. (2021) stating that job promotion significantly affected employee performance and for Ligare et al. (2020) improved performance of administration police officers was significant and positive as affected by job promotion. Therefore, improved employee performance at the Ministry of Education was influenced by implementation of promotional schemes.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

This study sought to assess how promotional schemes affect performance of employees at the Ministry of Education. The respondents agreed that promotional schemes helped improved employee performance at the Ministry of Education, seen by the aggregate mean score of 3.71 and standard deviation of 1.116. The results also show that the association between promotional schemes and employee performance was positive and significant since r values were high of 0.752. The study also found that linear regression results showed that 70.6% improvement in employee performance was linked to implementing different aspects of promotional schemes. The beta coefficient results of β =1.035 and t =1.597 show the close association between promotional schemes and improved employee performance outcomes at the Ministry of Education.

Based on these findings, the study concluded that through adopted promotional schemes there was improvement of employee performance at the Ministry of Education. The study also concludes that high quality services were offered to the general public, the services were timely and responsive to the needs and also were in line to meeting the objectives of the ministry.

Recommendations

The following suggestions are made based on the study findings and drawn conclusions, this is as a means of improving and sustaining high employee performance at the Ministry of Education. The leadership at the ministry should focus on having a fair process in promotion of highly talented and performing employees. As such, the promotion process becomes a motivation factor and improves quality of services and enthusiasm in handling work assignments. The study also suggests recognizing top performing employees to boost morale and encourage excellence when handling assignments at the ministry.

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