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**EMPLOYEE PROMOTION ON EMPLOYEE PERFORMANCE AT THE TECHNICAL UNIVERSITY OF KENYA,
NAIROBI CITY COUNTY, KENYA**

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ABSTRACT

There is an increasing need for organizations to providing an effective reward system that drives employee performance and productivity. Organizations are fast becoming unconcerned in the practicing of effective reward system as most rewards offered by management of organizations tends not to be appreciated by their employees. In most cases, these rewards are not based on the employee needs and innermost desires. However, how people are compensated has a significant impact on whether a company or institution survives. As a result, it is crucial that reward systems be reassessed in light of the value that those people contribute. The objective of the study was to determine the effect of employee promotion on employee performance at the Technical University of Kenya. The study's guiding theory was equity theory. The research study design used in this investigation was descriptive. Additionally, stratified random sampling was used. 361 employees—153 academic staff and 208 administrative workers—from both the academic and administrative spheres made up the study's target group. Stratified sampling was used in this study. Piloting was done on 10% of the sample size of 108 to ascertain the validity and reliability of the instrument. This was done through professional advice, content, and construction. Primary data was gathered via semi- structured questionnaires and rated on a 5-point Likert scale. The results indicated that moderately employees get promotion, moderately promotion comes with more responsibility and higher pay, moderately promotion increased employee performance, moderately helped in gaining more skills. The study concluded that employee promotion significantly affects employee performance.

Key Words: Employee Promotion, Employee Performance

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INTRODUCTION

Companies often provide enticing, profitable, and competitive compensation packages in any internationally competitive business climate. These have a direct bearing on raising employee job competency, keeping top performers, and ultimately attaining company performance and goals. If a person's compensation is not proportional with their performance on the job, it may cause poor motivation and high turnover, which might have an adverse impact on service delivery (Thum & Sardana, 2012). Armstrong and Murlis (2010) define reward system as the "process of designing and implementing strategies and policies that attempt to reward individuals consistently, equitably, and in line with their worth to the business."

In developing Africa countries, they recognize that the success or failure of an organization is highly contingent on the effectiveness of their human capital in addition to their financial resources (Lawler & Worley, 2006). However, human capital is the most important resources needed for the organization's growth (Myint & War, 2020). According to Armstrong and Murlis (2007), reward systems are strategies and policies put in place by an organization through rewarding employees by financial and non-financial means. In line with Bello and Adebajo (2014), a good and effective reward system should be competitive, satisfy employee's needs, equitable and flexible.

According to the equity theory, which claims that employees frequently want to receive from their employers value that is seen as being equivalent to their contribution in terms of educational background, skills, and experience as well as the contribution of their work to the overall goals of their organizations (Ojiambo, 2012). In order to actively include employees in an organization's success and accomplishment, reward systems are put in place. This increases employee motivation and contributes to the accomplishment of the organization's mission and goals (Anku-Tsede & Kutin, 2013). Employee evaluation and incentive

programs are now tightly correlated with business performance metrics.

Performance as defined by Adeagbo (2020) is the quality of work done or value added in terms of effectiveness, deadlines, and completeness. Employee performance takes into consideration the manner, approach and effectiveness of which employees deliver a task (Aguinis, 2009). Employee performance as defined by Shazadi, Javed, Pirzada, Nareen and Khanam (2014) is the measure of the quality and quantity of the value and contribution offered by the employee of an organization. Employee performance can also be defined as employee performing all tasks assigned to them by their employer or supervisors (Bilan & Fowowe, 2017). Employee performance needs to be evaluated in accordance to various contributions and value offered by employees in relation to the organizational goal and competitive advantage (Gabcanova, 2013).

Employee performance is the effort put forth by an employee to forward the aims and objectives established by a company (Armstrong & Taylor, 2014). Performance is a crucial notion in HRM since it serves as the benchmark for applying both intrinsic and extrinsic rewards (Bilan et al., 2017). Employee performance is frequently assessed in terms of productivity, goal attainment, and time management (Fubara, 2019). Increasing employee performance, which may be accomplished by establishing efficient incentive methods and systems, is an effective strategy to boost organizational overall performance and financial success (Obiaga, 2021).

Fubara (2019) asserts that employee performance may be assessed in terms of performance, i.e., by calculating the proportion of inputs and efforts directed towards achieving an organizational objective to the corresponding output or outcome. Utilizing the proper resources, such as time, skill sets, and other resources, in order to achieve success or a greater return is necessary for productivity in terms of employee performance (Nwanchukwu, 2005). An indicator of employee

performance is the ratio of input or effort to output or yield (Thomas, 2013). Customer happiness, staff turnover, and employee feedback are among the metrics to be used to assess employee performance.

Promotion is a form of reward practices that involving giving employee a higher position which results in higher pay as a form of reward for work done (Yasmen, Farooq & Asghar, 2013). Promotion increases career development, self-actualization and sense of worth of employees (Obiaga, 2021). Promotion involves elevating an employment from lesser level and compensation to a higher position which comes with more benefits (Wan, Sulaiman & Omar, 2012). Training as a form of reward practice aids career development with respect to the employees. Training is a form of reward implemented by organizations to boost employees' skill sets, confidence, self esteem and commitment (Anitha, 2014). Training is one of the core and effective means through which organizations can meet their set goals and vision as training and providing seminars and conferences improves their employees' knowledge base and skill set which will in turn be beneficial to the organization (Rajah, 2016).

The history of the first three universities in East Africa and the Technical University of Kenya are intertwined. Indigenous leaders in the East African Territories intensified their calls for greater access to higher education in the 1920s. In 1949, Makerere Institute of Technology was elevated to Makerere University College of the University of London as a result of concerted efforts made through committees, commissions, and conferences (GOK, 2012). Construction on the Royal Technical College of East Africa (RTCEA), which would be located in Nairobi, began on January 25, 1952, while Dar es Salaam University College was established in 1961. In 1956, the first group of students at RTS in Nairobi who were interested in architecture, the arts, domestic science, and engineering and science were enrolled. Another set of students simultaneously registered to the Kenya Technical Institute but were

accepted in 1956 to the RTCEA institution in Nairobi (TUK, 2016).

The Kenyan government started the Kenya Technical Institute's three-phase development right away at its current location inside the Nairobi Central Business District. Planning and working drawings made up the first phase, which lasted from 1957 to 1958. Construction of the administrative and tuition buildings as well as the provision of equipment were among the Second Phase's activities between 1958 and 1959. The third and last phase, from 1959 to 1960, was dedicated to the building of a laboratory wing, workshops, roadways, and site work, as well as the provision of equipment (TUK, 2014). Although it was formally launched on May 29, 1961, the Kenya Technical Institute began operations on its current site on January 1, 1961, when students were transferred from the RTCEA tuition blocks. The Kenya Polytechnic was its previous name before it was chartered as Technical University of Kenya, a constituent of University of Nairobi (GOK, 2014).

Statement of the Problem

There is an increasing need for organizations to providing an effective reward system that drives employee performance and productivity (Vance, 2012). Organizations are fast becoming unconcerned in the practicing of effective reward system as most rewards offered by management of organizations tends not to be appreciated by their employees. In most cases, these rewards are not based on the employee needs and innermost desires (Okosi, 2020). However, according to Lawler and Wonley (2016), the survival of any organization or institution is highly determined by how the employee's performance is being rewarded. Thus, this is a great problem that needs adequate attention. It is essential that reward systems are also reviewed in cognizance to the value presented by those employees (Ali, 2013). Performance in organizations has significantly decreased. Studies have found that despite the massive Human Resources measures, such as reward programs, at their disposal, performance has not actually

increased. Major trends are transforming the workforce, and according to Awan and Tahir (2015), these developments have forced firms to engage in performance growth in order to be more unique, cost-effective, and effective than other in the industry.

Despite the implementation of rewards systems at universities, performance levels remain low. Due to significant labor turnover, absenteeism, and overall discontent with institutional procedures, there is still a discernible reduction in the quality of services provided in universities. This is supported by Selesho (2014), who discovered that employee retention in public education establishments is a critical concern due to the negative effects that excessive employee turnover has on the caliber, consistency, and sustainability of educational operations. Powell (2015) verifies that when roles are vacant and later filled by inexperienced employees, turnover can have negative consequences on students and the other employees who strain to provide excellent services. The Inter-University Council of East Africa's (2016) study indicates that at nearly half of the degree holders generated by East African universities are only halfway prepared for the professional world: they lack relevant skills, or the technical proficiency and fundamental work-related competencies.

In Technical University of Kenya, there have been reports of poor employee performance (Muthoka, 2016). Ever since the Collective Bargaining Agreement (CBA) has been passed by government and finances disbursed to universities, the employees of Technical University have been reported to not have been given cash incentives and it has also been reported that employees' salaries based on CBA has not being increased which signifies that cash incentives are not being practiced as a reward system approach. In addition, recognition is not given to boost employee performance and training is only conducted for senior personnel not to mention the fact that promotion is given based on favoritism and connection (Odour, 2021). A good reward system

consists of both financial and non financial compensation for employees, for optimal employee performance, effective reward system should be put in place and practiced but in Technical University of Kenya, it is not clear whether or not an effective and good reward system exists which has in turn affected the performance of their employees.

To determine the connection between the incentive system and employee productivity, numerous studies have been carried out. Through a study case of Higher education institutions in Pakistan, Aktar, Amir, Khushid, Abro, and Husain (2017) performed a study on incentive systems and workers' performance. The research revealed a substantial relationship between job effectiveness and the HRMP. The study identifies contextual gaps that highlight the need for more regional research. Tessema, Ready and Embaye (2013) which was conducted by sampling 3 universities in USA, Vietnam and Malaysia which resulted in a positive relationship. The study identifies contextual gaps that highlight the need for more regional research. According to Okoth's (2014) study on the hotel business in Kenya, monetary incentives and staff performance have a good correlation. The study identifies context gaps that highlight the need for more regional research. The research by Saharrudin (2016) in Indonesia also revealed a positive relationship between reward system and employee performance. Additionally, the effect of training on employee performance was studied by Omokojie and Edith (2021) which also revealed a positive result. The majority of studies on remuneration systems and employee achievement in the educational sector of Kenya are from other parts of the world, which serves as the foundation for the study, which uses Research University of Kenya as a case study to examine the impact of employee promotion on employee achievement at academic institutions in Nairobi County.

Objective of the Study

The study ascertained the influence of employee promotion on employee performance at the Technical University of Kenya, Nairobi City County.

LITERATURE REVIEW

Equity Theory

It is also known as Equity Theory of Motivation. It was developed in 1963 by Jon Stacey Adams in 1963 a workplace behavioral psychologist. The equity theory was clarified by Stacey (1965). The theory was developed based on the principle that every individual has the wish to be treated appropriately. This theory is centered on the word 'equity', which refers to being treated fairly in relation to how other people and 'inequity' where people consider not to be treated fairly as others. Al-Zawahreh and Al-Madi (2012) stated that an employee assesses the effort he/she puts in his/her job with the proportion of the outcome, and if she realizes any inequality, he/she will work to correct the unfairness.

According to Martin and Coetzee's research from 2007, the belief that one is receiving less than they deserve is the root of dissatisfaction. It is predicated on the notion that people are driven by justice. It states that people will alter their behavior to make things more equal from their point of view if they see a disparity between themselves and a peer (Stacey, 1965). For instance, if an employee learns that a peer is making more money while performing the exact same work as them, they may decide to do less labor to make things seem more equitable in their view. This implies that a person will be more driven if they perceive equality (fairness) as being more important. On the contrary hand, somebody will be less motivated if they feel mistreated.

The way an individual is treated either with justice or the latter is observed by focusing majorly on the input and output of the individual. When the differences between the salaries received by individuals differ greatly, high performing individuals recognize high equity while the low performing individuals distinguish low equity (Grant

and Shin, 2011). Also, being the highest paying salary employer might not necessarily sustain the retention of the employee but by being capable of competing successfully in the business (Taylor, 2002). The simplicity of the theory has come under scrutiny by researchers. The primary concerns was that the theory failed to take into account the wide range of psychological and demographic factors that influence how people perceive fairness and interact with others. Huseman, Hatfield, and Miles (1987) questioned the environmental validity of equity theory because the research that supports its fundamental ideas was done in lab settings and may not be applicable to real-world circumstances. People may see fairness and injustice in terms of both the specific inputs and outputs of a relationship as well as the wider system that generates those inputs and outputs, according to Carrell and Dittrich (1978).

This theory was chosen given its usefulness on elaboration how employees view equitability at the workplace and will be used to corroborate the findings of the study in determining the effect of reward systems on employee performance at Technical University of Kenya Nairobi City County, Kenya. This theory supports the promotion and employee performance

Empirical Review

Saharrudin (2016) explained that control variables like advancement and recompense have a positive effect on an achievement, morale, and efficiency in a research looking at the relationship among employees' productivity and motivation at the department of irrigation and mineral wealth energy in Sudan's North Sumatra District. Using a random sample technique, the study looked at ninety-one (91) employees of the ministry of water & mineral reserves energy in Indonesia. The Statistical Package for Social Sciences was used to statistically evaluate the data (S PSS). The study's findings indicated that the aforementioned individual factors had a considerable, favorable influence on the employees' job productivity. Despite the fact that the research described above is primarily

focused on the ministry of water and dissolved resources in Indonesian, which is a very country-specific study, this one was specifically refer to the Technical University of Kenya.

Ngure and Waiganjo (2017) conducted study at Kenya's Kenyatta National Hospital on the variables affecting the retention of healthcare professionals in the public health system. The research adopted the use of a case study research design and sampled four thousand nine hundred and fifty-five (4955) employees of the clinical and non-clinical staff of the Kenyatta National Hospital with the use of multistage sampling for the first stage and random sampling for the second stage. Structured questionnaires were distributed to the various staff selected as the respondents. The analysis used for analyzing the obtained data was descriptive statistics with the usage of graphs. The research concluded that promotion influences the retention rate of the health workers as well as their leadership style. This study determined the link between the incentives system and employees' performance at Technical University of Kenya in Nairobi City County, Kenya. Although the previous study was conducted in Kenya, it solely focused on the public health sector in Kenya.

In the Makassar Government Region of Indonesia, Razak, Sarpan, and Ramlan (2018) looked at the effects of promotions and job satisfaction on workers' performance. The study randomly sampled fifty (50) employees of Makassar Government Region with the use of a descriptive survey technique and explanatory survey technique. The primary data were obtained from different streams such as through interviews, observations and questionnaires while the secondary data obtained were gotten through documentations and reports available. The data analysis was conducted through path analysis to determine the sample size. The study concluded that the performance of the employees of Makassar Government Region was highly and positively influenced by the job promotion and satisfaction derived. The study's findings indicated that the aforementioned

individual factors had a considerable, favorable influence on the employees' job productivity. Despite the fact that the research described above is primarily focused on the ministry of mineral and drinking water resources in Indonesian, which is a very great nation research, this one will specifically refer to the Technological University of Kenya. Additionally, there is a conceptual chasm regarding the study's use of promotion and work satisfaction as indicators of employee success, as well as a contextual chasm due to the study's location in Indonesia.

In Jos, Plateau, Nigeria, Magaji, Akpa, and Ozioma (2018) intended to investigate the impact of employee recognition and advancement on work satisfaction. A survey research approach was used for the study, which recruited 541 workers from five (5) different outsourced service providers in Jos, Plateau. Only four hundred and forty-eight (448) of the questionnaires distributed to the employees of the chosen outsourced service providers were chosen to be used because the remaining questionnaires contained some errors. The information gathered from the study was analyzed using simple linear regression and the Pearson Product Moment Correlation Test. The study came to the conclusion that elements like promotion and recognition have a favorable impact on the happiness that employees of outsourced service providers experience. The Technical University of Kenya was the subject of this investigation, as opposed to the last study, which was focused only on outsourced service providers in Plateau, Nigeria.

Ogini (2020) in a study that was conducted in Rivers state, Nigerian research on staff commitment and work advancement in public hospitals discovered that the independent variable, which is job advancement, had a favorable impact on employee engagement. Two hundred and eighty (280) staff of twelve (12) separate clinics in Rivers state were given a self-administered question as part of the study's cross-sectional survey, which was used to collect data. The primary data which were collected from the various employees were analyzed

statistically with the aid of the Statistical Package for Social Sciences (SPSS). Thus, through the inculcation of effective job promotion as at when due, the performance of employees are greatly

influenced. The study focused on public hospitals in Rivers state, Nigeria while this present study focused on Technical University of Kenya.

Conceptual Framework

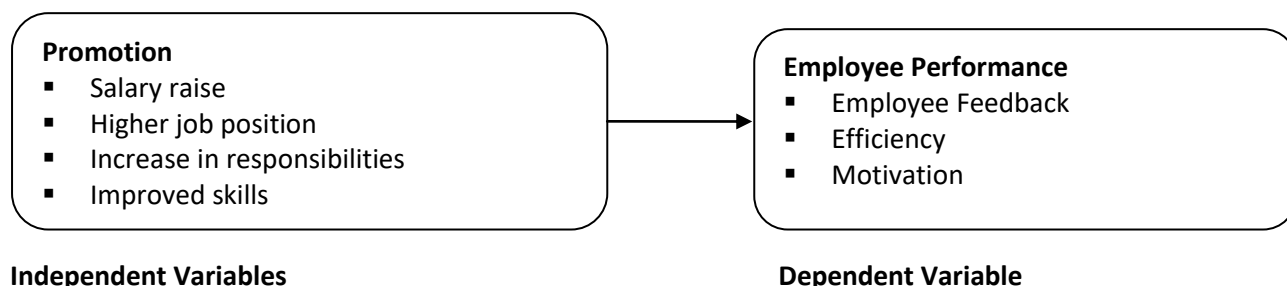


Figure 1: Conceptual Framework

METHODOLOGY

Research Design: Kothari (2011) asserts that the study design serves as a guide for gathering, measuring, and analyzing data. It details the steps to take in order to gather and analyze the necessary data. At the Technical University of Kenya, the study utilized a descriptive research methodology design to investigate the impact of employee promotion on employee performance. According to Mugenda & Mugenda (2003), descriptive design is the process of gathering and analyzing data in order to provide information about the state of a program, project, or activity.

Target Population: In line with Mugenda and Mugenda (2003), target population is the specific element selected for a research study. Target population consisted of 361 employees which consists of both academic staff and administrative personnel of the Technical University of Kenya. The employees were drawn from various Departments within the University which included Human Resources, Faculties, Schools, Finance, Administration, Procurement & Supply Chain, Technical Support Services, Corporate Affairs, and Quality Assurance Departments.

Table 1: Sample Size

Category	Population
Full Professors	7
Associate Professors	13
Senior Lecturers	51
Lecturers	82
Non-Academic(Administrative Personnel (Grades 10-14)	208
TOTAL	361

Sample and Sampling Technique: Amin, (2015) defines sampling as the act of choosing variables from a population that is easily available in a way that the variables chosen represent the population on which the findings of a study are to be generalized. Every respondent had an equal chance of participating in the sample procedure, which was

stratified random sampling. As stated by (Mugenda, 2008). A representative sample size was 10%, 20%, or 30% of the target population, which included all of the subjects who were all under one central supervisor's supervision. The researcher used 30% of the target population of 361 respondents comprising of university Professors, Associate

Professors, Lecturers and non-academic members of staff grades 10 - 14 of the Technical University of

Kenya. The sample size was 108 respondents.

Table 2: Sample Size

Category	Population	Percentage	Sample Size
Full Professors	7	30%	2.1
Associate Professors	13	30%	3.9
Senior Lecturers	51	30%	15.3
Lecturers	82	30%	24.6
Non-Academic (Administrative Personnel (Grades10-14))	208	30%	62.4
TOTAL	361	30%	108.3

Data Collection Instrument: Given the type of data to be gathered, the time available, and the study's aims, a semi-structured questionnaire was the primary method of gathering primary data for the study (Oso and Onen, 2018). Questionnaires served as the primary data collection instruments. Through the use of surveys, the effect of incentive schemes on employee performance was examined. Mugenda & Mugenda (2013) assert that employing questionnaires is an easy approach to collect data from a large population since they are less biased, provide respondents plenty of time to reply, and are practical for respondents who are inaccessible. The study used closed-ended questions. The questionnaires composed of a five -point Likertscale. In order to validate the entire data gathering procedure, the obtained data was completed after acquiring the necessary permission papers from NACOSTI.

Data Collection Procedure: The researcher went to several departments and sections at Technical University of Kenya for administrative, introductory, and familiarization objectives. Since this technique of data collecting was dependable, affordable, and simple to administer, it employed in the research to gather data. It also aided in identifying underlying meanings. The researcher oversaw the whole process, ensure the conformity to the set standards and emphasize the confidentiality to the respondents. The researcher applied to NACOSTI to authorize the study and ask for an authorization letter from Technical University of Kenya. The

researcher also sought permission from the ethics committee of the university.

Data Analysis and Presentation: (Bryman and Grammar, 1997) assert that data analysis aims to accomplish research goals and offer solutions to research queries. The best analytic approaches was chosen based on how well the techniques match the study's goals and the variable in question's scale measurements. On the Statistical Package for Social Sciences (SPSS) platform, the obtained data was examined using descriptive statistics and multiple regression analysis to enable calculation in accordance with the study's objectives. The surveys was then organized, coded, and classified before being tallied. The next step was data interpretation, which was the process of deducing conclusions from the facts gathered. The analysis's findings subsequently was shown in tables and figures.

The study also adapted the use of inferential analysis within the multi-regression model. The model showed the degree of influence between the study and variables as below:

$$Y = \beta_0 + \beta_1 X_1 + \epsilon$$

Y = Employee Performance

β_0 = Constant

X1 = Employee Promotion

ϵ = Error term

Ethical Consideration: The researcher made sure the study is set up such that the responder doesn't experience any bodily injury, discomfort, suffering, humiliation, or invasion of privacy. The researcher discussed the advantages of the study, secure

informed permission, and clarify respondents' rights and the preservation of research ethics. A research permission was also obtained by the researcher from the National Council of Science, Technology, and Innovation (NACOSTI). By not mentioning names and assuring the respondent that their comments would only be used for the study, the researcher ensured their anonymity and confidentiality.

FINDINGS AND DISCUSSIONS

The section presented the research findings on effect employee promotion on employee

performance at Technical University, Nairobi City County, Kenya. Descriptive statistics analysis and inferential statistics analysis were presented in the following sections.

Response Rate

This is the total number of completed and returned surveys obtained from the respondent (Maxwell, 2015). 108 respondents/questionnaires were distributed, and 93 of them received a full response—a 86% response rate. According to Mugenda & Mugenda (2003), 50% is adequate, 60% is fantastic, and 70% is very good. This was a really good response for the study.

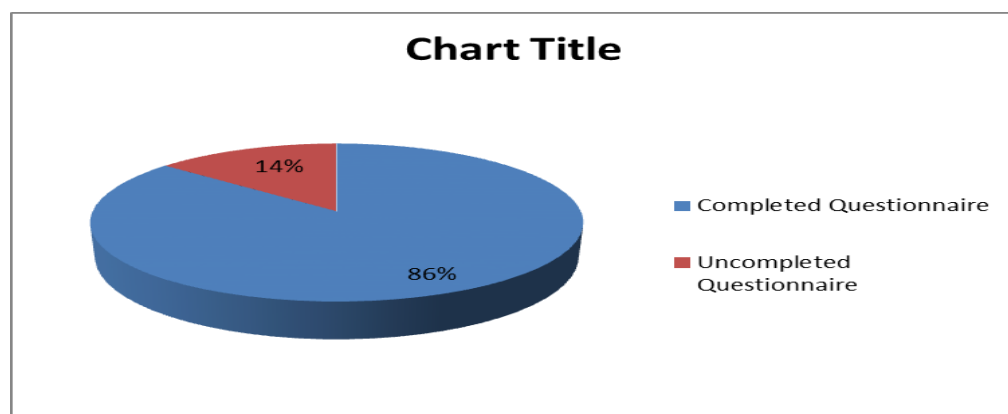


Figure 2: Response Rate
Source: Researcher (2022)

Reliability Tests

Cronbach Alpha was used to test reliability. A score of 0.7 was the cut off point.

Table 3: Reliability Results

Variables	No. of Items	Coefficient
Promotion	5	0.812
Average	5	0.786

Source: Researcher (2022)

The reliability score indicated by Alpha coefficients of 0.812 promotion, and employee performance respectively.

Demographic Information

The study examined the respondent's gender, age, and educational background

Gender of the Respondents

Table 4: Gender of the Respondents

		Frequency	Percent
Valid	Male	55	59.1
	Female	38	40.9
	Total	93	100.0

Source: Researcher (2022)

The study found that the male respondents were 59.1% (55) and the female respondents were 40.9% (38). This indicated that majority of the employees in the Technical university in the cadre of university Professors, Associate Professors, Lecturers and non-academic members of staff grades 10 – 14 were men.

Age of the Respondents

The study results on the age of the employees working in Technical university under the category of university Professors, Associate Professors, Lecturers and non-academic members of staff grades 10 – 14 were presented in Table 5.

Table 5: Age of the Respondents

		Frequency	Percent
Valid	Below 30	21	22.6
	30 to 40 Years	24	25.8
	41 to 50 Years	18	19.4
	More Than 55	30	32.2
	Total	93	100.0

Source: Researcher (2022)

The findings indicated that 22.6% of the respondents (21) had 30 years and below. The respondents with 30 to 40 years were 24 employees representing 25.8 %. 41 to 50 years age respondents were 18 representing 19.4% and the majority were above 55 years old represented by 32.2%.

Educational Qualifications

The section presents the educational qualification of the university Professors, Associate Professors, Lecturers and non-academic members of staff grades 10 – 14.

Table 6: Education Qualification

	Frequency	Percentage
SSCE	0	0.0
Diploma	0	0.0
Bachelor's Degree	32	34.4
Masters	12	12.9
PhD	49	52.7
Total	93	100.0

Source: Researcher (2022)

The study results indicated that the highest number of the respondents 52.7% had PhD. The respondents with bachelor degree were 34.4%. The employees with master degree were 12.9%. The results clearly shows majority were PhD holders corresponding to their job requirements in the categories of university professors, associate professors and lecturers.

Descriptive Statistics

Descriptive statistics, particularly the standard derivation and mean, were used to analyze the findings. The likert scale's 1 to 5 points represented the mean score range. The extent of variation among the responses was indicated by the standard deviation.

Promotion and Employee Performance

The study results in this section presents the findings related to employee promotion. Table 7 summarised the findings.

Table 7: Employee Promotion

	Mean	Std. Deviation
I get promotion as a reward for my efforts	2.6441	.47764
Promotion comes with more responsibility and higher pay	3.0301	.50616
Promotion increases my performance	3.1441	.47764
Promotion has a lot to do with gaining more skills	3.0001	.47764
Promotion enhances job satisfaction	3.7011	.50616
Aggregate Score	3.1039	.48905

Source: Researcher (2022)

According to the outcome, the overall score had a mean of 3.1039 and a standard deviation of 0.48905. According to the likert scale used in the questionnaire, the overall mean represents a moderate level of agreement. The low standard deviation of 0.48905 indicates low variation in the respondents views relating to employee promotion. As a result the individual mean score of 2.6, 3.03, 3.1, 3.0 indicated that moderately employees get promotion, moderately promotion comes with more responsibility and higher pay, moderately promotion increased employee performance, moderately helped in gaining more skills. However, majority of the respondents indicated that promotion enhances job satisfaction (Mean=3.7011).

The study agrees with Ngure and Waiganjo (2017) that promotion influences the retention rate of the workers as well as their leadership style. Further, Razak, Sarpan, and Ramlan (2018 findings indicated that job promotion had a considerable, favorable influence on the employees' job productivity. Magaji, Akpa, and Ozioma (2018) found that promotion and recognition have a favorable impact on the happiness that employees of outsourced service providers experience. Moreover, Ogini (2020) established that job advancement, had a favorable impact on employee engagement.

Employee Performance

The results on employee performance were presented in the section below. Table 8 presented the results.

Table 8: Employee Performance

	Mean	Std. Deviation
The management receives feedback from employees in regards to their efficiency	4.0731	.50198
Employees are motivated for their performance	3.0806	.49613
There is high level of productivity among employees	3.4731	.50198
Employees are rewarded for their productivity	3.4001	.50018
Students are satisfied with of high performance of staff	3.2213	.51111
Aggregate Score	3.7000	.50228

Source: Researcher (2022)

The result on employee performance indicated that the management receives feedback from employees in regards to their efficiency (Mean=4.0731, Std Dev=.50198). Employees were moderately motivated for their performance (Mean=3.0806, Std Dev=0.49613). There was

moderate level of productivity among employees in Technical University as indicate by a moderately mean of 3.4731 and standard deviation of 0.50198. Employees were moderately rewarded for their productivity as shown by a moderately mean of 3.4001 and low standard deviation of 0.50018. The

results further demonstrated that the students were moderately satisfied with of performance of staff (Mean=3.2213, Std Dev=0.51111).

Inferential Statistics

The results in correlation table and the regression tables helped to make inferences from the sampled 93 employees in the Technical University.

Correlation Analysis

Table 9: Correlation Analysis

		Promotion	Employee Performance
Promotion	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	93	
Employee Performance	Pearson Correlation	.612**	1
	Sig. (2-tailed)	.000	
	N	93	93

Source: Researcher (2022)

The correlation coefficient of 0.612 significant at 95% confidence interval indicating that the correlation between independent variables

(promotion) and dependent variable (employee performance) were positive strong and significant.

Table 10: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.162	3.274		3.104	.003
	Employee Promotion	1.769	.690	.967	2.564	.012

a. Dependent Variable: Employee Performance

Source: Researcher (2022)

The model adopted was; $Y = 10.162 + 1.769X_3 + \epsilon$

The results indicated that holding cash incentives, employee recognition, promotion and training constant, the value of Y intercept/employee performance was 10.162 units. According to the findings, promotion had a significant impact on employee performance at the 5% level of significance (B=1.769, sig0.05). A positive unit change in employee performance followed a positive change in employee promotion. Employee performance changed by 1.769 units as a result of a unit change in promotion. The study concurs with Saharrudin (2016) that there was a significant impact of employee promotion on worker performance. The study concurs with Ngure and Waiganjo (2017) that employee performance is highly influenced by promotion. The findings support Razak, Sarpan, and Ramlan's (2018)

assertion that promotions have a considerable impact on employees' performance.

CONCLUSIONS AND RECOMMENDATIONS

The results indicated that moderately employees get promotion, moderately promotion comes with more responsibility and higher pay, moderately promotion increased employee performance, moderately promotion helped in gaining more skills. However, majority of the respondents indicated that promotion enhances job satisfaction. The study found that promotion influences the retention rate of the workers as well as their leadership style.

Financial benefits had a favorable and considerable impact on staff productivity, according to the study's findings. The productivity of its workforce improved as a result of the employee promotion. The study came to the conclusion that individual

performance is severely impacted by promotion. The study came to the conclusion that performance appraisal is favourably impacted by promotion. The study came to the conclusion that employee performance was not significantly impacted by promotion.

The recommendation was to enhance tangible satisfaction because even relatively inconsequential

things like vocal adulation and gratitude may have a big impact on workers. The data study reveals that some employees aren't given credit for their work, despite the fact that it surpasses governance framework. By making employees feel appreciated, these measures would boost their dedication to and loyalty to the company.

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