FACTORS AFFECTING PRODUCTIVITY OF THE TEACHING STAFF IN PUBLIC UNIVERSITIES IN KENYA

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2024

DECLARATION

Declaration by the candidate

I declare that this research project is my original work and has not been presented to any other institution for any award or examination.

Signature ……. **Date**…….

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HM01/1002/2015

APPROVAL

This project has been submitted for examination with our approval as the University Supervisors.

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Dr. Naikuni Daniel

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DEDICATION

This research is dedicated to my mother, Sarah, and my family, who have been my unwavering source of support and encouragement throughout this journey. Their love and belief in me have helped me overcome challenges and persevere. I am also grateful to my colleagues and classmates, whose words of support have motivated me to complete this study.

May God bless you abundantly.

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ABSTRACT

Previous research to assess factors affecting productivity of teaching staff in public universities in Kenya, have shown mixed results that calls for further studies. Productivity among the teaching staff is noted to be affected by a number of factors that calls for research. This study sought to assess factors affecting productivity of the teaching staff at the public universities in Kenya. Specifically, it examined the effect of leadership, reward system, work life balance and team work on productivity of teaching staff in public universities in Kenya. It was anchored on expectancy theory, theory X and Y. Using descriptive research design and a sample of 362 academic staff out of the total population of 5911. Purposive sampling was used to select the institutions, while simple random sampling method, was used to select the respondents from each university. Primary data were collected using a structured questionnaire. Both descriptive and linear regression were employed to assess the relationship between the variables. The results revealed that leadership style ($\beta = .628$; $t = 10.38$, $t < 0\ .05$), reward system ($\beta = .202$, $t = 9.719$, $p = <0.05$), work-life balance ($\beta = 0.577$; $t = 10.61$, $p < 0.05$), and team-work ($\beta = 0.612$; $t = 13.723$, $p < 0.05$) were statistically significant contributors to teaching staff productivity in public universities. Hence, there is need to develop policies that enhance participatory leadership, effective reward systems, team-work and sound work-life balance that will ultimately enhance productivity of teaching staff in public universities in Kenya.

LIST OF ABBREVIATIONS AND ACRONYMS

CHE	Commission for Higher Education
GoK	Government of Kenya
HR	Human Resource
HRM	Human Resource Management
MDGs	Millennium Development Goals
MMUST	Masinde Muliro University of Science and Technology
MoEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science and Technology
SPSS	Statistical Package for Social Sciences
UASU	University Academic Staff Union
UNESCO	United Nations Educational Scientific and Cultural Organization

DEFINITIONS OF TERMS

Leadership: it is a connection between individuals where one person guides the actions or behaviors of others toward a specific objective (Gwavuya, 2011). For this study, leadership was considered as the act of giving direction to the other members in the University for achieving the set goals and objectives in teaching.

Leadership Style refers to a leader's specific actions to inspire and encourage their team members to reach the company's goals is known as leadership behavior (Northouse, 2007). For this study, the following leadership styles; Democratic, Laissez Faires, Authoritarian and Transformation styles were considered as a factor in labor turnover influencing productivity of teaching staff of public universities.

Public University: this is an educational institution receives partial funding from the government and offers academic programs that lead to bachelor's or postgraduate degrees. This aligns with the government's guidelines for higher education institutions (GoK, 2006). For this study a public university was an institution of higher learning owned by the government. Five universities were used in this case, that is Egerton, JKUAT, Kenyatta University, Moi University and University of Nairobi.

Reward: it encompasses various forms of payment such as salary, direct benefits, and performance-based incentives (Mtazu, 2009). For this study, the term reward was considered as a way of compensation to employees which is measured using salary, allowances, promotion and recognition.

Retention: this refers to the thoughts that, employee has for not leaving their employing organization at any given time (Sutherland, 2004). According to this study, retention referred to the ability of the university to keep its teaching staff from leaving for other jobs or other universities because of various reasons.

Turnover Intention: it is an employee's decision to quit a job is a conscious and intentional choice (Berry, 2010). For this study, turnover intention referred to the expected action by the teaching staff to leave an organization for another because of being unsatisfied by some issues.

Training: it involves structured methods to teach employees the information and abilities they need to successfully complete their work tasks (Armstrong, 2010). For this study, training was considered as a process of impacting skills and knowledge to people to enhance the operations of the firm. Training in this case, was a process of improving skills of the teaching staff.

Team work: refers to the various characteristics that define a team which is a group of people having a common goal or objective. For this study, team determinants were measured using trust, co-ordination, inclusiveness, participation and unionization of the teaching staff in public institutions.

Work life balance: this is an action by an organization to ensure that, the life of an employee is balanced between job needs and personal life needs. For this study, work life balance was measured by assessing whether the institutions give leave days for the staff, the working hours provided for the staff and the recreational activities provided for the teaching staff.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provides an overview of labor turnover, including its causes, effects, and related research. It also outlines the specific issues addressed in the study, the goals, questions, importance, and the extent of the research.

1.2 Background of the study

Higher education is vital for economic success in today's global world, but it faces challenges like increasing student numbers, technological advancements, diverse student backgrounds, and the need to adapt to global learning styles. Lecturers are feeling the pressure of these challenges (Malik, 2019). Universities have many responsibilities, including training students, conducting research, innovating, transferring technology, meeting the interests of stakeholders, being socially responsible, acting ethically, and leading the market (Chacha, 2018). However, Kenya's growing demand for university education and limited resources make it difficult for universities to fulfill these responsibilities. Government funding cuts have forced universities to seek other ways to make money, which can strain their resources and negatively impact the productivity of teaching staff.

According to Haliso and Toyosi, (2020) as educational institutions expand and become more diverse, their leaders must be dedicated to understanding all the factors that impact the effectiveness of their teaching staff. Beyond the specific tasks involved in their roles, the work environment significantly influences lecturers' job satisfaction. This environment encompasses relationships with colleagues and supervisors, organizational culture, opportunities for professional growth, and more.

Institutions of higher learning should prioritize providing these elements to their lecturers to boost their productivity. Torlak and Kuzey (2019) emphasized that these favorable conditions create a positive work environment, making employees eager to come to work and motivating them throughout the day. This increased productivity contributes to achieving institutional goals, ensuring long-term growth and sustainability. Shah et al. (2017) highlighted that the success of education in any nation depends on creating an environment that supports effective teaching. Therefore, it's the responsibility of institutional leadership to establish conditions that foster the productivity of their lecturers.

1.2.1 Global Perspective

On a global scale, the issue of staff productivity is a matter of concern for both developed and developing nations. In the United States, for instance, approximately 7.7% of all full-time academic employees abandoned their institutions for alternative positions within a single academic year, spanning from Fall 1997 to Fall 1998 (National Centre for Educational Statistics, 2021). The underlying causes for this exodus are multifaceted. According to further research, only 29% of this 7.7% were retirees; the remaining 71% departed due to a variety of factors. A survey conducted in the year 2000 among full-time faculty members in the United States revealed that more than 40% of them had contemplated transitioning to different careers (Webometrics, 2017).

In Canada, it has been asserted that one of the difficulties universities will encounter in the upcoming decade or so is the matter of academic staff compensation and rewards (Masaiti and Naluyeke, 2021). Likewise, it has been proposed that at the dawn of the 21st century, Australian higher education will confront a crisis, with the level of staff productivity becoming questionable if the current trend remains

unaddressed (Mathews, 2021). McCowan (2018) observed that among the elements that have been documented to influence employee productivity are issues of leadership, compensation and rewards, work-life balance, and team dynamics. An examination of full-time faculty affiliates in the United States in the year 2000 disclosed that more than 40% of them had contemplated changing careers, citing substandard leadership and compensation systems within their current organizations. In a study conducted within Australian higher education institutions, 68% of the teaching personnel indicated that among the factors affecting their productivity is ineffective leadership.

According to Nienaber and Masibigiri (2012) studies conducted in the USA, Australia, and the UK, did indicate that the work life balance plays an important role as a factor influencing employee performance. Emerging economies such as Brazil, Russia, India, and China have realized the negative repercussion of leadership systems on organizational performance (Singh and Amandeep, 2015). Likewise, there are many organizations in sub-Saharan Africa who are struggling with aspects of poor performance and hence lower levels of employee productivity. The studies reviewed have clearly showed that there is a clear link between various institutional factors that influence productivity of staff in learning institutions (Shiferaw et al. 2020). These studies however, show contextual gaps and have clearly revealed geographical gaps which needs to be addressed.

1.2.2 Regional Perspectives

Research suggests that employee productivity is a more significant challenge in developing nations compared to developed nations within the same region. This is often attributed to higher rates of employee turnover and shorter employment tenures in developing countries (Shiferaw et al. 2020). A study conducted in sub-Saharan

Africa by Ayalew et al. (2021) found that factors such as work-life balance issues, ineffective recruitment and compensation policies contribute to the high turnover rates in higher education institutions. Nearly half of the institutions surveyed reported low employee productivity, with East African countries experiencing particularly high turnover rates reaching 58.03%, while South Africa had the lowest turnover at 33.04% (Ayalew et al. 2021).

A global report by Statista (2020) revealed that over 12% of private institutions in Africa were struggling to retain employees in today's job market, where employees are drawn to companies that offer diverse and engaging work cultures. Rijamampianina (2015) found that leadership significantly influenced the performance of staff in South Africa. Kamua (2018) study in Kenya identified several factors contributing to poor performance among teaching staff in private institutions. Miller (2016) established a connection between four specific variables and staff productivity, which can negatively impact organizational growth and the overall economy. The study also found a significant impact of teamwork on performance based on data from East Asia, Africa, South Asia, and the Middle East. The results suggested that employee productivity in education and management directly affects student academic outcomes.

The dearth of skilled human capital in the majority of African nations poses a significant obstacle to their progress in socioeconomic and political development. Despite various attempts to address this predicament, limited advancement has been achieved due to several factors, most notably the insufficient investment in education and training programs (Mushonga, 2015). While the World Bank, among other organizations, made substantial contributions to capacity-building initiatives in numerous countries during the 1990s, these endeavors have not yielded enduring

benefits in terms of human capital, leading to the emigration of professionals to more developed nations (Ndulu, 2004). The allure of opportunities in developed countries, coupled with unfavorable conditions in their home countries, has prompted many African students and faculty members to remain abroad after pursuing education or training (Tettey, 2016). A study conducted in South African higher education institutions revealed a pervasive issue of staff productivity, with a substantial number of academics leaving their positions due to unsatisfactory working conditions (Bibi et al. 2018).

Osalusi et al. (2010), noted that the Nigerian University system had been particularly impacted by the loss of talented academic professionals to other countries, especially during the 1980s and continuing into the 21st century. This phenomenon, commonly referred to as "brain drain," resulted in Nigeria's experienced academics seeking opportunities in smaller African nations, such as Ghana and Rwanda. Tetteh et al. (2020) further noted that, human capital investment from organizations point of view influences the productivity of the employee. Most of these studies are limited in geographical and contextual scope and hence presents gaps in the understanding of the relationship between various factors and the productivity of staff among institutions of higher learning.

Research by Kadiri et al. (2018) conducted in Ghana highlighted numerous factors attributed to staff productivity among learning institutions. Several factors have been identified as contributing to low productivity within organizations. These include the age of employees, their length of service with the company, the relative amount of pay they receive, their overall job satisfaction, the characteristics of their tasks, their perception of the work environment, opportunities for career advancement, job security, potential for skill development, working conditions, relationships with

managers, team leaders, and colleagues, experiences of bullying or harassment, and personal circumstances such as pregnancy, illness, or relocation. In Zimbabwe, the excessive reliance on part-time staff has been cited as a contributing factor to the low productivity of state universities (Mutambaziko, 2013). The performance of Zimbabwean universities in global rankings is notably poor, with only the University of Zimbabwe appearing among the top 3000 universities worldwide at rank 2351 as of December 2016 (Webometrics, 2017). A similar case can be noted among the institutions of higher learning in Kenya though there is limited research work in this area. The study seeks to effectively understand how selected factors such as leadership, work life balance, teamwork and compensation affect the productivity of the teaching staff in institutions of higher learning.

In Tanzania, leadership in relation to organizational performance has been an area of focus. There are a number of publications which have identified the problem of high turnover especially in the private sector compared to public sector (Hewdiga, 2018). This is due to the fact that, most organization to do provide financial and employment stability. In this setting, employees are discouraged and unmotivated to do their best. As a matter of fact, this is experienced in the hospitality sector (Mashauri, 2015). The primary objective of this research is to examine how different leadership styles impact the productivity of teaching staff at Kenyan public universities. By delving into this topic, we hope to contribute to the existing body of knowledge by providing a more detailed understanding of the factors that influence productivity within academic institutions. Specifically, this study will explore the effects of specific factors that affect the productivity of teaching staff in public universities. It's important to note that this research is one of a limited number of studies that focus on similar concepts in this particular field.

1.2.3 Local perspective

Within the Kenyan public university system, there has been a troubling trend of qualified academic staff resigning to pursue higher-paying positions abroad, as documented by Ng'ethe and Namusong (2012) and Waswa et al. (2008). This phenomenon, commonly referred to as "brain drain," has had a detrimental impact on the performance of academic staff within these institutions. Additionally, internal brain drain, characterized by the movement of highly skilled academics to other sectors within Kenya, has also become a prevalent issue, as highlighted by the Government of Kenya (GOK, 2006). Despite the significance of academic staff retention for Kenyan public universities, there remains a dearth of research specifically focused on this topic.

As Armstrong (2019) emphasizes, effective performance strategies are rooted in a thorough understanding of the factors that influence the productivity of teaching staff. Given that these universities have increasingly commercialized their services, relying heavily on their staff for quality products and services, it is imperative to investigate the reasons behind potential underperformance, as noted by Kiamba (2015). Naris et al. (2010) observe that educational institutions strive to maintain a competitive edge in order to attract a larger student body and potential employees. Retaining academic staff is a critical component of achieving this competitive advantage, as it ensures the continuity of high-quality services and products.

Studies conducted in Kenya by Wambui (2018) noted that, staff productivity among institutions of learning has been attributed to such factors as, work life balance where employees felt their work was taking too much of their time and leadership style which was considered as autocratic and hence denying the employees opportunity to

effectively utilize their skills and knowledge**.** Although productivity has been attributed to quality-of-service delivery in an organization, there is limited studies that have considered the factors effecting productivity of the teaching staff in institutions of higher learning. This study therefore, sought to assess the effect of these factors on the productivity of the teaching staff in institutions of higher learning in Kenya.

According to Koigi et al. (2018), the core business of learning institutions is academics. The progress of the university is highly depended on the academic success. The academic department unfortunately is faced with a lot of challenges related to the retention of the staff. According to Mwaniki and Muturi, (2020), the academic department in most learning institutions, report poor productivity among teaching staff which has affected the ranking and the public opinion about the public universities in Kenya.

Ng'ethe et al. (2018) conducted a study centered on how different leadership styles impact the productivity of academic staff in public universities within Kenya. Their investigation revealed that public universities operate in a fiercely competitive landscape, necessitating the implementation of effective strategies to motivate their primary employees. By doing so, these institutions can establish and maintain a competitive edge through elevated levels of productivity. The study established that, leadership was one of the most critical determinants of staff productivity in organizations. However, the relationship between leadership and productivity of the teaching staff in public institutions at large was not considered in most studies. This study therefore, sought to fill this gap by adding to the existing knowledge on the relationship between leadership as a factor in understanding productivity of the teaching staff.

Nnabuife, et al. (2017) noted that, rewards and compensation are among the drivers of staff productivity of any institution. Given the robust demand for higher education in Kenya, universities must proactively anticipate future workforce requirements to effectively fulfill their institutional goals. Employees are increasingly inclined to seek employment at institutions that offer more competitive compensation packages compared to their current employers. As demonstrated by strategic plans and promotional materials, public universities have tended to allocate a disproportionate amount of their resources towards addressing the needs of students, including the construction of educational facilities, while neglecting the welfare and needs of their employees. This study sought to examine the effect of compensation and reward systems and how it affects the productivity of the teaching staffs in public universities.

Abu (2015) defines work-life balance as the ability of employees to effectively manage both their professional and personal responsibilities. Forris (2015) further explains that work-life balance involves finding a healthy equilibrium between personal and work commitments, ensuring that individual obligations and organizational duties are fulfilled in a timely and satisfactory manner. This balance requires a fair allocation of time and effort between these two aspects of life.

Many organizations prioritize enhancing employee productivity, as it offers significant benefits for both the company and its workers. Increased productivity can boost economic growth, improve profitability, and foster social progress (Sharma & Sharma, 2014). Productive employees often enjoy higher wages, better working conditions, and more favorable job opportunities. Moreover, high productivity can give organizations a competitive edge by reducing costs and improving the quality of their output (Hill et al. 2014). Given these advantages, it's essential to understand the

factors that contribute to employee productivity to ensure organizational survival and long-term success.

1.2.4 Productivity of Teaching Staff

Njiraine (2019) observed that enhancing the productivity of employees has emerged as a primary objective for numerous educational institutions. The increased productivity of employees offers a multitude of advantages. For instance, higher productivity levels contribute to favorable economic growth, substantial profitability, and improved social progress. Additionally, elevated productivity tends to amplify an organization's competitive edge through cost reductions and the enhancement of high-quality output. These collective benefits have underscored the significance of employee productivity. However, there has been a dearth of attention directed towards comprehending the interrelationship between these concepts and the phenomenon of employee turnover within educational institutions.

Markos and Sridevi (2010) emphasize that employers should invest in fostering workforce engagement. Recent studies on this subject have unequivocally shown a positive connection between employee engagement and performance outcomes, including employee retention and productivity. Some scholars (Richman, 2016; Fleming & Asplund, 2017) further suggest that employees who are actively involved in their work are generally perceived as more productive due to their intrinsic motivation to achieve their tasks, regardless of personal factors. These engaged employees are also known to be more focused than their disengaged counterparts. Moreover, it is often assumed that employees who are engaged in their work are more efficient and prioritize the success of the organization.

While numerous studies have highlighted the importance of employee work engagement in enhancing performance and fostering positive business results, empirical evidence directly supporting these claims remains limited (Saks, 2016). It's essential to recognize that engagement should be viewed as a fundamental organizational strategy that encompasses all levels of the organization. Saxena and Srivastava (2015) observed that work engagement has emerged as a critical challenge or activity that requires effective management to achieve organizational goals. Furthermore, they emphasized the necessity of investigating the impact of work engagement on performance outcomes.

Indeed, as Ng'ethe et al. (2018) observed, the matter of employee productivity has recently emerged as a subject of considerable significance within the academic literature. It is noteworthy that prior research endeavors focused on the subject of employee productivity in service contexts have been largely overlooked (Brown et al. 2019). Consequently, the precise definition of employee productivity has proven elusive and difficult to grasp. For example, the conventional definition of productivity has primarily concentrated on the ratio between the costs of inputs and the value of outputs, despite the inherent implications that such a definition may vary depending on the specific nature of the business. In overall terms, there seems to be an ambiguity surrounding the conceptualization, measurement, and evaluation of the factors that influence employee productivity.

As Massy and Archer (2018) have noted, the productivity of an institution is reflected in how efficiently and effectively its primary operations are carried out. To assess this productivity, performance indicators are employed to measure the inputs and outputs of the institution. In recent times, there has been a growing focus on both the development and enhancement of these metrics within the realm of higher education.

Many quantitative techniques exist for calculating productivity estimates, but all techniques are measured using output and input ratios. Massy et al. (2018) further noted that, conceptualization of institutional productivity has mainly focused on, i) student's enrolment, ii) research fund raising, iii) number of student graduates, iv) research papers completed and published among others. For this study, productivity was considered in terms of i) number of publications done by the lecturer's, ii) number of graduate students graduated, iii) number of new programs developed and iv) number of research awards earned by the individual lecturer or the university as a whole.

Various research studies have investigated the productivity of lecturers (Alfagira et al. 2017; Onoyase, 2017). Onoyase (2017) specifically defined lecturers' productivity in terms of their ability to achieve the educational outcomes expected of them. This study considered lecturers' productivity to be the extent to which they fulfill their teaching responsibilities, which encompass lecture planning, research, and community service. While this present study adopts the approach of these researchers, it focuses on the process dimensions of lecturers' productivity. Alfagira et al. (2017) employed a similar approach but also connected lecturers' performance to their motivation levels.

McCarthy (2015) explains that lecture planning involves using the course outline and learning objectives to find and choose relevant content for a specific lecture. This content is then divided into smaller sections and subsections, and the lecturer decides what to cover within the allotted time. Lesson planning also includes selecting appropriate teaching materials and methods to effectively deliver the content in a way that keeps students engaged and interested in achieving the learning goals. While McCarthy's explanation is detailed, he doesn't delve into the practical aspects of lesson planning. In addition to lecturing, lecturers' responsibilities include evaluating

students through coursework, tests, and exams. This involves setting, invigilating, and grading these assessments and submitting the results for final assessment, grading, and accreditation (Igbojekwe et al. 2015).

The performance of lecturers extends beyond teaching to include the supervision of research students. This involves allocating sufficient time to guide them through the development of their research proposals, projects, and dissertations (Ddungu, 2017). Additionally, lecturers are expected to contribute to the academic community by conducting research and disseminating their findings through publications in reputable journals or by incorporating them into textbooks, textbook chapters, media articles, and documentaries (Kakulu, 2016). Furthermore, lecturers are encouraged to engage in community service by participating in activities such as public scholarship, collaborative research with communities, community partnerships, public information initiatives, and civil literacy programs (Ddungu, 2018a; Nhamo, 2013). While existing literature outlines the general responsibilities of lecturers, it does not explicitly connect these duties to the concept of instructional leadership within the context of public universities in Uganda. Nevertheless, the descriptions provided in this literature served as valuable indicators for measuring lecturer performance in the present study.

1.2.5 Public Universities in Kenya

In accordance with a report published by the Commission for University Education in the year 2019, there are twenty-three publicly established universities that were officially chartered in the year 2013 following a comprehensive evaluation of their academic resources by the Commission for Higher Education (CHE). Moreover, there are 10 constituent colleges, 17 private chartered universities, 5 private universities, and 14 private institutions. A fundamental component of an organization's strength lies in having the appropriate individuals in the suitable positions at the opportune

time. Manpower planning represents a formal personnel management function that involves analyzing an organization's workforce requirements. Its aim is to ensure that an organization possesses the necessary number and type of employees in the appropriate locations at the required time. Additionally, it is concerned with forecasting future manpower needs amidst changing circumstances and developing policies and systems to fulfill these needs. Koigi et al. (2018) observed that public universities in Kenya are facing increasing competition from other universities within the region and are struggling to prevent the loss of talented individuals. This study sought to investigate the relationship between leadership styles, reward systems, work-life balance, and team dynamics that influence the productivity of teaching staff at public universities in Kenya.

1.3 Statement of the Problem

Higher education is crucial for economic competitiveness in a knowledge-driven global economy. However, challenges such as increased student numbers, technology assessment, diverse student backgrounds, and globalization-learning corporate styles are putting additional pressure on lecturers (Wakida et al. 2018). Universities are expected to perform various roles, including education, research, innovation, knowledge sharing, community engagement, ethical practices, and industry leadership. However, in Kenya, the growing demand for higher education coupled with limited resources has made it difficult to fulfill these responsibilities. As government funding has decreased, universities have had to rely more on other revenue sources, straining their internal operations and potentially impacting the effectiveness of their teaching staff.

Previous research conducted by Kezar and Holcombe (2017) has established that a significant portion of university lecturers employed in public institutions are failing to

meet the expected standards of their roles, resulting in questionable levels of productivity. The findings of Nassuna (2013) indicate that over 80% of university lecturers admitted to neglecting to teach all the lectures assigned to them, and 70% acknowledged an irregular presence in supervising their allocated research students. Kakulu (2016) further supports these claims, revealing that over 78% of participating university lecturers failed to deliver all their assigned lectures. Additionally, 67% of these lecturers were inadequately prepared for the majority of their lectures, and 56% exhibited delays in evaluating student work, leading to disruptions in students' graduation timelines, particularly at the postgraduate level. In another study conducted in Ugandan universities, Ddungu (2017) observed that many lecturers assigned to supervise research students frequently fail to provide the necessary guidance as scheduled, even when students take the initiative to arrange appointments. These lecturers often cancel appointments at the last minute, citing involvement in other research projects as a reason for postponement. Moreover, the level of participation in community service exhibited by most lecturers falls short of expectations (Ddungu, 2018), and their involvement in research and publication activities leaves much to be desired (Ddungu, 2018). Similar findings were reported in the study by Wakida et al. (2018) conducted at Mbarara University. The collective evidence from these studies suggests that a majority of lecturers in most public universities are underperforming in their roles, leading to heightened levels of unproductivity among the teaching staff within these institutions.

While productivity issues among teaching staff may seem isolated, they are actually influenced by a multitude of factors. Research conducted by Liang et al. (2016) and others has explored these factors, identifying both personal and university-based influences. Personal factors include job dissatisfaction and work stress, while

university-based factors encompass institutional management, financing, governance policies, staff remuneration, poor working conditions (Alfagira et al. 2017), administrative leadership (Kezar & Holcombe, 2017), and, most importantly, instructional leadership (Ersozlu & Saklan, 2016). However, studies specifically focusing on the impact of instructional leadership on teaching staff productivity at the university level are relatively scarce, and particularly lacking in the context of Kenyan public universities.

1.4 Research Objectives

1.4.1 General objective of the Study

The general objective of this study was to find out the factors affecting productivity of teaching staff in public universities in Kenya.

1.4.2 Specific Objectives of the study,

The specific objectives of the study were:

i. To determine effect of leadership style on productivity of teaching staff of public universities in Kenya.
ii. To examine the effect of reward system on productivity of teaching staff of public universities in Kenya.
iii. To assess the effect of Work life balance on productivity of teaching staff of public universities in Kenya.
iv. To find out the effect of Team work on productivity of teaching staff of public universities in Kenya.

1.5 Hypothesis of the study,

The study sought to test the following hypothesis;

Ho_1.There is no significant relationship between leadership style and institutional productivity of teaching staff in public universities in Kenya.

Ho_2.There is no significant relationship between reward system and productivity of teaching staff in public universities in Kenya.

Ho_3.There is no significant relationship between Work life balance and productivity of teaching staff in public universities in Kenya.

Ho_4.There is no significant relationship between Team work and productivity of teaching staff in public universities in Kenya.

1.6 Justification of the study

The issue of labor turnover has become increasingly significant globally, despite extensive research on the topic. While numerous studies have explored various factors influencing production, the researcher identified a lack of comprehensive investigation into the impact of turnover on public institutions. This study aimed to examine the relationship between specific factors, such as leadership, compensation, teamwork, and work-life balance, and the productivity of teaching staff at public universities in Kenya.

The outcomes of this research endeavor will contribute to a more comprehensive understanding of the existing gaps in scholarly literature concerning the specific factors that influence the productivity of teaching personnel within Kenyan public universities. It is the researcher's conviction that the findings of this study will provide substantial advantages to both management and those entrusted with governance in institutions of higher learning. These findings will facilitate the optimization of staff working conditions, thereby ensuring enhanced retention rates, leading to improved performance and ultimately guaranteeing the attainment of institutional objectives.

Moreover, this study will enrich the existing body of knowledge pertaining to labor turnover, thus providing a suitable platform for further exploration of the impact of the selected factors on the productivity of teaching staff in public universities. Academic researchers will likewise find this study to be of significant importance, as it will serve as a valuable reference material for their future scholarly pursuits.

1.7 Scope of the study

The research focused on understanding selected factors and how they affect productivity of teaching staff in public universities in Kenya. Specifically, the study focused on the five universities in Kenya (University of Eldoret, Moi university, Maseno University and Masinde Muliro university). The selection of these universities was because it is easy to get appropriate history of the turnover rate at different departments and that they have all the five categories of teaching staff from professors to the graduate assistants. This study was carried out between 2019 and 2022.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter conferred the review of literature which gave a brief understanding of what had already been done in the area of study. The literature was reviewed on the basis of the objectives where past studies were used to establish what others had already concluded. This chapter also presents the theoretical frame work upon which the study was based.

2.2. Theoretical Review

The study was underpinned on the following theories; Expectancy Theory, Theory X and Theory Y and Human Capital Theory. These theories are explained as follows.

2.2.1 Expectancy Theory

Victor Harold Vroom created the Expectancy Theory of Motivation in 1964. His study of psychology has shed light on how people behave in the workplace, particularly when it comes to motivation, leadership and decision-making. Ingersoll (2001) suggests that employees are motivated to work hard and be committed when they believe they will receive fair rewards. This theory is applied in compensation structures that link pay directly to employee performance. By offering the potential for higher pay and promotions, companies can encourage employees to strive towards individual goals. Moreover, the theory establishes that, expectancy is the likelihood of a certain deed to cause a necessary result.

The employee must carefully consider various actions that could lead to desired outcomes and select the most advantageous course of action. According to Vroom's theory, the employee's motivation can be increased by changing their perception of

the situation or by raising their expectation level through better communication and offering greater rewards for their efforts. This theory explains the relationship between the employee and the organization's goals and highlights the individual differences in creating work enthusiasm and, consequently, productivity.

Chiboiwa et al. (2010) suggested that when top-performing employees leave an organization, the company loses valuable talent and its ability to maintain a competitive edge. Many of these departing employees end up working for rival companies. A central strength of this theory is its recognition that individual contributions, such as education, skills, and experience, should be valued in a way that ensures fairness. Additionally, it highlights that individual employees are part of a larger organizational structure. This theory aids in understanding factors that may influence academic staff to leave their current institutions, as they often compare their compensation and benefits to those offered by other universities and similar organizations. This comparison can lead to a desire for greater equity in the input-output relationship. Consequently, this can result in a lack of commitment and loyalty among academic staff. Therefore, this theory was relevant to the current study as it helped to explain how employees' expectations in their workplace can influence their decision to stay or leave an organization.

Beardwell et al. (2007) pointed out a significant flaw in the expectancy theory: its inherent bias in the evaluation process. Humans have a natural tendency to distort their perceptions, particularly when effort becomes personal. This suggests that other theories are needed to fully comprehend employees' expectations in their workplace.

Graen, Lawler, and Porter, among others, criticized the expectancy model for its oversimplified nature. These critics sought to refine Vroom's model. Edward Lawler argued that the simplicity of the expectancy theory is misleading, as it assumes that

enticing rewards will automatically lead to increased productivity. However, this only holds true if employees believe the rewards align with their immediate needs. For instance, a small salary increase might not be appealing if it pushes the employee into a higher tax bracket, leading to a perceived decrease in net pay. To address this limitation, the study considered theory X and theory Y.

2.2.2. Theory X and Theory Y

Douglas McGregor, in 1960, introduced a theory that categorized human behavior in the workplace into two distinct perspectives: Theory X and Theory Y. Theory X portrays employees as inherently lazy and resistant to work. It posits that employees must be coerced, controlled, and threatened with punishment to fulfill organizational objectives. Managers who subscribe to Theory X often adopt a dictatorial leadership style and exercise close supervision over their subordinates. Additionally, Theory X suggests that employees prioritize job security over personal growth and have limited aspirations. It also assumes that employees dislike responsibility, resist change, and require constant guidance to perform their tasks effectively.

Theory Y posits a more positive view of human nature in the workplace. It suggests that employees are intrinsically motivated and capable of taking ownership of their work. Rather than needing constant supervision and coercion, employees are more likely to be productive when they feel engaged and satisfied with their jobs. According to Theory Y, employees are not inherently lazy but are willing to exert effort if they find their work meaningful and challenging. When given the opportunity, employees can demonstrate self-discipline and self-direction in achieving organizational goals. Job satisfaction is key to fostering employee loyalty and commitment. Moreover, Theory Y recognizes that employees possess valuable skills and abilities that can be harnessed to benefit the organization. By providing

employees with autonomy and opportunities for creativity and innovation, organizations can tap into their full potential and solve problems more effectively.

Ruhland (2001) proposed a new perspective on Theory X and Theory Y, two contrasting views on employee motivation. Theory X suggests that employees are inherently lazy and need constant external motivation to work. Theory Y, on the other hand, proposes that employees are intrinsically motivated and find satisfaction in using their skills to achieve goals. Ruhland argued that neither theory is inherently better than the other. Instead, the appropriate theory depends on the specific work environment and the individual employees involved. Using the wrong theory in a workplace can lead to dissatisfaction, conflict, and decreased employee productivity.

A group of employees perceives self-motivation and sovereign execution as vital, for example; it is unlikely to stick around in a work setting including severe control always. Basset-Jones & Lloyd (2005), this model is posited to be exclusively operative in telling the behavior of individuals who are high in productivity and need to be motivated to achieve the needs. Therefore, the theory was found to apply to the current study in explaining the needs of the employees in an organization that leads to retention.

Theory X and Theory Y are two contrasting management philosophies that offer different perspectives on employee motivation and behavior. Theory X posits a negative view of human nature, suggesting that employees are inherently lazy, resistant to change, and require strict supervision and control. This approach emphasizes top-down authority, rigid rules, and a lack of employee involvement. In contrast, Theory Y presents a more positive outlook, viewing employees as capable, motivated, and eager to take responsibility. According to Theory Y, managers should

create a supportive work environment that encourages employee initiative, self-direction, and participation. By providing opportunities for growth, development, and contribution, organizations can foster a culture of innovation, teamwork, and shared decision-making. Essentially, Theory X and Theory Y represent two distinct approaches to management. Theory X focuses on external control and coercion, while Theory Y emphasizes internal motivation and empowerment. While many organizations have traditionally adopted Theory X principles, there is a growing trend towards adopting Theory Y practices, recognizing the potential benefits of employee engagement, creativity, and collaboration.

The application of this theory in leadership is that, in the Theory X and Theory Y model of leadership, proponents of Theory Y possess a positive view of employees. They believe that employees are motivated, enjoy their work, and are satisfied when given responsibility. This theory asserts that, employee's function better in an environment where they have a role in setting work goals and making decisions related to their jobs.

The Theory X management style, which focuses on controlling employees to achieve organizational goals, has been criticized for its lack of concern for employee well-being. McGregor's research suggested that aligning work with human needs and motivations could increase productivity. However, some critics argue that Theory Y managers, who adopt a more participative approach, are simply manipulating employees for their own benefit. While these managers may focus on matching work tasks to human needs through various programs, they ultimately prioritize productivity measures over employee well-being. Critics claim that Theory Y is a deceptive scheme to increase productivity without providing employees with a fair

share of the economic benefits. In essence, employees may be working harder for the same pay, falling victim to a manipulative management style.

2.2.3 Human Capital Theory

This theory was postulated by Joyce et al. (2003). The theory explains the important dimensions that influence the preparation, structure and execution of programmers in an institution. It is gradually perceived to be a main cause of institutional performance hence productivity of teaching staff. To measure the effectiveness of teachers, it's been common to view them as resources, similar to human capital. This approach suggests that a teacher's performance is influenced by their actions and behaviors within their specific work environment. By focusing on how teachers interact with their surroundings, we can better understand their productivity and overall success in the classroom.

Modern Human Capital Theory has it that, all human behavior bases on the economic self-regard (remuneration Perks) of persons functioning in easily competitive markets.

According to Armstrong (2009) human capital entails the combined intelligence, skills and expertise that give an institution its distinctive character. According to Sutherland (2004), the human capital theory entails elements of the human aspects of an institution which if well rewarded can guarantee the long-term endurance and productivity of teaching staff of the institution. This theory therefore supported the current study by helping to understand employee performance.

The application of this theory is based on the assumption that, education determines the marginal productivity of labor and this determines earnings. The theory suggests that a person's labor skills or how others perceive their abilities are long-lasting. It also suggests that these skills are a part of the individual who invests in them. This

core idea is essential to the theory's foundation. The theory of human capital recognizes that in the post-industrial economy, human capital becomes the most important factor for economic growth and development.

However, critics argue that the theory has shortcomings, such as the absence of a theory of distribution and the inability to explain capital and technical progress. The human capital theory, which posits that education and skills directly correlate with income, has faced increasing scrutiny. In the late 20th century, the emergence of behavioral economics challenged its underlying assumption of rational human behavior. This critique argued that the theory's reliance on rationality limits its ability to accurately explain real-world economic phenomena, as human motivations, goals, and decision-making often deviate from idealized models. Sociologists and anthropologists have also raised concerns about the theory's oversimplification. They contend that the human capital theory offers a one-size-fits-all explanation for wage differences, suggesting a direct and universal link between education, productivity, and income. However, empirical research has revealed that this relationship is far more complex. Objective measurements of productivity often fail to adequately account for individual differences in earnings, and claims of a causal link between income and productivity have been criticized for circular reasoning.

2.3 Conceptual Review

Factors that affect employee productivity were conceptualized as independent variables are measured in terms of Leadership styles which is conceptualized in terms of; Democratic style, Authoritarian style and Transformation. Reward system is conceptualized in terms of Allowances, Promotion opportunities. Work life balance is conceptualized in terms of Leave Days, Working Hours, Recreational Activities and Holidays while team work is conceptualized in terms of Trust, Participation,

Unionization will be used as the independent variables of the study. The dependent variable is productivity of teaching staff of public University. The dependent variable was measured in terms of; the number of publications done, number of post graduate students graduated, number of new programs developed and the number of research awards earned as shown in figure 2.1.

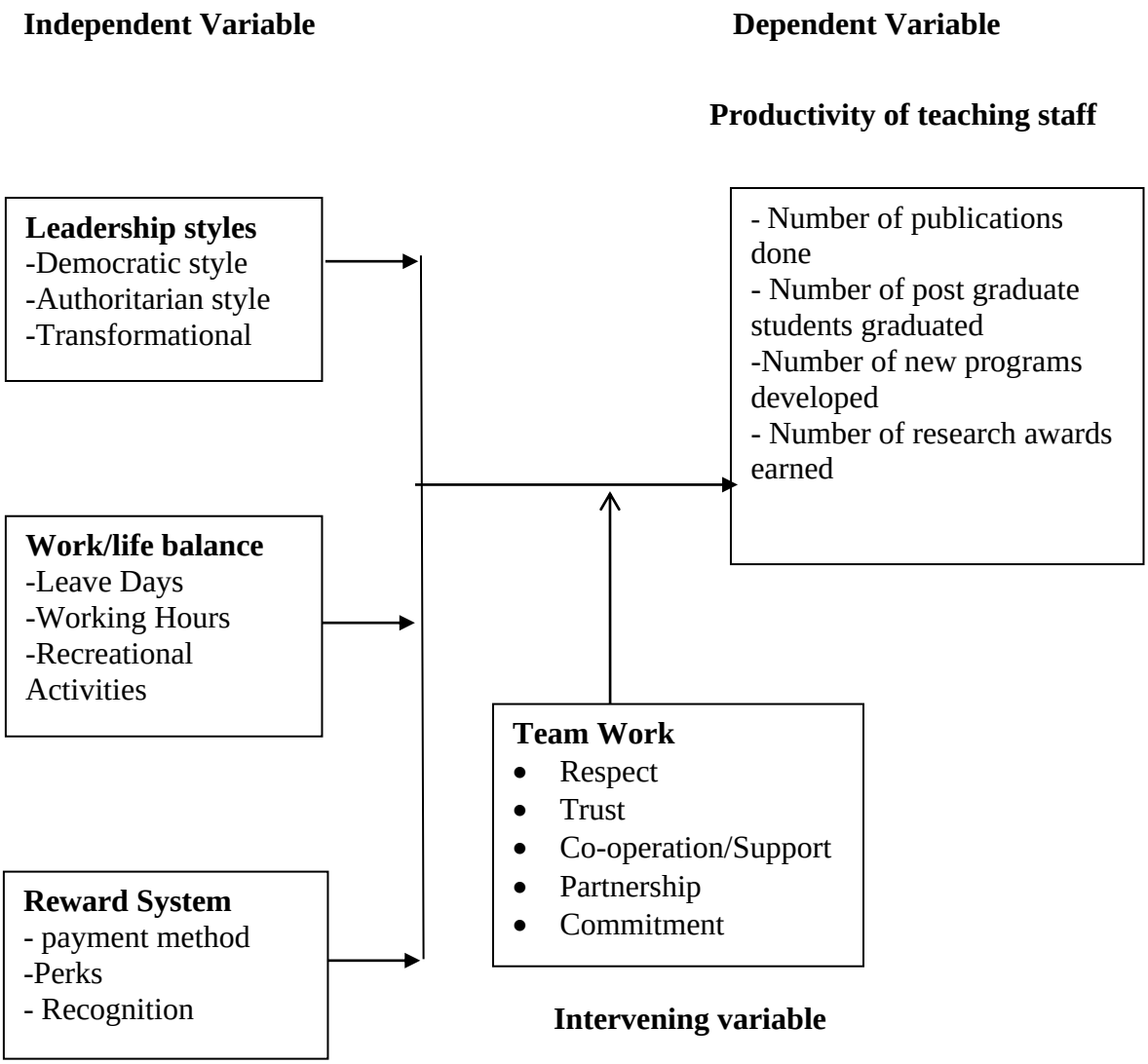

Figure 2.1*:* Conceptualizing factors influencing employees Productivity of teaching staff of public universities

2.3.1 Leadership Style and Productivity

Effective leadership is crucial for maintaining a strong workforce, keeping employees motivated in their careers, and ensuring that work is done efficiently. Leaders, who are essentially skilled at accomplishing tasks through the efforts of others, inspire their team members and guide them towards achieving specific objectives.

The performance of individuals and organizations is substantially influenced by leadership (Azizah et al. 2020; Godbless, 2021). Diverse leadership styles have been implemented in both organizational and educational settings. The autocratic leadership approach, as it is commonly referred to, results in a situation where nearly all officials are dependent on the chief. The leader imposes actions through the use of incentives, and those who carry out the orders are apprehensive about potential repercussions or punishments. Communication appears to flow in a one-way direction from the chief to the subordinates, as described by Bhopendra et al. (2020).

According to Roy et al. (2021). In a democratic leadership style, decision-making is a joint effort between the leader and the group, fostering a collaborative leadership approach. Authority is decentralized, and open communication is encouraged. The leader explains to the group why they must vote as they do. The leader maintains an environment of oversight and monitoring. Democratic leadership is often considered a participatory or supportive style. In essence, the leader seeks input from subordinates and involves them in planning and decision-making. They also welcome ideas and feedback from the group they lead. However, in certain situations, participatory leadership can be a deceptive tactic, where the leader maintains ultimate control behind the scenes of seemingly open discussions. Such a leader engages in discussions with subordinates to gather their proposals and recommendations for

challenging situations, while still considering the potential advantages and disadvantages of various alternatives.

Roy et al. (2021) suggest that transformational leadership is a strategic approach to influence leaders and their subordinates towards a shared understanding of priorities and a novel perspective on personal and organizational potential. These leaders are characterized by their dedication to fostering growth, creativity, and excellence within individuals, communities, and organizations, rather than merely adhering to predetermined standards. They inspire their followers to strive for higher levels of achievement and ethical conduct. Transformational leadership is not a replacement for traditional transactional management but rather an enhancement that aligns individual and group goals. In such environments, a strong sense of purpose and camaraderie often prevails, as members and supporters share common values and a belief in their collective destiny. These leaders prioritize the overall well-being of the group over individual aspirations, while simultaneously ensuring that personal objectives and incentives are not compromised. They serve as mentors, role models, and guides, fostering a sense of belonging and responsibility among their followers.

Hooda and Sharma (2013) assert that transitional leaders can enhance their followers' abilities by fostering their growth, empowering them, collaborating with them, motivating them, and developing their skills. A vast array of regulatory mechanisms exists, offering a diverse range of behaviors and norms that can be adapted to and modified in response to external shifts in the corporate environment. Employees develop a profound level of trust in such a leader. Hooda and Sharma (2013) emphasize that the goal of transitional leadership is to transform individuals and organizations—to alter their mindset, spirit, and fundamental nature. It involves expanding their worldview, perspective, and comprehension, clarifying their

objectives, and aligning their actions with ideals, concepts, or values. Hooda et al. (2014) advocate for five key considerations in transitional leadership. As previously mentioned, these five components proposed by the authors include human factors, intellectual stimulation, the encouragement of creativity, the idealization of power, and idealized influence (behavior).

Transactional leadership fosters a work environment where employees operate autonomously, minimizing collaboration with colleagues. Cooperation is contingent upon successful negotiations and the effective division of labor. Employees have limited involvement with the team, its goals, and its overall vision. This leadership style primarily focuses on "exchanges" between the leader and subordinates, where rewards are offered in exchange for achieving specific targets or fulfilling success criteria. Supervisors primarily act as negotiators and allocate resources. The leader provides incentives or facilitates their acquisition and offers constructive support. Transactional leadership is often more pragmatic, emphasizing the attainment of concrete objectives. A successful transactional leader will acknowledge and reward the contributions of subordinates promptly. Subordinates working under transactional leaders may not exhibit inherent innovative thinking and might require close supervision.

Bad transactional leaders, unfortunately, tend to be reactive rather than proactive in addressing workplace issues. They often wait for problems to become apparent before taking action, whereas more effective transactional leaders anticipate potential difficulties and implement preventive measures. This proactive approach is known as contingent compensation, while the reactive style is referred to as management-by-exception (both active and passive). Transactional leadership focuses on identifying and encouraging goal achievement to meet specific requirements. Contingent

incentives are two core practices commonly associated with corporate management tasks. However, complete leaders go beyond these practices. When comparing transactional leadership styles, it's important to note that a transactional approach may be suitable in certain situations and can promote adherence to procedures, but it may not inherently foster creativity or risk-taking. In contrast, transitional leadership emphasizes a shared mission and inspires employees to strive for higher goals, while transactional leadership primarily relies on external motivators for work.

Consequently, the ability of leadership to initiate change can influence how people perceive innovation by fostering enthusiasm, assurance, and openness. In contrast, a more transactional style of leadership can encourage the acceptance of innovation through rewards and incentives. Bass, who has developed a comprehensive leadership theory that incorporates both transactional and transformational approaches to achieve greater outcomes, emphasizes that these two leadership styles are not mutually exclusive but rather complementary patterns that all leaders possess and utilize to varying degrees. He suggests that a combination of transformational and transactional leadership behaviors is necessary to achieve exceptional results. However, Bass also acknowledges that the ultimate goal of leadership is to positively impact the performance, behavior, and well-being of those under their guidance (Samad et al. 2022).

2.3.2 Reward System and Productivity of teaching staff

Organizations deploy reward systems with the aim to recognize and reward/motivate staff. This is likely to encourage performance and consequently, productivity. Cook and Hunsaker (2001) describe reward systems as organizational programs designed to acknowledge employee accomplishments and stimulate increased productivity. These

rewards can be categorized into two types: extrinsic and intrinsic. Extrinsic rewards are tangible benefits like salary, fringe benefits, pensions, favorable working conditions, and job security that individuals receive in exchange for their contributions. Intrinsic rewards, on the other hand, are psychological satisfactions derived from work experiences, organizational affiliation, a sense of achievement, or recognition of one's efforts (Rollinson, 2002). Employees are essential stakeholders within an organization, playing a pivotal role in its success. To foster higher productivity, employees expect reciprocal fairness from management, including equitable compensation, safe working environments, and avoidance of hazardous conditions (Dunford, 1992; Ali & Ahmed, 2008). It's crucial to recognize that rewards are instrumental in enhancing organizational productivity. Mutia and Sikalieh (2013) concur that organizations should strategically combine both extrinsic and intrinsic rewards to optimize performance.

As noted by Kiwara (2014), organizations have struggled to devise and implement competitive compensation packages that motivate their employees to perform at their best. Shaw (2006), emphasized the responsibility of human resources professionals to design programs that boost productivity and overall organizational success. One common strategy for achieving this has been to establish a direct link between rewards and performance through various incentive-based compensation schemes. These schemes often include special forms of recognition for exceptional individual or team accomplishments, accompanied by small cash bonuses. Additionally, individual performance-based rewards tied to specific employee criteria and stock ownership incentives for professionals who meet predefined goals are also popular approaches.

2.3.3 Team work and Productivity of Teaching Staff

According to Marjan (2023) the significance of teamwork within organizations cannot be overstated, particularly in the contemporary era characterized by intense competition. Research findings consistently indicate that organizations that prioritize teamwork exhibit accelerated innovation, enhanced identification of errors, superior problem-solving capabilities, and elevated productivity levels. Teamwork emerges as one of the pivotal factors contributing to the augmentation of employee performance within organizations. Studies suggest that collaborative efforts yield more favorable outcomes for organizations in comparison to individual endeavors. Every company establishes specific goals and objectives to achieve its desired outcomes. The attainment of these objectives and goals by the company is contingent upon numerous factors. Among these are collaborations, internal partnerships, skills, pooling, social support systems that minimizes rivalry and in fighting thus enhancing co-operation among the staff and hence improving productivity.

2.3.4 Work-life Balance and Productivity of teaching staff

According to Abu (2015), work-life balance encompasses a comprehensive array of actions and initiatives undertaken by employees, which collectively facilitate their ability to effectively fulfill all the obligations and responsibilities associated with their organizational roles, while simultaneously managing their personal commitments and duties.

Abioro et al. (2021) define work-life balance (WLB) as the equilibrium between the time an individual dedicates to their professional responsibilities and the time they invest in personal relationships and other activities. They emphasize that WLB involves adjusting work arrangements to accommodate the demands of non-work commitments, such as childcare or caring for elderly family members. Consequently,

it is reasonable to conclude that WLB reflects the degree of satisfaction among academic staff and the harmonious integration of their various roles and responsibilities both within and outside their professional lives. WLB is becoming a topic of focus for management, employees, HR specialists and wellness coordinators due to its association to the health, wellbeing and productivity of employees. It is worth noting that so e of the WLB strategies that can be adopted include on -line working, flextime, compressed work week, job- sharing among others.

2.3.5 Productivity of teaching staff

As Kawara (2014) has noted, productivity can be understood as the comparison between what is produced and what is put into the production process. In other words, it's the connection between the results achieved by a system that produces goods or services and the resources invested to create those results. Many organizations believe that employee motivation, attitude, and behavior significantly influence productivity and are essential for achieving peak performance. Syverson (2010) further emphasizes the importance of efficiency in production, asserting that productivity increases when output decreases at a slower rate than input decreases.

As Gbande (2016) elucidates, productivity is an economic evaluation of efficiency that summarizes and reflects the comparative value of the output generated by an individual, organization, industry, or economic system in relation to the value of the inputs utilized to create it. It is widely acknowledged that organizations worldwide have come to recognize the pivotal importance of productivity for their ability not only to compete effectively but also to ensure their survival. Moreover, an organization that is genuinely committed to enhancing productivity must take the proactive step of leading its workers by providing them with clear direction and focused guidance to facilitate the creation of high-quality products and services.

Effective leadership within an organization is a catalyst for boosting productivity (Ene, 2008).

Gudda (2021) argues that productivity should be evaluated by comparing the quality and quantity of outcomes achieved to the amount of resources used in production. In essence, productivity is a gauge of the efficiency of an individual, a work unit, or the entire organization. Productivity can be measured in two primary ways. One approach relates the output of an enterprise, industry, or economic sector to a single input, such as labor or capital. The other approach connects output to a combination of inputs, considering their relative significance. The selection of a specific productivity measure is contingent upon the intended use.

2.4 Empirical Review

This section presents related review based on the objectives of the study.

2.4.1 Effect of Leadership Styles on Productivity of teaching staff

In a longitudinal study conducted in Australia, Avery (2017) aimed to identify the primary leadership styles, adaptability, and effectiveness of supervisors and managers. The research findings revealed a distinct preference for supportive and coaching styles among managers, with managers demonstrating a stronger inclination towards support compared to supervisors. The study suggests that effective managers should employ a diverse range of leadership styles, tailoring their approach to the developmental stage of their subordinates and demonstrating flexibility by utilizing multiple styles. The managers and supervisors involved in the study were classified as moderately to very flexible due to their ability to effectively employ various leadership styles. However, it's important to note that the study was conducted in a setting different from educational institutions.

Tetteh et al. (2020) to investigate the impact of leadership on organizational support. This cross-sectional study focused on professionals in the construction industry across four countries in Kenya. The primary goals of the study were to assess the prevalence of transformational and transactional leadership styles and to determine which style is more effective in predicting employee satisfaction. A questionnaire was used to gather data, which was then analyzed using both descriptive and inferential statistics. The study identified specific transformational and transactional factors that were significantly correlated with leadership outcomes, including employee satisfaction. The findings also suggested that transformational leadership can enhance the effectiveness of transactional leadership in achieving higher levels of performance and satisfaction. While this study provides valuable insights into the relationship between leadership style and employee satisfaction, it is limited by its focus on only two leadership styles and its context within the construction industry. These limitations create both contextual and methodological gaps that the current study aims to address.

Tettey and Brenyah (2016) conducted a research study within Ghana's mobile telecommunications industry to explore the relationship between leadership styles and employee job satisfaction. They aimed to understand how different leadership approaches influence employees' contentment with their work. The research involved a cross-sectional survey of 400 employees in the sector, using questionnaires to gather data. Statistical analysis, specifically multiple regression, was used to examine the connection between leadership styles and job satisfaction. The findings of the study revealed that transformational leadership, characterized by individual attention, inspirational motivation, and intellectual stimulation, positively impacted employees' extrinsic satisfaction. However, idealized influence, another dimension of

transformational leadership, did not significantly correlate with extrinsic satisfaction. Similarly, transactional leadership, which involves contingent rewards and passive management, also had a positive effect on extrinsic satisfaction. However, active management by exception, a component of transactional leadership, did not show a significant relationship. Overall, the study concluded that leadership style is a significant factor in predicting job satisfaction. The study focused on telecommunication industry and considered only two leadership styles on employee satisfaction. The current study considered other leadership styles in relation to productivity of employees in institutions of higher learning in order to fill both geographical and contextual gaps.

Kubai et al. (2022) conducted a study to explore the connection between transactional leadership and organizational performance in private Kenyan universities. Their findings suggested that transactional leadership, characterized by a leader-follower exchange, might not be considered a genuine leadership approach. However, their research was limited to examining only transactional leadership. Akpoviroro et al. (2018) investigated the impact of participative leadership on employee productivity. Their research revealed a positive and substantial relationship between these two factors. However, unlike the current study, their findings were specific to a single building material manufacturing company in Nigeria. In contrast, the present study focuses on the context of private universities.

Hayat et al. (2019) explored the significance of trust and continuous commitment fostered by participative leadership in resolving conflicts and making decisions related to employee behavior within the Pakistani hotel industry. The study evaluated the impact of emotional trust on the relationship between participatory leadership and

organizational citizenship behavior. While the research found that emotional trust significantly influences this connection, it solely concentrated on the applicability of participatory leadership to organizational citizenship behavior and did not examine its potential link to overall organizational performance.

In his research on the mobile service industry, Bhasin (2019) conducted a study to examine the prevalence of situational leadership among managers. Using a descriptive research design, Bhasin collected data through a structured questionnaire and analyzed it using both descriptive and inferential statistics. The findings of the study indicated that the most effective leadership style is not fixed but rather depends on the specific circumstances at hand. However, it's important to note that Bhasin's research solely focused on situational leadership and did not explore its potential impact on organizational performance. This study therefore presents contextual gaps and methodological gaps. The study also was conducted in a mobile industry rather than in a teaching facility hence the need for the current study.

In a recent study conducted by Amoo and Adam (2022), lecturers from public Technical and Vocational Education and Training (TVET) institutions in Gauteng, South Africa, were surveyed to evaluate the impact of their supervisors' support, the feedback they received on their performance, and the workload they faced on their job engagement and interest. The research findings revealed that having a supportive supervisor, receiving constructive feedback, and maintaining an appropriate workload were all key factors in fostering lecturer engagement and interest within the TVET sector. It's important to note that these findings were specific to the context of public TVET institutions in Gauteng, South Africa. This study focused on private institutions which have a different structure of governance compared to the public institution and

particularly universities. The current study therefore sought to fill this contextual gap by adding new knowledge to the existing literature.

According to a study by Ng'ethe et al. (2018) on the influence of leadership style on academic staff retention in public universities in Kenya, investigated the relationship between leadership style and employee retention in Kenyan public universities. They observed that these institutions operate in a highly competitive environment, making it essential to retain their valuable staff members to maintain a competitive edge. Over the past decade, universities worldwide have faced increasing competition in attracting and retaining both students and faculty. To conduct their study, the researchers collected data from 547 academic staff members employed at seven fully-fledged public universities in Kenya. They utilized questionnaires to gather information and employed both descriptive and inferential statistical methods to analyze the data. Their findings revealed a significant and inverse relationship between leadership style and academic staff's intention to leave. This suggests that adopting leadership styles that promote staff retention is crucial for the continued success and growth of these institutions.

2.4.2 Effect of Reward System o Productivity of teaching staff

Muteswa (2019) investigated the various organizational factors that could influence an employee's decision to leave their job. These factors included career advancement opportunities, management styles, both tangible and intangible rewards, team dynamics, opportunities for professional growth, and the balance between work and personal life. Muteswa employed an exploratory and descriptive research approach. To gather data, a questionnaire was developed based on the identified variables. A group of 112 students from KwaZulu-Natal participated in the study. The collected data was analyzed using both descriptive and inferential statistical methods. The

findings revealed that three key aspects of internal organizational functioning significantly impacted the participants' potential departure considerations: management and leadership styles, career progression opportunities, and compensation and rewards. Therefore, further research was needed to examine the link between other remuneration methods on productivity of teaching staff of public universities.

Nnabuife et al. (2017) aimed to determine the impact of rewards on employee retention within public corporations in Ebonyi State. Their research revealed that when organizations lose valuable, skilled, or high-performing employees, they often experience disruptions in service delivery, loss of vital knowledge, and potentially negative consequences. While various factors contribute to employee productivity, rewards have been recognized as one of the most significant influences. Therefore, the study sought to explore the connection between rewards and employee retention in Ebonyi State public corporations. Utilizing a correlational research design, data was collected from a sample of 132 employees of these organizations. The data was subsequently analyzed using the Statistical Package for Social Sciences (SPSS). The results indicated a positive relationship between both monetary and non-monetary rewards and employee retention. Moreover, regression analysis revealed that monetary rewards accounted for the largest portion of the observed variance in employee retention explained by rewards. This suggests that increasing the rewards of employees, particularly monetary rewards, could potentially lead to a higher rate of retention.

Tibelius (2010) conducted a study in Uganda on the impact of employment terms on job retention among academic staff at Makerere University. The research findings indicated that lecturers' intentions to remain in their positions are influenced by their

satisfaction with their employment contracts. Specifically, the level of remuneration received and the perceived job security were identified as key factors affecting retention. Tibelius concluded that employees who are content with their employment contracts are more likely to stay in their jobs compared to those who are dissatisfied. Further research was required to examine the effect of other issues apart from the terms of office that influence employee retention.

Njiraine (2019) sought to determine the degree to which financial incentives contribute to employee performance at the University of Nairobi. This descriptive study used financial incentives as a measure to assess employee performance among the non-teaching staff of the university, employing stratified sampling to select participants. The findings of the study indicated that financial incentives, as a human resource management practice, positively impact employee performance. Additionally, the study revealed that other factors, such as healthcare benefits for employees, contribute to employee motivation. A major recommendation is for the harmonization of financial incentives with the organization's long-term objectives and strategies. Further research should explore the effects of human resource management practices on employee performance and organizational life cycles.

2.4.3 Effect of Team work on Productivity of Teaching Staff

Abdulle and Aydintan (2019) conducted a research study aimed at examining how teamwork influences employee performance in specific private banks located in Mogadishu, Somalia. They focused on how teamwork, encompassing trust, cohesiveness, a sense of unity, and the sharing of knowledge, affects employee performance. The study utilized a descriptive research approach, involving a questionnaire administered to a sample of 222 participants. After collecting responses, the researchers analyzed the data using the Statistical Package for Social Science

(SPSS). The findings of the study revealed a significant and positive correlation between teamwork measures and employee performance. Consequently, the researchers suggested creating an environment characterized by trust and cohesiveness to enhance employee performance.

Phina et al. (2018) conducted a research study to examine how teamwork affects employee performance within organizations. They focused on medium-sized businesses located in Anambra State, Nigeria. The research used a descriptive approach, gathering primary data from 295 senior staff members through a five-point Likert scale questionnaire. The collected responses were analyzed using SPSS software, employing Pearson correlation, summary statistics, and multiple regression analysis. The findings revealed a significant relationship between the variables explored in the study. This study however presented contextual gap in the scene that it focused on management related variables

Sanyal and Hisam (2018) conducted a study to examine how teamwork affects job performance. They focused on several key factors that contribute to effective teamwork, including trust, leadership, organizational structure, rewards, and performance evaluation. Using a descriptive research approach, they surveyed 100 faculty members at the University of Dhofar to gather data. Their analysis revealed a strong correlation between these teamwork factors (leadership, trust, performance evaluation, structure, and rewards) and job performance as demonstrated by the faculty members at the University of Dhofar in Oman.

Hanaysha (2019) focused on investigating the relationship between employee empowerment, teamwork, employee training, and organizational commitment within the Malaysian higher education sector. The study aimed to determine how these

factors influence organizational commitment among employees in public universities in northern Malaysia. To gather data, an online survey was administered to 242 employees, and the collected information was analyzed using statistical software (SPSS) and structural equation modeling (SEM). The results of the analysis revealed a significant positive correlation between employee empowerment and organizational commitment. Additionally, teamwork was found to have a positive and statistically significant impact on organizational commitment. Furthermore, the study confirmed a significant positive relationship between employee training and organizational commitment. These findings offer valuable insights for management in the higher education sector, suggesting that by prioritizing employee empowerment, training, and teamwork, organizations can enhance organizational commitment among their workforce. This study was however conducted in Malaysia which might have different structures of managing the institutions of higher learning.

Khalembe (2017) emphasized the pivotal role of teamwork in fostering a democratic workplace environment, facilitating change, stimulating innovation and creativity, and enabling effective decision-making and networking. Teamwork involves the formation of cohesive teams that collaboratively work towards achieving organizational objectives. The primary goal of Khalembe's study was to investigate the impact of teamwork practices on employee performance within the Kenyan public service. Employing a cross-sectional survey design, the study targeted a population of 126,998 employees from twenty Kenyan ministries. A stratified and simple random sampling technique was utilized to select a sample of 225 individuals, of whom 203 actively participated in the research. Data collection was achieved through a questionnaire featuring closed-ended questions. The validity of the research instrument was established through content validity, while its reliability was assessed

using Cronbach's alpha, yielding a score of 0.75, thereby confirming its acceptability and dependability. Descriptive statistics were employed to analyze the collected data. Quantitative responses based on the Likert scale were entered into the Statistical Package for Social Sciences (SPSS) version 21 for computer processing. The processed data were subsequently presented using simple frequencies and percentages, and summarized in tabular form. The study concluded that teamwork is instrumental in establishing a democratic workplace culture, facilitating change, fostering innovation and creativity, and enabling effective decision-making and networking.

Wanyeki and Maina (2019) conducted a comprehensive investigation into the factors influencing teamwork within the workplace at Kenyatta University and their subsequent impact on both individual employee performance and the overall organizational effectiveness. Their study employed a detailed methodology that involved collecting and analyzing data from various perspectives to thoroughly address the research objectives. The target population for this study consisted of faculty members at Kenyatta University, and to ensure a broader understanding of consumer satisfaction, students were also included. Data was gathered through structured questionnaires distributed across different schools and supporting sectors, such as the cafeteria and health department. A purposive sampling approach was adopted, with respondents primarily selected based on their experience within the faculties. The primary instruments used for data collection were questionnaires and interactive interviews. These instruments were designed with a simple structure, incorporating both closed-ended and open-ended questions that directly aligned with the study's objectives. The findings of the study revealed a strong correlation between teamwork and individual employee performance. This aligns with previous research

that highlights the positive impact of teamwork on productivity, effectiveness, and efficiency in the workplace. The various faculties and supporting sectors at Kenyatta University were encouraged to foster a stronger teamwork culture to enhance their performance and achieve their goals through the active participation of all employees.

In the context of Kenya, a research study conducted by Mugove and Mukanzi (2018) aimed to investigate the impact of teamwork on selected Kenyan public universities. The study focused on three specific universities: Masinde Muliro University, Maseno University, and Kibabii University. A total population of 2274 individuals, including both teaching and non-teaching staff, were involved in the study. The study adopted a descriptive research design and utilized stratified random sampling to categorize the universities, followed by purposive sampling to select individuals with the necessary information. Random sampling was employed to identify the final sample of 340 respondents. Data was collected through questionnaires and interviews and analyzed using SPSS software. Both descriptive and inferential statistics were applied to analyze the data. The study concluded that job satisfaction, work environment, and work flexibility all significantly influenced employee performance in the selected Kenyan public universities. The study results however cannot be generalized to all the other universities either in Kenya or any other country hence calling for further study that could address a wider target population in order to address the situation of performance in public universities.

2.4.4 Effect of Employee Work life Balance on Productivity of teaching staff

Roopavathi and Kishore (2021) conducted a study to explore how work-life balance impacts the productivity of information technology employees in India. Their research aimed to delve into the connections between production efficiency and flexible work arrangements, the relationship between employer-employee interactions and improved

productivity, the impact of the work environment on employee turnover, and the correlation between job security and employee retention. Employing a descriptive research methodology, a structured questionnaire was administered to collect data from employees within these companies. The data was analyzed descriptively using means and percentages. The study concluded that enhanced production quality, increased efficiency, a lower turnover rate, and improved employee retention all positively influence employee productivity. The findings revealed that employees respond negatively to a perceived work-life imbalance and that executives should implement work-life balance initiatives to enhance employee performance.

Heetae et al. (2023) conducted a research study in Singapore to investigate the impact of the clash between work and personal life on the performance and satisfaction of teachers. Their study focused on understanding how teachers' experiences of work-leisure conflict affected their job satisfaction, their desire to leave their jobs, and their ability to complete their tasks effectively. To gather information, the researchers surveyed over 400 teachers using a structured questionnaire designed to explore the balance between work and personal life, as well as teachers' performance. The findings of the study revealed that when work interferes with personal life, it negatively impacts job satisfaction and increases the likelihood of teachers wanting to leave their jobs. Additionally, the study found that when personal life interferes with work, it can have a negative effect on teachers' ability to perform their tasks well. This study presents contextual gaps as it only focused on two aspects of work life and also it was conducted among high school teachers nonuniformity Done. The study also presents methodological gaps and geographical gaps as it is conducted in Singapore and not in Kenya.

Keino and Kithae (2016) undertook a comprehensive investigation into the relationship between work-life balance and employee performance within the telecommunications industry in Kenya. Drawing upon the theoretical frameworks of role theory and spillover theory, the study aimed to analyze the prevailing conditions and trends in this area. A descriptive research design was employed to establish a framework for examining the current state of work-life balance within the industry. The target population consisted of 390 senior staff members working at the headquarters of Safaricom, Airtel, Telkom Kenya's Orange, and Essar Kenya's Yu in Nairobi. Stratified random sampling was utilized to select participants, and structured questionnaires were administered to collect data. The findings of the study revealed that factors such as excessive working hours, overtime work, limited vacation time, family responsibilities, and work-life conflicts have a detrimental impact on employee performance. The study recommends reviewing overtime policies, introducing rotational work, delegating, and providing counseling and resources to support employees in meeting family expectations and responsibilities. This study presented a good basis for the current study however it presented both contextual and methodological gaps as it focused on telecommunication firms which are not learning institutions and also it was descriptive in nature. The current study seeks to examine work life balance in universities and it will use both descriptive and inferential statistics to analyze the relationship between the variables.

Mwangi et al. (2017) research focused on how work-life balance influences employee performance in Kenyan universities. Work-life balance signifies a harmonious relationship between one's professional commitments and other vital aspects of life like family, relaxation, personal growth, and community involvement. The study sought to explore the negative consequences of work-family conflict on employee

performance and to investigate the potential benefits of employee assistance programs in enhancing performance. A descriptive research approach was employed, utilizing structured questionnaires and statistical analysis known as Chi-square tests to gather and analyze data. The findings of the study indicated that conflicting work-family priorities had a detrimental impact on employee performance. The study established that work-life balance is crucial for improving employee performance and recommended organizations to balance their job responsibilities with their family needs to reduce imbalances and enhance performance. This study presented both methodological and contextual gaps in terms of the variables chosen to explain work life balance. the current study sought to fill these gaps by presenting data collected from five public universities other than the one private university used.

2.5 Summary of knowledge gap

Table 2.1 gives a summary of major studies and the gaps that the current study seeks to fill.

Table 2.1. Knowledge Gap

Author	Focus of the study	Methodology	Findings	Gaps of the study
Al-Habi et al. (2017)	This study determined the effect of labour turnover on organizational performance for the hospitality sector in Arusha City.	The study applied descriptive-correlation design using quantitative approach in studying the phenomena using quantitative approach. The sample size employed in the study was 103 respondents chosen randomly. Data were collected by using structured questionnaires. Data were analyzed using descriptive and inferential statistics.	Findings have also revealed that, there is significant weak positive relationship between level of labour turnover and organizational financial performance. The findings have also shown that there is significant negative relationship between level of labour turnover and performance	The study was conducted in Tanzania among the hotels industry which might give different views from institutions in Kenya.

Author	Focus of the study	Methodology	Findings	Gaps of the study
Tettey and Brenyah (2016)	This paper seeks to investigate the impact of different styles of leadership that have on employees' satisfaction with their jobs.	The research was a cross-sectional study of employees in the mobile telecommunications sector of Ghana. A total of 400 usable questionnaires were obtained. The multiple regression technique was the main statistical tool employed to test the formulated hypotheses.	The results showed that the transformational leadership style have positive effect on turnover. In terms of transnational leadership style, shows positive effect on employee retention	The study was limited in scope and geographical location. The current study will be conducted in Kenya among five universities so as to fill the literature gap
Ng'ethe et al. (2018)	The study sought to find out the influence of leadership style on academic staff retention in public universities.	Data was collected from 547 academic staff members sampled from the seven fully fledged public universities in Kenya. Descriptive and inferential statistics were used to analyze data that was collected using questionnaires.	From the research, it was established that, leadership style inversely and significantly influences intention to leave of academic staff and hence there is need to embrace leadership style that promotes staff retention for these institutions to thrive.	The study only focused on leadership as a factor in employee retention. this study seeks to examine how other factors also contribute to turnover among the employee
Muteswa (2019)	This study sought to investigate the effects of HRM practice that influence employee retention in Kenyatta University, Kenya.	The study used Descriptive research design. The target population of this study was the 330 employees working in Kenyatta University. Stratified random sampling was used to collect useful information from 99(30%) of the teaching staff in Kenyatta University who are employed on permanent and pensionable terms. Structured questionnaire was used to collected data from the respondents. Descriptive statistics and inferential statistics	The study established that there is a positive relationship between the employees training, employee recruitment, employee welfare facilities and employee career growth and employee's retention at Kenyatta University.	The focus was only on one university which is limiting in scope. only 99 respondents were considered for the study. The current study seeks to expend on this scope by considering at least five universities

Author	Focus of the study	Methodology	Findings	Gaps of the study
Nnabuife et al. (2017)	The aim of this research was to explore the relationship and effect of work environment on employees' retention in Adamawa State University Mubi – Nigeria	A total of 234 questionnaires containing 17 items were used to collect data from the respondents. Correlation and Linear Regression analysis was conducted to test the research hypotheses.	The Correlation Results of the current study revealed that there is a significant positive relationship between work environment and employees' retention	The focus was on employee in the state university in Nigeria. This study was therefore limited in geographical scope and so it only focused on work environment which vary at different universities. The current study seeks to fill
Njiraine, (2019)	General objective of the study was to establish the determinants of employee turnover in non-governmental organizations in Kenya	The study was conducted using descriptive survey design. The target population consisted of all the 185 employee of Diego organization. The study was a census survey where all the target population was used. The study used primary data which was collected using per-determined questionnaires. Descriptive analysis and inferential statistics were employed in the analysis.	The study found that adequate reward system in the organization would effectively reduce the employee turnover rate. Job satisfaction is an overall determinant of employee turnover in nongovernmental organizations and Job dissatisfaction demotivated employees to be loyal to the organization.	This study focused on non-governmental organizations and hence was limited in its context and hence the current study seeks to fill the gaps by studying public universities and productivity of the teaching staff
Muma (2019)	Purpose of this study was to analyze the influence of employee relations strategies on retention of employees in universities in Kenya.	The study adopted descriptive design. The target population was 50,670 employees. The sample size of the study was 384. Chosen by stratified random sampling technique. Questionnaires were used in data collection. Linear regression models were used to analyze data using SPSS (Version 23) software.	It was established that employee relations strategies influenced retention of employees in universities. The study contributed to theory and knowledge for humanity. It is concluded that employee relation influenced retention in universities in Kenya	The study was limited in scope by sample. The study was also limited to turn over that is employee relationship hence it was limited in context. The current study seeks to fill this contextual gap by examining the effect of other determinants of labour turnover on employee productivity

Author	Focus of the study	Methodology	Findings	Gaps of the study
Mashauri (2015)	investigated the rate and costs of labour turnover in the five-star hotels in Tanzania.	The study employed quantitative approach and involved a random sample size of 120 respondents. The study collected data using questionnaire. Data analysis was done through descriptive statistics such as frequencies and percentages.	The findings of the study indicated turnover leads to low quality of products and services, and causes high costs of employee replacement. Moreover, high turnover affects customer satisfaction and undermines competitive advantage of an organization	The study was conducted in Tanzania among Hotels which have different work environmental factors, from the university this study therefore will add to knowledge on turnover in public universities
Gassan, and Rami (2019)	This study aims at investigating the factors that influence Bank Mandiri employees' turnover intent-ion including work environment, stress, and job satisfaction	The study uses a quantitative method with the Path Analysis model and the resulted model analyzes both direct effect and indirect effects of independent variables on dependent variable. The sample size includes 100 employees of Mandiri Bank who were selected from a population of 430 employees based on purposive random sampling technique.	The findings of this research indicate that, work environment; stress and job satisfaction had a positive and significant effect on retention of employees in the banking sector in Kenya	The study focused on the banking sector and hence was limited in its context. The current study seeks to fill the gap examining labour turnover and how they affect employee productivity in public universities

2.6 Critical Review of Literature

Organizations are examining the impact of employee turnover on their operations by analyzing the statistics related to the number of employees who leave the organization. Managerial-level employees, particularly those possessing rare and in-demand skills, are frequently presented with lucrative job offers from around the world, and many find these offers too enticing to resist (Tetteh et al. 2020). Labor turnover refers to the examination of the number of individuals who depart from an organization and provides valuable data for forecasting future staffing needs, enabling

organizations to estimate the number of employees who may need to be replaced (Armstrong, 2016). The existing literature highlights various reasons why employees, in general, choose to leave their organizations. The current study specifically delves into the perspectives of managerial-level employees. It's worth noting that much of the previous research on employee turnover originates from authors based in countries other than Kenya.

The research utilized McClelland's theory of 1971 and the Human Capital theory of 1964 as a foundational framework for understanding the factors that influence employee turnover and productivity within the institution. These theories were chosen due to their combined relevance in exploring these aspects. A conceptual model was constructed based on these theories, with staff turnover serving as the dependent variable. The independent variables examined were leadership style, remuneration, work-life balance, and team dynamics. The literature review encompassed studies conducted across diverse industries, focusing on the factors that contribute to employee turnover. While many studies were conducted in developed countries, some specifically examined African institutions. Through this review, various research gaps were identified and addressed in relation to staff turnover within Kenyan institutions of higher learning.

The Public Universities Inspection Committee Board, in their 2019 report, highlighted the pressing concerns of staff capacity and retention within public universities in Kenya. This observation laid the groundwork for the current study, which aims to delve deeper into these issues. While Mugove and Mukanzi (2018) research on Kenyan public universities touched upon relevant variables like remuneration and

leadership in the context of industrial actions, it did not specifically explore turnover intentions. Furthermore, their study overlooked the crucial aspects of team dynamics and work-life balance, which are central to the present investigation. The literature has also not shown the link between the causes of turnover and institutional productivity of teaching staff. This study sought to address both geographical and contextual gaps regarding labour turnover and add to the existing literature on turnover in public institutions in Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section outlines the research methodology used to gather and interpret the data. It covers the study's design, the specific group of people being researched, the selection of participants and the methods used, data collection techniques, measures of accuracy and consistency, preliminary testing of the research tools, the process of collecting data, data analysis, and ethical considerations.

3.1 Research Design

This study adopted a descriptive study design. This is a research design that aims at measuring the outcome and the exposure of various factors in a study at a given point in time (Mugenda and Mugenda, 2008). Although the design has widely been used in analyzing health related situations, scholars such as Gay et al. (2013) and Connaway & Powell, (2018) have used it in the field of social studies similar to the current study. Descriptive survey research is a popular method for collecting large amounts of data from a representative group of people within a specific population. This type of research focuses on identifying relationships between variables and understanding current conditions, practices, ongoing processes, and developing attitudes. As noted by Oruoch (2015), the goal of a descriptive survey is to collect data at a specific moment in time and use it to describe existing situations.

3.2 Target Population

The population comprised of all the 35 chartered universities operating in Kenya according to CUE (2022). However, the study targeted only those public universities In Kakamega, Uasin Gishu and Kisumu Counties. This is because there are limited

studies that have been conducted in these three counties and hence this study sought to bring in the information gap that exists in the literature. According to the Commission for University Education, 2022 it is noted that, these three counties have five chartered universities that are at least 10 years old; Moi University, Maseno University, Masinde Muliro University, Rongo University and University of Eldoret (The Commission for University Education, 2022). The study focused on 2,525 university faculty members, including assistant lecturers, lecturers, senior lecturers, associate professors, and professors (as identified by The Commission for University Education in 2022). These specific staff members were selected because research, knowledge sharing, and community engagement are the primary functions of these universities. In order to get an appropriate picture of the situation at the universities the Human resource departmental heads were also considered as part of the study. This is presented in Table 3.1.

Table 3.1: Population distribution of Teaching Staff

University	**Professor**	**Senior Lectures**	**Lecturers**	**Assist Lectures**	**Tutorial Fellow**	**Total**
Maseno University	22	24	102	374	228	**750**
Masinde Muliro University	22	39	59	507	92	**719**
Moi University	24	35	40	188	118	**405**
Rongo University	3	6	31	17	308	**365**
University of Eldoret	9	13	9	227	28	**286**
TOTAL	**80**	**117**	**241**	**1313**	**774**	**2525**

Source: Commission for University Education (2022)

3.3 Sample Size and sampling procedure

This section discussed the sampling procedure and the determination of the sample.

3.3.1 Sampling procedure

The researcher employed a combination of purposive, stratified random, and simple random sampling techniques to choose participants for the study. All five public universities in Kenya were deliberately selected, and the population was divided by gender to ensure equal representation. A proportional random sampling method was then used to pick respondents from the chosen universities and across different teaching staff ranks.

3.3.2 Sample size determination

To determine the ideal number of participants for the study, we consulted the sample size guidelines provided by Bartley et al. (2001). According to Berlet et al. (2001), the most appropriate sample size is calculated at the 95% confidence level allowing an error of 5%. The sample size previously used by a researcher can serve as a guide as to the sample size that will be adequate for the purpose of a research. The sample size was computed using the sampling formula by Kothari (2004).

nf = $^{n}/_{1+(n/N)}$

Where:

n = 384- is a constant sample used as a minimum sample for any population that is below 10,000

nf = Desired sample size when the population is less than 10,000;

N = Estimate of the population size given as 258.

Therefore, the sample size for this study

nf = 384 / [1+(384/4548)]

= 354 respondents

For this study, a sample of 354 of the population was used. The study also selected the five heads of Human Resource Management at the selected universities. This is presented in Table 3.2.

Table 3.2: Sampling distribution of respondents per university

University	Population	Sample size	Percentage sample
Maseno University	750	105	14.0%
Masinde Muliro University	719	101	14.0%
Moi University	405	57	14.0%
Rongo University	365	51	14.0%
University of Eldoret	286	40	14.0%
Total	**2525**	**354**	**14.0%**

Table 3.2 shows the distribution of the respondents from each university. During the selection, the respondents were picked proportionately from the five groups of the teaching staffs.

3.4 Data Collection Instruments

To gather primary data, a Likert scale questionnaire was created and distributed to participants. Questionnaires are considered impartial research tools that can yield consistent and broadly applicable findings (Kasomo, 2006). The questionnaire was designed to align with the study's goals and included several sections. The first section collected biographical information from participants, while the remaining sections focused on the study's objectives. A five-point Likert scale was used, ranging from "strongly agree" to "strongly disagree" with corresponding numerical values: strongly agree (5), agree (4), not sure (3), disagree (2), and strongly disagree (1).

A secondary data schedule was used to collect data regarding the teaching staff statistics and also on the aspects of productivity among the teaching staff. The data

collection sheet sought to establish the indicators of productivity including the number of teaching staffs, the number of papers published, and the number of postgraduate students who had graduated between the period of 2015- 2020.

3.5 Pilot Study

The questionnaire was per-tested to ensure that it was manageable, relevant and effective. To ensure the effectiveness of our data collection methods, we conducted a preliminary test using a small group of 36 respondents (10% of the total sample). This pilot testing allowed us to identify and address any issues with the design of our instruments. Following the guidelines of Kothari (2004) and Sekaran (2006), we determined that a sample size between 1% and 10% of the population is sufficient for statistically analyzing our instruments. This was to ensure that, the characteristics of the pilot samples are the same for the actual study sample.

Prior to the main research, a preliminary study was conducted to assess the accuracy and consistency of the research tools. This pilot study involved 36 participants, representing 10% of the total sample. The Cronbach alpha coefficient was used to measure the internal consistency of the questionnaires, with a score of 0.7 or higher indicating reliable instruments. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was employed to evaluate validity, and a KMO factor of 0.4 or more suggested a valid instrument. The data from the pilot study was analyzed using SPSS software version 23 to calculate the validity and reliability of the research instruments.

3.5.1 Validity Test

This research thoroughly examines the specific aspects it intends to study (Mason, 2002). To guarantee that the survey questions accurately measure the desired

concepts, the researcher sought guidance from their supervisor (Kombo & Tromp, 2009). Both research supervisors and colleagues were involved in reviewing and validating the survey instruments. The responses from the test questionnaires were used to compute the KMO value for sampling adequacy which is also used as a measure of the validity of the instrument (Jooste & Fourie, 2009). The Statistical Package for Social Sciences (SPSS) version 23 helped to facilitate this computation through factor analysis. A KMO value of 0.4 and above was accepted for the questionnaire to be regarded valid. This is presented in Table 3.3.

Table 3.3. KMO and Bartlett's Test for objective one

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.711
Bartlett's Test of Sphericity	Approx. Chi-Square	228.277
	Df	21
	Sig.	.000

The results obtained also indicated that, the instruments were valid and hence could be appropriate for use in further analysis of the study.

3.5.2 Reliability Test

To ensure that the research findings are consistent and reliable, the study used a method called internal consistency reliability. This was calculated using a software program called SPSS. This approach was chosen because it is efficient and produces reliable results. All the questionnaires were entered into SPSS, and a Cronbach's alpha coefficient was calculated. A value of 0.7 or higher is considered acceptable, which aligns with the recommendations of other researchers like Kothari and Jooste & Fourie. This method is commonly used in research to assess the reliability of research instruments. The results are presented in table 3.5.

Table 3.4: Reliability Statistics

Objectives of the study	Cronbach's Alpha	No of Items
Overall reliability	.926	29
To determine the relationship between leadership style on productivity of teaching staff of public universities in Kenya	.848	7
.To examine the relationship between reward system on productivity of teaching staff of public universities in Kenya.	.854	5
To assess the relationship between Work life balance on productivity of teaching staff of public universities in Kenya	.931	6
To evaluate the relationship between Team work on productivity of teaching staff of public universities in Kenya	.922	7
Productivity of teaching staff of public universities in Kenya	.887	4

Based on the results, the study established that, all the objectives of the study were reliable since they had a Cronbach alpha reliability coefficient of more than 0.7. The overall reliability represents the test for the entire items of the questionnaires and it showed a reliability value of 0.926 for the 29 statement items on the questionnaire.

3.6 Data Collection Procedures

The research relied on a combination of primary and secondary data. To gather primary data, a questionnaire was distributed to participants, who were asked to complete it and return it at a later time. Questionnaires were considered most appropriate for the study as it was possible to drop the questionnaire so that it can be responded to at the respondent's convenience (Orodho,2008). Questionnaires are also used effectively as tools to probe below the surface and get data that lies buried deep

within the attitudes, feelings and reactions of people (Kothari, 2004). Secondary data was collected using the data collection sheet attached together with the questionnaire.

3.7 Data Analysis

The study employed a mixed-methods approach, incorporating both qualitative and quantitative data analysis. Qualitative analysis, focusing on textual expressions and conceptualization, was suitable for understanding meanings derived from words. Quantitative analysis, relying on numerical data and statistical methods, was appropriate for analyzing meanings extracted from numbers. Descriptive statistics, including measures of central tendency (mean, frequencies, and percentages) and dispersion, were calculated using SPSS version 23 to provide a summary of the responses to all statements.

On the other hand, the study used inferential statistics which includes Pearson correlation, multiple regression analyses and the Analysis of variance test (ANOVA) (Hsiu and Sarah, 2005). Correlation analysis was done to establish the relationships that exist between the independent and dependent variables of the study. Correlation values lie between + 1 and - 1, where by -1 indicates perfect negative correlation meaning that, the variables under test affects each other in the opposite direction, while +1 means perfect positive correlation which indicates that a one unit increase in one variable causes a unit increase in the other. While a zero correlation shows that the two variables are not correlated, analysis of variance (ANOVA) was used to test the degree to which two or more groups of observations vary or differ. For this test, the F statistic is computed and compared to the critical F tabulated. If the F calculated is more than the F tabulated, then it is noted that, the means of the two test variables are different. In this case, the F statistic was used in testing the study hypothesis (Hsiu and Sarah, 2005; Cooper and Schindler, 2003).

Regression analyses were also computed to enable determination of the extent to which labor turnover affected productivity of teaching staffs of public universities in Kenya. The regression analysis was tested at 95% level of confidence meaning that, the results were said to have statistical significance if the P- value was less than 0.05. From the regression model, the R^2 was computed to determine how the independent variables affect the dependent variables. The beta values were also computed to determine how each independent variables contributes to a change in the dependent variables. The t-statistic which should be more than +2 or less than -2 assisted in determining whether the effect of relationship is statistical or it's just by chance. The following regression model was duly adopted.

3.7.1 Model Specification

The regression models are expressed as shown below;

$\gamma = \beta 0 + \beta x + e$ (Simple linear regression model)

This helps to measure the contribution of each variable on the dependent variable.

$\gamma = \beta 0 + \beta 1x1 + \beta 2x2 + \beta 3x3 + \beta 4x4 + \varepsilon$ (Multiple linear regression model)

This model helps to measure the overall contribution of the four variables on the productivity of the teaching staff in the public universities.

Where:

Y represents productivity of teaching staffs of public universities

B_0 represent Constant value indicating the level of productivity that the institution can report if the independent variables were held at constant.

X_1 represent leadership style

X_2 represents remuneration system

X_3 represents work life balance

X_4 represents team work

ε represents the error term.

The scores of independent variables were correlated with the scores of the dependent variable to test the level of significance at 5%.

The data was presented using the frequency and percentage tables. From the findings, the researcher was able to make deductions and conclusion for the study.

This can be summarized as shown in table 3.6.

Table 3.5: Data analysis Procedure

Research objective	**Instrument used**	**Statistical Technique**	**Hypothesis test**
To examine the effects of leadership style and productivity of teaching staffs of public universities in Kenya.	Questionnaires	Descriptive (Frequency and percentages) Inferential statistics- (Linear regression analysis and Correlation analysis)	F test; T-test at 0.05 level of significance $Y = \beta_0 + \beta_1 X_1 + e$
To find out the effects of reward system and productivity of teaching staffs of public universities in Kenya.	Questionnaires	Descriptive (Frequency and percentages) Inferential statistics- (Linear regression analysis and Correlation analysis)	F test; T-test at 0.05 level of significance $Y = \beta_0 + \beta_2 X_2 + e$

Research objective	Instrument used	Statistical Technique	Hypothesis test
To assess the effects of Work life balance and productivity of teaching staffs of public universities in Kenya.	Questionnaires	Descriptive (Frequency and percentages) Inferential statistics- (Linear regression analysis and Correlation analysis)	F test; T- test. at 0.05 level of significance $Y = \beta_0 + \beta_3 X_3 + e$
To find out the effects of Team work and productivity of teaching staffs of public universities in Kenya	Questionnaires	Descriptive (Frequency and percentages) Inferential statistics- (Linear regression analysis and Correlation analysis)	F test; T- test. at 0.05 level of significance $Y = \beta_0 + \beta_4 X_4 + e$

3.8 Regression Assumptions Test

This section was presented to check whether the regression assumptions of normality Linearity, Multi-Collinearity, and Independence of the Error term were tested.

3.8.1 Normality of the Variables

To determine if the data points were evenly spread out around the average, the study analyzed their skewness using a method suggested by Leech et al. (2011). According to their guidelines, a skewness value between -1 and 1 indicates normal distribution. Since the standard deviation was less than 1, the data followed a normal pattern, confirming the assumption of normality for this study.

3.8.2 Linearity and Multi-Collinearity and independence of error term

For linearity, independence of error term and multi-collinearity the results were presented in Table 3.7

Table 3.6: Test statistics for linearity, multi-collinearity and independence of error term

Model	**Pearson correlation**	**Collinearity Statistics**		Durbin Watson Test
		Tolerance	**VIF**	
Leadership style on productivity of teaching staff	0.544	.637	1.569	2.196
Reward system on productivity of teaching staff	0.158	.524	1.909	2.133
Work life balance on productivity of teaching staff	0.553	.607	1.648	2.142
Team works on productivity of teaching staff	0.651	.495	2.019	2.086

The results show that all the coefficient values of Pearson product moment correlation for testing the correlation. Since all values were less than 1, then the study indicates that the assumption of linearity among the variables was met.

To check if the variables used in the study were too closely related, a statistical test called multicollinearity was performed. The variance-inflation factor (VIF) and tolerance were calculated. If the tolerance values were below 1 and the VIF values were below 5, it meant that there was no significant multicollinearity among the variables (Ott and Longnecker, 2001). The results of the study therefore indicates that there is no multi-collinearity in the study variables since all the tolerance values were less than 1 and the VIF values are less than 5.

To ensure that the errors in our analysis were independent, we employed the Durbin Watson Test. The results of this test fall between 0 and 4 (Hair et al. 2010). For this study the values were all within the expected thresh hold of 0 to 4. This indicates that there was independence of error terms in the data.

3.9 Ethical considerations

To address ethical concerns, we obtained permission from the top management of the chosen universities before conducting our research. Our questionnaires were designed to protect participant anonymity by avoiding any mention of individual names. We explicitly stated in the questionnaires that all data would be treated with strict confidentiality. Additionally, participation was entirely voluntary, and those who declined were replaced as outlined in our Sample Size and Sample Selection methods. During the research process, we informed respondents about the study's objectives, their role in it, and our expectations of them to ensure ethical considerations were fully addressed.

The research began after the university approved the researcher's proposal following necessary revisions. The researcher then obtained permission from the National Commission for Science, Technology and Innovation (NACOSTI) to conduct the study. With NACOSTI's approval and university letters, the researcher sought formal authorization from the administrations of five universities: Egerton, JKUAT, Kenyatta, Moi, and the University of Nairobi. Before collecting data, individual respondents were provided with a consent form that ensured the research was for academic purposes only and that their information would remain anonymous and confidential. The data was gathered by distributing questionnaires to respondents at their workplaces and then collecting them at a later time.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The general objective of this study was to find out how labor turnover affects productivity of teaching staffs in public universities in Kenya. Specifically, the study sought to; (i). To determine the effects of leadership style on productivity of teaching staffs of public universities in Kenya. (ii). To examine the effects of reward system on productivity of teaching staffs of public universities in Kenya. (iii). To assess the effects of Work life balance on productivity of teaching staffs of public universities in Kenya. (iv). To find out the effects of Team work on productivity of teaching staff of public universities in Kenya.

4.2 Response Rate

Of the 354 questionnaires that were distributed to the teaching staff at the chosen public universities, the researcher successfully retrieved 258 questionnaires, representing a response rate of 72.8%. This high response rate can be attributed to the persistent follow-up efforts made with the respondents. The researcher conducted all the planned observations within the schools. The collected responses are summarized in Table 4.1.

Table 4.1: Response Rate

University	Questionnaires Distributed	Questionnaires Returned
Maseno University	105	81
Masinde Muliro University	101	65
Moi University	57	39
Rongo University	51	41
University of Eldoret	40	31
Table	**354**	**258**

Table 4.1 gives the distribution of the responses where it was noted that, a total of 258 (71.3%) of the questionnaires were returned back by the respondents and used in the analysis. The response was noted as adequate enough to be used for the analysis. Mugenda (2012) and Babbie (2015) assert that a response rate of 70% or higher is deemed sufficient for data analysis. Consequently, the researcher concluded that the responses obtained were highly adequate for the purpose of analysis. The findings were presented in a thematic format.

4.3 Productivity of Teaching Staff in Public Universities in Kenya

The study sought to determine the level of productivity of the teaching staff as the dependent variable. The respondents were asked to rate the statements based on their level of agreement or disagreement on a scale of 1-5, where: 1= strongly disagree, 2= disagree; 3= not sure, 4= agree, 5= strongly agree. The results are presented in Table 4.2

Table 4.2: Measures of Productivity of Teaching Staffs in Public Universities in Kenya

Statements	SD	D	NS	A	SA	Mean	stdev
There has been increased Number of publications done by the teaching staff	10.9%	7.8%	12.0%	20.9%	48.4%	3.88	1.373
The Number of post graduate students completed has increased	10.9%	7.8%	22.1%	43.0%	16.3%	3.46	1.177
The number of new programs developed and approved has increased	0	14.0%	8.9%	20.5%	56.6%	4.20	1.086
Number of research awards and funding earned, has increased	0	3.1%	14.7%	31.0%	51.2%	4.30	.833

The results in Table 4.2 indicate the respondents' perceptions regarding the productivity of teaching staff in public universities.

Regarding the number of publications done by the teaching staff, 48.4% of respondents strongly agreed, and 20.9% agreed with the statement, resulting in a mean of 3.88 and a standard deviation of 1.373. This suggests a generally positive perception, though the relatively high standard deviation indicates variability in responses.

For the number of postgraduate students completing their studies, 43.0% of respondents agreed with the statement, while 22.1% were neutral. The mean here was 3.46, with a standard deviation of 1.177. While the mean suggests a positive trend, the standard deviation points to some differences in opinion among respondents.

The statement regarding the increase in new programs developed and approved had 56.6% of respondents strongly agreeing and 20.5% agreeing, leading to a mean of

4.20 and a standard deviation of 1.086. This high mean and relatively lower standard deviation suggest strong and consistent agreement among respondents.

Regarding research awards and funding earned, 51.2% of respondents strongly agreed, and 31.0% agreed, with a mean of 4.30 and a standard deviation of 0.833. This indicates a very positive perception with less variability in responses compared to other statements.

These results align with feedback from the management team involved in the study. Despite challenging conditions, the teaching staff has demonstrated increased productivity through more publications, higher postgraduate completion rates, and the development of new programs. These findings are consistent with the research of Xanthopoulou (2009) and Ng'ethe et al. (2018). Therefore, it can be inferred that enhancing the working conditions of the teaching staff in public universities through improved leadership styles, reward systems, teamwork, and work-life balance is likely to result in further improvements in their productivity.

4.4 Effect of Leadership Style on Productivity of Teaching Staff

The study sought the opinion of respondents with regard to leadership style on the productivity of teaching staff in public universities in Kenya.

4.4.1 Descriptive Statistics for the Effect of Leadership Style on Productivity of Teaching Staffs

Participants were requested to express their degree of concurrence with the diverse statements that characterized the leadership style under consideration, utilizing a five-point Likert Scale. This scale featured the following response options: 1 - Strongly Disagree; 2 - Disagree, 3 - Not Sure; 4 - Agree; 5 - Strongly Agree. Descriptive

statistical analyses were conducted, and the outcomes of these analyses are tabulated in Table 4.3.

Table 4.3: Descriptive Statistics for Leadership Style Items

	Items	SD	D	NS	A	SA	Mean	stdev
1	The institutions management applies the authoritative leadership style when dealing with the teaching staff	0	15.1 %	11.2 %	30.2 %	43.4 %	4.02	1.075
2	The leadership style excludes teaching staff from decision making at the university	0	15.1 %	15.9 %	42.6 %	26.4 %	3.80	.996
3	There is lack of progressive leadership at the university which makes it difficult for the teaching staff to do their work effectively	0	15.1 %	11.2 %	53.1 %	20.5 %	3.79	.939
4	The leadership style provides room for teaching staff to get involved in the management decisions of the university.	39.1 %	15.1 %	19.0 %	26.7 %	0	3.78	1.008
5	The teaching staff do not have a direct access to the university management because of the nature of leadership.	11.2 %	18.6 %	7.0 %	41.1 %	22.1 %	3.44	1.320
6	The leadership style makes it difficult for the teaching staff to access the management.	11.6 %	8.9 %	12.0 %	53.1 %	14.3 %	3.50	1.191
7	Democratic leadership style improves the relationship that exist between Management's and the teaching staff.	11.6 %	16.7 %	14.0 %	42.6 %	15.1 %	3.33	1.249

The results in Table 4.3 show that the majority of respondents (43.4%) agreed with the statement that the institution's management applies an authoritative leadership style when dealing with teaching staff, with an additional 30.2% agreeing somewhat.

Only 15.1% disagreed with the statement. This indicates that most respondents perceive the leadership style as autocratic. The mean score of 4.02 and a standard deviation of 1.075 reflect a general agreement with this perception, though opinions vary slightly.

Regarding the exclusion of teaching staff from decision-making, 42.6% agreed and 26.4% strongly agreed that the leadership style used at the institution excludes teaching staff from university decision-making processes. Meanwhile, 15.1% disagreed and 15.9% were unsure. With a mean score of 3.80 and a standard deviation of 0.996, these results suggest that a significant portion of teaching staff feel excluded from the decision-making process, which could negatively impact their productivity and intention to remain at the institution. These findings align with Avery (2017) and Tetteh et al. (2020), who assert that leadership style influences employee productivity.

On the statement about the lack of progressive leadership, 53.1% agreed and 20.5% strongly agreed that it makes it difficult for teaching staff to work effectively, with only 15.1% disagreeing. The mean score of 3.79 and a standard deviation of 0.939 suggest a consensus that the current leadership style hinders effective work, echoing the findings of Tettey and Brenyah (2016) on the impact of leadership on productivity.

In contrast, 39.1% strongly disagreed with the statement that the leadership style provides room for teaching staff to be involved in management decisions, while 26.7% agreed. This statement had a mean of 3.78 and a standard deviation of 1.008, indicating a significant portion of the respondents feel excluded from management decisions. This lack of involvement can negatively affect their productivity, consistent with the research by Ng'ethe et al. (2018).

The responses to whether teaching staff have direct access to university management due to the leadership style were mixed. 41.1% and 22.1% agreed or strongly agreed, respectively, that they lack direct access, while 11.2% disagreed. This resulted in a mean score of 3.44 and a standard deviation of 1.320, highlighting a substantial barrier in communication and accessibility due to the leadership style. Similar sentiments were observed with 53.1% and 14.3% agreeing or strongly agreeing that the leadership style makes it difficult for teaching staff to access management. The mean of 3.50 and a standard deviation of 1.191 further underscore this challenge. These results are consistent with Tettey and Brenyah (2016), who found a relationship between leadership styles and employee productivity.

Finally, on whether a democratic leadership style improves the relationship between management and teaching staff, 42.6% agreed, while 11.6% disagreed. The mean score was 3.33 with a standard deviation of 1.249. This suggests that democratic leadership is perceived positively in terms of enhancing relationships and potentially improving productivity. The low productivity of the teaching staff might therefore be linked to the leadership style chosen by the management of public universities.

4.4.2 Correlation analysis between leadership style and productivity of teaching staff

The nature of the connection between leadership style and the productivity of teaching staff were determined. This connection was examined using correlation coefficients, as recommended by Cohen et al. (2013). Correlation analysis was employed to assess the linearity of the study variables so as to draw conclusions. The study used Pearson correlation (r) to assess if the relationship between the variables was significant or not at a 95% level of confidence. The findings are displayed in Table 4.4.

Table 4.4: Correlation Analysis of the Relationship between leadership style and productivity of teaching staff

		Leadership Style	Productivity Of Teaching Staff
Leadership Style	Pearson Correlation	1	.544**
	Sig. (2-tailed)		.000
	N		258
Productivity of Teaching Staff	Pearson Correlation	.544**	1
	Sig. (2-tailed)	.000	
	N	258	258

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

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

The results in Table 4.4 demonstrate that the independent variable, leadership style, is linearly correlated with the productivity of teaching staff. Specifically, leadership style shows a moderate but very significant positive correlation with the productivity of teaching staff ($r = 0.544$, $p < 0.05$). This indicates that when the institution adopts an effective leadership style, it is likely to improve the productivity of its teaching staff. Therefore, it is essential for public universities to implement leadership styles that enhance the productivity of their teaching staff. This finding aligns with the observations of Xanthopoulou (2009), who identified a correlation between leadership styles and employee performance. In a similar vein, Fatini and Zulhafiza (2015) asserted that leadership style exerts a considerable influence on the productivity of teaching staff within public universities in Kenya. Leadership emerges as a pivotal factor that significantly impacts the performance of both individuals and organizations (Azizah et al. 2020; Godbless, 2021).

4.4.3 Effect of Leadership Style on Productivity of Teaching Staff

The objective of this investigation was to examine the null hypothesis H01, which posits that there exists no correlation between leadership style and the institutional productivity of teaching staff within public universities in Kenya. A straightforward linear regression model was employed to analyze the data. The outcomes of this analysis are summarized in Table 4.5.

Table 4.5: Results of Regressing Productivity of Teaching Staff on Leadership Style

Model	R	R^2	R^2_{Adj}
1	.544	.296	.294

The results in Table 4.5 show that the R^2 value is 0.296, indicating that 29.6% of the variation in teaching staff productivity is explained by leadership style.

Moreover, the study evaluated the efficacy of the model in anticipating the correlation between leadership style and the degree of staff productivity. This hypothesis was examined through the application of Analysis of Variance (ANOVA), as illustrated in Table 4.5.

Table 4.6: ANOVA for Leadership Style and Productivity of teaching Staff

Model		SS	df	MS	F	*p*
1	Regression	70.592	1	0.592	107.797	.000[b]
	Residual	167.645	256	.655		
	Total	238.237	257			

The findings presented in Table 4.6 indicate that the F statistic is statistically significant at a 5% level of significance. This significance suggests that the model effectively predicts the connection between leadership style and the productivity of

teaching staff. This conclusion is reached by comparing the calculated F value with the established critical F value.

The statistical analysis shows that the calculated F-value (F (1, 256) = 107.797) is substantially larger than the critical F-value (approximately 4.00). This indicates that the model successfully explains the connection between the variables and is appropriate for evaluating the research hypothesis. Consequently, the hypothesis asserting no significant relationship between leadership style and teaching staff productivity is dismissed. The results confirm that leadership style indeed has a substantial impact on the productivity of teaching staff in public universities.

Table 4.7: Regression Coefficients of Leadership style and productivity of teaching staff

Model		β	S.E.	*β*	*t*	*P*
	(Constant)	1.658	.227		7.288	.000
1	Leadership style on productivity of teaching staff	.628	.061	.544	10.38	.000

The results presented in Table 4.7 indicate that leadership style has a positive and statistically significant association with the productivity of teaching staff at public universities (β = .628; t = 10.38, t = .05). This implies that improvements in leadership style are likely to increase the productivity of teaching staff. The change is statistically significant and is not due to chance, as indicated by the t statistic being greater than +2 with a p-value less than 0.05.

The outcomes of this study are consistent with the findings of Boone et al. (2014) and Holmefur et al. (2015). These researchers discovered that leadership styles have a substantial influence on employee productivity within an organization. Our results

indicate that the selection of leadership style within an institution plays a pivotal role in determining the productivity levels of its staff. In particular, the positive and significant correlation between leadership style and teaching staff productivity can be attributed to Theory X and Theory Y.

According to Theory X, managers typically adopt an authoritative leadership style, assuming that employees are inherently lazy and require strict supervision and control. In contrast, Theory Y managers believe that employees are self-motivated, seek responsibility, and can be trusted to work independently. These findings suggest that adopting a more participative and inclusive leadership style, as advocated by Theory Y, can lead to higher productivity among teaching staff in public universities. Therefore, the results imply that public universities should consider adopting leadership styles that align with Theory Y principles to enhance the productivity of their teaching staff. It therefore encourages public universities to embrace different leadership styles in order to enhancements performance, innovativeness and creativity of staff, knowledge creation and sharing, job satisfaction, job commitment, organizational citizenship behavior, and well-being of teaching staff and hence improved productivity (Samad et al. 2022).

4.5 Effect of Reward System on Productivity of Teaching Staff

The study sought the opinion of respondents with regard to leadership style on the productivity of teaching staff in public universities in Kenya.

4.5.1 Descriptive Statistics for the Effect of Reward System on Productivity of Teaching Staff

Participants were asked to express their opinions on different statements describing the reward system using a five-point Likert scale. This scale ranged from "Strongly

Disagree" (1) to "Strongly Agree" (5). The data collected was then analyzed using descriptive statistics, and the findings are summarized in Table 4.8.

Table 4.8: Descriptive Statistics for Reward System Items

Item	SD	D	NS	A	SA	Mean	St.dev
Majority of the teaching staff are dissatisfied with the remuneration systems	4.7%	11.2%	8.1%	33.3%	42.6%	3.98	1.17
Most teaching staff have low productivity because of the reward system used to remunerate them	0	14.7%	14.0%	18.2%	53.1%	4.10	1.12
The perks received by the majority of the teaching staff are not commensurate with performance	0	4.7%	24.8%	49.6%	20.9%	3.87	.79
Teaching staff members are hardly recognized by the university system	0	3.5%	20.2%	43.4%	32.9%	4.06	.82
The system does not recognize the contribution of the teaching staff	0	1.2%	12.4%	55.0%	31.4%	4.17	.68

The results presented in Table 4.8 provide insight into the levels of satisfaction among teaching staff regarding the remuneration systems in public universities.

For the statement "The majority of the teaching staff are dissatisfied with the remuneration systems," the mean score is 3.98 with a standard deviation of 1.17. This

indicates that a significant proportion of respondents, 42.6% strongly agreed and 33.3% agreed, are dissatisfied with the remuneration systems. Only a small percentage, 4.7% and 11.2%, disagreed. The relatively high mean and standard deviation suggest a notable level of dissatisfaction, implying that the current reward system could negatively impact the productivity of teaching staff.

Regarding "Most teaching staff have low productivity because of the reward system used to remunerate them," the mean score is 4.10 with a standard deviation of 1.12. A majority of respondents, 53.1% strongly agreed and 18.2% agreed, while only 14.7% strongly disagreed and 14.0% disagreed. This high mean indicates that many teaching staff members believe their productivity is adversely affected by the reward system. This finding aligns with Muteswa (2019) and Nnabuife et al. (2017), who also found that rewards significantly affect employee productivity.

For the statement "The perks received by the majority of the teaching staff are not commensurate with performance," the mean score is 3.87 with a standard deviation of 0.79. A total of 49.6% agreed and 20.9% strongly agreed, while only 4.7% strongly disagreed. This lower standard deviation suggests more consensus among respondents that perks do not match performance, further impacting productivity.

The statement "Teaching staff members are hardly recognized by the university system" had a mean score of 4.06 and a standard deviation of 0.82, with 43.4% agreeing and 32.9% strongly agreeing. This suggests that lack of recognition is a significant issue for the teaching staff, potentially affecting their productivity. These findings are consistent with Nnabuife et al. (2017), who indicated that organizational reward systems impact employee productivity.

Finally, for the statement "The system does not recognize the contribution of the teaching staff," the mean score is 4.17 with a standard deviation of 0.68. A majority, 55.0%, agreed with the statement, and only 1.2% strongly disagreed. The high mean and low standard deviation indicate a strong consensus that the lack of recognition for teaching staff contributions impacts their productivity. This finding supports the work of Tibelius (2010), who also noted that reward systems influence employee productivity.

In summary, the results indicate that the current remuneration and reward systems in public universities are perceived as inadequate by the teaching staff, which significantly affects their productivity. Improving these systems could enhance the productivity levels of the teaching staff.

4.5.2 Correlation analysis between reward system and productivity of teaching staff

The study aimed to understand the connection between reward systems and the productivity of teaching staff. To investigate this relationship, correlation coefficients were employed, as recommended by Cohen et al. (2013). Correlation analysis was utilized to determine if the study variables exhibited a linear relationship, allowing for meaningful conclusions. Pearson correlation (r) was applied to assess whether a significant relationship existed between the variables at a 95% confidence level. The findings of this analysis are summarized in Table 4.9.

Table 4.9: Correlation Analysis of the relationship between reward system and productivity of teaching staff

		Reward System	Productivity Of Teaching Staff
Reward System	Pearson Correlation	1	.158*
	Sig. (2-tailed)		.011
	N		258
Productivity Of Teaching Staff	Pearson Correlation	.158*	1
	Sig. (2-tailed)	.011	
	N	258	258

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

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

The results of the correlation analysis indicate that the reward system has a very weak but statistically significant relationship with the productivity of teaching staff at public universities ($r = .158^*$, $p < 0.05$). This suggests that while improving the reward system may have a positive impact on the productivity of teaching staff, the effect is relatively small.

Public universities that aim to enhance their teaching staff's satisfaction should consider offering better rewards. However, the modest correlation indicates that other factors might play a more significant role in influencing productivity. The results imply that even with an improved reward system, teaching staff might still have intentions of leaving the institution, which could negatively impact overall productivity. Therefore, a good reward system alone might not be sufficient to substantially increase the productivity of teaching staff.

These findings are consistent with Beninato and Ludlow (2016), Boone et al. (2014), and Holmefur et al. (2015), who also noted that while reward systems have a weak

but significant correlation with employee productivity, other factors must be considered to effectively enhance productivity in the workplace.

4.5.3 Results of Regressing Productivity of Teaching Staff on Reward System

The study sought to Test the null hypothesis that Ho2.There is no relationship between leadership style and institutional productivity of teaching staff in public universities in Kenya. A simple linear regression model was fitted. The results are presented in Table 4.10

Table 4.10: Results of Regressing Productivity of Teaching Staff on Reward System

Model	R	R^2	R^2_{Adj}
1	.158[a]	.025	.021

The results indicate that changes in the reward system have a small effect on productivity. Specifically, the R Square value of .025 suggests that the reward system accounts for only 2.5% of the variance in teaching staff productivity.

These findings imply that improving the reward system can lead to a slight increase in productivity, but the impact is limited. This is consistent with the research conducted by Neranto (2022), who found a positive and significant relationship between the reward system and staff productivity. Similarly, Ranti et al. (2024), as well as Sudiarta (2018), also noted that teamwork influences productivity in various institutions. Thus, while rewards are important, they may not be sufficient on their own to significantly boost productivity without considering other factors.

Further, the study assessed the effectiveness of the model in predicting the relationship between reward systems and level of productivity of the staffs. This was tested using Analysis of Variance (ANOVA) as presented in Table 4.11

Table 4.11: ANOVA Reward System and Productivity of teaching staff

Model		SS	df	MS	F	*p*
1	Regression	5.980	1	5.980	6.591	.011[b]
	Residual	232.258	256	.907		
	Total	238.237	257			

The results in Table 4.11 indicate that the F-statistic was significant at the 5% level of significance (F (1, 256) = 6.591, p = .011), suggesting that the regression model effectively predicts the relationship between the reward system and productivity of teaching staff in institutions of higher learning. This conclusion was drawn by comparing the calculated F-value (6.591) with the critical F-value (5.0). The significant F-value suggests that the model adequately explains the variation in productivity attributed to changes in the reward system.

Based on these findings, the hypothesis that "There is no relationship between the reward system and productivity of teaching staff" is rejected. The results indicate a statistically significant relationship between the reward system and productivity of teaching staff in public universities in Kenya. Therefore, improvements or modifications in the reward system could potentially lead to enhanced staff productivity, as supported by the significant F-test.

Table 4.12: Results of Regressing Productivity of Teaching Staff on Reward Systems

Model		β	S.E.	*β*	*t*	p		
1	(Constant)	3.145	.324		9.719	.000		
	Reward system on productivity of teaching staff	.202	.079	.158	2.567	.011	1.000	1.000

Result in Table 4.12 indicate that the variable "reward system" significantly (β = .202, t = 9.719, p = .05), affects the productivity of teaching staff in public universities in Kenya. Enhancing the reward system is associated with increase in the productivity of teaching staff.

These findings align with dependency theory, Theory X and Theory Y. Expectancy theory suggests that organizational outputs (productivity) are influenced by inputs (such as rewards) provided by the organization. Theory X and Theory Y on the other hand, posit that how rewards are structured can influence employee motivation and, consequently, their productivity. The results align with the idea that effective reward systems can enhance staff productivity, as noted in previous extant literature by Boone et al. (2014) and Holmefur et al. (2015), which also found significant relationships between reward systems and staff productivity in organizational settings. Hence, consistent with expectancy theory, public universities should recognize the contributions of staff and reward them commensurate to their productivity.

4.6 Effect of Work-life Balance on Productivity of Teaching Staffs in Public Universities in Kenya

The study sought the opinion of respondents with regard to leadership style on the productivity of teaching staff in public universities in Kenya.

4.6.1 Descriptive Statistics for the Effect of Work-life Balance on Productivity of Teaching Staff

Participants were asked to express their level of agreement or disagreement with different statements that described work-life balance. They used a five-point Likert scale, ranging from "Strongly Disagree" (1) to "Strongly Agree" (5). The data collected was then analyzed using descriptive statistics, and the findings are summarized in Table 4.13.

Table 4.13: Descriptive Statistics for Work-life Balance Items

To what extend does	VLE	LE	M	HE	VHE	Mean	Stdev
Work and personal life conflict affect output of teaching staff	8.1%	27.9%	8.9%	30.6%	24.4%	3.35	1.330
High work demand of the university among the teaching staff affects their level of output	9.3%	14.0%	7.8%	39.1%	29.8%	3.65	1.242
Output of the university programs related to the teaching staff affect their output	5.8%	18.2%	10.9%	35.3%	29.8%	3.66	1.290
Output of the university teaching staff influence the time for personal life	0	22.1%	16.3%	31.8%	29.8%	3.69	1.121
Output of the University teaching staff is affected by availability of personal development programs	0	14.3%	3.1%	55.8%	26.7%	3.95	.934
Lack of personal development programs supported by the university affect output of the teaching staff	9.3%	25.6%	21.7%	9.7%	33.7%	3.33	1.405

The results in Table 4.13 show that a significant proportion of respondents, 30.6% agreed and 24.4% strongly agreed, that work and personal life conflict affects the productivity of teaching staff in institutions of higher learning, with a mean of 3.35 and a standard deviation of 1.330. This suggests that work-life conflicts moderately affect productivity and there is some variability in responses.

Regarding the impact of high work demands, 39.1% of respondents agreed and 29.8% strongly agreed that high work demands from the university affect the output of teaching staff, with a mean of 3.65 and a standard deviation of 1.242. This indicates a significant impact of high work demands on productivity, though opinions vary.

Similarly, 35.3% of respondents agreed and 29.8% strongly agreed that the output of university programs related to the teaching staff affects their productivity, with a mean of 3.66 and a standard deviation of 1.290. This highlights that the nature of university programs has a notable impact on staff productivity.

Additionally, 31.8% of respondents strongly agreed and 29.8% agreed that the output of university teaching staff influences their time for personal life, with a mean of 3.69 and a standard deviation of 1.121. This shows a significant but variable impact on personal time due to professional output.

In terms of personal development programs, a majority of respondents, 55.8% agreed and 26.7% strongly agreed that the availability of personal development programs affects the productivity of teaching staff, with a mean of 3.95 and a standard deviation of 0.934. This suggests a strong positive impact of personal development programs on productivity.

Conversely, 33.7% of respondents strongly agreed that the lack of personal development programs supported by the university affects the output of teaching staff,

while only 9.3% strongly disagreed, with a mean of 3.33 and a standard deviation of 1.405. This implies that the absence of personal development programs can negatively affect productivity, though responses are quite varied.

The findings suggest that both work-life conflict and high work demands significantly impact the productivity of teaching staff at public universities in Kenya. Providing personal development programs is likely to enhance productivity, while their absence can detrimentally affect output. These results corroborate the findings of Nunung and Ristiana (2012), as well as Boone et al. (2014) and Holmefur et al. (2015), who also found that work-life balance and personal development programs significantly influence employee productivity.

4.6.2 Correlation Analysis between Work life balance and Productivity of teaching staff

The study aimed to understand the connection between work-life balance and the productivity of teaching staff at public universities in Kenya. To explore this relationship, correlation coefficients were employed, as recommended by Cohen et al. (2013). Specifically, Pearson correlation (r) was utilized to determine if a significant relationship existed between the variables at a 95% confidence level. The findings of this analysis are summarized in Table 4.13.

Table 4.14: Correlation Analysis the relationship between Work Life Balance and Productivity of teaching staff I

		Work Life Balance	Productivity Of Teaching Staff
Work-life Balance	Pearson Correlation	1	.553**
	Sig. (2-tailed)		.000
	N	258	
Productivity Of Teaching Staff	Pearson Correlation	.553**	1
	Sig. (2-tailed)	.000	
	N		258

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

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

The results in Table 4.14 in regard to Work-Life Balance establish a moderate but significantly correlation with productivity ($r = 0.553^{**}$; $p < 0.05$). The results indicate that there is a substantial relationship between work-life balance and the productivity of teaching staff in public universities in Kenya. Specifically, a 1% improvement in work-life balance is associated with a 55.3% increase in the productivity of teaching staff. These findings align with those of Koskey and Sakataka (2015), who noted that implementing effective work-life balance systems in organizations is likely to enhance the productivity of teaching staff in public universities.

4.6.3 Results of Regressing Productivity of Teaching Staff on Work-life Balance

The study sought to Test the null hypothesis that Ho3.There is no relationship between work-life balance and institutional productivity of teaching staff in public universities in Kenya. A simple linear regression model was fitted. The results are presented in Table 4.15.

Table 4.15: Results of regressing teaching staff Productivity on work-life balance

Model	R	R^2	R^2_{Adj}	
1	.553[a]	.305	.303	2.142

The results in Table 4.15 show that $R^2 = 0.305$, Implying that 30.5% of the variation in teaching staff productivity can be explained by changes in work-life balance. These findings are consistent with research conducted with Eranto (2022), who contend that work-life balance significantly improves the productivity levels of teaching staff in public universities.

Further, the study assessed the effectiveness of the model in predicting the relationship between work life balance and level of productivity of the staff. This was tested using Analysis of Variance (ANOVA) as presented in Table 4.15

Table 4.16: ANOVA for Work-life balance and productivity of teaching staff

Model		SS	df	*MS*	F	*p*
1	Regression	72.778	1	72.778	112.603	.000[b]
	Residual	165.459	256	.646		
	Total	238.237	257			

a. Dependent Variable: Productivity of teaching staff

b. Predictors: (Constant), Work life balance on productivity of teaching staff

The results in Table 4.16 show that the F statistic is significant at the 5% level of significance, implying that the model is a suitable predictor of the relationship between work-life balance and the productivity of teaching staff. The F-calculated value of 112.603 is greater than the F-critical value of 5.0, indicating that the model

fits well in explaining the relationship between these variables. Based on these results, the null hypothesis that there is no significant relationship between work-life balance and the productivity of teaching staff in public universities is rejected.

Table 4.17: Regression Coefficients for Work-life Balance and Productivity of teaching staff in public universities in Kenya

Model		β	S.E.	*β*	*t*	*p*
1	(Constant)	1.611	.227		7.092	.000
	Work-life balance	.577	.054	.553	10.61	.000

The results in Table 4.17 show that work-life balance is a good predictor of the productivity of teaching staff. The results show that improvement in work-life balance will increase the level of productivity of teaching staff significantly ($\beta = 0.577$; $t = 10.61$, $p = 0.05$). The results agree with the findings of Boone et al. (2014), and Holmefur et al. (2015), who argued that work-life balance significantly influenced the productivity of staff.

From perspectives of Theory X and Theory Y, it can be inferred that Theory Y aligns well with the results. Theory Y posits that employees are self-motivated and thrive on responsibility. When public universities provide a supportive work-life balance, it aligns with the principles of Theory Y, enhancing productivity as staff feel valued and motivated to contribute effectively. This strong contribution of work-life balance to the productivity of teaching staff in public universities in Kenya suggests that improving the work environment can enhance retention and boost productivity.

4.7 Effect of Team-work on Productivity of Teaching Staff

The study sought the opinion of respondents with regard to teamwork on the productivity of teaching staff in public universities in Kenya.

4.7.1 Descriptive Statistics for the Effect of Work-Life Balance on Productivity of Teaching Staff

The respondents were asked to indicate their level of agreement regarding the various statements that defined the teamwork based on a five-point Likert Scale where; 1- Strongly Disagree; 2 -Disagree, 3- Not Sure; 4 -Agree; 5- Strongly Agree. Descriptive statistics were calculated and the results are presented in Table 4.18

Table 4.18: Descriptive Statistics for Team-work Items

Item	VLE	LE	M	HE	VHE	Mean	Stdev
Team work enhances respect among the teaching staff hence influence their output	0	12.0%	10.9%	35.7%	41.5%	4.07	1.00
The attitude of the teaching staff members at the university influence output of teaching staff	0	12.0%	14.3%	44.2%	29.5%	3.91	.956
Support from co-workers' influence output of the teaching staff	0	16.7%	6.2%	34.5%	42.6%	4.03	1.07
Good relationship between teaching staff and top management influence output of the teaching staff	0	12.0%	10.9%	22.5%	54.7%	4.20	1.04

Item	VLE	LE	M	HE	VHE	Mean	Stdev
Lack of trust among the teaching staff influence teaching staff output	0	16.3%	6.2%	19.4%	58.1%	4.19	1.12
Team work enhances teaching staff commitment hence influence output	0	16.3%	6.2%	33.7%	43.8%	4.05	1.07

The results in Table 4.18 show that team-work significantly impacts the productivity of teaching staff. A substantial 41.5% of respondents strongly agreed that teamwork enhances respect among teaching staff, which influences their output, with a mean of 4.07 and a standard deviation of 1.00. Only 12.0% disagreed, indicating that encouraging teamwork could improve productivity levels.

The results also show that 44.2% of respondents agreed that the attitude of teaching staff at the university influences their output, with a mean of 3.91 and a standard deviation of 0.956. This suggests that a positive attitude among staff is crucial for productivity. Similarly, 42.6% strongly agreed that support from co-workers influences teaching staff output, supported by a mean of 4.03 and a standard deviation of 1.07. This implies that both attitude and peer support are significant factors affecting productivity, aligning with the findings of Hanaysha (2019) and Mugove & Mukanzi (2018), who also noted the positive effects of teamwork on employee productivity.

Furthermore, 54.7% of respondents agreed that a good relationship between teaching staff and top management influences their output, with a mean of 4.20 and a standard deviation of 1.04. This indicates that positive interactions with management can

enhance productivity and reduce turnover intentions. Regarding trust, 58.1% of respondents agreed that a lack of trust among teaching staff negatively impacts their output, reflected in a mean of 4.19 and a standard deviation of 1.12. This suggests that fostering trust within the teaching staff and between staff and management is essential for improving productivity. These findings concur with Muteswa (2016) and Wash (2015), who also established a relationship between teamwork and employee productivity.

Additionally, 43.8% of respondents strongly agreed that teamwork enhances teaching staff commitment, thus influencing their output and productivity, with a mean of 4.05 and a standard deviation of 1.07. This underscores the critical role of teamwork in boosting productivity among teaching staff in institutions of higher learning.

4.7.2 Correlation Analysis between Team-work and Productivity of teaching staffs of public universities in Kenya

The nature of the relationship between team work and productivity of teaching staff in public universities in Kenya was established using correlation analysis. The study used Pearson correlation (r) to test whether the relationship between the variables were significant or not at 95% level of confidence. The results are presented in Table 4.19.

Table 4.19: Correlation Analysis between Team-Work and Productivity of teaching staff

		Team Work	Productivity Of Teaching Staff
Team-work &	Pearson Correlation	1	.651**
	Sig. (2-tailed)		.000
	N		258
Productivity of Teaching Staff	Pearson Correlation	.651**	1
	Sig. (2-tailed)	.000	
	N	258	258

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

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

Results in Table 4.19 indicate that there is a strong positive correlation between team-work and the productivity of teaching staff at public universities (r = 0.651**; $p<$ 0.05). This indicates that as team-work activities are embraced, productivity of the teaching staff is likely to improve. This finding concurs with Holmefur et al. (2015), who noted that team-work significantly impacts productivity. This implies that for public universities to improve the productivity of their teaching staff, they need to effectively enhance team-work support environment.

4.7.3 Results of Regressing Productivity of Teaching Staff on Team -Work

The study sought to Test the null hypothesis that Ho4.There is no relationship between team-work and productivity of teaching staff in public universities in Kenya regression model was fitted. The results are presented in Table 4.20

Table 4.20: Regressing productivity of teaching staff on Team-work

Model	R	R^2	R^2_{Adj}
1	.651[a]	.424	.422

Results in Table 4.20 shows that $R^2 = 0.424$, Implying that 42.4% of the variation in teaching staff productivity can be explained by variation in team-work activities.

These findings are consistent with Nunung and Ristiana (2012), who noted that fostering good team-work in an organization enhances employees' intentions to stay and hence, productivity.

Further, the study assessed the effectiveness of the model in predicting the relationship between team work and productivity of teaching staff in public universities. This was tested using Analysis of Variance (ANOVA) as presented in Table 4. 21

Table 4.21: ANOVA for Team-work and productivity of teaching staff

Model		SS	df	MS	F	*P*
1	Regression	100.971	1	100.971	188.308	.000[b]
	Residual	137.267	256	.536		
	Total	238.237	257			

The results in Table 4.21 show that the F statistic is significant at the 5% level of significance, implying that the model is a suitable predictor of the relationship between team-work and the productivity of teaching staff. The F-calculated value (F = 188.308) is significantly greater than the F-critical value at the 5% level (F = 5.0). This indicates that the model effectively explains the relationship between the

variables. team-work Consequently, the null hypothesis that there is no statistical relationship between teamwork and the productivity of teaching staff is rejected.

Table 4.22: Regression Coefficients between Team-work and productivity of teaching staff

Model		β	S.E.	*β*	*t*	*p*
1	(Constant)	1.734	.169		10.288	.000
	Team works on productivity of teaching staff	.612	.045	.651	13.723	.000

The results in Table 4.22, show that team-work is a strong predictor of the productivity of teaching staff at public universities. The analysis indicates that improvement in team-work is associated with increase in the productivity of teaching staff. This change is statistically significant ($\beta = 0.612$; $t = 13.723$, $p = 0.05$). These findings are consistent with previous research by Boone et al. (2014), who reported a significant relationship between team-work and productivity.

This relationship aligns with Theory Y, which posits that employees are motivated by factors such as teamwork, responsibility, and the opportunity to contribute meaningfully to their organization. In contrast to Theory X, which views employees as inherently lazy and needing constant supervision, Theory Y suggests that fostering a collaborative and supportive environment can significantly enhance productivity. Therefore, encouraging teamwork within public universities in Kenya can be a key strategy for improving the productivity of teaching staff.

4.8 Linear Regression for the relationship between leadership style, reward system, Work life balance, Team work and productivity of teaching staff

The linear regression was used to determine whether the independent variables have any significant effect on the dependent variable. This study sought to assess how leadership style, reward system, Work-life balance and Team-work relate to productivity of teaching staff in public universities. The results are presented in Table 4.23

Table 4.23: Model Summary of Multiple regression for relationship between leadership style, reward system, Work life balance and Team-work and productivity of teaching staff

Model	R	R^2	R^2_{Adj}
1	.771[a]	.595	.588

The results in Table 4.23 show that $R^2 = 0.588$, Implying that 58.8% of the variation in teaching staff productivity can be explained by the combined effect of changes in leadership style, reward system, work-life balance, and team-work.

Further, the study assessed the effectiveness of the model in predicting the level of productivity of the teaching staffs in public universities. This was tested using Analysis of Variance (ANOVA) as presented in Table 4. 24

Table 4.24: ANOVA for the relationship between leadership style, reward system, Work life balance and Team work and productivity of teaching staff in public universities in Kenya

Model		SS	df	MS	F	*p*
	Regression	141.678	4	35.419	92.804	.000[b]
1	Residual	96.560	253	.382		
	Total	238.237	257			

The ANOVA results demonstrate that the F statistic is significant at the 5% level, indicating that the model is a suitable predictor of the relationship between the study objectives and the productivity of teaching staff in public universities in Kenya. This conclusion is drawn by comparing the F-calculated value to the F-critical value. The results show that the F-calculated ($F_{0.05}$ = 92.804) is substantially greater than the F-critical ($F_{0.05}$ = 5.0). This significant F statistic suggests that the model fits well in explaining the relationship between the variables, thus addressing the main hypothesis of the study, which posits that there is no statistical significance between the factors affecting the productivity of teaching staff in public universities. Therefore, the null hypothesis is rejected, confirming that the independent variables-leadership style, reward system, work-life balance, and teamwork collectively have a statistically significant impact on the productivity of teaching staff.

In order to test the contribution of each variable to the model of the study, the regression coefficients were computed and are presented in Table 4. 25.

Table 4.25: Regression Coefficients for relationship between factors affecting productivity of staff in public universities in Kenya

		β	S.E.	β	t	p	Tolerance	VIF
1	(Constant)	.939	.313		3.002	.003		
	Leadership style	.239	.058	.207	4.129	.000	.637	1.569
	Reward system on	-.217	.071	-.170	-3.066	.002	.524	1.909
	Work- life balance staff	.268	.054	.257	5.001	.000	.607	1.648
	Team -work	.530	.054	.563	9.907	.000	.495	2.019

The results in Table 4.25 show that team-work (β = 0.530; t = 9.907, $p < 0.05$): work-life balance (β = 0.268; t = 5.001, $p < 0.05$)! leadership style (β = 0.2397; t = 3.002, $p < 0.05$) and reward system (β = -0.217; t =-3.066, $p < 0.05$), though negative, are statistically significant contributors to teaching staff productivity in public universities. An adverse change in the reward system is likely to decrease staff productivity. while the reward system is important for staff productivity, it may not be sufficient to inspire employees towards enhancing their productivity if the other three factors are lacking.

These results align with Jalloh and Ming (2020) and Hoole who found a positive relationship between the similar factors and staff productivity in public universities. This is consistent with the expectancy theory of management and Theory X and Y of leadership, where employees improve their productivity based on their expectations and the leadership style they perceive as appropriate for the institution. The leadership style, reward system, work-life balance and teamwork therefore have a significant

statistical contribution to the productivity levels among teaching staff of public universities in Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the relationship between factors affecting productivity of teaching staff in public universities in Kenya.

universities in Kenya. The summary conclusion and recommendations are presented in this section.

5.2 Summary of the Results

The first objective of the study sought to determine the effect of leadership style on productivity of the teaching staff in public universities. The study established that most of the respondents 43.4% agreed with the statement that public universities management applies the authoritative leadership style when dealing with the teaching staffs. It was also noted that, most respondents also agreed with the statements that leadership style excludes teaching staffs from decision making at the university. That, there is lack of progressive leadership at the university which makes it difficult for the teaching staffs to do their work effectively. Similarly, most respondents agreed that the leadership style provides room for teaching staffs to get involved in the management decisions of the university. Most respondents also noted that the teaching staffs do not have a direct access to the university management because of the nature of leadership.

On whether the leadership style makes it possible for the teaching staffs to access the management, most of the respondents agreed and financially the study established that Democratic leadership style improves the relationship that exists between Management's and the teaching staffs. Further analysis showed that leadership style

has a moderate but very significant positive correlation with staff productivity ($r = 0.544$; $p < 0.05$). This means that, the public universities need to ensure that, they adopt an appropriate leadership style that will enhance productivity among the teaching staffs. It was also noted that adoption of an appropriate leadership style improves the level of productivity of teaching staffs by at least 29.6% as shown by the R square. The results further showed that, the model is a suitable predictor of the relationship between leadership style and productivity of teaching staffs as indicated by the F- calculated. Based on the results, the null hypothesis was rejected indicating that, leadership style has a significant effect on the productivity of the teaching staff.

The second objective sought to find out the effect of reward system on productivity of the teaching staff of public university in Kenya. The results show that on average most of the respondents agreed with the statements where majority of the teaching staffs are dissatisfied with the remuneration systems, they also agreed that most teaching staffs in public universities do not perform effectively because of the remuneration system. Similarly, it was agreed that the perks received by the majority of the teaching staffs are not commensurate with performance and that teaching staff's members are hardly recognized by the university system. Similar, the results showed that most of the respondents indicated that the system does not recognize the contribution of the teaching staffs. Further analysis showed that reward system has a very weak but statistically significant relationship with productivity which implies that, as the public universities strive to please their staff through rewards, it might have a very small impact on the level of productivity achieved. Having a good reward system alone might not necessarily influence the level of productivity of the staff.

The regression analysis for the relationship between reward system and productivity of teaching staff was strongly and significant correlation. The results show that, when

the organization has an appropriate reward system, the level of productivity of the staffs will improve though by a small margin as shown by the R square. This indicates that, though rewards are important factors to the public universities but, they might not be appropriate to boost the productivity of the employees especially when other related factors are held constant. The model was found to be a suitable predictor of the relationship between reward system on productivity of teaching staffs as depicted by the F- statistic. This implies that, the model fits well in explaining the relationship between the variables and hence testing the hypothesis of the study that, there is no statistically significant relationship between reward system and productivity of teaching staffs in public universities.

The third objective of the study sought to assess the effect of teamwork on productivity of teaching staffs of public universities in Kenya. The results showed that most of the respondents agreed with the statement that were considered for explaining the relationship between the variables. It was established that Team work enhances respect among the teaching staffs hence influence their productivity. The attitude of the teaching staff's members at the public universities influences output of teaching staffs, that team work Support from co-worker's influence output of the teaching staff. It was also noted that good relationship between teaching staffs and top management influence output of the teaching staffs, lack of trust among the teaching staffs influences teaching staff output and that team work enhances teaching staff's commitment hence influence output.

Further analysis showed that there is a strong positive correlation between team work and productivity of the public universities which indicates that, employees who feel that they are working as a team at their workplace with the Chairperson of departments, deans and their other seniors develop a potential of high intentions of

staying at the institution and show commitment to their duties which improves their level of productivity. There was a strong positive and significant correlation between team work and productivity of teaching staff at public universities, implying that when the variable is effectively controlled, it is likely to improve staff productivity by a great percentage as shown by the R square. There is a positive and significant influence of team work on the productivity of the teaching staff at the public universities. The model fits well in explaining the relationship between the variables and hence leading to rejection of the null hypothesis that, there is no statistical relationship between the team work and staff productivity of the teaching staff in selected public universities. The variables strongly contribute to the level of staff productivity.

The fourth objective of the study sought to find out the effect of work life balance on productivity of teaching staffs. The results shows that most of the respondents agreed that work and personal life conflict affects output of teaching staffs, high work demand of the university among the teaching staffs affects their level of output it was also noted that most respondents agreed that the output of the university programs related to the teaching staffs affects their output. Similarly, the study established that the output of the university teaching staff influences the time for personal life. Most of the respondents also noted that lack of personal development programs supported by the university affects output of the teaching staffs. Further analysis shows that there is a positive and significant correlation between work life balance and productivity. This implies that if the universities improve work life balance, then the intention of employees leaving might be reduced and hence the employees' level of productivity will improve. The model was noted to be statistically significant as shown by the F statistic and hence the null hypothesis of the study that, there is no

statistical relationship between work life balance and the productivity of the teaching staffs in universities was rejected and the alternative hypothesis that work life balance affects productivity of teaching staffs in universities accepted for the study.

Results from the multiple regression analysis indicated that there was a strong statistically significant correlation between the combined effect of the four independent variables and the dependent variables of the study. This indicates that leadership style, reward system, Work life balance and Team work affects productivity of teaching staff in public universities. This implies that, when the four objectives combined effectively, they are likely to improve the teaching staff productivity by a great percentage. The model is said to be very effective in predicting the level of productivity of the teaching staff in universities at a significance level of 5%. The results were further used to test the null hypothesis of the study that, there is no statistical significance relationship between leadership style, reward system, Work life balance, Team work and productivity of the teaching staffs at the universities. The null hypothesis was rejected and the alternative hypothesis accepted for the study.

5.3 Conclusions

Based on the findings of this study, the following conclusions are drawn;

Firstly, the study concludes that having an appropriate leadership style at the university significantly enhances productivity of the teaching staff. The results also noted that universities with good leadership are able to improve the level of staff productivity in terms of number of grandaunts, publications and awards obtained.

Secondly, the study also concluded that choosing the right reward system influences the productivity of the teaching staff at the universities. This is following the findings that reward system has a statistically significant relationship with productivity though

it was noted to be very small. The institutions therefore need to pay attention to the reward system to enhance the level of productivity however it might not significantly lead to productivity among the teaching staff.

Thirdly, the study also concludes that teamwork has a very significant effect on the productivity of teaching staff. The results indicated that when the teaching staff work as a team the level of productivity improves significantly. The results clearly shows that when there is team work the staff are able to assist each other through idea sharing and that collegial relationship helps them to enhance their level of productivity.

Finally, the study concludes that work life balance has a very significant effect of the productivity of the teaching staff. Work life balance ensures that employees get time to relax, meet with their families and rejuvenate their energy in order to enhance their productivity. Universities where employees have this advantage have higher level of productivity.

5.4 Recommendations

Based on the findings of the study, it is recommended that;

Public universities should engage the teaching staff in adoption of the most appropriate leadership style that will enhance their productivity since good leadership style motivates employees not to leave the universities.

Public universities should put in place well-structured reward system policy measures that will ensure constant review of the reward system that will encourage employees not to have the intention of leaving the universities.

Having an effective collegiality relationship between the teams enhances communication and feedback among the teams and this gives the employees confidence in their work leading to increased level of productivity in the universities.

Lastly, Public universities should put in place structures for work life balance among the employees. This includes having clear dates for recreation activities for the staff, family, leave, capacity building are just a few ways of enhancing the ability of the staff to regain their lost energy and improve their productivity.

5.5 Suggestions for further studies

This study only focused on selected factors which formed the objectives of the study and examined how they affect teaching staff productivity in the public universities. This study notes that there is need for further study where the scope can be expanded by considering other factors not discussed in this study.

There is also need to have further study that will analyze the effect of the moderating variables on the relationship between the variables in order to enhance the discussion on the relationship.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Introduction

Dear Sir/Madam,

This survey is part of research thesis to explore the relationship between leadership styles and productivity of teaching staff in public universities. I wish to request for your participation in this study as one of the respondents in the survey. Your responses will make great contributions in my findings based on the data collected. All information provided will be used only for academic purposes and will be treated confidentially**.**

Section A: Leadership and Productivity of Teaching Staff in Public Universities

SECTION A1: Relationship between Leadership Style and Productivity of Teaching Staff in Public Universities in Kenya

The statements below are the measures of leadership styles and productivity of teaching staff of universities. On the scale of 1-5, it shows the extent to which you agree or disagree with the statements; where: **1= strongly disagree ;2= disagree; 3= not sure 4=Agree; 5= strongly Agree.**

	Items	5	4	3	2	1
1	The institutions management applies the authoritative leadership style when dealing with the teaching staff					
2	The leadership style excludes teaching staff from decision making at the university					
3	There is lack of progressive leadership at the					

	university which makes it difficult for the teaching staff to do their work effectively					
4	The leadership style provides room for teaching staff to get involved in the management decisions of the university.					
5	The teaching staff do not have a direct access to the university management because of the nature of leadership.					
6	The leadership style makes it possible for the teaching staff to access the management.					
7	Democratic leadership style improves the relationship that exist between Management's and the teaching staff.					

Please give any other opinion on whether leadership style drives teaching staff out of learning institutions

---

Section A2: Reward system and Productivity of teaching staff in Public Universities in Kenya

The statements below are the measures of perceived relationship between rewards on productivity of teaching staff in public universities. On the scale of 1-5, it shows the extent to which you agree or disagree with the statements; where: **1= strongly disagree ;2= disagree; 3= not sure 4=Agree; 5= strongly Agree.**

	Item	**5**	**4**	**3**	**2**	**1**
8	Majority of the teaching staff are dissatisfied with the remuneration systems					
9	Most teaching staff in universities leave for other institutions because of the payment method used to remunerate them					

10	The perks received by the majority of the teaching staff are not commensurate with performance					
11	Teaching staff members are hardly recognized by the university system					
12	The system does not recognize the contribution of the teaching staff leading to low morale and productivity					

Please explain what you think about the reward system of the university in regard to enhancing the decision of the teaching staff to leave or remain with the institution.

Section A3: Team work and Productivity of teaching staff in Public Universities in Kenya

The statements below are the measures of perceived relationship between Team work on productivity of teaching staff in public universities. On the scale of 1-5, it shows the extent to which you agree or disagree with the statements; where: **1= strongly disagree ;2= disagree; 3= not sure 4=Agree; 5= strongly Agree.**

	Item	**5**	**4**	**3**	**2**	**1**
13	Team work enhances respect among the teaching staff hence influence their output					
14	The attitude of the teaching staff members at the university influence output of teaching staff					
15	Support from co-workers influence output of the teaching staff					
16	Good relationship between teaching staff and top management influence output of the teaching staff					

17	Lack of trust among the teaching staff influence teaching staff output					
18	Team work enhances teaching staff commitment hence influence output					

Please explain what you think about the reward system of the university in regard to enhancing the decision of the teaching staff to leave or remain with the institution.

Section A4: Relationship between work life balance and productivity of teaching staff in universities

The statements below are the measures of perceived relationship between work life balance and productivity of teaching staff of the organization. On the scale of 1-5, show the extent to which you feel that each affects productivity of teaching staff; where: 1= Very Low Extent;2= Low Extent; 3= moderately 4=High Extent; 5= Very High Extent

	To what extend does;	**5**	**4**	**3**	**2**	**1**
19	Work and personal life conflict affect output of teaching staff					
20	High work demand of the university among the teaching staff affects their level of output					
21	Output of the university programs related to the teaching staff affect their output					
22	Output of the university teaching staff influence the time for personal life					
23	Output of the University teaching staff is affected by availability of personal development programs					
24	Lack of personal development programs					

	supported by the university affect output of the teaching staff					
25	The output of the teaching staff is affected by the work life schedule					

Please provide your personal view on the relationship between work life balance and productivity of teaching staff of the university in regard to enhancing the decision of the teaching staff to leave or remain with the institution.

Section A5: Measures of productivity of teaching staff in public universities

The statements below are the measures of perceived productivity of teaching staff in public universities. On the scale of 1-5, it shows the extent to which you agree or disagree with how the statements affects institutional productivity of teaching staff; where: **1= strongly disagree, ;2= disagree; 3= not sure, 4= agree; 5= strongly agree**

	Items	5	4	3	2	1
26	There has been increased Number of publications done by the teaching staff					
27	The Number of post graduate students' completion has increased					
28	The number of new programmes developed and approved has increased					
29	Number of research awards and funding earned, has increased					

How else do you think productivity of the teaching staff at the university can be measured

……

Thank you

APPENDIX II

LETTER OF INTRODUCTION FROM THE DIRECTOR POSTGRADUATE STUDIES

Maasai Mara University

BOARD OF POSTGRADUATE STUDIES

OFFICE OF THE DIRECTOR

P.O. BOX 861 – 20500
Narok, Kenya www.mmarau.ac.ke

Tel: +254 – 20 -2066042
+254 – 20 - 8081874

5th December, 2022

RESEARCH PERMITS SECTION
NACOSTI
UTALII HOUSE

REF: AMBALE FRANCIS (REG. NO. HM01/1002/2015

We wish to confirm that the above named is a bona fide Masters student at Maasai Mara University pursuing Master of Science in Human Resource Management in the School of Business and Economics. His proposed research is ***'Determinants of Labour Turnover on Productivity of the Teaching Staff in Selected Public Universities in Kenya".*** *He* would like to apply for a research permit from NACOSTI before he can proceed for field work and data collection.

We further confirm that the candidate has adhered to all research protocol requirements of Maasai Mara University and the proposed research has been rated as having no known adverse impacts on the environment and does not pose any ethical concerns.

This is therefore to request your office to issue him with a research permit.

Yours faithfully,

MAASAI MARA UNIVERSITY
P. O Box 861 - 20500
NAROK
05 DEC 2022
DIRECTOR
BOARD OF POSTGRADUATE STUDIES

Prof. Romulus Abila, PhD.
Director, Board of Postgraduate Studies
abila@mmarau.ac.ke, https://orcid.org/0000-0001-8762-7153

APPENDIX III

RESEARCH PERMIT FROM NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **804182**

Date of Issue: **21/December/2022**

RESEARCH LICENSE

This is to Certify that Mr.. FRANCIS Ambale of Maasai Mara University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kakamega, Kisumu, Uasin-Gishu on the topic: DETERMINANTS OF LABOUR TURNOVER ON PRODUCTIVITY OF THE TEACHING STAFF IN SELECTED PUBLIC UNIVERSITIES IN KENYA for the period ending : 21/December/2023.

License No: **NACOSTI/P/22/22739**

804182

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR
SCIENCE,TECHNOLOGY &
INNOVATION

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