

**INFLUENCE OF CAPACITY BUILDING ON EMPLOYEE JOB
SATISFACTION IN PRIVATE UNIVERSITIES IN KENYA: A CASE OF
UNITED STATES INTERNATIONAL UNIVERSITY-AFRICA**

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DECLARATION

I declare that this applied research Project is my original work and that it has not been presented in any other university for academic credit

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SUPERVISOR'S DECLARATION

This applied research Project is submitted for examination with my approval as the university supervisor

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DEDICATION

This research study is dedicated to my family for the continuous support in this research journey. I would also like to dedicate this research to my best of friends and classmates who have motivated me to pursue my Master's degree.

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ABSTRACT

Capacity building focuses on enhancing different organizational abilities, it has also been accepted to be an important tool for implementing strategic programs. Organizations use capacity building strategies such as; internships, formal training, written materials, meetings, e-learning, appreciative inquiry, coaching sessions and peer groups' action learning to strengthen employees capacities. The general objective of the study was to establish the influence of capacity building on employee job satisfaction in private universities in Kenya a case of United States International University Africa. The specific objective of the study was to establish whether organizational communication, change management strategy, skills training affect employee job satisfaction in United States International University-Africa. This study was pegged on the Herzberg's motivation-hygiene theory, also referred to as the two-factor theory and Maslow's hierarchy of needs theory. Target population for this study was 438 permanent employees in the various cadres at United States International University-Africa where a sample 138 was drawn using stratified random sampling method based on the job category. The data collection method utilized primary data and a questionnaire. The data collected was analyzed using descriptive analysis. For the inferential statistics, the study utilized correlation and regression analysis to establish the relationship between the dependent and independent variables. As a result when encountered with a challenge employees are able to communicate with their supervisor or coworker and ask for an intervention. The study also concluded that USIU Africa utilizes top downward communication to create awareness among employees on the strategic plan, job procedures and performance rating is done and feedback shared in a good time. Horizontal communication is also encouraged and employees are able to undertake a peer to peer communication to manage task accomplishment and team collaboration. With regard to change management the study concluded that USIU Africa has the right talent to implement the University's strategy. In addition, USIU Africa has developed policy, procedures and standards that are applicable during change management. Although there is a need for more training and employees sensitization with regard to change management. The study concluded that USIU Africa keeps employees updated with information for any upcoming training and development programs depending on the training needs analysis, despite there being lack of proper feedback on impact of training on productivity standards. The study recommended that all employees should be encouraged to undertake both vertical and horizontal communication in case they need an intervention to a problem. The human resource department should educate and shield employees against victimization by their supervisors. The board of directors and management board should be encouraged to communicate to the USIU Africa community often by addressing any problems arising as well as give feedback to employees to minimize cases of rumors and gossips whenever an event occurs. The study also recommended that since USIU Africa has the right talent to make the change, proper strategies needs to be put in place to ensure maximum retention and minimal turnover. The target put during change implementation process should be measurable and attainable by all employees.

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LIST OF ABBREVIATION

CUE	Commission for University Education
INGOs	International Non-Governmental Organization
JAB	Joint Admissions Board
KUCCPS	Kenya Universities and colleges Placement Service
MoEST	Ministry of Education Science and Technology
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
USIU-A	United States International University-Africa

DEFINITION OF TERMS

Capacity building for this research denotes the process of strengthening the abilities of employees, organizations, and systems to perform their core duties and continue to improve and develop over time.

Change management is the discipline that guides how to prepare, equip and support individuals to successfully adopt change in order to drive organizational success and outcomes.

Organizational communication denotes the sending and receiving of messages among interrelated individuals within a particular setting or environment in order to achieve individual and common goals.

Private Universities represents universities registered in the country and whom are run and owned by individuals therefore do not have a government stake in them.

Skills training is designed to offer employees with the targeted training they need to gain the knowledge and abilities necessary to fulfill the specific requirements of their job positions. Skills training has been applied to re-educate and retrain employees whenever new technology, processes or systems are put in place.

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

Despite being on the agenda for decades, evaluations show that sustainable capacity building remains one of the most challenging areas of international development practice among Universities. Capacity building is critical because weak institutions and under-skilled individuals are often central to the failure of development efforts. Capacity is itself an important outcome to achieve sustainable development, as well as an instrument of development. This section offers an insight into the background of the study, the problem statement, general objective and specific objectives. The section highlights the scope of the study, limitation and delimitation of the study as well as the conceptual framework.

1.2 Background of the Study

Capacity building is the process of strengthening the abilities of employees, organizations, and systems to perform their core duties and continue to improve and develop over time (Goosby, 2012). According to Hartwig (2010), capacity building is the ability to utilize diverse resources (financial, human, technological, and technical) and capacity to achieve organizational goals. Moynihan (2008) states that capacity building is a series of activities such as; downsizing, auditing, planning, re-organization, process automations, recruitment and training used by an organization to create workable linkages between organizational operations and its effectiveness.

Isimbabi (2005) defines capacity building as the planning process and the end results that is used by an organization to increase employee's capabilities and job satisfaction. Capacity building is the grooming and enhancing employees' capabilities, talents and knowledge through training and development programs (Asiya, Sajjad & Zeb, 2012). Capacity building programs encompass an array of organizational processes, whose primary objective is to strengthen the capabilities of the organization in executing its core operational mandate (Yamoah, 2014). Research has shown that capacity building facilitates the strengthening of critical organizational components including the organizational resources and processes in primary effort to remain competitive and subsequently thrive in a fast moving and changing global economy (Yamoah & Maiyo, 2013).

Ahmad, Farrukh and Nazir (2014) argues that capacity building focuses on enhancing different organizational abilities, it has also been accepted to be an important tool for implementing strategic programs. According to Teece (2012), organizations use capacity building strategies such as; internships, formal training, written materials, meetings, e-learning, appreciative inquiry, coaching sessions and peer groups' action learning to strengthen employees capacities. Trott and Hartmann (2009) claims that capacity building can be in the form of process consultation, organizational communication, leadership development, promotion of networking and collaboration, action learning, advocacy and awareness creation, on the job training technical advice, training course, and educational and continued professional development.

Mouallem and Farhad (2014) examined the need for capacity building in human resource management related issues in Middle East by (Lebanon). It was established that human

resources procedures and systems need to be updated for more effective employee recruitment, selection, and retention, and should include clearer non-biased performance appraisal plans and reward systems. Yamoah (2014) researched on the link between human resource capacity building and job performance. Findings showed that there was a positive and significant relationship between capacity building and employee job performance.

To successfully operate, institutions need satisfied employees because employee satisfaction determine the commitment levels, conscientiousness and honesty of employee, which in turn relate to their job performance and satisfaction (Eneje & Klemen, 2018). In achieving employee satisfaction, the work environment plays a crucial role since it affects the life of individuals, their behavior, perception and performance. An employee got inclined towards the growth and accomplishment of the organization only if a person is satisfied with the work as well as with the organization. In order to assess the job satisfaction amongst the employees, it is vital to identify the aspects that concern them; the attitude of the individuals towards their jobs is termed as job satisfaction (Grover & Wahee, 2013).

Capacity building is implemented as an operational strategy within an organization that seeks to enhance the organizational strengths in different vital operational areas so as to improve the overall organization performance or prepare the organization for anticipated future changes (Igbaekemen, 2014). Literature is replete with content on capacity building and its effect on the performance of corporate organizations, with keen concentration centering on capacity building strategies and mechanisms used to execute them (Ahmad et al., 2014).

Education has always been considered one of the cornerstones of international development. Building human capacities has proven a useful tool in alleviating global inequalities (Lay, 2011). Given the consequences poverty, wars and migration among many others there is an urgent need to act. Thus calls for educationists and university staff to be able to deliver.

According to Pain (2018) there is also much potential for capacity-building projects to improve services to support students or to develop new ones. As studies diversify, students need more guidance on what to choose. Similarly, as education opens up to students from less affluent backgrounds and students with special needs, they too need extra services and guidance. As students start to take parts of their studies abroad, other forms of support are needed. The higher education institutions increasingly start to cater for new economic sectors, students need the support of people to lobby for them with prospective employers.

Bedrossian (2015) also notes that most higher education institutions would benefit from strengthening their student services. These could include support to international students, support to student involvement in higher education institutions' governance, library services, services that improve accessibility, health services, financial support services, and even cultural and sports services. USIU Africa is ranked among the leading universities in the country and its currently the only dial accredited institute in the country. As a result the expectation from the students and other stakeholders is very high. Therefore, this study seeks to establish whether organizational communication, change management strategy and skills training influence employee job satisfaction and bridge the gap and add more knowledge in the area of study.

According to Neog and Barua (2014) job satisfaction is regarded to be a significant factor, especially concerning the employees within the working environment. Employees who possess higher levels of job satisfaction are less likely to be absent from work, they are less likely to leave their jobs, are more productive, resourceful and diligent, more likely to display organizational commitment and they are more likely to be satisfied with their lives.

There is growing interest towards job satisfaction in organizations as employee job satisfaction is crucial to the success of any business. Improvements of job satisfaction have positive effect on employees' motivation, performance, and productivity. These are important elements that an organization needs to maintain a competitive workforce in order to deal with challenges arise from the competitive business environment. Job satisfaction is also directly related to a lower employee turnover rate, lower absenteeism rate, higher productivity, and better performances which are closely associated to the organization's cost efficiency for business. The relationship between job satisfaction and performance have indicated that the degree of job satisfaction felt by employees determines their work performance. The study of the relationship between job satisfaction and performance validated the common belief that a happy worker is a productive worker (Marzuki, Permadi, & Sunaryo, 2012).

Abdullah, Karim, Patah, Zahari, Nair and Jusoff (2009) researched on the linkage that exist between employee satisfaction and loyalty in hotel industry in Klang Valley, Malaysia. It was established that job satisfaction increases employee loyalty. Khainga (2006) researched on job satisfaction and organization commitment among customer care representatives in Safaricom limited. Findings revealed that job satisfaction influences

organization commitment. Kamau (2013) study on perceived relationship between motivation and job satisfaction among call center agents at Safaricom Limited concluded that employees who are satisfied with their job are able to increase their performance, thus, achieve organizational objectives.

Adu, Appiah and Yamson (2016) conducted an assessment on the impact of capacity building initiatives on the service quality of library professionals in selected private universities in Ghana. It was revealed that Capacity building influences service quality. Ojokuku and Adegbite (2014) studied the impact of capacity building and manpower development on staff performance in selected organizations in Nigeria. Findings showed that there was a significant and positive relationship between capacity building and staff performance. The study concluded that organization should put more emphasis on the use of capacity building and manpower development activities this is because it helped employees acquire new knowledge, skills and management capabilities.

Otibine (2016) investigated the effects of capacity building strategies on the performance of the department for international development in Kenya. It was revealed that capacity building strategies included effective financial management, human resource development, information management, communication & technology and continuous automation of systems. These capacity building strategies contributed to timely fund flows to project beneficiaries, accurate financial forecasting, effective program management and enhanced relationships between employer and employees as well as with project implementation partners and other stakeholders affiliated to department for internal development operations in Kenya.

Gekonde, Nyamboga and Nyarohoo (2014) conducted a study on the influence of strategic human resource and organizational capacity building on performance improvement of public service delivery in Nakuru County Kenya. Findings revealed that organizational capacity building influences performance improvement of public service delivery in Nakuru County. Maiyo (2014) did a study with the aim of establishing the role of entrepreneurial capacity building in enterprise performance among salons in Nandi County. Findings revealed that there was a significant relationship between entrepreneurial capacity building and enterprise performance.

According to a study done by Damary (2016), on effect of strategic change management practices on performance of Helpage International staff in Africa. Findings revealed that capacity building programs also led to an improvement in employee performance. Waithaka (2013) investigated the influence of employee motivation on job satisfaction: A case of government departments in Isiolo County, Kenya. It was revealed that capacity building was required to boost job satisfaction.

Ombima (2014) analyzed factors affecting employee job satisfaction in institutions of higher education in Kenya: A case study of United States international University (USIU). The findings revealed that employees were satisfied with their jobs at USIU-A.

According to the Commission for University Education (CUE, 2017), private universities in Kenya are established in accordance with the Universities Act 1985 (CAP 210B) and the Universities Rules, 1989 (Establishment of Universities, Standardization, Accreditation and Supervision). The private university offer both undergraduate and postgraduate programs and CUE is mandated with responsibility of ensuring that private

universities follow to the standards of a university (CUE, 2017). Such expectation could only be achieved through the adoption of a more professional management style along with the concept of strategic management (Nzuki, 2014).

Employee training and development on employee performance in institutions of higher learning has been widely researched. Gatakaa (2018) examined the impact of the same with reference to USIU-Africa. The results on the impact of on-the job training on employee performance showed that training employee received during work enhanced their performance. On-the job training had also enabled employees to get more knowledge of their job. It was also established that on-the job training had given employees practical experience. Further, on-the job training had increased employees working knowledge. On-the job training was also found to have enabled employees to achieve new technology and knowledge. Again on-the job training enabled employees to evolve, adapt to the new development and adjust to the changes and needs of the society.

Hortance (2017) also indicated that United States International University-Africa has given power and puts much effort on orientation, as employees are being oriented in their new duties by their supervisors; they are shown how things are done in their areas of work. Welcoming letters, campus tours, introductions are being done to ensure that employees are well oriented and getting well to know the institution and the surroundings.

Statistics show that, in the past one decade 57% of youthful population from developing countries pursue tertiary education outside their home countries (UNESCO, 2014). This implies that there is a high demand for quality tertiary education among the youth in

developing countries. In Kenya, the high demand for university education piles pressure on universities to accommodate students who miss chances in public universities.

With the changes effected by the ministry of education in the education sector to curbing irregularities and exam cheatings in 2017 very few students are now qualifying for degree courses at University levels. This implies that Universities have been forced to scramble for the few available students to fill the slots available. In addition, the other challenge experienced by private universities has been the absorption of form four candidates into all government colleges and training institution through the Kenya Universities and colleges Placement Service (KUCCPS) which is a corporate body established under the Universities Act 2012 to succeed the Joint Admissions Board (JAB). The placement Board has sought to come up with a criteria to enable students access the courses for which they applied taking into account the students' qualifications and listed priorities (KUCCPS, 2019). This thus implies that private universities need to put more resources to marketing their courses more thus having employees who are satisfied with the job is very important.

In United States International University-Africa, the human resource department has put in place a policy that aid in employee development by providing education opportunity to teaching staff and non-teaching staff together with their spouses and children. Such development programs have been put in place to encourage self-improvement of the employees and they only have to pay the library fee which is less than 10,000 Kenya shillings. USIU-Africa employees are also offered other employee development programs like, coaching, counseling, and training where they gain professionalism, leadership and management skills, which in turn enhance the employee performance (Asaba, 2018).

Even though previous studies have focused on capacity building and performance seldom none has been done on job satisfaction in private universities in Kenya.

1.3 Statement of the Problem

An organization is only considered to be as effective as the work force in it. It is factual that the provision of quality goods and services by any organization depends on the quality of the employees working in the firm (Christensen & Gazley, 2014). According to Herman and Renz (2015), capacity building as a human resource role entails actions taken to improve employee's ability to perform the appropriate tasks within the broader set of performance standards of the company.

Andersson, Faulk and Stewart (2016) highlights the importance of communication in capacity development and they note that organizational communication involves conveying important organizational information and ideas in a clear, simple and consistent way, both internally and externally. Andersson, Faulk and Stewart (2016) also noted that effective communication is essential in achieving high organizational capacity. This is because a clear vision and internal information sharing regarding capacity building activities are important aspects for securing buy-in for capacity building tools and initiatives.

Minzner, Klerman, Markovitz and Fink (2014) concur that organizations communication helps improve the firm's ability to convey an organization's mission to strategic partners and other external stakeholders in order to build trust and support. Minzner *et al.*, (2014) adds that within a firm communication occurs on both the vertical and horizontal levels,

be it top-down, bottom-up, or peer to peer. As such, effective communication is a component of a supportive organizational culture and an important aspect of a high-capacity organizations' ability to manage the pressure to adapt. This study thus seeks to establish the influence of organizational communication on capacity development at USIU Africa.

According to Chatman and O'Reilly (2016) organizations typically do not develop capacity for capacity's sake. However this aspects come to play as a result of responding to internal and external pressures to improve performance or change working practices. Cameron and Quinn (2011) notes that capacity building generally involves a change process, which may include recovery exercise, implementation of a policy change, restructuring, or at times the process of organizational reform. Yang and Torneo (2016) indicate that the various dimensions of capacity do not exist in isolation but are interdependent to one another for some extent. As such, capacity building is a dynamic process with feedback loops through which the different dimensions impact on one another.

Watkins (2013) explains that for these processes to succeed it requires a supportive organizational culture to be successful. This might mean an organization changing its ways to reach the values it seeks to espouse. Minzner *et al.*, (2014) expounds that for instance, firms aspiring to a culture which values and promotes collaboration and innovation, adapting or transforming its business model might seek consciously to change its culture to make it more supportive of that process. This study thus sought to establish the impact of change management strategy on capacity development and its influence on job satisfaction.

For employees to be proficient they need the necessary skills training to make them effective in their jobs. Skills are learned and improved with practice and the process of skills definition can also be used to support forward planning. According to Mohapi (2011), skills development is concerned with providing employees with the knowledge and skills they need to do their jobs no less and no more. Because of the explosion of knowledge as well as the ever-increasing scarcity of work, workers inherently feel that they have to keep abreast of events around them, live up to the demands imposed upon them and perform the job to the best of their ability. The identification of individual needs is equally significant.

Training is effort initiated by an organization to foster learning among its workers, and development is effort that is oriented more towards broadening an individual's skills for the future responsibility. (George & Scott, 2012). Training and development are a continuous effort designed to improve employees' competence and organize performance as a goal to improve on the employees' capacity and performance. most employees need extensive training to ensure the necessary to bring out substantive contribution towards the company's growth. For employees to be flexible and effective in their job, they need to acquire and develop knowledge and skill, and for them to believe that they are valued by the organization they work for, then they need to see valuable signs of management commitments to their training needs (Jehanzeb & Beshir, 2013). This study thus analyzes the influence of skills training on employee job satisfaction at USIU Africa.

1.4 Objectives of the Study

This study was guided by general and specific objectives.

1.4.1 General Objective

The general objective of the study was to establish the influence of capacity building on employee job satisfaction in private universities in Kenya: a case of United States International University-Africa.

1.4.2 Specific Objectives

- I. To establish the influence of organizational communication on employee job satisfaction in private universities in Kenya with a focus of USIU Africa.
- II. To find out the influence of change management strategy on employee job satisfaction in private universities in Kenya with a focus of USIU Africa.
- III. To determine the influence of skills training on employee job satisfaction in private universities in Kenya with a focus of USIU Africa.

1.5 Research Questions

- I. Does organizational communication influence employee job satisfaction at private universities in Kenya with a focus of USIU Africa?
- II. Does change management strategy affect employee job satisfaction in private universities in Kenya with a focus of USIU Africa?
- III. How does skills training influence employee job satisfaction in private universities in Kenya with a focus of USIU Africa?

1.6 Significance of the Study

The study provides information that can be used by policy makers in universities to design and implement policies in the analysis of contemporary leadership. It also provides trends, practices and develop a roadmap of what needs to be done, how and where to enhance employee competitiveness in private universities in Kenya.

The findings of the study informs the management teams in universities on the best practices on human resource management for a sustainable growth and survival.

To scholars, this study added value to the existing body of knowledge on the factors that influence of capacity building in relation to job satisfaction and act as future reference.

1.7 Scope of the Study

This study was limited to USIU-A in Nairobi County and the target population included all full time employees both in the teaching and non-teaching departments.

1.8 Limitations of the Study

The anticipated limitation was control over the number of respondents who were willing to fill the questionnaire especially the faculty who are not available on campus fulltime and also the inability of the researcher to study the whole population or the majority of it. This was due to the researcher being viewed as an outsider (non-employee) and thus the information shared could be used against the University. To mitigate this challenge the researcher signed a non-disclosure agreement with the institution

1.9 Delimitations of the Study

The research was delimited to target only employees working in USIU-A which only operates one campus and the findings was used to generalize the conclusions drawn to be a representative of the whole population.

1.10 Conceptual Framework

A conceptual frame work shows the relationship between the dependent and independent variable. For this study the dependent variables include organization communication, change management strategy and skill training. The dependent variable for this study was job satisfaction

Independent Variables

Dependent Variable

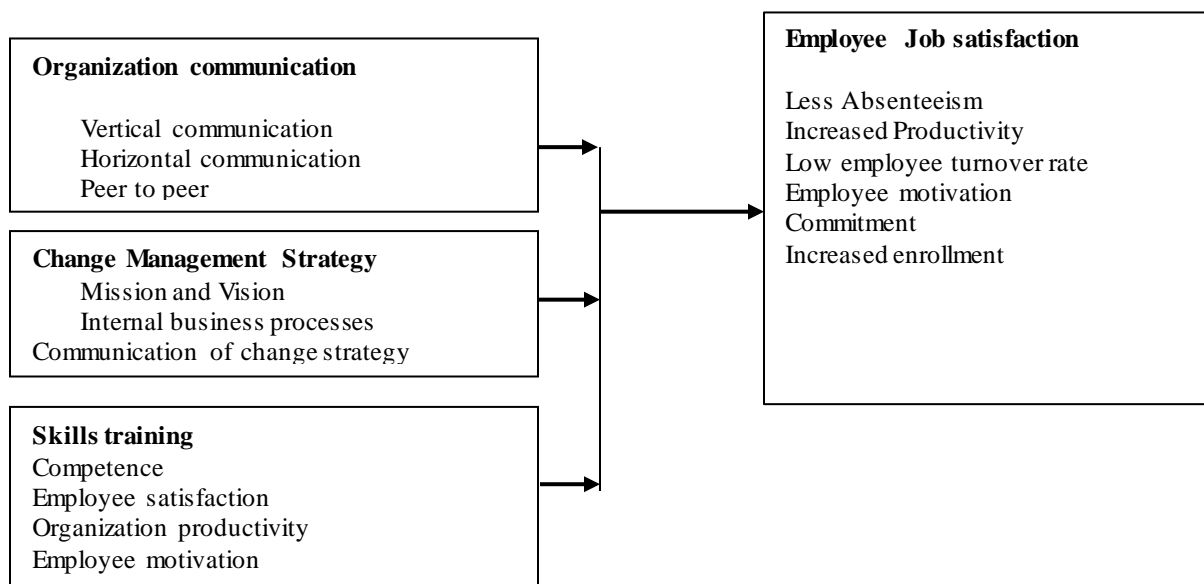


Figure 1.1: Conceptual Framework Source**Researcher (2019)**

The independent variables of this study include organization communication, change management strategy and skills training to be offered to the employees. Under organization communication the study looked at the communication channels employed which include; top down, down up and peer to peer.

For the change management strategy, the study focused on mission and vision, internal business processes and communication of strategy. For skills training the areas of interest included training needs analysis, type of training and training programs.

Employee job satisfaction is pertinent and critical in the change management process of contemporary organizations. Therefore, organizational communication, job satisfaction and organizational commitment were crucial factors in enhancing organizational performance. The organizational change and job satisfaction literature suggests that an individual's reactions to change could be influenced by individual characteristics and aspects of the change situation. Training as an organized process to amend employee proficiencies so that they can achieve its objectives. In the traditional approach to training, most organizations never used to believe in training.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents the literature review of the study which was analyzed based on the research objective of this study which seek to establish the influence of capacity building on employee job satisfaction in private universities in Kenya. The section dealt on the various theories of employee job satisfaction, in addition empirical literature, summary and gap of the study.

2.2 Theoretical Review

Generally, job satisfaction theories have overlap with theories explaining human motivation. The most common and prominent theories in job satisfaction include Maslow's needs hierarchy theory and Herzberg's motivator-hygiene theory which are all discussed as follows.

2.2.1 Herzberg's Motivator-Hygiene Theory

Herzberg's Motivation-Hygiene Theory, also referred to as the two-factor theory has received widespread acknowledgement for having practical approach toward employee motivation. In 1959, Herzberg published an analysis of 200 engineers and accountants from over nine University's in the United States of America. To achieve this objective, the professionals were asked to describe job experiences where they felt extremely bad or exceptionally good about their jobs and rated their feelings on such experiences. Responses about good feelings were related to job content (motivators), while the

responses for bad feelings were associated with job context (hygiene factor). Motivators came about with factors built into the job itself, such as achievement, recognition, responsibility and advancement. Hygiene factors were associated to feelings of dissatisfaction within the employees and were extrinsic to the job, such as interpersonal relations, University policy, salary and supervision (Herzberg, 1966).

The main point to note from Herzberg research was that there are perceived factors of motivation and hygiene as separate factors that offer different dimensions that affect separate aspects of job satisfaction. This belief differed much from the traditional approach of viewing job satisfaction and dissatisfaction as opposite ends of the same continuum (Herzberg, 1966). Factors of hygiene avoid discomfort but don't contribute to satisfaction. These are only important to stop a poor work feeling.

Also referred to as the hygiene factors are the maintenance factors that comprise the physiological, safety and love needs in Maslow's hierarchy of needs. These are variables not specifically linked to the work but to the circumstances surrounding doing the job. They typically work to dissatisfy workers when they are not present, but the existence of these circumstances does not automatically create high motivation (Oved, 2017).

This theory argued that gathering individuals 'lower-level demands (extrinsic or hygiene factors) does not encourage them to impose effort, but would simply prevent them from dissatisfying themselves. Higher-level requirements (intrinsic or motivating factors) have to be supplied to inspire workers. The reason for companies to use this principle is that meeting the extrinsic or hygienic criteria of workers would only prevent workers from

being actively disgruntled but will not inspire them to devote extra efforts towards better efficiency.

Organizations will concentrate on having intrinsic or motivational factors to inspire workers (Robbins, 2009). In the theory setting, Extrinsic Factors are less likely to contribute to the motivation needs of employees. The presences of these influences were mainly to prevent any discontent in their workplaces from occurring. Extrinsic factors are also well established as work context factors; these are extrinsic satisfactions for workers provided by certain people (Robbins, 2009). Such considerations serve as guidelines for managers to create a work atmosphere in which workers feel secure working inside.

If all these external factors are met, workers are freed from negative external working conditions that will banish their feeling of discontent but stay neutral in neither pleased nor motivated; however, if employers fail to meet the needs of workers with Extrinsic Factors, the job discontent of personnel will arise. Intrinsic factors are the variables that directly lead to the work satisfaction rates of the employees. This is commonly recognized as job quality factors that seek to provide workers with meaningful work that is capable of rewarding themselves internally through the outcome of their jobs.

Intrinsic factors are very successful in generating and sustaining more enduring positive effects on the output of workers against their jobs, as these factors are essential human needs for psychological development. Intrinsic Factors may motivate workers to place extra effort in their jobs. When workers are very well pleased with motivational needs, their efficiency and effectiveness are enhanced.

This concept also suggested the interdependence of the Intrinsic and Extrinsic Factors to each other. Extrinsic factor involvement will only remove the frustration with the work of the employees; however, it does not provide employee satisfaction. On the other hand, adequate supply of Intrinsic Factor will foster the internal growth and development of workers that will lead to higher production and performance; however, the absence of this factor will only obliterate their feelings on their work, neither satisfying nor dissatisfying. Extrinsic Factors allow just the willingness of employees to function while Intrinsic Factors decides on their quality of work.

Such two classes of Extrinsic and Intrinsic Factors do not need to be compared to each other since, opposed to satisfaction, they are not frustration, but rather no satisfaction. Similarly, fulfillment is not the opposite of disappointment, but no disappointment (Robbins, 2009). Organizations will modulate their processes and procedures to fulfill employee motivation factors both intrinsic and extrinsic.

The Herzberg's Motivator-Hygiene Theory focusses hygiene factors which are those job factors which are essential for existence of motivation at workplace. These do not lead to positive satisfaction for long-term. But if these factors are absent / if these factors are non-existent at workplace, then they lead to dissatisfaction. Secondly, According to Herzberg, the hygiene factors cannot be regarded as motivators. The motivational factors yield positive satisfaction. These factors are inherent to work. These factors motivate the employees for a superior performance. These factors are called satisfiers. These are factors involved in performing the job. This research intends to investigate influence of capacity building on employee job satisfaction. Thus the two factors will influence employee job satisfaction.

2.2.2 Maslow Needs Hierarchy Theory

Maslow (1943) initially established that individuals must at all-time strive to satisfy lower level deficit needs before soughing to meet higher level growth needs. However, satisfaction of such a needs is never an “all-or-none” phenomenon. Maslow (1954) adds that people are motivated to achieve certain needs and some needs are a priority over others. Basic need for physical survival are given the most priority in life.

The five different levels in Maslow’s (1943) hierarchy are as follow: Physiological needs include basic needs that are considered very vital to survival, such as the need for water, air, food, and shelter. According to Maslow these needs are considered the most basic and instinctive needs as human, needs food and water to survive (Munyaradzi, Tapuwa, Mirjam & Gertjan, 2016). Security needs include safety and security and they are considered important for survival, but they are not as demanding as the physiological needs. Examples of security needs include health care, safe neighborhoods, good employment, and shelter from the environment (Munyaradzi, Tapuwa, Mirjam & Gertjan, 2016). Social needs are needs for belonging, love, and affection. Maslow described these needs as less basic than physiological and security needs. Relationships such as friendships, romantic attachments, family’s companionship, involvement in social, community, religious groups help fulfil this need (Munyaradzi, Tapuwa, Mirjam & Gertjan, 2016).

Satisfying this need and gaining acceptance and esteem helps people become more confident (Munyaradzi, Tapuwa, Mirjam & Gertjan, 2016). Self-actualizing creates self-aware, hence they become concerned with personal growth, less concerned with the

opinions of others, and interested in fulfilling their potential (Munyaradzi, Tapuwa, Mirjam & Gertjan, 2016). People prefer being in a secured environment free from any danger; therefore, they expect the work place to be safe and well equipped to avoid any accidents. Employees' expectation of reward is proportional to workers contribution to the organization, and many people discreetly desire the crowd to applaud them. Self-actualization needs are more concerned about the wish of full potentials being realized and exploited. For most individuals true talent is developed and deployed in the finest position. Thus for employee to be satisfied by high esteem level deserves they deserve to be motivated to the highest level as they are a treasure of human resource management (Wahba & Bridwell, 2015).

Human resources management is considered to be very vital in organizations, theories about how to motivate people to perform more efficiently and effectively are discussed extensively in research areas. Human resource management is a multidisciplinary organizational function that draws theories and ideas from various fields such as management, psychology, sociology and economics (Anbu, 2019).

Since the study deals with employees it is relevant to this study as it encourages employers to increase and maintain employee job satisfaction (Gregory, 2011). Understanding the factors that contribute to job satisfaction is essential because it helps to identify the reasons and areas which employees are not satisfied with. Through this understanding, changes and adjustments of organizational policies, organization structure and job design can be altered to enhance the level of employee job satisfaction.

2.3 Empirical Review

This section offered literature on past studies done on capacity building on employee job satisfaction. The main area reviewed included studies done on organizational communication, change management strategy, skills training influence on job satisfaction.

2.3.1 Organization Communication and Employee Job Satisfaction

Communication is one of the most crucial factors in organizational functioning and it is known that employees devote a considerable portion of their workday to collect and disseminate information concerning crucial matters such as University policy, performance feedback, role expectations, and task instructions (Lewis, 2018).

Pain (2018) notes that communication plays a vital role in designing rules, regulations and responsibilities, and presenting to the members of the organization. Organizational communication is a dynamic process and involves complex communication techniques, networks and channels.

Harris (2012) terms this type of learning “communicative learning,” which she describes as the process whereby people come to understand more fully their particular social, cultural, economic and political situations and are thus able to effect greater control over their own affairs. Harris (2012) stresses, however, that while communication lies at the core of all types of programs which deal with capacity building, each of these must be individualized for the context they are to be delivered in, and must concern not just those

things which contribute to economic capacity building, but also social and civic development.

According to Jae (2016) organizational communication is crucial to get involved into better relationships within an organization, to transmit information, to have trust on and cooperation with each other, to understand and co-ordinate the work, to improve communication climate and learning, and hence to increase overall workplace satisfaction and also an individual's job satisfaction. Businesses are aimed to be successful to pay attention of the most talented employee, to motivate and hold them. Therefore, organizational communication, job satisfaction and organizational commitment are crucial factors to enhance organizational performance.

Proctor (2014) study sought to determine how bi-directional communication affects the level of individual, team, and management job satisfaction, the commitment to a positive office culture, and how efforts to have a good attitude affect job satisfaction in Enrollment Management Division of Southern Utah University and individual perceptions of the positive or negative environment in which employees works and the trait effect of the individual, coworkers, and supervisor. The results demonstrated that effective bi-directional communication between employees, supervisors, and management has the capability of improving attitude and happiness thereby affecting job satisfaction. This study was done in the United States and therefore this current research Was aim to establish if similar results are recorded at USIU-A.

Syallow (2018) conducted a study to determine the role of organizational communication on employee job satisfaction in telecommunication industry in Kenya in a bid to improve

its effectiveness and applicability in the industry. The study was guided by four specific objectives which included to establish the role of organizational flow of information, to examine the role of communication climate, to investigate the role of nature of organizational communication and to evaluate the role of information load on employee job satisfaction in telecommunication industry in Kenya. The study established that, a majority of employees at the telecommunication industry in Kenya are aware of what organizational communication entails. Therefore, management should strive to ensure that the nature of information they pass to employees produces a cohesive corporate identity by increasing employees knowledge about the overall organization's philosophy and its strategies which brings job satisfaction and commitment.

Communication can be considered to lie at the base of the human interactions that make up the concept of society, including those that create community. Closely related to the role of communication in creating social networks and social cohesion, is its role in building capacity. Although in a general sense, capacity building can be defined as "activities that increase an individual's, population's or community's ability for growth, development, or accomplishment" in much of the literature, it is defined much more specifically as activities, resources and support that strengthen the skills and abilities of people and community groups to take effective action and leading roles in the development of their communities.

Increasingly, capacity building is involving the use of ICTs, especially the internet and e-mail. This is another trend noted in the literature that combines communication and capacity building. Of particular interest is an article by Donovan, Taylor, Tharp, and Lloyd (2012) whose case study involves the development of a community through e-

mail; they outline how using this type of communication developed strong cohesion among parents whose children attended a rural school threatened with closure, and discuss the role of informational control and empowerment in capacity building.

Schuler (forthcoming) stresses the concept of “civic intelligence” and describes how mediated community networks can build and foster it within both place-based and virtual communities. Milojevic (2014) for instance, discusses ways in which globally mediated communication is creating unequal capacities in terms of economics, language, religion, and interaction with nature. Parker and Sofiarini (2012) show how, in terms of community capacity building, it is often conversation between individuals that has the most impact on learning.

2.3.2 Change Management Strategy and Employee Job Satisfaction

Change is inevitable and is present in all facets of life, and the management of any change is widely varied and diverse in different forms of business. Negative employee behavior is most often the root of resistance to change. The dynamics of management leading the change can either contribute to the negativity or turn a negative situation into positive with winning results for the organization as a whole (Stensaker, 2012).

Adoption of an organizational practice should also lead to the adoption of the change management models and processes used in a corporate organization to prepare its employees, and promote a healthy work environment. The outcome of successful change management models or processes used in organizations handling change, can bring confidence to an institution with similar possible successful result.

There is a broad range of capacity-building approaches which include peer-to-peer learning, facilitated organizational growth, training and academic study, research, publishing, and grant-making. In addition to the difficulty, capacity building is also taking place across organizations, within populations, in entire geographic regions, within the non-profit sector, and across industries. This includes individuals and groups of people, organizations, groups within the same area or industry, as well as organizations and actors from various fields and industries. Capacity building takes place amid everything else that is going on in a nonprofit's experience, and it is very difficult to isolate a capacity-building intervention from all the factors that lead to it, happen during it and proceed afterward (Linnell, 2003).

Capacity building interventions require the ability to deal with ambiguity, uncertainty, and paradox; to observe, listen, and overcome resistance to change; and to conceptualise and thus analyze strategy with intelligence. In a study of grant making for capacity building, Backer (2000) suggests that one of the core components of efficient capacity building is the change agent's competency base. The study found that the most productive capacity-building programs are those provided by well-trained providers and requested by competent, experienced 'consumers' of non-profit organizations 'managers and board members. The question of whether a change agent is located inside or outside an organization clearly matters (Backer, 2000).

Cameron and Quinn (2011) notes that capacity building generally involves a change process, which may include recovery exercise, implementation of a policy change, restructuring, or at times the process of organizational reform. Yang and Torneo (2016) indicate that the various dimensions of capacity do not exist in isolation but are

interdependent to one another for some extent. As such, capacity building is a dynamic process with feedback loops through which the different dimensions impact on one another.

Watkins (2013) explains that for these processes to succeed it requires a supportive organizational culture to be successful. This might mean an organization changing its ways to reach the values it seeks to espouse. Minzner *et al.*, (2014) expounds that for instance, firms aspiring to a culture which values and promotes collaboration and innovation, adapting or transforming its business model might seek consciously to change its culture to make it more supportive of that process.

For change management to be successful and its impact positive, managers or supervisors in the organizations need to understand what motivates their team and enroll employee participation. In fact separating managers from leadership in terms of style is difficult because every manager needs to have leadership skills to get activities done and every leader should have managerial skills to induce workers to change directions. This is especially important in organizations or institutions which are going through change since constant motivation and guidelines are needed for effectiveness of employee performance (Hamidianpour, Esmailpour, & Zarei, 2016)

Osei-Bonsu (2014) study sought to assess the extent of employee involvement in the change management processes, assess the impact of change management on employee job satisfaction and attitude of employees after organizational change. A descriptive survey research design was employed to administer a self-designed questionnaire consisting of open and closed- ended items to one hundred and forty respondents using

simple random sampling. The main findings indicated that employees' involvement in the process was limited to provision of adequate information. It was also revealed that generally, the change had a positive impact on employees' job satisfaction. Finally, employee attitudes after the change were found to be positive. Interestingly, respondents disagreed with the issue of high level of trust after the change process. In view of the findings, it is recommended that management should encourage employees' maximum participation in the process through adequate representation on change management committees.

2.3.3 Skills Training Influence and Employee Job Satisfaction

Training is the process for new employees to go through when joining a University to learn how to carry out the day-to-day operations, know how their departments work and how job specific tools operate in order to carry out their responsibilities (White, 2013). Skill development (learning and training) is needed in organizations because it makes employees more respected to organizations by out spreading their skills and knowledge, modifying attitudes towards job and changing patterns of behavior in the organization. Managers should find out what it is that employees do not understand and how it can be improved (Marcus & Shoham, 2014). According to Hamidianpour, Esmailpour and Zarei (2016), untrained workers could make mistakes and might not deliver quality service to customers, which might negatively affect the overall organizational performance.

Training and development refer to the obtaining or transferring knowledge, skills and abilities process needed to carry out a specific activity or functions; so, the benefits of

training and development both for organization and individual are strategic in nature and hence much wider. To meet the current and future challenges of organizations', training and development assume a wide range of learning actions, ranging from training of the individual for their present tasks and moreover, knowledge sharing to improve the organization horizon and customers service. Which focus on their career development and enrichment, thus expanding individual, group and organizational effectiveness (Niazi, 2011).

To determine the concrete benefits of training, clear connections between training and goals firstly need to be established. To establish these linkages something similar to a training needs analysis is required. It is necessary to identify the mission and objectives related to performance. The tasks required to accomplish these objectives as well as to determine the knowledge, skills, and attitudes needed to perform these functions effectively (Bahlis & Tourville, 2005). This involves defining and prioritizing the organization's mission and the training unit's mission and performance objectives. Identifying the mission tasks needs to accomplish comprehensive performance objectives, allocating tasks to different groups and jobs, determining the required functions, prioritizing the necessary identifying knowledge and skill gaps, identifying execution procedures and problems and finally drawing up an action plan that prioritizes activities (Bahlis & Tourville, 2005). Therefore, a direct linkage between the organization's mission and its learning culture benefits both the organizations and individuals with highlighting the positive associations of learning, development, motivation and organizational performance (Niazi, 2011).

Training transferring ultimately aims at employee's performance improvements through learning and taking action on that learning (Weldy, 2009), so when a performance gap occurs, the typical and easiest solution in the majority of organizations is training. However, if the gap is not caused by a lack of skill or knowledge, training is not necessary. To achieve the desired performance levels and carry out the actions recommended for maximizing return on investment on training, it is necessary to gather and analyze information to find out the reason of the problem. It is also necessary to identify realistic solutions to fill the performance gap, to identify implementation problems, to calculate the direct costs and benefits of possible solutions, to prioritize recommendations and draw up an action plan.

Terera and Ngirande (2014) conducted a study to explore the impact of training on job satisfaction and retention of employees at a selected tertiary institution. A quantitative research methodology was used and 120 randomly selected respondents participated in this study. Self-administered questionnaires were administered to respondents drawn from academic administrators. The results revealed that there was no significant relationship between training and employee retention. However, the study revealed that there is a significant positive relationship between employee job satisfaction and retention.

In another study Vasudevan (2014) examined the relationship of training on job satisfaction and organizational effectiveness. The results established that training is considered an important element in the organization, as it heavily influences people to learn how to be more effective at work by modifying knowledge, skills or attitudes through the learning experience to achieve a successful performance. The finding

revealed that training involves two-way communication between the trainer and the person learning. It was agreed that as a long term measure to ascertain the effectiveness of the training, performance monitoring system should be set up to work after continuous training to enable an organization to identify the effectiveness of the training to the participants and to identify the basic needs of training in time.

2.4 Summary of the Reviewed Literature

From the reviewed literature, it is clear to say that capacity building for employees leads to improvements in the ability of all employees to perform appropriate tasks within the broader set of performance standards of the organization. Communication is one of the most crucial factors in organizational functioning and it is known that employees devote a considerable portion of their workday to collect and disseminate information concerning crucial matters such as policy, performance feedback, role expectations, and task instructions. Communication plays a vital role in designing rules, regulations and responsibilities, and presenting to the members of the organization. Organizational communication is a dynamic process and involves complex communication techniques, networks and channels. Organizational communication is crucial to get involved into better relationships within an organization, to transmit information, to have trust on and cooperation with each other, to understand and coordinate the work, to improve communication climate and learning, and hence to increase overall workplace satisfaction and also an individual's job satisfaction. Businesses are aimed to be successful to pay attention of the most talented employee, to motivate and hold them. Therefore, organizational communication, job satisfaction and organizational

commitment are crucial factors to enhance organizational performance. Effective bi-directional communication between employees, supervisors, and management has the capability of improving attitude and happiness thereby affecting job satisfaction.

Change is inevitable and is present in all facets of life, and the management of any change is widely varied and diverse in different forms of business. Negative employee behavior is most often the root of resistance to change. The dynamics of management leading the change can either contribute to the negativity or turn a negative situation into positive with winning results for the organization as a whole (Stensaker, 2012).

Adoption of an organizational practice should also lead to the adoption of the change management models and processes used in a corporate organization to prepare its employees, and promote a healthy work environment. The outcome of successful change management models or processes used in organizations handling change, can bring confidence to an institution with similar possible successful result.

There is a broad range of capacity-building approaches which include peer-to-peer learning, facilitated organizational growth, training and academic study, research, publishing, and grant-making. In addition to the difficulty, capacity building is also taking place across organizations, within populations, in entire geographic regions, within the non-profit sector, and across industries. This includes individuals and groups of people, organizations, groups within the same area or industry, as well as organizations and actors from various fields and industries. It is very difficult to isolate a capacity-building intervention from all the factors that lead to it, happen during it and proceed afterward. Capacity building interventions require the ability to deal with ambiguity,

uncertainty, and paradox; to observe, listen, and overcome resistance to change; and to conceptualize and thus analyze strategy with intelligence.

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2.5 Knowledge Gap

Studies have indicated that capacity development has a positive influence on employee satisfaction. A study by Asiya, Sajjad and Zeb (2012) in Pakistan established that if training and development is increased, employee retention would also increase and if there is no capacity building plan or procedure then the employee retention would also decrease. The correlation of employee empowerment and employee retention gave a positive value indicating a positive and significant relationship. The study was done in Pakistan.

Similarly, Yamoah and Maiyoh (2013) considered the aspect of capacity building that deals with the development of the individual or a group of people. The results established that proper training has a significant effect on employee performance. Although, training

does not always answer job performance problems. But rather reward systems such as: salaries, bonuses and allowances were the major ingredients which fueled performance of employees. The study was however limited to employees at MTN Accra offices and did not target a learning institution.

In Nigeria, Nwankwo, Abdulahi and Onwuchekwa (2017) also established strong evidence to show that capacity building had a strong effect on the performance of the cooperative. The study was however limited to employees at MTN Accra offices and did not target a learning institution.

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Training transferring ultimately aims at employee's performance improvements through learning and taking action on that learning (Weldy, 2009), so when a performance gap occurs, the typical and easiest solution in the majority of organizations is training. However, if the gap is not caused by a lack of skill or knowledge, training is not necessary. To achieve the desired performance levels and carry out the actions recommended for maximizing return on investment on training, it is necessary to gather and analyze information to find out the reason of the problem. It is also necessary to identify realistic solutions to fill the performance gap, to identify implementation problems, to calculate the direct costs and benefits of possible solutions, to prioritize recommendations and draw up an action plan.

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In another study Vasudevan (2014) examined the relationship of training on job satisfaction and organizational effectiveness. The results established that training is considered an important element in the organization, as it heavily influences people to learn how to be more effective at work by modifying knowledge, skills or attitudes through the learning experience to achieve a successful performance. The finding revealed that training involves two-way communication between the trainer and the person learning. It was agreed that as a long term measure to ascertain the effectiveness of the training, performance monitoring system should be set up to work after continuous training to enable an organization to identify the effectiveness of the training to the participants and to identify the basic needs of training in time. From the literature above this study reveals that a gap exist with result to influence of capacity building on employee job satisfaction in private universities.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the general methodology applied in this research. This section looks at the research design applied for the study, apart from this it also involves the population of the study which involves mainly employees from USIU Africa. The sample size is also described along with the data collection methods which was mainly a questionnaire. The research procedures and data analysis and the presentation methods to be utilized in this research are also discussed.

3.2 Research Design

Research design is a detailed framework for the collection and analysis of data in order to answer research question and meet the research objectives by offering a reasoned justification for choice of data sources, collection methods and analysis techniques (Saunders, Lewis & Thornhill, 2016). This study adopted a descriptive research design.

According to Sekaran and Bougie (2013) a research design is adapted in order to facilitate collection of information from respondents on their perceptions in relation to strategic leadership and the performance of non-governmental organizations. Furthermore, a correlational approach was adopted as the study sought to describe relationship between the independent variables (organizational communication, change management, skills training and social impact) and dependent variables (employee job satisfaction).

3.3 Research Site and Rationale

The target site was USIU Africa which is a leading private university with over 50 years of operation in Kenya. USIU-Africa was considered as a suitable site for the study because of its international feel by having a dual accreditation. USIU-A was also the first secular private university to be established in Kenya. It's on this precedence that this study intends to do a research at USIU-A on employee job satisfaction and the main areas of interest was on organizational communication, change management strategy and skills training of USIU-A employees.

3.4 Target Population

A population is normally a collection of all the units of concern that researchers would like to study within a particular problem space (O'Gorman & MacIntosh, 2014). The target population for this study was 438 employees in both teaching and non-teaching departments. This comprised of director, deans, heads/ chairs of departments, head of sections, faculty and non-teaching staff whom are all considered vital in the evaluation of USIU Africa performance.

For the institution to operate effectively it is the role of the directors to ensure all activities of the school are run as effectively as possible, the deans, heads/ chairs of departments, head of sections are in charge of the management of their respective departments. At the same time the faculty's role is to offer education services to the students enrolled. Non-teaching staff included a range from employees in academic affairs, quality assurance officers, registrar, admissions staff, counsellors and career / placement officers, student affairs staff, research staff, library staff, technicians and

technologists, medical staff, accountants, internal auditors, ICT staff, legal officers and insurance officers, human resources officers, procurement staff, advancement, communications and external relations officers, security officers, office administrator, transport staff, housing staff, cafeteria personnel, clerks, office services staff, maintenance staff all of whom offer support services.

Table 3.1 Target Population

Unit of Analysis	Target Population	% Distribution
Directors	7	2%
Deans	5	1%
Heads/ Chairs of Departments	31	7%
Head of Sections	27	6%
Faculty	134	31%
Non-teaching Staff	234	53%
TOTAL	438	100

3.5 Sampling Procedure

The study adopted a probability sampling technique to arrive at the sample size. According to Sekaran and Bougie (2013), in probability sampling, the elements in the population have some known, nonzero chance or probability of being selected as a sample subjects. There are 438 employees at USIU and the use of probability sampling ensure all employees had an equal chance to be the participants in the study were divided into strata on the basis of some characteristics (department) and from each of these

smaller homogeneous groups a predetermined number of units was drawn. This entailed dividing the population into mutually exclusive groups, in this case Directors, Deans, Head of Departments, Head of Sections, Faculty and Non-teaching Staff. Then random samples were drawn from each group.

The sampling frame for any probability sample is a complete list of all the cases in the target population from which the sample was drawn (Saunders, Lewis, & Thornhill, 2016). It is essential because the methodology applied is used to determine whether the sample of the study is a true representative of the whole population from which it is drawn or not. Thus the findings of the study was assumed to be a true representative of the study population (Cooper & Schindler, 2014).

3.6 Sample Size

Meridith (2005) format was applied where:

$$\text{Sample size} = \frac{(Z_{\alpha/2})^2 \times P(1-P)}{E^2}$$

Where: $(Z_{\alpha/2})$ = Z value (2.58=99%; 1.96= 95%; 1.645=90% confidence level)

In this case 1.96 used.

P = percentage proportion of choice (10% used for sample size needed)

E = margin of error (5%)

Going as per the stated assumptions the sample size Was therefore be:

$$\begin{aligned} \text{Sample size} &= \frac{(1.96)^2 \times 0.1(1-0.1)}{0.05^2} \\ &= \frac{3.8416 \times 0.09}{0.0025} \\ \text{Sample size} &= 138.2976 = 138 \text{ Respondents} \end{aligned}$$

Table 3.2 Sample Size

Unit of Analysis	population	Sample	Distribution
Directors	7	2	2%
Deans	5	2	1%
Head of Departments	31	10	7%
Head of Sections	27	9	6%
Faculty	134	42	31%
Non-teaching Staff	234	73	53%
TOTAL		138	100

3.7 Data Collection Procedures

The questionnaire developed for this study was pre-tested on six respondents, who was randomly selected from the organizations under study. The pre-test was undertaken to

ensure flow, accuracy, and clarity of the interview questions and where necessary adjustments were made before the final administration of the questionnaire.

3.8 Research Instruments

This study administered open and close-ended questionnaire to the respondents and this was convenient for collecting large amounts of information from huge sample in a limited period of time and save cost. The questionnaires were based on a five-point Likert scale where respondents was expected to express their opinion and they were expected to either agree, strongly agree, remain neutral, disagree, or strongly disagree. The Likert scale is preferred as they are easy to understand, and draw conclusions from. The questionnaire was divided into six sections with the first addressing the demography, the second, and third sections addressing the objectives of the research while the last section addressed the dependent variable.

3.8.1 Piloting of Research Instruments

For piloting, 15 questionnaires were administered to the respondents who were picked randomly from USIU Africa. Self-administering of the pilot questionnaires gave respondents an opportunity to ask any questions and have ample time to fill them out. The questionnaire developed for this study w pre-tested on five respondents from each strata. The pre-test was undertaken to ensure that the questions asked had flow, accuracy, and clarity and where necessary adjustments were made before the final instrument was administered.

3.8.2 Validity of Findings

Research validity in surveys relates to the extent at which the survey measures right elements that need to be measured. In simple terms, validity refers to how well an instrument as measures what it is intended to measure. Validity encompasses the entire experimental concept and establishes whether the results obtained meet all of the requirements of the scientific research method.

For example, there must have been randomization of the sample groups and appropriate care and diligence shown in the allocation of controls. Internal validity dictates how an experimental design is structured and encompasses all of the steps of the scientific research method. Even if your results are great, sloppy and inconsistent design would compromise the integrity in the eyes of the scientific community. Internal validity and reliability are at the core of any experimental design.

External validity is the process of examining the results and questioning whether there are any other possible causal relationships. Control groups and randomization reduced external validity problems but no method could be completely successful. This is why the statistical proofs of a hypo Project called significant, not absolute truth.

3.8.3 Reliability of Research Instruments

Reliability is the degree to which an assessment tool produces stable and consistent results. Test-retest reliability is a measure of reliability obtained by administering the same test twice over a period of time to a group of individuals. The aim of a reliability test is to enable the researcher, edit or delete some questions from the questionnaire to

make it more reliable. Cronbach's alpha, α (or *coefficient alpha*), developed by Lee Cronbach in 1951, measures reliability, or internal consistency. "Reliability" is how well a test measures what it should and a Cronbach Alpha value of 0.7 and above is considered reliable (Saunders, Lewis, & Thornhill, 2016). To ensure reliability of the data a Cronbach alpha was done using SPSS.

3.9 Data Analysis and Presentation

Data analysis involved the process of analyzing, cleaning, transforming, and modeling data collected in a research. Data analysis methods utilized in this study was mainly via quantitative techniques (Cooper & Schindler, 2014). Data was coded as per the variables of study for ease of data entry and interpretation. Statistical Package for Social Sciences (SPSS) was used to describe the data through descriptive analysis of means, standard deviations, and frequencies. Inferential statistics was presented using regression, and correlation analysis to determine the relation between the dependent and independent variables. The information was displayed by use of tables and charts where necessary.

A regression analysis was also be used to determine the extent of relationship between the dependent and independent variable. The multi linear regression equation in the form

$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + \epsilon$ was established this needs to be mentioned in your abstract.

Where,;

Y= Employee job satisfaction

X₁ refers to organization communication

X_2 change management strategy

X_3 skill training

ε is the error term which captures the unexplained variations in the model.

b_1, b_2, b_3 and b_4 are regression coefficients of the respective independent variables

3.10 Ethical and Legal Consideration

To ensure confidentiality and anonymity of the respondents the researcher made it clear to the respondents that the research is purely academic and they are not required to give out their personal details. The literature reviewed was also referenced to minimize cases of plagiarism. The findings were also be shared with the School of Graduate Studies, Research and Extension and Human Resource Department at USIU-A.

A letter of authorization and NACOSTI letter of research authorization was obtained from the Business school at African Nazarene University. This was presented to NACOSTI for a permit to undertake the research before proceeding to collect data. The questionnaires were administered at the university and drop and pick method was used to ensure all the questionnaires are filled and returned.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 Introduction

In this section the researcher presents findings of the study. This chapter sought to provide the data analysis and interpretation of the data collected from the questionnaires. The findings are based on demographic data and specific research questions which include response on the influence of organizational communication, effect of change management strategy and effect of skills training on employee job satisfaction in private universities in Kenya.

4.2 Response Rate

The study was aimed at collecting data from 138 respondents from which only 131 filled and returned the questionnaires giving a 94% response rate why? What did you do? which was considered sufficient for the study in regards to drawing conclusion as shown in Table 4.1. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This response rate therefore was satisfactory therefore this response rate met the threshold to allow for further analysis.

Table 4.1. Response Rate

Variable	Frequency	Percentage
Filled and returned	131	94.0
Non-response	7	6.0
Total	138	100

4.3 Reliability Analysis

To guarantee dependability and consistency of the examination instrument, a pilot study was directed utilizing an arbitrary sample of 5 employees. As indicated by Sekeran (2013) a pilot test is fundamental for testing the validity and reliability of information gathering instruments. In this examination, pilot test was with a specific end goal to evaluate the reasonableness of research questions and meeting plan, the wording of the inquiries and the consistency in the reactions. For purposes of reliability, the outcomes from the pilot study were subjected to a Cronbach reliability test;

Cronbach's alpha provides a good measure of reliability because holding other factors constant the more similar the test content and conditions of administration are, the greater the internal consistency reliability (Peil, 2013). A reliability coefficient of 0.70 and above from the pilot study results was acceptable as appropriate for this study (Milton, 2014). As shown in Table 4.2 all the variables were reliable.

Table 4.2. Reliability Test

Variable	Cronbach's Alpha	Number of Items
Effect of communication on employee job satisfaction	.828	10
Effect of change management on employee job satisfaction	.933	11
Effect of skill training on employee job satisfaction	.920	10

From the findings effect of change management on employee job satisfaction ($\alpha=.933$) had the highest construct, followed by effect of skill training on employee job satisfaction ($\alpha=.920$), and effect of communication on employee job satisfaction ($\alpha=.828$). This illustrated that all the variables were reliable as they exceeded the thresh hold of a 0.7

4.4 Findings from Respondents Demography

4.4.1 Demographic Data

The study sought to analyze demographic data from the respondents and this included questions on age, gender, role and years of work experience at USIU-Africa and the results were as follows:

4.4.1.1 Respondent Age

The study sought to analyze respondent's ages and the findings from the analysis are presented in Table 4.3

Table 4.3. Respondent Age

Years	Frequency	Percent (%)
18-25	2	1.5%
26-35	39	29.8%
36-45	50	38.2%
46 and Above	40	30.5%
Total	131	100.0%

Findings in Table 4.3 shows that employees aged between 18-25 had the least representation on 1.5%, this was followed by those aged 26-35 who had 29.8% representation. It was however revealed that, a majority of the employees were of the age group 36-45 representing 38.2% while those aged 46 and above had a 30.5% representation. The varied age groups indicated that USIU-Africa has a diverse age group.

4.4.1.2 Respondents Gender

The study sought to analyse the respondent's distribution based on their gender and the result from the analysis done indicated that majority of respondents accounting for 59.5% were male while 40.5% were females. This implies that the data received represented the views of all as shown in Table 4.4

Table 4.4. Respondents Gender

Gender	Frequency	Percent (%)
Female	53	40.5%
Male	78	59.5%
Total	131	100.0%

4.4.1.3 Role of Employees in the University

The study also sought to determine the role of respondents in the the institution and the finding indicated that Non-teaching Staff accounted for 56.5%, faculty represented 29.8% while the head of section had a 6.1% representation. The findings also indicated that head/ chair of department represented 4.6% while directors and the deans had 1.5% representation as shown in Table 4.5 as follows

Table 4.5. Role of Employees in the University

Role	Frequency	Percent (%)
Dean	2	1.5%
Director	2	1.5%
Faculty	39	29.8%
Head of Section	8	6.1%
Head/ Chair of Department	6	4.6%
Non-teaching Staff	74	56.5%
Total	131	100.0%

This findings indicated that the data collected represented the views of all cadres in the institution.

4.4.1.4 Respondents Education

A review of the respondent's education levels indicated that Diploma holders were only 3.0% while bachelor's degree holders represented 23.7% of the total respondent's. The findings also indicated that PhD holders accounted for 34.4% while Masters degree holders were 38.9% as shown in Table 4.6 This implied that the employees had the adequate education needed to perform their duties.

Table 4.6: Respondent's Education

Education Levels	Frequency	Percent (%)
Bachelor's Degree	31	23.7%
Diploma	4	3.0%
Masters	51	38.9%
Phd	45	34.4%
Total	131	100.0%

4.4.1.5 Work Experience

The study also analyzed the respondent's work experience and the results established that employees with 0-2 years' work experience accounted for 30.5%, while 22.1% had 3-5 years' work experience. The findings also indicated that employees with 6-8 years' experience accounted for 14.5% while those with 9-11 years' work experience accounted for 10.7% of the total respondent's. The results also indicated that 22.1% had over 11

years work experience as shown in Table 4.7 This implied that USIU has recently done a massive recruitment of new employees.

Table 4.7. Work Experience

Work Experience	Frequency	Percent (%)
0-2 years	40	30.5%
3-5 years	29	22.1%
6-8 years	19	14.5%
9-11 years	14	10.7%
Above 11 years	29	22.1%
Total	131	100.0%

The findings revealed that all employees at USIU Africa had relevant work experience to be able to answer the research objective as indicated in Table 4.7

4.5 Organization Communication

The study sought to establish the effect of organization communication on employee job satisfaction. Ten statements were developed to measure the extent to which organisation communication affect employee job satisfaction. The respondents were asked to indicate to what extent they agree or disagreed with statement using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agreed and the results are illustrated in Table 4.8

Table 4.8: Organization Communication

Statement	SD	D	N	A	SA	M	STD
USIU Africa has an effective top down communication structure.	8 6.1%	18 13.7%	46 35.1%	44 33.6%	15 11.5%	3.23	0.989
At USIU Africa I can effectively communicate to top management without fear of victimization.	15 11.5%	14 10.7%	35 26.7%	37 28.2%	30 22.9%	3.91	0.872
My supervisor rates me on my performance and shares the feedback with me in good time	4 3.1%	11 8.4%	25 19.1%	42 32.1%	49 37.4%	3.4	1.003
I am able to identify what I don't know and ask for the relevant information	4 3.1%	3 2.3%	18 13.7%	65 49.6%	41 31.3%	3.12	1.081
When encountered with a challenge ask for an intervention	4 3.1%	2 1.5%	6 4.6%	43 32.8%	72 55.0%	3.93	0.925
Organization applies use of communication to develop rules, regulations and responsibilities	2 1.5%	8 6.1%	53 40.5%	40 30.5%	28 21.4%	2.93	1.207
Top downward communication is applied in the University to inform employees of the strategic plan, job procedures and policies	0 0.0%	6 4.6%	40 30.5%	38 29.0%	47 35.9%	3.31	1.054
The University applies top downward communication to identify and give feedback	9 6.9%	21 16.0%	41 31.3%	47 35.9%	11 8.4%	3.44	1.068
There is an upward communication channel to provide feedback to top management.	15 11.5%	26 19.8%	45 34.4%	38 29.0%	7 5.3%	3.87	0.915
Peer to peer communication is used in my organization to manage task accomplishment and team collaboration.	3 2.3%	6 4.6%	36 27.5%	53 40.5%	33 25.2%	3.47	0.995
Composite mean and standard deviation						3.668	1.014

The first statement was aimed at establishing if USIU Africa has an effective top down communication structure. The result show that 8 (6.1%) strongly disagreed, 18 (13.7%) disagree and 46 (35.1%) were neutral. The result also showed that 44 (33.6%) agreed with and 15 (11.5%) strongly agreed.

The second statement was aimed at finding out if staff at USIU Africa can effectively communicate to top management without fear of victimization. A few 15 (11.5%) strongly disagreed and 14 (10.7%) disagreed with the statement. Result also show that 35 (26.7%) were neutral and 37 (28.2%) agreed those who agreed accounted for 30 (22.9%).

The third statement was aimed at determining if supervisor rates employees on performance and shares the feedback with the staff in good time. Those who strongly disagreed were 4 (3.1%), those who disagreed were 11 (8.4%) and 25 (19.1%) were neutral. Results also show that 42 (32.1%) agreed and 49 (37.4%) strongly agreed.

The fourth statement was set to identify if employees are able to recognize what they don't know and ask for the relevant information, 4 (3.1%) strongly disagreed, 3 (2.3%) disagreed and 18 (13.7%) were neutral. The findings also show that 65 (49.6%) agreed and 41 (31.3%) strongly agreed.

When encountered with a challenge 4 (3.1%) strongly disagreed that they would go directly to supervisor or coworker and ask for an intervention, 2 (1.5%) disagreed and 6 (4.6%) were neutral. The findings also show that 43 (32.8%) were in agreement with the statement and 72 (55.0%) strongly agreed as shown in Table 4.9.

The study also revealed that 2 (1.5%) strongly disagreed that organization applies use of communication to develop rules, regulations and responsibilities for each employee.

Results also show that 8 (6.1%) disagreed and 53 (40.5%) were neutral. It was also showed that 40 (30.5%) agreed and 28 (21.4%) strongly agreed with the statement.

To establish if top downward communication is applied in the University to inform employees of the strategic plan, job procedures and policies, results show that 6 (4.6%) disagreed, 40 (30.5%) were neutral and 38 (29.0%) agreed while 47 (35.9%) strongly agreed.

Analysis done to establish if the University applies top downward communication to identify any problems arising as well as give feedback to employees show that 9 (6.9%) strongly disagreed, 21 (16.0%) disagreed, 41 (31.3%) were neutral, 47 (35.9%) agreed and 11 (8.4%) strongly agreed with the statement.

There was also an intention to determine if there is an upward communication channel that allows employees to provide feedback to top management. The results show that 15 (11.5%) strongly disagreed with the statement, 26 (19.8%) disagreed, 45 (34.4%) were neutral, 38 (29.0%) agreed and only 7 (5.3%) strongly agreed.

The study also find out that 3 (2.3%) strongly disagreed and 6 (4.6%) disagreed that peer to peer communication is used in my organization to manage task accomplishment and team collaboration. The results also show that 36 (27.5%) were neutral, 53 (40.5%) agreed while 33 (25.2%) strongly agreed.

The Composite mean and standard deviation were (3.668) and (1.014) respectively. This showed that majority agreed that organisation communication affect employee job satisfaction. This results are concurs with the views of Jae (2016) who established that organizational communication is crucial to get involved into better relationships

within an organization, to transmit information, to have trust on and cooperation with each other, to understand and co-ordinate the work, to improve communication climate and learning, and hence to increase overall workplace satisfaction and also an individual's job satisfaction. Businesses are aimed to be successful to pay attention of the most talented employee, to motivate and hold them. Therefore, organizational communication, job satisfaction and organizational commitment are crucial factors to enhance organizational performance. Proctor (2014) also agree that effective bi-directional communication between employees, supervisors, and management has the capability of improving attitude and happiness thereby affecting job satisfaction.

4.7 Change Management Strategy

The study sought to establish the effect of change management on employee job satisfaction. Eleven statements were developed to measure the extent to which change management affect employee job satisfaction. The respondents were asked a set of questions to indicate to what extent they agree or disagreed with statement using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agreed and the results are illustrated in Table 4.9

Table 4.9: Change Management Strategy

Statement	SD	D	N	A	SA	M	STD
Approach to managing changes have been strategic and well thought.	4 3.1%	29 22.1%	42 32.1%	45 34.4%	11 8.4%	3.23	0.989
As a higher learning institution USIU Africa has strived to adapt to changes taking place in the business environment	0 0.0%	9 6.9%	29 22.1%	58 44.3%	35 26.7%	3.91	0.872
USIU Africa has empowered its employees to embrace change.	6 4.6%	14 10.7%	49 37.4%	43 32.8%	17 13.0%	3.4	1.003
The management team on board is always ready to support positive change in the institution.	13 9.9%	15 11.5%	61 46.6%	27 20.6%	15 11.5%	3.12	1.081
USIU Africa has the right talent to make the change.	6 4.6%	2 1.5%	14 10.7%	72 55.0%	28 21.4%	3.93	0.925
USIU Africa ensures that all employees are involved during the change process.	18 13.7%	29 22.1%	41 31.3%	26 19.8%	15 11.5%	2.93	1.207
USIU Africa has created a positive impact on employees' job satisfaction.	7 5.3%	17 13.0%	47 35.9%	36 27.5%	17 13.0%	3.31	1.054
USIU Africa creates a vision during change management process.	7 5.3%	17 13.0%	38 29.0%	49 37.4%	20 15.3%	3.44	1.068
The vision is communicated effectively to employees.	1 0.8%	11 8.4%	25 19.1%	61 46.6%	33 25.2%	3.87	0.915
During change implementation process the organization creates targets that employees are able to achieve	2 1.5%	21 16.0%	42 32.1%	45 34.4%	21 16.0%	3.47	0.995
My organization develops policy, procedures and standards that are used during change management.	3 2.3%	9 6.9%	47 35.9%	55 42.0%	17 13.0%	3.56	0.887
Composite mean and standard deviation						3.47	1.000

In the first statement, the study sought to establish if approach to managing changes have been strategic and well thought. The result show that 4(3.1%) strongly disagreed, 29 (22.1%) disagreed, 42 (32.1%) were neutral, 45 (34.4%) agreed and only 11(8.4%) strongly agreed with the statement.

The second statement asked respondents to indicate whether as a higher learning institution USIU Africa has strived to adapt to changes taking place in the business environment. Those who disagreed were 9 (6.9%), 29 (22.1%) were neutral, 58 (44.3%) agree, and 35 (26.7%) strongly agreed with the statement. To analyse if USIU Africa has empowered its employees to embrace change, 6 (4.6%) strongly disagree, 14 (10.7%) disagree, 49 (37.4%) were neutral, 43 (32.8%) agreed and 17 (13.0%) strongly agree.

The fourth statement sought to find out if the management team on board is always ready to support positive change in the institution, 13 (9.9%) strongly disagree, 15 (11.5%) disagree, 61 (46.6%) were uncertain, 27 (20.6%) agree and 15 (11.5%) strongly agreed. In another statement, the research asked respondents to indicate if USIU Africa has the right talent to make the change. The result show that 6 (4.6%) strongly disagree, and 2 (1.5%) disagree, 14 (10.7%) were neutral, 72 (55.0%) agree and 28 (21.4%) strongly agree with the statement.

In another statement the research sought respondents opinion on whether USIU Africa ensures that all employees are involved during the change process. The findings show that 18 (13.7%) strongly disagree, 29(22.1%) disagree, 41 (31.3%) were neutral 26 (19.8%) agree and only 15 (11.5%) strongly agreed.

Analysis to establish if USIU Africa has created a positive impact on employees' job satisfaction the results show that 7 (5.3%) strongly disagree, 17 (13.0%) disagree, 47 (35.9%) were neutral 36 (27.5%) agree and 17 (13.0%) were in strong agreement.

The employee response on USIU Africa creating a vision during change management process show that 7 (5.3%) strongly disagree, 17 (13.0%) disagree, 38 (29.0%) were neutral 49 (37.4%) agree and 20 (15.3%) strongly agreed. The study also sought to find out if the vision is communicated effectively to employees 1 (0.8%) strongly disagreed, 11 (8.4%) disagree, 25 (19.1%) were neutral, 61 (46.6%) agree and 33(25.2%) strongly agreed.

It was also established that majority agreed that during change implementation process the organization creates targets that employees are able to achieve. The result show that 2 (1.5%) strongly disagree, 21 (16.0%) disagree, 42 (32.1%) were neutral 45(34.4%) agree and 21(16.0%) strongly agreed. It was also agreed by a majority that USIU develops policy, procedures and standards that are used during change management, results show that 3 (2.3%) strongly disagree, 9 (6.9%) disagree, 47 (35.9%) were neutral, 55 (42.0%) agree and 17 (13.0%) were in strong agreement.

4.7 Skill Training

The study sought also to establish the effect of skill training on employee job satisfaction. The respondents were asked a set of questions to indicate to what extent they agree or disagreed with statement using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agreed and the results are illustrated in Table 4.10

Table 4.10. Skill Training

Statement	SD	D	N	A	SA	M	STD
I am provided with information for any upcoming training and development programs run by USIU Africa	3 2.3%	9 6.9%	21 16.0%	55 42.0%	34 26.0%	3.89	0.981
The objectives for training and development are communicated to me on time.	3 2.3%	11 8.4%	42 32.1%	55 39.7%	23 17.6%	3.62	0.948
I receive regular training needed to effectively do my job	18 13.7%	27 20.6%	27 20.6%	52 36.6%	9 6.9%	3.02	1.195
I am provided with sufficient opportunities for training and development	13 9.9%	17 13.0%	46 35.1%	48 30.5%	15 11.5%	3.21	1.121
There is fairness in staff training policy at USIU Africa.	18 13.7%	29 22.1%	28 21.4%	40 30.5%	13 9.9%	3.01	1.233
Through training USIU Africa productivity and service quality has increased.	6 4.6%	14 10.7%	39 29.8%	40 36.6%	15 11.5%	3.43	1.012
Training has motivated me to work hard.	3 2.3%	33 25.2%	20 15.3%	48 42.0%	20 15.3%	3.43	1.096
Training at USIU Africa has helped the reduce employee turnover rate.	11 8.4%	33 25.2%	40 30.5%	55 28.2%	10 7.6%	3.02	1.088
USIU Africa offers off –the-job training.	23 17.6%	25 19.1%	44 33.6%	37 22.9%	9 6.9%	2.82	1.173
On- the -job training is used in my organization to increase employee’s interaction	13 9.9%	18 13.7%	33 25.2%	30 32.1%	25 19.1%	3.37	1.223
						3.282	1.107

The first statement was aimed at determining if employees are provided with information for any upcoming training and development programs run by USIU Africa, 3 (2.3%) strongly disagree, 9 (6.9%) disagree, 21 (16.0%) were neutral, 55 (42.0%) agree and 34 (26.0%) strongly agreed.

The study also sought to determine if the objectives for training and development are communicated to me on time, 3 (2.3%) strongly disagree, 11 (8.4%) disagree and 42 (32.1%) were neutral. In addition, 55 (39.7%) agree and 23 (17.6%) strongly agree. Majority also agree that they receive receive regular training needed to effectively do my job. Result on the statement show that 18 (13.7%) strongly disagree, 27 (20.6%) disagree, 27 (20.6%) were neutral, 52 (36.6%) agree and 9 (6.9%) strongly agreed.

The study established that staff at USIU are provided with sufficient opportunities for training and development, the results show that 13 (9.9%) strongly disagreed, 17 (13.0%) disagree, 46 (35.1%) were neutral, 48 (30.5%) agree and only 15 (11.5%) strongly agree.

It was also established that majority agree that there is fairness in staff training policy at USIU Africa. According to the results, 18 (13.7%) strongly disagree, 29 (22.1%) disagree, 28 (21.4%) were neutral and 40 (30.5%) agree while only 13 (9.9%) strongly agreed. Result also show that through training USIU Africa productivity and service quality has increased 6 (4.6%) strongly disagree, 14 (10.7%) disagree, 39(29.8%) were neutral. 40 (36.6%) agree and 15 (11.5%) strongly agree.

According to the findings training has motivated USIU employees to work hard. As per the results 3 (2.3%) strongly disagree, 33 (25.2%) disagree, 20 (15.3%) were neutral, 48 (42.0%) agree while 20 (15.3%) strongly agreed. Majority agreed that training at USIU Africa has helped the reduce employee turnover rate. Result of the statement show that 11(8.4%) strongly disagree, 33 (25.2%) disagreed and 40 (30.5%) were neutral. At the same time, 55 (28.2%) agree and 10 (7.6%) strongly agree.

Majority showed uncertainty about USIU Africa offering off –the-job training. The findings show that 23 (17.6%) strongly disagree, 25(19.1%) disagree and 44 (33.6%) were neutral, 37 (22.9%) agree and 9 (6.9%) strongly agree. Findings also show that majority agree that On- the -job training is used at USIU to increase employee’s interaction. The results show that 13 (9.9%) strongly disagree, 18 (13.7%) disagree, 33 (25.2%) were neutral, 30 (32.1%) agree and 25 (19.1%) strongly agree. The composite mean and standard deviation were (3.282) and (1.107). This shows that majority were uncertain about of skill training influencing employee job satisfaction at USIU Africa and contradicts previous research done on the same. Skill development (learning and training) is needed in organizations because it makes employees more respected to organizations by out spreading their skills and knowledge, modifying attitudes towards job and changing patterns of behavior in the organization. Managers should find out what it is that employees do not understand and how it can be improved (Marcus & Shoham, 2014). According to Hamidianpour, Esmailpour and Zarei (2016), untrained workers could make mistakes and might not deliver quality service to customers, which might negatively affect the overall organizational performance.

4.7.1 Employee Job Satisfaction

The study sought also to establish employees job satisfaction levels (dependent variable). The respondents were asked a set of questions to indicate to what extent they agree or disagreed with statement using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agreed and the results are illustrated in Table 4.11

Table 4.11: Job Satisfaction

Statement	SD	D	N	A	SA	M	STD
I plan to stay for more than one year with the present organization.	25 19.1%	4 3.1%	28 21.4%	40 30.5%	34 26.0%	3.531	1.108
I feel I can contribute to the organization in other ways than my work.	2 1.5%	1 0.8%	82 62.6%	42 32.1%	4 3.1%	3.070	1.145
I am satisfied with my present job.	0 0.0%	9 6.9%	29 22.1%	58 44.3%	35 26.7%	3.922	1.106
I often think of quitting from my present organization	48 36.6%	53 40.5%	17 13.0%	7 5.3%	6 4.6%	2.297	1.282
I am frequently applying for jobs in other organizations	1 0.8%	7 5.3%	62 47.3%	35 26.7%	26 19.8%	3.031	1.108

As shown in Table 4.11, it was agreed that employees plan to stay for more than one year with the present organization. 25 (19.1%) strongly disagree, 4 (3.1%) disagree and 28 (21.4%) were neutral, 40 (30.5%) agree and 34 (26.0%) strongly agreed. Majority were uncertain that they can contribute to the organization in other ways than their work, 2 (1.5%) strongly disagree, 1 (0.8%) disagree, 82 (62.6%) were neutral 42 (32.1%) agree and 4 (3.1%) strongly agree. It was also established that a majority were satisfied with their present job only 9 (6.9%) disagreed, 29 (22.1%) were neutral 58 (44.3%) agree and 35 (26.7%) strongly agree. The result show that majority disagree that they often think of quitting from USIU. The finding show that 48 (36.6%) strongly disagree, 53 (40.5%) disagree. 17 (13.0%) were neutral 7 (5.3%) agreed and only 6 (4.6%) strongly agreed. There was uncertainty over employees frequently applying for jobs in other organizations 1 (0.8%) strongly disagree, 7 (5.3%) disagree and 62 (47.3%) were neutral. Results show that 35 (26.7%) agree 26 (19.8%) strongly agreed.

4.8 Correlation Analysis Results

A correlation analysis was established to show the relationship between capacity building on employee job satisfaction. The results were as shown in Table 4.12

Table 4.12: Correlation Analysis

		Job			
		Satisfaction	COM	CM	ST
Job Satisfaction	Pearson Correlation	1			
	Sig. (2-tailed)				
Communication (COM)	Pearson Correlation	.733**	1		
	Sig. (2-tailed)	.000			
Change Management (CM)	Pearson Correlation	.685**	.673**	1	
	Sig. (2-tailed)	.000	.000		
Skill Training (ST)	Pearson Correlation	.746**	.666**	.831**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	131	131	131	131

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

As shown in Table 4.12, the result established a positive relationship between employee job satisfaction and communication ($r=0.733$, p value=0.00), change management ($r=0.685$, p value=0.000), and skill training ($r=0.746$, p value=0.000). Therefore, an increase in combined variables of communication, change management and skill training had a significant positive effect on employee job satisfaction.

4.10 Regression Analysis

The research analysed relationship between the dependent variable (employee job satisfaction) against effect of of communication, change management and skill training. The results showed that the R value was 0.811, this indicated a strong positive relationship between the variables. The R^2 value was 0.657 hence 65.7% of the variation in job satisfaction was explained by the variations in communication, change management and skill training while 34.3% was explained by other variables not considered in the model illustrated in Table 4.13

Table 4.13. Model Summary

		Change Statistics							
		R							
Model	R	Adjusted R Square	Std. Error of the Estimate	Square Change	F Change	df1	df2	Sig. Change	F
1	.811 ^a	.657	.44070	.657	81.163	3	127	.000	

a. Predictors: (Constant), skill training, communication, change management

An ANOVA analysis was done between capacity building on employee job satisfaction at 95% confidence level, the F critical was 81.163 and the P value was (0.000) therefore indicated a statistically significant effect of capacity building on employee job satisfaction and the results are illustrated below in Table 4.14

Table 4.14. Anova Analysis

		Sum	of			
Model		Squares	df	Mean Square	F	Sig.
1	Regression	47.290	3	15.763	81.163	.000 ^b
	Residual	24.666	127	.194		
	Total	71.956	130			

a. Dependent Variable: job satisfaction

b. Predictors: (Constant), skill training, communication, change management.

The F calculated at 5% level of significance

$F = \text{Ms regression} / \text{Ms residual}$

$15.763 / .194 = 81.523$

F value in a test (81.163) is less than the F calculated (81.523) we can therefore conclude that there is a significant relationship between employee job satisfaction against effect of communication, change management and skill training as shown in Table 4.14

Using a multi regression analysis the study sought to establish the coefficients for the study and the results are shown in Table 4.15 as follows.

Table 4.15. Coefficient

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.668	.231		2.890	.005
	communication	.482	.085	.412	5.665	.000
	change management	.051	.095	.052	.536	.593
	skill training	.376	.085	.428	4.431	.000

The equation $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$ was established as per the coefficient Table 4.15,

$$Y = 0.688 + 0.482X_1 + 0.051X_2 + 0.376X_3$$

Where Y is the dependent variable employee satisfaction

X_1 – organization communication

X_2 – change management

X_3 – skill training

The regression equation illustrated in Table 4.16 established that taking all factors into account (organization communication, change management and skill training) all other factors held constant employee satisfaction had a positive change of 0.688. The findings presented also showed that with all other variables held at zero, a unit change in organization communication would lead to a .482 positive change in job satisfaction, and

a unit change in change management would lead to a 0.051 positive change employee job satisfaction. Moreover, the study also showed that a unit change skill training would lead to a 0.376 positive change in job satisfaction.

The result indicated that communication and skill training had a positive and significant influence on employee job satisfaction with precision level of 0.000. and 0.000 respectively against the threshold of $p \leq 0.05$.

Change management has a positive but insignificant influence on employee job satisfaction with $p=0.593$ against the threshold of $p \leq 0.05$.

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section offers the discussion, conclusions and recommendations arrived at guided by the research questions of the study which sought to analyze establish the influence of capacity building on employee job satisfaction in private universities in Kenya in Kenya: a case of United States International University-Africa.

5.2 Summary of Major Findings

The study sought to analyze establish the influence of capacity building on employee job satisfaction in private universities in Kenya in Kenya: A case of United States International University-Africa. The demographic data indicated that a majority of the employees were of the age group 36-45 and male employees formed that majority of the respondent's. Non-teaching Staff also accounted for high number of respondent's and with regard to education 38.9% were Masters degree holders. Finding also revealed that employees with 0-2 years' work experience accounted were the majority although those with over 11 years work experience also represented a considerable figure.

The findings revealed that majority of employees indicated that they were sufficiently skilled for the present job they were doing at USIU Africa and use of capacity building approaches had minimized over-reliance on outside experts for training. The results also indicated that a majority agreed that when encountered with a challenge they would go

directly to the supervisor or coworker and ask for an intervention and they were also able to identify what they don't know and ask for the relevant information. The findings also indicated that top downward communication was applied in the institution to inform employees of the strategic plan, job procedures and policies.

The study established that majority of the employees agreed that USIU Africa has the right talent to make the change and as a higher learning institution USIU Africa strives to adapt to changes taking place in the business environment. The results also revealed that the organization vision is communicated effectively to employees. It was agreed that employees were provided with information for any upcoming training and development programs run by USIU Africa and the objectives for training and development are communicated to employees on time.

The result established a positive relationship between employee job satisfaction and organizational communication, change management, and skill training. Therefore, an increase in combined variables of communication, change management and skill training had a significant positive effect on employee job satisfaction.

5.3 Discussion

5.3.1 Influence of Organizational Communication on Employee Job Satisfaction

The results indicated that a majority agreed that when encountered with a challenge they would go directly to the supervisor or coworker and ask for an intervention (Mean= 4.39, sd=0.901) and they were also able to identify what they don't know and ask for the relevant information (Mean=4.04, sd=0.906). Pain (2018) agrees that communication

plays a vital role in designing rules, regulations and responsibilities, and presenting to the members of the organization. Organizational communication is a dynamic process and involves complex communication techniques, networks and channels.

According to Jae (2016) organizational communication is crucial to get involved into better relationships within an organization, to transmit information, to have trust on and cooperation with each other, to understand and co-ordinate the work, to improve communication climate and learning, and hence to increase overall workplace satisfaction and also an individual's job satisfaction. Businesses are aimed to be successful to pay attention of the most talented employee, to motivate and hold them. Therefore, organizational communication, job satisfaction and organizational commitment are crucial factors to enhance organizational performance.

The findings also indicated that top downward communication was applied in the institution to inform employees of the strategic plan, job procedures and policies (Mean=3.96, sd=0.923). A Proctor (2014) study sought to determine how bi-directional communication affects the level of individual, team, and management job satisfaction, the commitment to a positive office culture, and how efforts to have a good attitude affect job satisfaction. A survey was conducted to gather information about the degree of two way communication in the Enrollment Management Division of Southern Utah University and individual perceptions of the positive or negative environment in which employees works and the trait effect of the individual, coworkers, and supervisor. To achieve this, weekly tasks were provided to participants with the aim of improving attitude and increasing happiness. Results of the survey indicate the majority felt positive at work and with their jobs, which translates into happiness in the work place. In addition, respondent's reported

that they generally enjoy going to work and felt their coworkers are happy. The results demonstrated that effective bi-directional communication between employees, supervisors, and management has the capability of improving attitude and happiness thereby affecting job satisfaction. This study was conducted at the United States and therefore this current research was aimed at establishing if similar results are recorded at USIU-A.

The employees also revealed that the supervisor rates them on performance and shares the feedback with them in good time (Mean=3.92, sd= 1.086). While peer to peer communication was also used in the organization to manage task accomplishment and team collaboration (Mean=3.82, sd=0.943). Syallow (2018) conducted a study to determine the role of organizational communication on employee job satisfaction in telecommunication industry in Kenya in a bid to improve its effectiveness and applicability in the industry. The study was guided by four specific objectives which included to establish the role of organizational flow of information, to examine the role of communication climate, to investigate the role of nature of organizational communication and to evaluate the role of information load on employee job satisfaction in telecommunication industry in Kenya. The study concluded that, a majority of employees at the telecommunication industry in Kenya are aware of what organizational communication entails. Therefore, management should strive to ensure that the nature of information they pass to employees produces a cohesive corporate identity by increasing employees knowledge about the overall organization's philosophy and its strategies which brings job satisfaction and commitment.

The study also revealed that the organization applies use of communication to develop rules, regulations and responsibilities for each employee (Mean=3.64, sd= 0.937). It was however revealed that there was uncertainty about employees at USIU Africa effectively communicate to top management without fear of victimization (Mean=3.4 , sd=1.27) or employees at USIU Africa having an effective top down communication structure (Mean=3.31, sd=1.044). Communication can be considered to lie at the base of the human interactions that make up the concept of society, including those that create community. Closely related to the role of communication in creating social networks and social cohesion, is its role in building capacity. Although in a general sense, capacity building can be defined as “activities that increase an individual’s, population’s or community’s ability for growth, development, or accomplishment” in much of the literature, it is defined much more specifically as activities, resources and support that strengthen the skills and abilities of people and community groups to take effective action and leading roles in the development of their communities.

The results also indicated that majority neither agreed or disagreed about the University applying top downward communication to identify any problems arising as well as give feedback to employees (Mean=3.23, sd=1.05). It was however disagreed that there is an upward communication channel that allows employees to provide feedback to top management (Mean=2.97, sd=1.081). Increasingly, capacity building is involving the use of ICTs, especially the internet and e-mail. This is another trend noted in the literature that combines communication and capacity building. Of particular interest is an article by Donovan, Taylor, Tharp, and Lloyd (2012) whose case study involves the development of a community through e-mail; they outline how using this type of communication

developed strong cohesion among parents whose children attended a rural school threatened with closure, and discuss the role of informational control and empowerment in capacity building.

Mabudafhasi (2011) discusses the use of distance education for capacity building in a number of South African communities in a region which is rapidly shifting from being economically dependent on resource-based industries, especially diamond mining, to a more economically diverse base. Huggins and Izushi (2012) and Lennie, Hearn, Simpson and Kimber (2015) consider the importance of developing community capacity surrounding ICTs, given the increasing importance of these technologies in rural service delivery. This latter sub-theme is brought out in most of the literature concerning rural communities lacking technological capacity due to the “digital divide”; there is increasing importance being placed on the ability of communities to provide capacity building through the use of ICTs. Schuler (forthcoming) stresses the concept of “civic intelligence” and describes how mediated community networks can build and foster it within both place-based and virtual communities.

Milojevic (2014) for instance, discusses ways in which globally mediated communication is creating unequal capacities in terms of economics, language, religion, and interaction with nature. Parker and Sofiarini (2012) show how, in terms of community capacity building, it is often conversation between individuals that has the most impact on learning. Harris (2012) also terms this type of learning “communicative learning,” which she describes as the process whereby people come to understand more fully their particular social, cultural, economic and political situations and are thus able to effect greater control over their own affairs. She stresses, however, that while communication

lies at the core of all types of programs which deal with capacity building, each of these must be individualized for the context they are to be delivered in, and must concern not just those things which contribute to economic capacity building, but also social and civic development.

5.3.2 Influence of Change Management Strategy on Employee Job Satisfaction

The study established that majority of the employees agreed that USIU Africa has the right talent to make the change (Mean=3.93, sd=0.925) Chien (2015) agrees that employees who received the new performance appraisal program evaluated the program more positively and showed more job satisfaction than those who did not. In particular, the implementation effects of this new performance appraisal program were most highly rated by employees who used the KPI to rate their job performance. Moreover, employees' attitudes toward the new performance appraisal program were positively related to their job satisfaction and employee engagement.

It was also revealed that as a higher learning institution USIU Africa strives to adapt to changes taking place in the business environment (Mean=3.91, sd=0.872). Stensaker, (2012) agreed that the doption of an organizational practice should also lead to the adoption of the change management models and processes used in a corporate organization to prepare its employees, and promote a healthy work environment. The outcome of successful change management models or processes used in organizations handling change, can bring confidence to an institution with similar possible successful result.

The results also revealed that the organization vision is communicated effectively to employees (Mean=3.87, sd= 0.915). Capacity building interventions require the ability to deal with ambiguity, uncertainty, and paradox; to observe, listen, and overcome resistance to change; and to conceptualise and thus analyze strategy with intelligence. In a study of grant making for capacity building, Backer (2000) suggests that one of the core components of efficient capacity building is the change agent's competency base. The study found that the most productive capacity-building programs are those provided by well-trained providers and requested by competent, experienced 'consumers' of non-profit organizations 'managers and board members. The question of whether a change agent is located inside or outside an organization clearly matters (Backer, 2000).

A majority also agreed that USIU Africa develops policy, procedures and standards that are used during change management (Mean=3.56, sd=0.887). Based on the aggregated means, results revealed that there was a lack of agreement that during change implementation process the organization creates targets that employees are able to achieve (Mean=3.47, sd=0.995). Osei-Bonsu (2014) study sought to assess the extent of employee involvement in the change management processes, assess the impact of change management on employee job satisfaction and attitude of employees after organizational change. The main findings indicated that employees' involvement in the process was limited to provision of adequate information. It was also revealed that generally, the change had a positive impact on employees' job satisfaction. Finally, employee attitudes after the change were found to be positive. Interestingly, respondent's disagreed with the issue of high level of trust after the change process. In view of the findings, it is

recommended that management should encourage employees' maximum participation in the process through adequate representation on change management committees.

There was uncertainty that as an Organization, USIU Africa creates a vision during change management process (Mean= 3.44, sd=1.068). Cameron and Quinn (2011) notes that capacity building generally involves a change process, which may include recovery exercise, implementation of a policy change, restructuring, or at times the process of organizational reform. Yang and Torneo (2016) indicate that the various dimensions of capacity do not exist in isolation but are interdependent to one another for some extent. As such, capacity building is a dynamic process with feedback loops through which the different dimensions impact on one another.

Employees also neither agreed nor disagrees that USIU Africa has empowered its employees to embrace change (Mean=3.4, sd=1.003). Watkins (2013) explains that for these processes to succeed it requires a supportive organizational culture to be successful. This might mean an organization changing its ways to reach the values it seeks to espouse. Minzner *et al.*, (2014) expounds that for instance, firms aspiring to a culture which values and promotes collaboration and innovation, adapting or transforming its business model might seek consciously to change its culture to make it more supportive of that process.

At the same time, majority failed to agree or disagree about USIU Africa creating a positive impact on employees' job satisfaction (Mean=3.31, sd=1.054). For change management to be successful and its impact positive, managers or supervisors in the organizations need to understand what motivates their team and enroll employee

participation. In fact separating managers from leadership in terms of style is difficult because every manager needs to have leadership skills to get activities done and every leader should have managerial skills to induce workers to change directions. This is especially important in organizations or institutions which are going through change since constant motivation and guidelines are needed for effectiveness of employee performance (Hamidianpour, Esmailpour, & Zarei, 2016)

It was established that majority were uncertain about the approach to managing changes at USIU Africa have been strategic and well thought (Mean=3.23, sd=0.989) or the management team on board is always ready to support positive change in the institution (Mean=3.12, sd=1.081). These contradicts previous studies. For instance, Osei-Bonsu (2014) study sought to assess the extent of employee involvement in the change management processes, assess the impact of change management on employee job satisfaction and attitude of employees after organizational change. It was revealed that generally, the change had a positive impact on employees' job satisfaction. Finally, employee attitudes after the change were found to be positive. Interestingly, respondent's disagreed with the issue of high level of trust after the change process. In view of the findings, it is recommended that management should encourage employees' maximum participation in the process through adequate representation on change management committees.

The was however a disagreement by a majority about USIU Africa ensuring that all employees are involved during the change process (Mean= 2.93, sd=1.207). Cameron and Quinn (2011) notes that capacity building generally involves a change process, which may include recovery exercise, implementation of a policy change, restructuring, or at

times the process of organizational reform. Yang and Torneo (2016) indicate that the various dimensions of capacity do not exist in isolation but are interdependent to one another for some extent. As such, capacity building is a dynamic process with feedback loops through which the different dimensions impact on one another. Watkins (2013) adds that for these processes to succeed it requires a supportive organizational culture to be successful. This might mean an organization changing its ways to reach the values it seeks to espouse. Minzner *et al.*, (2014) expounds that for instance, firms aspiring to a culture which values and promotes collaboration and innovation, adapting or transforming its business model might seek consciously to change its culture to make it more supportive of that process.

For change management to be successful and its impact positive, managers or supervisors in the organizations need to understand what motivates their team and enroll employee participation. In fact separating managers from leadership in terms of style is difficult because every manager needs to have leadership skills to get activities done and every leader should have managerial skills to induce workers to change directions. This is especially important in organizations or institutions which are going through change since constant motivation and guidelines are needed for effectiveness of employee performance (Hamidianpour, Esmailpour, & Zarei, 2016)

5.3.3 Influence of Skills Training on Employee Job Satisfaction

it was agreed that employees were provided with information for any upcoming training and development programs run by USIU Africa (Mean=3.89, sd=0.981) and the objectives for training and development are communicated to employees on time

(Mean=3.62, sd=0.948). Terera and Ngirande (2014) conducted a study to explore the impact of training on job satisfaction and retention of employees at a selected tertiary institution. A quantitative research methodology was used and 120 randomly selected respondent's participated in this study. Self-administered questionnaires were administered to respondent's drawn from academic administrators. The results revealed that there was no significant relationship between training and employee retention. However, the study revealed that there is a significant positive relationship between employee job satisfaction and retention.

It was however uncertain on whether training has motivated employees to work hard (Mean=3.43, sd=1.096). Vasudevan (2014) examined the relationship of training on job satisfaction and organizational effectiveness. The results established that training is considered an important element in the organization, as it heavily influences people to learn how to be more effective at work by modifying knowledge, skills or attitudes through the learning experience to achieve a successful performance. The finding revealed that training involves two-way communication between the trainer and the person learning. It was agreed that as a long term measure to ascertain the effectiveness of the training, performance monitoring system should be set up to work after continuous training to enable an organization to identify the effectiveness of the training to the participants and to identify the basic needs of training in time.

It was also established that employees showed uncertainty of on- the -job training being used in my organization to increase employee's interaction (Mean=3.37, sd=1.223) or if they were provided with sufficient opportunities for training and development (Mean=3.21, sd=1.121). Ndunguru (2015) study revealed that trained employees are

more willing to continue working in the same organization after being trained than those who are not yet trained. One big result is that having Mastery Specific Skills one needs to successfully perform the tasks related to his/her present job after training and seeing a Career Path in one's Present Job are strongly correlated. Hence, we can say that on-work training is a key factor to good performance, career path and job security. Once an employee is trained, they gain opportunity to enhance performance, current job has direct impact on achieving the organizational objectives, such job performance outcomes are consistent with the goals of the organization and good performance on job gives employees formal appreciation by the higher ups.

Employee job dissatisfaction can bring disasters to an organization which badly affects the daily operation, such as lack of interest for their responsibilities, tardiness in showing up for work, mild to severe withdrawal from their jobs and diminishing job performance. All these may end up with employees leaving the organization which cause high employee turnover in the organization (Gregory, 2011). Thus employees who perceive their jobs as satisfactory are more likely to work and stay in the current jobs and in the current organization in the future. Otherwise, employees are more likely to leave and which in turn influenced the performance of the organization and its costs (Tutuncu & Kozak, 2007). Employers are faced with the task to motivate employees and create high job satisfaction among their employees. Thus, understanding of the factors which influence job satisfaction is essential for employers. Through the understanding of the factors, organizations can be able to make relevant changes to prevent employee frustration and low employee job satisfaction (Dawal & Taha, 2006).

5.4 Conclusion

The study concluded that there is a good relationship and communication channel between employees and their superiors, as a result when encountered with a challenge employees are able to communicate with their supervisor or coworker and ask for an intervention. The culture also encourages an open door communication policy which means that whenever employees identify what they don't they are able to take time and know and ask for the relevant information. The study also concluded that USIU Africa utilizes top downward communication to inform employees of the strategic plan, job procedures and performance rating is done at and feedback shared in a good time. Horizontal communication is also encouraged and employees are able to undertake a peer to peer communication to manage task accomplishment and team collaboration.

With regard to change management the study concluded that USIU Africa has the the right talent to make the change required. In addition, USIU Africa has developed policy, procedures and standards that are applicable during change management. Although there is still a needs for more training and employees sensitization with regard to change change management. The change management process was also considered not all inclusive.

The study concluded that USIU Africa keeps employees updated with information for any upcoming training and development programs and the objectives of the training and development are communicated to employees on time, although there is a lack of proper feedback on whether the training offered have led to improved productivity and service quality.

5.5 Recommendation

The study recommended that all employees should be encouraged to undertake both vertical and horizontal communication in case they need an intervention to a problem. The human resource department should educate and shield employees against victimization by their supervisors. The board of directors and management board should be encouraged to communicate to the USIU community often by addressing any problems arising as well as give feedback to employees to minimize cases of rumours and gossips whenever an event occurs.

The study also recommended that since USIU Africa has the right talent to make the change, proper strategies needs to be put in place to ensure maximum retention and minimal turnover. The target put during change implementation process should be measurable and attainable by all employees. The vision during change management process should be well articulated to ensure all employees are on board. More training and education should be done to ensure the employees are more empowered to embrace change, this can be better done by increased involvement of the various management teams.

The study recommended that and evaluation needs to be done to establish whether the training offered at USIU Africa has an impact on productivity and service quality. More on the job training should be encouraged to ensure increased employee's interaction. In addition, with the dynamic higher education environment, there is a need for USIU to offer its employees sufficient opportunities for training and development in order increase productivity.

5.6 Areas for Further studies

This study focused on establishing influence of capacity building on employee job satisfaction in private universities in Kenya in Kenya, The focus was on United States International University-Africa. There is a need to undertake a similar study in the other 14 private universities in order to generalize the findings.

The regression equation revealed that only 65.7% of the variation in job satisfaction was explained by the variations in communication, change management and skill training, There is a need therefore to establish the other factors that accounts for 34.3% of the variation in job satisfaction.

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APPENDICES

APPENDIX I: LETTER OF AUTHORIZATION



AFRICA NAZARENE
UNIVERSITY

6th, August 2019

E-mail: researchwriting.mba.anu@gmail.com

Tel. 0202711213

Our Ref: 17S03DMBA005

The Director,
National Commission for Science,
Technology and Innovation (NACOSTI),
P. O. Box 30623, 00100
Nairobi. Kenya

Dear Sir/Madam:

RE: RESEARCH AUTHORIZATION FOR: MR. BRIAN SANDE AMIGA

Mr. Amiga is a postgraduate student of Africa Nazarene University in the Master of Business Administration (MBA) program.

In order to complete his program, Mr. Amiga is conducting a research entitled: **“Influence of Capacity Building on Employee Job Satisfaction in Private Universities in Kenya: A Case of United States International University Africa”**


Any assistance offered to him will be highly appreciated.


Yours Faithfully,



MR. ISAAC MWANGI
AG. PRINCIPAL: NAIROBI CBD CAMPUS.


APPENDIX II: NACOSTI PERMIT


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

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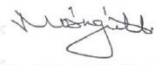
RESEARCH LICENSE




This is to Certify that Mr. BRIAN AMIGA of Africa Nazarene University, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF CAPACITY BUILDING ON EMPLOYEE JOB SATISFACTION IN PRIVATE UNIVERSITIES IN KENYA: A CASE OF UNITED STATES INTERNATIONAL UNIVERSITY AFRICA for the period ending : 19/August/2020.

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E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke

Website: www.nacosti.go.ke

APPENDIX III: PERMISSION TO CONDUCT RESEARCH

TO WHOM IT MAY CONCERN

10TH AUGUST 2019

Dear Sir/Madam,

REF: PERMISSION TO CONDUCT RESEARCH- BRIAN SANDE AMIGA

STUDENT ID NO. 574441

The bearer of this letter is a student at African Nazarine University pursuing a master's Degree in Business Administration.

The student needs to collect data on "**Influence of Capacity Building on Employee Job Satisfaction in Private Universities in Kenya: A Case of USIU-Africa**" and has been authorized to do so.

Please note that information provided will be treated with utmost confidentiality and will only be used for academic purposes.

Kindly assist the student get the appropriate data and should you have any queries contact the undersigned

Yours Sincerely,

A handwritten signature in black ink, appearing to read "Amos Njuguna", is written over a printed name.

Prof. Amos Njuguna

Dean School of Graduate Studies, Research and Extension

Tel: 730 116 442

Email: amnjuguna@usiu.ac.ke

APPENDIX IV: INTRODUCTION LETTER**UNITED STATES INTERNATIONAL UNIVERSITY****P.O BOX 14634, 00800****NAIROBI**

Dear Respondent,

I am carrying out a research on to establish the influence of capacity building on employee job satisfaction in private universities in Kenya in Kenya a case of United States International University Africa. This is in partial fulfillment of the requirement of Master of Business Administration Degree in the Business School of Africa Nazarene University.

This study uses USIU Africa as a case study from which you have been selected as one of the lucky respondent's.

This is an academic research and confidentiality is strictly emphasized, your name and other credentials will not appear anywhere in the report. The questionnaire takes 10 minutes only. Kindly spare some time to complete the questionnaire herein.

Thank you in advance,

Yours Sincerely,

Brian Sande

APPENDIX V: QUESTIONNAIRE**SECTION A: DEMOGRAPHIC INFORMATION****1. What is your age bracket?**18-25 26-35 36-45 46 and Above **2. What is your Gender?**Male Female **3. Role in USIU Africa**Directors Deans Head of Department Head of Sections Others **4. Education Level**Diploma Bachelor's Degree Masters PhD

5. How long have you worked at USIU Africa

- 0-2 years
- 3-5 years
- 6-8 years
- 9-11 years
- Above 11 years

SECTION B: Effects of Capacity building on Employee Job Satisfaction

To what extent do you agree with the following statements on effects of Capacity building on employee retention? Kindly use a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

Statement	1	2	3	4	5
I am sufficiently trained by USIU Africa to do my job					
My seniors at USIU Africa offer proper guidance on what to do on the job					
I am mentored by my supervisor whenever there is a need.					
I am sufficiently skilled for the present job I am doing at USIU Africa					
USIU Africa encourages me to attend relevant training opportunities					
My supervisor motivates me towards achieving good performance					
Capacity building approaches minimize over-reliance on					

outside experts for training.					
Capacity building has led to employee empowerment for future development.					
Due to capacity building employees are more motivated to perform their roles.					
Capacity building has led to increased efficiency in processes thus resulting in financial gain to the University					
Capacity building has led to adoption of new technologies and methods of operation.					
Capacity building has led to increased innovation in strategies, products and services offered by the University.					

SECTION C: Effects of Organizational Communication on Employee Job Satisfaction

To what extent do you agree with the following statements on effects of organizational communication on employee retention? Kindly use a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

Statement	1	2	3	4	5
USIU Africa has an effective top down communication structure.					

At USIU Africa I can effectively communicate to top management without fear of victimization.					
My supervisor rates me on my performance and shares the feedback with me in good time					
I am able to identify what I don't know and ask for the relevant information					
When encountered with a challenge I would go directly to my supervisor or coworker and ask for an intervention					
Organization applies use of communication to develop rules, regulations and responsibilities for each employee					
Top downward communication is applied in the University to inform employees of the strategic plan, job procedures and policies					
The University applies top downward communication to identify any problems arising as well as give feedback to employees.					
There is an upward communication channel that allows employees to provide feedback to top management.					
Peer to peer communication is used in my organization to manage task accomplishment and team collaboration.					

SECTION D: Effects of Change Management Strategy on Employee Job Satisfaction

To what extent do you agree with the following statements on effects of change management on employee retention? Kindly use a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

Statement	1	2	3	4	5
Approach to managing changes at USIU Africa has been strategic and well thought.					
As a higher learning institution USIU Africa has strived to adapt to changes taking place in the business environment					
USIU Africa has empowered its employees to embrace change.					
The management team on board is always ready to support positive change in the institution.					
USIU Africa has the right talent to make the change.					
USIU Africa ensures that all employees are involved during the change process.					
USIU Africa has created a positive impact on employees' job satisfaction.					
As an Organization, USIU Africa creates a vision during change management process.					

The organization vision is communicated effectively to employees.					
During change implementation process the organization creates targets that employees are able to achieve					
My organization develops policy, procedures and standards that are used during change management.					

SECTION E: Effects of Skill Training on Employee Job Satisfaction

To what extent do you agree with the following statements on effects of skill training on employee retention? Kindly use a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = Agree and 5 = strongly agree.

Statement	1	2	3	4	5
I am provided with information for any upcoming training and development programs run by USIU Africa					
The objectives for training and development are communicated to me on time.					
I receive regular training needed to effectively do my job					
I am provided with sufficient opportunities for training and development					
There is fairness in staff training policy at USIU Africa.					
Through training USIU Africa productivity and service					

quality has increased.					
Training has motivated me to work hard.					
Training at USIU Africa has helped the reduce employee turnover rate.					
USIU Africa offers off –the-job training.					
On- the -job training is used in my organization to increase employee’s interaction					

SECTION F: Employee Job Satisfaction

To what extent do you agree with the following statements on employee retention?

Kindly use a scale of 1 to 5 where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 =

Agree and 5 = strongly agree.

Statement	1	2	3	4	5
I plan to stay for more than one year with the present organization.					
I feel I can contribute to the organization in other ways than my work.					
I am satisfied with my present job.					
I often think of quitting from my present organization					
I am frequently applying for jobs in other organizations					

