

Influence of Staff Training on Performance of Public Universities in Kenya: A Case Study of Moi University, Nairobi Campus

Moses Leseiyo, James Mwikya Reuben

Management University of Africa, P.O Box 29677-00100, Nairobi Kenya

Abstract: - Every organization exists to achieve certain goals. These goals are achieved through the efforts of employees. It is vital for every organization to know the factors that can possibly affect performance and work towards applying these factors so that performance is enhanced. This study sought to examine the influence of staff training on performance of public universities in Kenya, a case study of Moi University, Nairobi Campus. The Herzberg's two factor theory anchored the variables of the study. The study used a descriptive case study research design and targeted the staff working in Moi University, Nairobi Campus. The study population was 200 staff from Moi University, Nairobi Campus representative sample of 70 staff was drawn from this population using stratified random sampling. The study used questionnaire as a tool to collect the required data which was administered by the researcher. The research used statistics package for social sciences (SPSS) computer package. The data was interpreted using descriptive statistics through frequencies, percentages and regression analysis. The findings revealed and established effect of staff training on organization performance show $R = 0.788$ indicating a strong positive correlation and $R^2 = 0.621$ meaning 62.1% variation in organizational performance can be explained by a unit change in staff training. Staff training remains an investment for the organization. This comes once the employees provide the required services the right way hence service delivery increases the customer's goodwill which in turn leads to better organization results in terms of achievement of targets and overall organization performance. Based on the findings of this study, it recommends that Moi University, Nairobi Campus and other public Universities needs to embark on continuous training programme for its new and old employees on the recent skills in the market.

Keywords: Staff Training, organizational performance, Moi University, Nairobi Campus

I. INTRODUCTION

Performance is greatly reliant on employee skills. Therefore, if an employee does not have learned skill or intuitive abilities, like capacity and education, to accomplish a particular task performance will be less ideal. More so, in a situation in which the employee has all these and is supported by proper motivation, job performance will definitely be at optimal level. Robbins and Decenzo, (2015) described motivation as the willingness to influence a high level of effort to attain organizational goals, stigmatized by the efforts and abilities to satisfy. Additionally, they emphasized that

motivation is a task of three key elements which are organizational goals, needs and efforts.

Higher education in world is undergoing a period of significance change. This has been driven by several factors: political, economic, technological and cultural. The trends are global and far reaching in their impact. These factors affect every aspect of university provision, environment in which universities operate what they will be required to deliver in future and how they will be structured and funded. The higher education will keep on expanding at a rapid pace due to a number of converging issues: increased enrollment, increased capacity in public institutions, a growing private sector, more government investment in research and diversified student loan program and increasing income generating projects (Kulik and Perry, 2012). Many Universities around the world especially public universities are facing serious staff training problems, thus performance is affected. Performance is measured through increased productivity, higher generation of revenue, maximized profits and customer satisfaction (Menz, 2012). Shaheen, Naqvi and Khan, (2013) as cited in Githinji, (2014) sought to establish whether the relationship between training and performance of Academic Staff in University of Karachi in Pakistan. The study established that training contribute to performance. In East Africa, numerous researchers have focused their case studies on recognized public universities in an effort to elicit the connection between training and employee performance. Githinji, (2014). In their study was on how training contributes to employee performance; in Public Universities in Dar es Salaam, Tanzania, Jagero, Komba and Mlingi, (2012) state that, although on the job training leads to better employee performance; it is however not the only reason for good performance but it takes a combination of factors such as job security, conducive work environment, career growth, rewards and proper organizational management. These conditions may add to performance either one directly or indirectly; nevertheless, on the job training can also considerably improve performance and should not be ignored. High level performance is reliant on staff training.

Statement of the Problem

Numerous studies were carried out globally and regionally to determine the effect of staff training on performance of Public

Universities. For example, Chowdhury, Alam and Ahmed, (2014) carried out a research to try and understand what motivates academic staff in a public university in Bangladesh. The findings showed that staff training and a good work policy leads to healthier employee performance. Thorough studies in recent years have focused on the topic of staff training and performance of employees. Public Universities in Kenya are gradually becoming more sensitive that staff training has a direct consequence on employee and organizational performance. This stresses that organizations evaluate their internal procedures in order to increase on performance. Githinji, (2014) stated that staff training is the most important practice in any organization. University education seeks not only to generate, transmit, store and retrieve knowledge but also form persons of virtue and integrity. University education trains leaders who are critical, creative and innovative. Such leaders in training are offered the challenge of actualizing their potential and transformational society (Purcell and Hutchinson, 2017). Kitonga, (2013) argues that universities are not only competing for customers (students) but also for staff. The Kenyan public universities therefore require a compelling Employee Value Proposition (EVP) to attract and retain staff who are critical resource, and can provide competitive advantage. A people centered strategy is an important source of competitive advantage because, unlike technology, cost or new product development, people are difficult to imitate (Armstrong, 2016). This study explore the effect of staff training on performance of Moi University, Nairobi Campus and organization will use the outcomes of the study for purposes of improving performance of their employees and improving the quality of education and service offered by the University

Specific Objectives

To evaluate the influence of Staff Training on performance of Moi University, Nairobi Campus

II. LITERATURE REVIEW

Theoretical Literature Review

This section brings out theory anchoring the study, which is the Fredrick Hertzberg Two Factor Theory which is concerned with peoples need and their goals. The theory seeks to find out the types of rewards that are of importance to people.

Fredrick Hertzberg Two Factor Theory

According to the Hertzberg's Two-Factor theory which is also known as the dual factor theory, Frederick Herzberg in the 1950s did an analysis on 200 accountants and engineers with an aim of finding out what are their positive and negative feelings about their work. Two factors from the study stood out to be influencing the satisfaction and motivation of the employees thus propelling them to performance. The factors included motivator factors which were considered to lead employees to job satisfaction and make them work harder

with examples such as staff training and recognition at work. Hygiene factors were also considered by the theory and were factors that could lead to dissatisfaction and lack of motivation if they are not provided in the life of an employee.

In order to apply the Herzberg theoretical view of motivation, there ought to be two way activity oriented procedure which will arouse and trigger employees to perform more in their assigned tasks. To start with remove all the dissatisfactions people are going through in the organizations like unfavorable working environment, restrictive company rules and policies and long working hours to name a few. Later provide a favorable organization culture, accommodative modalities of performing the tasks and efficient, helpful and non-create an avenue of employee recognition and appreciation, staff training. In totality the Herzberg theoretical perspectives of the hygiene and motivators factors can only be embraced by organizations through an understanding of the needs of the employees in for them to articulate the factors that will be reduced and the one that will be increased for the employees to be motivated to perform the tasks assigned. The workers needs to be motivated wholly for them to execute their tasks effectively as financial incentives have to be supplemented by non-financial motivators like training for increased organizational performance. The workers always give back in relation to what they have been offered as well as how the organization treats them while performing the organization mandates. Critics of this theory argue that it does not give sufficient attention to individual characteristics which are very important in understanding human behavior (Marchington and Wilkinson, 2015). However, the Two Factor Theory recognizes the fact that motivation comes from within the individual as opposed to any external factors, and provides practical solutions for organizations.

Empirical Literature Review

Staff Training and Organizational Performance

Mohammad and Al-Momany, (2011) carried out a research on the impact of training on the performance of Jordanian Universities employees, a case study of Yarmouk University. The study used two questionnaires; one to capture attitudes towards the components of the training programs whereas the second was concerned with the connection between training and performance of employees. Purpose of the study was to explore administrative leaders' attitudes with regard to training programs for employees and their impact on performance at Yarmouk University. The findings of the study revealed that training had positive effect on the performance of employees at the university. The researchers used two questionnaires while they would have combined the two questionnaires into one with segments as was the case in this study where one questionnaire was used. There is a likelihood of a respondent feeling that filling in two questionnaires for one research is too tedious.

Odinga, (2010) conducted a research on whether staff development programs have effects on the job performance of

lecturers at Moi University in which she concluded that staff development has positive effect on job performance. Establishment of training opportunities is likely to improve the job performance of lecturers of Moi University. The researcher used interviews schedules maintaining that the selection of interview schedules for data collection was correct by the fact that an discussion helped in obtaining clear and detailed information that could have certainly been left out in the questionnaires. Compared to the stratified random sampling used in this study, interviews can be vulnerable to prejudice may be interfering leading to missing out on vital information because of limited time. Furthermore if there has been correct pilot study carried out, the need to have clear and complete information that could easily have been left out in the questionnaires should not arise, this is a research gap.

According to Nafziger, (2011) in his study on effects of training sessions in organizations, his findings indicated that the contents of the training program had the highest effect on the employee performance including also the change of behavior of the workforce after the training. Shahzadi *et al.*, (2014) did a study on the impact of employee motivation on employee performance and concluded that employee perceived training effectiveness has a negative relationship with motivation. Tanveer, (2015) investigated the impact of training and development on employee performance in banks in Pakistan. The study used survey sampling to gather the important data and responses. A sample size of 150 was decided on the basis on intuition and intuitive approaches. The study established that training and development had positive influence on employee performance in the banks of Pakistan.

Conceptual Framework

The conceptual framework shows the relationship between the explained variables and explanatory variable. It brings out the association of the independent variables and their influence on organizational performance in the university.

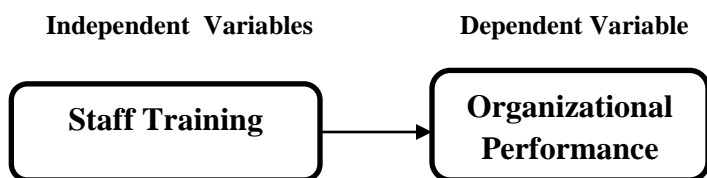


Figure 1 Conceptual framework

III. RESEARCH DESIGN AND METHODOLOGY

Research Design

This study used a descriptive research design as the variables in the study require both qualitative and quantitative analysis. Descriptive research design determines and describes the way things are and seeks to describe a unit in detail, in context and holistically (Kothari, 2004). Raw data was collected through questionnaires which were administered to the respondents.

This research design is selected as it enables descriptions of views beliefs and perceptions of employees. The method is the most frequently used for collecting data about people’s opinions, attitudes, and habits (Mugenda and Mugenda, 2003).

Target Population

The target population for this study is 200 employees from various departments of Moi University, Nairobi Campus. The data obtained from the employees was analyzed and the results generalized to draw conclusions. The informants of the research was drawn from the academic and administrative staff at the Moi University, Nairobi Campus as shown in Table 1;

Table 1 Population Frame

| Category | Population |
|----------------------|------------|
| Administrative Staff | 123 |
| Academic Staff | 77 |
| TOTAL | 200 |

Sample Size and Sampling Technique

In this study stratified random sampling was used in order to ensure that the sample is representative of the population. The members of the category have similar characteristics as their tasks are related and hence are unique in their setting. The researcher took samples from the employees in each category. According to Mugenda and Mugenda, (2003) a sample size of between 10% and 30% is appropriate for a descriptive study. Thirty five percent (35%) of the employees (0.35 of the population became the sample in each category) was drawn randomly as representative of the rest. Therefore, stratified random sampling method was used to obtain the sample of 70 respondents. The sample size was adequate to represent the rest of the population as shown in Table 2.

Table 2 Sample Size

| Category | Population | Sample Size |
|----------------------|------------|-------------|
| Administrative Staff | 123 | 43 |
| Academic Staff | 77 | 27 |
| Total | 200 | 70 |

Data Collection Instruments

The study used both primary data and secondary data in achieving the research objectives. Secondary data were retrieved from the past studies while primary data was collected from the university staff. The research used questionnaires as the tools for primary data collection. Questionnaires are preferred because according to Kothari, (2004) can be carried out by the researcher or by any number of people with minimal effect to its reliability and validity. The researcher administered the questionnaires by dropping them in the respective office and collect after five working days.

Pilot Study

A pilot study helps a researcher identify areas for improvement especially in the research instrument before embarking on the main study. Fielding, (2010). According to Singh, (2014) the outcomes of the pre-checking of the questionnaire using a small section of employees helped in identifying the problems inherent to the research apparatus, diagnosed the errors and the mistakes which needed to be avoided as well as confirmed the probable response rate for the main research process. The pilot study was done on 20 employees selected from 10% of the target population. Kothari, (2004). Those who participated in the pilot study were excluded from the final study.

Validity and Reliability Test

According to Mugenda and Mugenda, (2003) validity of the research instruments is the extent to which particular research apparatus (questionnaire) measures what it was meant to measure and this is done regularly to confirm its accuracy. According to Singh, (2014) reliability of the research instruments entails the consistency in the measurement of the items of study and producing the same results even when the tests are done repeatedly. The Cronbach's Alpha was used to test the reliability of the data collection instrument and an alpha of between 0.6-0.7 is normally accepted. A coefficient of 0.8 implies there is high reliability of data (Mugenda and Mugenda, 2003).

Data Collection Procedure

The study used secondary data as well as primary data. Secondary data were retrieved from the past studies while primary data was collected from the university staff. The researcher checked the questionnaires and administered them by dropping them in the respective office and collect after five working days.

Data Analysis and Presentation Techniques

The data was edited for errors, mistakes, then coded and entered into MS. Office Software for analysis. The collected data was analyzed using quantitative methods as well as qualitative techniques. Descriptive statistics including mean and standard deviation was used to help the researcher describe the data. The finding was presented in the form of tables and figures. This will make it easier to understand and interpret the findings of the study. To determine the relationship between the variables the multiple regression analysis models will be used. The model was in the form.

IV. RESEARCH FINDINGS AND DISCUSSIONS

Response Rate

A total of 70 questionnaires were distributed, 12 questionnaires were incomplete and 58 questionnaires were

returned fully filled, representing 93%. The response rate of 93% was considered acceptable as supported by Mugenda and Mugenda, (2003) who posit that a response rate of 70% and above is excellent. As seen in Figure 2.

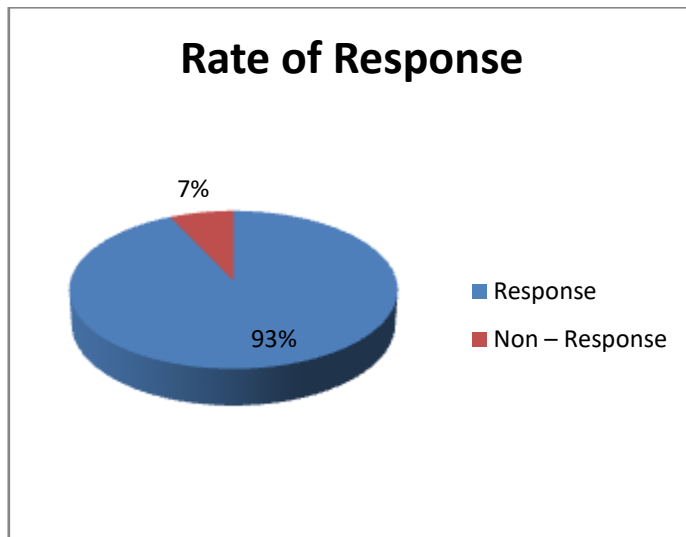


Figure 2 Response rate of Respondents

General Characteristics of Respondents

The present study was primarily to investigate the influence of employees' motivation on performance of Moi University, Nairobi Campus. Therefore, the respondents were requested to provide the study with demographic information as seen in the following results

Gender Distribution

The gender of the respondents was analyzed. It was found that more than half of the respondents at 62.1% were male while 37.9% were female. This implies that Moi University, Nairobi Campus were gender sensitive in employment since the disparity was not very wide between the male and the female. The results are shown in Table 3.

Table 3 Gender Distribution of Respondents

| Class | Frequency | Percentage |
|--------------|-----------|-------------|
| Male | 36 | 62.1% |
| Female | 22 | 37.9% |
| Total | 58 | 100% |

Influence of Staff Training on performance of Moi University, Nairobi Campus

The first objective required to establish the influence of staff training on organizational performance at Moi University, Nairobi Campus. The summary of the results was shown in Table 4

Table 4 Influence of Staff Training on performance of Moi University, Nairobi Campus

| Staff Training | Minimum | Maximum | Mean | Std. Deviation |
|--|---------|---------|---------------|----------------|
| What is stated in the training policy is what is practiced always | 3 | 5 | 4.19 | 0.661 |
| Training opportunities are offered regularly in this university | 3 | 5 | 4.14 | 0.736 |
| I am satisfied with the training by the University for my present job | 3 | 5 | 4.14 | 0.76 |
| Fairness is practiced all the time in the implementation of training policy for the staff | 3 | 5 | 4.02 | 0.688 |
| This university has good training opportunities compared with other organizations | 3 | 5 | 4.02 | 0.688 |
| Financial support is regularly given by the University to attend conferences and workshops to enhance my professional growth | 3 | 5 | 4 | 0.701 |
| The university readily invests in professional development for the staff | 3 | 5 | 3.98 | 0.713 |
| The skills and knowledge learnt on the job in this University would transfer easily to most other similar organizations | 3 | 5 | 3.98 | 0.716 |
| Valid N (list wise) = 58 | | | | |
| Aggregate Score | | | 4.0588 | 0.7135 |

The overall aggregate mean score for the first objective is 4.10 and the standard deviation is 0.714. This on average affirmed that the respondents acknowledged that the training offered was relevant to developing employee skills, and this was ultimately aimed at improving organizational performance. This supported the statement suggesting that ‘what is stated in the training policy is what is practiced always’ with the highest mean score of 4.19 and a standard deviation of 0.661. The statement that ‘the university readily invests in professional development for the staff’ is with the lowest mean score of 3.98 and a standard deviation of 0.713. This implied that most of the respondents at Moi University, Nairobi Campus are not supported by the institution for their professional development. The findings are in agreement with the assertion by Nafziger, (2008), that the contents of the training program had the highest effect on the employee performance including also the change of behavior of the workforce after the training.

Inferential Statistics

The influence of Staff Training on performance of Moi University, Nairobi Campus

The study sought to investigate the influence of Staff Training on performance of Moi University, Nairobi Campus. Regression analysis (see table 4.6) was done with organizational performance as the dependent variable and staff training as the predictor factor. The regression analysis revealed a relationship $R = 0.788$ which showed a strong positive correlation and revealed that staff training and organizational performance are fundamentally related, and $R^2 = 0.621$ which meant that 62.1% of variation in organizational performance can be explained by a unit change in employee training. The results are shown in Table 5.

Table 5 Model Fitness for Staff Training

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|-------|----------|-------------------|----------------------------|
| 1 | .788a | 0.621 | 0.614 | 0.29856 |
| Predictors: (Constant), Staff Training | | | | |

The values of $F = 91.591$ show that staff training statistically and significantly affects organizational performance which means the regression model is a good fit of the data and that staff training significantly influences the performance of Moi

University, Nairobi Campus. The level of significance is 0.000 which is less than 0.05 hence the regression model significantly predicts the dependent variable. The results are shown in Table 6

Table 6 ANOVA Results for Staff Training

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|--|------------|----------------|----|-------------|--------|-------|
| | Regression | 8.164 | 1 | 8.164 | 91.591 | .000b |
| | Residual | 4.992 | 56 | 0.089 | | |
| | Total | 13.156 | 57 | | | |
| a. Dependent Variable: Organization Performance | | | | | | |
| b. Predictors: (Constant), Staff Training | | | | | | |

The study outcome indicated that addition of staff training to Moi University, Nairobi Campus has a significant positive impact on organizational performance. The results indicate that there is significant relationship between employee training and organizational performance; $p < 0.05$ ($P = 0.01$). Thus, the values of employee training are statistically significant ($t = 9.570$, $p < .05$) which means an increase in

mean index of employee training will increase organizational performance by a positive unit mean index value of .778 (77.8 percent). The regression model explaining the results as depicted in Table 7 is given by: Organizational Performance = $0.935 + 0.778$ (Staff Training). The model shows that employee training positively affects organizational performance at Moi University, Nairobi Campus.

Table 7 Regression Coefficients for Staff Training

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|--|-----------------------------|------------|---------------------------|-------|-------|---------------------------------|-------------|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| Constant | 0.935 | 0.332 | | 2.814 | 0.007 | 0.269 | 1.601 |
| Staff Training | 0.778 | 0.081 | 0.788 | 9.57 | 0 | 0.615 | 0.941 |
| a. Dependent Variable: Organizational Performance | | | | | | | |

V. SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

Summary of Findings

The objective was to establish the influence of staff training on organizational performance at Moi University, Nairobi Campus. The findings revealed and established the overall aggregate mean score for the objective is 4.10 and the standard deviation is 0.714. This on average affirmed that the respondents acknowledged that the training offered was relevant to developing employee skills, and this was ultimately aimed at improving organizational performance. The regression analysis revealed a relationship $R = 0.788$ which showed a strong positive correlation and revealed that staff training and organizational performance are fundamentally related, and $R^2 = 0.621$ which meant that 62.1% of variation in organizational performance can be explained by a unit change in employee training. The results indicate that there is significant relationship between employee training and organizational performance; $p < 0.05$ ($P = 0.01$). Thus, the values of employee training are statistically significant ($t = 9.570$, $p < .05$) which means an increase in mean index of employee training will increase organizational performance by a positive unit mean index value of 0.778 (77.8 percent).

Conclusions

Staff training remains an investment for the organization. This comes once the employees provide the required services the right way hence service delivery increases the customer's goodwill which in turn leads to better organization results in terms of achievement of targets and overall organization performance. Staff training provides a better understanding of the work procedures and in turn makes the staff feel recognized and appreciated as they become more confident on the job. Further out the staff training revamps the employees with the technological changes in the job area, thereby making him to be abreast of the new developments and bringing updated skills in the institution. The study findings therefore

establish positive relationship between staff training as a motivator to organization performance at Moi University, Nairobi Campus.

Recommendations

Based on the findings of this research, the study recommends that Moi University, Nairobi Campus and other public Universities organizations needs to embark on continuous training programme for its new and old employees on the recent skills in the market. The emphasis should be on the involvement of the employees in trainings on the job as well as outside trainings. Moreover training needs analysis need to be done to implore the gaps existing within the department job needs.

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