



STAFF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN CHARTERED UNIVERSITIES IN NAIROBI COUNTY

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ABSTRACT

Organizations in the private and governmental sectors all over the world rely on their workers to achieve maximum production, which leads to increased efficiency. Organizations in both the commercial and public sectors around the world depend on their workforce to realize their objectives leading to optimum productivity. In this circumstance, ensuring employee work satisfaction becomes a must for every company. Consequently, it is assumed that staff productivity is crucial to an organization's growth and profitability. Staff are viewed as important business resources who assist in the day-to-day activities and operations of a company. The objective of this study was to examine the effect of staff training and development on employee performance in chartered Universities in Nairobi County. This research was guided by Maslow's Hierarchy of Needs. The researcher employed descriptive survey design. The population of the study was 520 permanent staff of private and public chartered universities in Nairobi County. A sample of 220 employees was determined using Krejcie & Morgan 1970 sample size table. Questionnaires were used to collect data and then analyzed using descriptive and inferential statistics. Validity and reliability of the questionnaire was tested. Ethics of confidentiality, privacy and anonymity were strictly adhered to. The relationship between job satisfaction and employee performance was determined using regression and correlation analysis. The study revealed that there was a strong positive correlation between training, development and employee performance ($r = 0.706$, $p\text{-value}=0.000$). The recommendations are; to recruit and retain top talent, universities should establish salary ranges that match all the job descriptions, university administrators should make sure that the working environ is very comfortable to enhance staff productivity, the institutions should recognize their staff through rewards, promotions, parties, gifts, trips and scholarships since it is of paramount importance in their job performance and to guarantee that staff are appropriately skilled to take on activities inside the institution, there should be ongoing employee training and development.

Key Words: staff training and development, employee performance

INTRODUCTION

Organizations in the private and governmental sectors all over the world rely on their workers to achieve maximum production, which leads to increased efficiency. Organizations in both the commercial and public sectors around the world depend on their workforce to realize their objectives leading to optimum productivity. In this circumstance, ensuring employee work satisfaction becomes a must for every company. Consequently, it is assumed that staff productivity is crucial to an organization's growth and profitability. Staffs are viewed as important business resources who assist in the day-to-day activities and operations of a company (Mudah, Rafiki & harahap 2014). Human capital is critical to a company's capacity to gain a competitive advantage over its competitors (Coff & Raffiee, 2015).

According to Oluwafemi (2010), the effectiveness and productivity of any business is determined by the performance and productivity of its personnel. Staff performance is strongly determined by their ability to understand what makes them feel satisfied in the workplace. Kimanthi (2020) investigated effect of training and development on staff efficiency in an insurance company in Kenya. This research adopted descriptive research design. The target population was 45. Purposive sampling technique was employed to sample all 45 staff. Data collection was through questionnaires. Results showed that training and development is significantly related to staff performance. The company set up formal training and development programs to equip employees with more skills to enhance productivity and performance.

Today's labor market is expanding and changing rapidly. It is the job of the organization's executive officer to adapt to these changes in order to keep the company viable. To accomplish so, it is critical to please the organization's main personnel, since they are key determinants or organization's success. Between the ages of 18 and 37, the average Kenyan worker changes jobs ten times (Gathungu & Wachira, 2013). There are three dimensions to job satisfaction. To begin with, it is an emotional reaction to a work circumstance. Second, how well outcomes meet anticipations might impact work contentment. Thirdly, work contentment could be described as a blend of interrelated perceptions.

Employees are the most significant asset in any firm, according to Anitha (2014). As a result, increasing employee work satisfaction may assist a company in achieving and maintaining a profitable and productive firm. Mbombua (2015) identified work environment, training and development as the most important perceived factors influencing job contentment in parastatals in Kenya followed by remuneration and then promotion. According to Korir and Ndegwa (2020), job contentment has a substantial direct impact on employee performance. Apart from promoting staff to higher ranks in the organization which motivates staff to accomplish their duties as expected and satisfy their superiors' anticipations, salary and other benefits are the most essential aspects of job contentment.

Statement of the Problem

Various enterprises are actively researching ways to add value and quality to their products and services to boost customer satisfaction and loyalty for organizational sustainability in the face of rapid globalization, increasing competition, and unpredictable market changes. This is achievable through a concerted effort of satisfied employees who work towards meeting customer needs. It is generally agreed that if employee job dissatisfaction is reduced, employees would increase their performance. That is, satisfied workers are more productive, creative, motivated and would be more willing to offer more in their service delivery (Kumari, Joshi, & Pandey, 2014).

Employee turnover rates in chartered universities in Kenya have in the past ten years turned out to be a national pandemic. Staff loyalty has eroded as time passes by. Staffs have been

compelled to concentrate more on greener pastures in other institutions than on performance as a result of late payments and bad working conditions, which has harmed the institutions' overall performance. Institution leaders seem to have been unable to comprehend the significant link between job contentment satisfaction and productivity. Management has had a significant difficulty in deciding how they might achieve maximum work satisfaction for the personnel, which they opine would greatly help to improve the institution's overall performance.

Various studies have been carried with regards to job satisfaction and employee performance. Kadir, AlHosani, Ismail and Sehan (2018) found that compensation and benefits significantly affect employee performance; Noise, bad office furniture, air circulation, and lighting, according to Al-Omari and Okasheh (2017), are the key work environ elements that have a detrimental effect on job performance; Sukdeo (2017) found that working environment is amongst very crucial factors that management need to improve to boost productivity; employee recognition, according to Amoatema and Kyeremeh (2016), allows people to acknowledge and realize that their job is recognized and valued; Korir (2020) found that good salary and other rewards helps staff to carry out their responsibilities and achieve their targets; Mathulu and Mbithi (2016) found that poor working environment is a barrier to service delivery; Odhiambo (2018) concluded that training need assessment significantly influence employee performance. There exists no study on job satisfaction and employee performance in chartered universities in Kenya. This study sought to fill the gap by examining the effect of job satisfaction on employee performance in chartered Universities in Nairobi County.

Specific Objectives

- i. To examine the effect of staff training and development on employee performance in chartered Universities in Nairobi County.

LITERATURE REVIEW

Theoretical Review

Maslow's Hierarchy of Needs

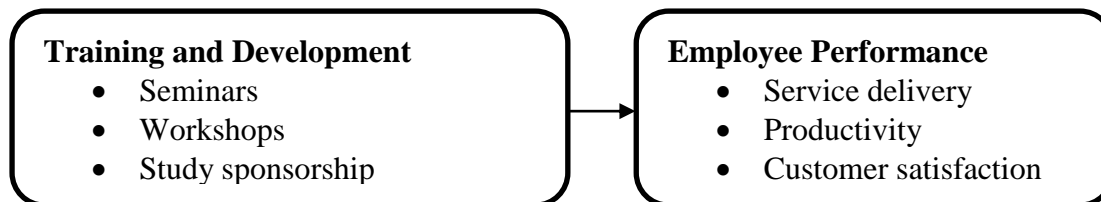
This theory was propounded by Abraham Maslow in 1950's but was first presented in 1943 in his paper "A theory of human motivation" in psychology review. It is called hierarchy because it is categorized in an ascending order from the bottom as lower order of needs and upper with higher order of needs. The needs are physiological needs, safety needs (Basic needs), love needs, and esteem needs and self-actualization needs (secondary or higher needs). Maslow's theory has been credited for helping managers in understanding and motivating employees. It is very simple, common and easily understandable. It accounts for both inter and intra personal variations.

Individuals can apply Maslow's model to generate a sense of fulfillment in their work if they take a bottom-up approach to work contentment. A lower-level demand is safety, which helps to elaborate the impacts of job safety and income on work contentment. Individuals have social wants for affection, affiliation, and acceptance as they rise through the social hierarchy. Individuals' interactions with coworkers and management are influenced by these demands. Self-actualization is the top most need in Maslow's hierarchical paradigm. Self-actualization and self-esteem are linked to the sense of inner satisfaction that some people get from their profession.

Furthermore, self-actualization is seen to be among the primary motivators for individuals to pursue self-employment. According to DeVaney and Chen (2013), striking an equilibrium between work-role inputs and outputs determines job happiness. The staff's education

attainment, the amount of time spent at workplace, and the employee's profession are all examples of work-role inputs. Work-role outputs include the amount of salary paid, the level of assumed job safety, training and development opportunities, the degree to which the job is perceived as interesting, the level of independence and self-direction in the work, the benefits of the work to an individual and community, and the quality of the relationships workers have with their coworkers and management. Theory is relevant to this study because Maslow highlighted issues related to human satisfaction and that a human being cannot only be satisfied by one thing rather many things according to levels of satisfaction.

Conceptual Framework



Training and Development

Staff productivity is positively influenced by the growth of person knowledge, skills, ability, competences, and behavior, which benefits both the employee and the organization (Benedicta and Appiah, 2010). It is self-evident that training significantly contributes to development of organizations, improving performance and productivity, and ultimately positioning businesses to compete and remain at the top. Employees can grow and improve their knowledge and abilities through training, which allows them to progress more effectively (Kabir, 2011). When compared to untrained personnel, trained employees are happier in their jobs. Training and development refer to a company's formal, ongoing efforts to improve the performance and self-fulfillment of its employees through various educational programs and activities. These efforts can be used in a variety of ways in today's workplace, from teaching specific job skills to long-term professional development. Employees' job security can be improved by offering them a training program and, as a result, promotion. Professional advancement is not just the responsibility of the organization, but it is also a process through which individuals aim to better themselves, be promoted based on their job performance and potential skills (Ampomah, 2015).

Empirical Review

Mohammed (2016) investigated nexus between training, development, and staff performance and efficiency in privately owned organizations in Jordan. Target population was 420 employees and simple random sampling was applied to get 254 employees. Data was collected using questionnaires. Findings showed a strong significant nexus between training and development employee performance and productivity. In conclusion, training and development have an impact on staff performance and productivity. Enga (2017) studied effect of employees' training and development on organizational performance. 30 staff were purposively sampled for the study. Questionnaires, interviews and observation checklists were used to obtain data. The results demonstrated that the company's training methods and equipment considerably increased the quality of the employees' work. As a result, it had a good effect on staff performance, as well as an increase in their abilities and job efficiency.

Owusu (2014) assessed effect of job satisfaction on employee performance in mining organizations. The study adopted descriptive survey method. Data were obtained using questionnaires and interview guides. Results showed that training was a key limitation to job contentment of the laborers. Nnanna (2020) studied effect of training on staff performance in a telecommunications firm in Nigeria. Data was obtained using questionnaires. Findings

revealed that is important to develop training programs for organizations to see improvement in staff efficiency. In conclusion, selection procedure, training design, and training delivery style impacts the outcomes of training programs and eventually the service of the employees. Kassie (2017) studied effect of training and development on staff productivity in ministry of public service. The study employed mixed methodology. The sampled respondents were 156. Primary and secondary data sources were used to obtain data. Findings showed that there is a positive correlation between training and development and staff performance. However training and development was not effective in the ministry and employees undertook training at their own expense.

Metto and Kimutai (2017) studied the nexus between human resource development and staff performance in Moi University. A descriptive research methodology was applied. The targeted populace was 1430 staff and stratified random sampling was applied to sample 313 staff. Data was obtained using questionnaires. Results showed a moderate significant correlation between training and development and staff efficiency. Odhiambo (2018) studied effect of training and development on staff performance at Safaricom. Descriptive survey design was used. The target populace was 1892 staff and simple random sampling was applied to sample 377 staff. Questionnaires were used for data collection. Results showed that training significantly influenced employee performance. This is because the company frequently assessed employees' skills to identify training gaps to be filled through seminars, workshops and in-service training.

RESEARCH METHODOLOGY

This study used descriptive survey design in a context of one organization. The populace for this research comprised of staff employed permanently in private and public chartered universities in Nairobi County. The selection criterion of the study was having a charter. These criteria resulted to 18 chartered universities in Nairobi County (CUE, 2018). The study targeted 520 permanent staff of private and public chartered universities in Nairobi County. The sample size was 220 which was determine using Krejcie & Morgan 1970. Questionnaires were utilized to collect data for the study. Quantitative data was analyzed using descriptive statistics and inferential statistics using the Statistical Package for Social Sciences (SPSS) version 21 and presented by using tables. Inferential statistics such as correlation and regression were applied to determine the relationship between the study variables.

RESEARCH FINDINGS AND DISCUSSION

This study obtained a response rate of 70%. This was deemed a reasonable return rate, according to Bryman and Bell (2015), who claim that a return rate of 50% is adequate, 60% is good, and 70% or more is exceptional.

Training and Development

The fourth objective was to examine the effect of staff training and development on employee performance in chartered Universities in Nairobi County. Staff were asked to tick on the level at which they agree/disagree on statements regarding effect of training and development on employee performance. Findings are presented in Table 1

Table 1: Training, Development, and Employee Performance

Key: SA=Strongly Agree, A=Agree, NS=Not Sure, D=Disagree, SD= Strongly Disagree, M=Mean, SD=Standard Deviation.

Statements	SA		A		N		D		SD		M	SD
	F	%	F	%	F	%	F	%	F	%		
The institution organizes seminars and workshops to improve staff professionalism	6	3.9	17	11.0	12	7.8	74	48.1	45	29.2	3.94	1.464
Effort to improve employees' skills enhances employees' job performance	91	59.1	35	22.7	7	4.5	13	8.4	8	5.2	1.78	1.184
Training and development leads to superior knowledge hence improved performance	88	57.1	29	18.8	4	2.6	18	11.7	15	9.7	1.98	1.398
Equipping employees on skills needed in a work place promotes employee motivation and productivity	42	27.3	86	55.8	12	7.8	9	5.8	5	3.2	2.02	0.939
My employer helps me identify my training and development needs through performance appraisals	10	6.5	20	13.0	9	5.8	33	21.4	82	53.2	4.02	1.306

N=154

Results indicate that the staff strongly agreed that improving staffs' skills enhances their job performance (M=1.78, SD= 1.184). Respondents further agreed that training and development enhances superior knowledge hence improved performance (M=1.98, SD= 1.398) and equipping employees on skills needed in a work place promotes employee motivation and productivity (M=2.02, SD= 0.939). Respondents disagreed that the institution organizes seminars and workshops to improve staff professionalism (M=3.94, SD= 1.464) and their employer helps them to point out training and development gaps through performance appraisals (M=4.02, SD= 1.306). This shows that training and staff development opportunities increases staff job skills and their attitude towards achieving institution goals. The finding is in agreement with Enga (2017) that the company's training methods and equipment considerably increased the quality of the employees' work. As a result, it had a good effect on staff performance, as well as an increase in their abilities and job efficiency.

Employee Performance

In order to measure employee performance, respondents were asked to rate their performance on achieving targets, time management, productivity, service delivery and customer service. Findings are shown in Table 2

Table 2: Employee Performance

Statements	Very high		High		Not sure		Low		Very low		M	SD
	F	%	F	%	F	%	F	%	F	%		
Achieving targets	20	13.0	78	50.6	16	10.4	25	16.2	15	9.7	2.59	1.192
Time management	11	7.1	30	19.5	15	9.7	82	53.2	16	10.4	3.41	1.129
Productivity	39	25.3	87	56.5	16	10.4	6	3.9	6	3.9	2.05	0.931
Service delivery	18	11.7	7	4.5	8	5.2	90	58.4	31	20.1	3.87	1.165
Customer service	28	18.2	75	48.7	16	10.4	21	13.6	14	9.1	2.47	1.200

N=154

Results reveal that staff ranked their productivity high (M=2.05, SD= 0.931), high service delivery (M=2.23, SD= 1.065), high customer service (M=2.47, SD= 1.200), high rate of achieving targets (M=2.59, SD= 1.192) and low rate of time management (M=3.41, SD= 1.129) and service delivery (M=3.87, SD= 1.165). This shows that the staff perform better in target achievement, productivity and customer service than in time management and service delivery hence the need satisfy them to improve overall job performance.

Coefficient of Correlation

The study used Karl Pearson's coefficient of correlation (r) to determine the correlation between the independent and dependent study variables. Findings are presented in Table 4.9 below.

Table 3: Correlation Analysis

Variables	Employee performance management	Training and Development
Employee performance	Pearson Correlation 1	
	Sig. (2-tailed)	
Training and Development	Pearson Correlation .706**	1
	Sig. (2-tailed)	.000

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

The results in Table 3 show that there was a strong positive correlation between training, development and employee performance (r = 0.706, p-value=0.000). The finding are in agreement with; Ojeleye (2017) that there is a strong and positive relationship between remuneration and employees' performance, Sadewo, Surachman, and Rofiaty (2021) that work environment is significantly related to employee performance, Muriuki (2018) that recognition has a strong relationship with employee performance and Mohammed (2016) that there is a strong positive correlation between training and development employee performance and productivity.

Regression Analysis

An analysis was performed on the relationship between the independent and dependent variables. Findings in Table 4 show that the model was significant (p-value = 0.000) at 0.05 level in elaborating the linear relationship between the study variables. Additionally, the F-statistic is greater than 1 therefore indicating the appropriateness of the model in assessing the relationship between independent and dependent variable.

Table 4: Analysis of Variance

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	120.579	4	30.145	60.322	.000 ^a
	Residual	74.460	149	.500		
	Total	195.039	153			

The coefficient of determination was carried out to measure how suitable the statistical model was anticipated to predict future outcomes. Findings are shown in Table 5

Table 5: Model Summary.

Model	R	r ²	Adjusted r ²	Std. Error of the Estimate
1	0.927	0.859	0.855	0.430

Predictors: (constant) Remuneration, Work environment, Recognition, Training and development

Adjusted R squared shows the changes in the independent variables as a result of change in the dependent variable, from findings in the Table 5, remuneration, work environment, recognition, training and development contribute 86% to employee performance as shown by the adjusted (r²) at 95% confidence level. This implies that other variables that were not examined in this study contribute to 14% of employee performance.

Multiple regression aims at enabling a better understanding of the relationship between the independent and dependent variables. SPSS was used to run a multiple regression analysis to establish the extent to which a unit changes in the independent variable causes a change to dependent variable. Table 6 presents the multiple regression.

Table 6: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant/Y Intercept	.513	.158		3.251	.001
Training and development	.964	.129	.802	7.495	.000

As per the SPSS generated in Table 6, the equation,

$$Y = 0.513 + 0.964X_4$$

From the above regression model, a unit change in training and development would cause a change in employee performance by a factor of 0.964. All variables are significantly related to employee performance p=0.000.

Conclusion

Employee performance is affected significantly by current recognition tactics used by the institution. Therefore, rewards strategies are important in every way and influence employee performance. Training and development opportunities are critical in the development of human capital because they provide staff with the skills, abilities, and knowledge they require to perform their jobs. Since it can enhance employee and organizational competency levels, effective training is regarded to be a major component in enhancing performance.

Recommendations

To ensure that staff are appropriately skilled to take on activities inside the institution, constant employee training and development is required. During departmental getaways, the

university administration should organize for frequent trainings and team-building activities that will strengthen departmental cohesion. As a means of transmitting information and skills, a continuous training program for both existing and newly hired staff should be implemented. The study recommends that there should be regular skills set evaluation in the learning institutions, regular evaluation of skills helps to identify training gaps which when filled, contribute to employee productivity.

Areas for Further Study

The researcher recommends that a similar study in other tertiary institutions in Kenya for comparison purposes. The study has revealed that remuneration, work environment, recognition, training and development contribute to 86% to employee performance. Therefore, another study should be carried out to determine the other factors that contribute to 14% of employee performance.

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