

# ANALYSIS OF THE EFFECT OF MODE OF TRAINING ON THE PERFORMANCE OF NON-TEACHING MANAGEMENT EMPLOYEES AT SELECTED PUBLIC UNIVERSITIES IN KENYA

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**Abstract-** This study aimed at analyzing the effect of mode of training on the performance of non-teaching management employees in selected public universities in Kenya. The study was conducted in eight of the twenty-two public universities in Kenya with a sample size of 176 non-teaching employees. The study was both qualitative and quantitative. Qualitative due to descriptive statistics which were used in interpreting data and, quantitative due to data obtained from questionnaires that was interpreted using statistical packages like SPSS V 20, and Stata V12, and analysis was done by regression and correlation. The study used open and closed ended questionnaires and a Likert measurement scale of 1 to 5. The study results revealed that Mode Training ( $p$  value = 0.001) was statistically significant and therefore had influence on the performance of non-teaching employees at selected public universities in Kenya.

**Key Words-** Training, Performance, Non-Academic, Mode of Training

## 1. INTRODUCTION

According Truitt (2011), organizations can adopt various HRM practices such as training to enhance employee skills. Efforts can focus on improving the quality of the individuals hired, or on raising the skills and abilities of current employees, or on both. Product innovation and product quality can be positively affected by training (Katou & Budhwar 2007). In support of this, a study by Azara et al. (2013) affirmed significant and positive association between training and development of new products and trustful relationship. Furthermore, an empirical assessment on the relationship between human resource practices and firm performance in Malaysia-(Osman et al., 2011) also acknowledged that training contributes significantly to the performance of an organization, implying an affirmative link sandwiched between human resource systems and organizational performance.

Employee training is an envied undertaking in the university, and it is believed that training will aid performance output due to acquired skills, technology and knowledge (Odinga, 2010). Organizations that extensively train their employees create a reputation for valuing and developing employees and are able to attract a cadre of highly skilled employees (Kipkebut, 2010). It is imperative that the institutions of higher learning or businesses whose goals are to survive and prosper invest in training and development to improve production and acquire great returns in the investment of human capital (Truitt, 2011). Human capital model is based on the premise that additional non-compulsory training increases the productivity of labor in a perfectly competitive market (Omolo, 2014).

According to Akala (2010), training is crucial for the development of non-teaching employees. HR activities such as job training, coaching, mentoring, counseling, and general career development enable employees get support, knowledge, abilities that promote chances of being employed, and remain marketable. Employability includes skills, knowledge and competencies that enhance a worker's ability to secure and retain a job, progress at work and cope with change, secure another job if he or she so wishes or has been laid off, and enter more easily into the labour market at different periods of his or her lifecycle (Franz & Omolo, 2014).

Training is well suited for making clear contribution to enhance human well-being and performance in work places and society as a whole. American Society for Training and development spent over 126 Billion dollars annually on employee training and development (Aquinis & Kraiger, 2009). In recent years, American companies have been encouraged to embrace a variety of performance-enhancing or progressive human resource management (HRM) practices such as training; so as to improve their competitiveness in the global marketplace (Mitiku, 2015). Weil & Woodland (2005) argued that training falls under HRD function

which has been agreed to be an important function of HRM. HRM activities are considered as a gift in the eyes of employees and training is one of them (Mahbuba, 2013).

Training of employees in universities, increases productivity through better job performance, more efficient use of human resources, attainment of goals and objectives, reduced costs due to less labor turnover, reduced errors, reduced accidents and absenteeism, more capable workforce and retention of existing staff (Ongori & Nzozzo, 2011). Similarly, Echard and Berge (2008) observed that effective training techniques can produce significant business results especially in customer service, product development and capability in obtaining new skills. He continues to argue that linkage of training to business strategy has given many businesses the needed competitive edge in today's global market. Training also improves the culture of quality business workforce and final product (Ongori & Nzozzo, 2011). This argument has been confounded by Roomi et al. (2009) who stated that training is mainly geared towards building entrepreneurial skills and traits of the recipients in order to better their businesses practices

Training is of benefit both to employee and the organization. In this case, training becomes an opportunity leading to promotion, self-improvement, job satisfaction, better job performance, a chance to learn new things and greater ability to adapt and cope with change (Ongori & Nzozzo, 2011). Dessler (2005) continues to state that once a decision of training is made and training needs and goals have been identified, then designing of training programs should follow. Failure to conduct training need assessment or identification of skill deficits leads to poor performance; as conferred by Ongalo and Tari (2015), who argued that Kenya electricity generating and distribution firms lacked clear policies governing training and development and this had a negative effect on organizational performance.

According to a study by Guerrero and Sire (2001), comprehensive training design structure is capable of improving productivity and encouraging better product performance and quality. Additionally, Obisi (2011) in his paper 'employee training and development in Nigerian organizations, emphasized that organization should properly evaluate their training program so that their organization objectives and missions are achieved. Training can not only change the ability of workforce in performing their current job but also aids them in the fulfillment of future expected task.

The organization may use on the job or off the job training methods and the trainers may be sourced from in-house or externally or use a combination of both sources. Tukunimulongo (2016) study on Mumias Sugar deduced that on-the-job-training programs enhance employee performance in public organization. Similar findings were also observed by Kasau (2014) who argued that training is central in determining employee performance especially in service firms under which micro-finance institutions fall. The research further confirmed that training has a big influence on performance with attitude, job satisfaction and service delivery equally getting the same weight.

## 2. LITERATURE REVIEW

The social learning theory lays emphasis on the fact that people learn by observing what other people do especially those they believe are credible and knowledgeable (Bandura, 2013). This theory maintains that behavior that is reinforced or rewarded will always recur. In addition to motivating behavior by directly rewarding it, a person may perform behavior that he observes another having been rewarded for (extrinsic reward), and he may learn to reward himself for the appropriate behavior. The model skill that is rewarded is adopted by the observer. In this model, acquisition of new skills or behavior arises from either direct experience or by observation.

Job Rotation was developed in Denmark in the 1980's and has been defined as systematic movement of employees from one job to another at planned intervals (Dessler & Varkkey, 2009; Malinski, 2002). Job Rotation is the process through which organization employees' work as displacement at different homogenous levels (Nafei, 2014). Adjei (2012) defines job rotation as a succession planning tool that enhances skills and legacy of the organization while working to retain younger employees who increasingly demonstrate desires to learn and experience new things. Implementing job rotation, diversifying job skills, minimizing monotony and thus increasing motivation result in employees' personal achievement, higher output, decreased absence rate and higher level of acceptance (Abbasi et al., 2013)

Odhong (2015) stated that, job rotation at the senior management levels is frequently referred to as management rotation. It is tightly linked with succession planning for instance, developing a pool of people capable of stepping into an existing job. Here the goal is to provide learning experiences which facilitate changes in thinking and perspective equivalent to the "horizon" of the level of the succession planning.

Leat (2007) and Campion (2001) claim that rotating an employee from one department to another is not a luxury but a necessity of today's professional climate as it provides an intermittent opportunity to employees to tackle higher-level diversified tasks which bring about greater job interest/motivation and involvement among them and subsequently enhance their job performance. Job rotation also improves employee's problem-solving abilities and shared understanding of the job and enhances team efficiency (Mohsan et al., 2012).

According to Rhaman et al. (2011), skill can be passed on using lectures, as he maintains that lecture method is basically narration that will signify what we usually call explanation or description. According to Walker (2003) there are three main reasons for using the lecture format for instance to transmit information, to create interest, and to promote understanding. According to Rahaman (2011), lecture method can be used to effectively survey the structure of knowledge in a particular area as well as suggest the connection between cases and real decision-making. This mode of training reaches trainees at an emotional level, and provides necessary motivation for learning difficult material.

Computer Based Learning also known as Computer Aided Instruction refers to the use of computers as a key component of the educational environment. While this can refer to the use of computers in a classroom, the term more broadly refers to a structured environment in which computers are used for teaching purposes. Computer-Based learning has many benefits; including the advantage of users learning at their own pace and also learning without the need of an instructor to be physically present (Julia et al. 2009). Chambers et al., (2008) findings revealed that computer assisted instruction is an effective tool for increasing performance.

According to Harris et al. (2007), apprenticeship involves teaming up apprentices with a knowledgeable, skilled adult worker (a mentor) who guides and assists the apprentice in skill and knowledge acquisition. The second means of acquisition of new skills is through observation. Observation is the action or process of examining something or someone in order to gain information and can be through simulation or role play.

Recent advances in technology have positioned simulations as a powerful tool for creating more realistic, experiential learning environments and thereby helping organizations meet these emerging training challenges (Bell et al., 2008). Bell et al. (2008) defines a simulation as an exercise involving reality of function in a simulated environment. They further note that an essential feature of simulations and other synthetic learning environments (e.g., virtual reality) is the ability to augment, replace, create, and/or manage a learner's actual experience with the world by providing realistic content and embedded instructional features.

Like other types of distributed learning systems, simulations allow training to occur almost anywhere and anytime, and this flexibility can be used to reduce or eliminate many of the variable costs associated with traditional training, such as classrooms and instructors (Summers, 2004). Simulations also possess unique features that create the potential for instructional benefits not offered by other instructional mediums. For example, simulations can be used to create a synthetic- or micro-world that immerses trainees in a realistic experience and exposes them to important contextual characteristics of the domain (Schiflett et al., 2004)

Simulations can also be used as realistic practice Simulation-Based environments for tasks that are too dangerous to be practiced in the real world or to provide opportunities for practice on tasks that occur infrequently Bell et al. (2008). A growing body of literature suggests that simulations can serve as effective training tools. Washbush and Gosen (2001), for example, identified a total of 11 well-designed experimental studies of business simulations and concluded that the use of simulations improved learning by an average of 10% on pre- and post-training knowledge assessments. Bell et al. (2008), included quasi-experimental studies in his review, but reached a similar conclusion that simulation gaming produced better learning than the use of business case studies. Bell et al. (2008) in their recent review of synthetic learning environments noted that simulations have been shown to be effective in a variety of contexts, including the training of pilots, clinicians, military personnel, fireman, and survey interviewers. A number of studies have also shown that in addition to enhancing learning outcomes, individuals generally report positive reactions.

The role-playing process provides a live sample of human behavior that serves as a vehicle for employees to explore their feelings, gain insights into their attitudes, values, and perceptions; to develop their problem-solving skills and attitudes; and explore subject matter in varied ways (Lynn et al., 2015). According to Henriksen (2004) role-play is a medium where a person takes up a role and, is given the opportunity to participate, and interact with the contents thereof and its participants. Seaton, Dell'Angelo, Spencer, & Youngblood (2007) suggest the use of role-play to help in the development of self-awareness, self-regulation, and self-monitoring. However, Karwowski and Soszynski (2008) describe role-play as an activity where a limited number of learners take on specifically assigned and well defined roles, act out an encounter that involves a goal or problem and denotes a cluster of prescribed behaviors associated with particular positions.

Many researchers have discussed the successful use of role-play as a training tool in many different scenarios Svinicki & McKeachie (2011). In a Finnish study of role-playing games, Meriläinen (2012) describes the self-reported social and mental development of role-players. Specific skills that can be gained by role-play include modifying one's performance in light of feedback, becoming a good listener, showing sensitivity to social cues, managing emotions in relationships, and exercising assertiveness, leadership, and persuasion (Lynn et al., 2015). Karwowski and Soszynski (2008) used role-play successfully to train undergraduate students in creativity, but they also believed it developed a capability for constructive criticism. Lynn et al. (2015) suggest role-playing is an appropriate strategy to facilitate employee's active involvement in learning.

Svinicki and McKeachie (2011) view the chief advantage of role-playing to be that employees are active participants rather than passive observers and therefore must make decisions, solve problems and react to the results of their decisions. Dell'Olivo and Donk (2007) believe that role-playing helps employees make responsible autonomous choices because it provides a forum for exploring

multiple ways of acting and reacting in a given situation. Hall, Quinn and Gollnick (2008) on the other hand state that experiences gained through role play can take the place of firsthand experiences that may be impossible to otherwise achieve. They further explained that participants often cite such experiences as the most informative and influential part of their training.

Apprenticeship is another form of on the job training, in which a master craftsman imparts skills on learners under his or her supervision. This type of training was commonly found among professionals such as Doctors, dentistry, law, and teaching and was not a preserve for artisans. Both classroom and job experiences are contained in apprenticeship and may require long period under experts guidance in order for trainees to gain proficiency.

Employees will therefore be motivated by confidence and success of their peers, and past accomplishment where employees are allowed to build a history of successful accomplishments. Employees may be placed in situations where they are likely to succeed and provide training so that employees know what to do and how to do it. The processes that can be revealed through Social Learning theory are attention, retention and motor reproduction.

People cannot learn by observation unless they are aware of important aspects of a model's performance. Attention is influenced by characteristics of the model and the learner. Learners must be aware of the skills or behavior they are supposed to observe. The model must be clearly identified and credible and, the learner must have the physical capability (sensory capability) to observe the model (Noe, 2010). A learner who has been successful in learning other skills or behavior by observing the model is more likely to attend to the model. Learners must remember the behaviors or skills that they observe. Learners have to code the observed behavior and skills in memory in an organized manner so that they can recall them for the appropriate situation. Behaviors or skills can be coded as visual images (symbols) or verbal statements. Motor reproduction involves putting in practice the observed behavior to ascertain they culminate in the same reinforcement that the model received. Recalling of behavior and skills is an indication that the learner can reproduce them. Performance of behavior may lack perfection on the first attempt. Practice and feedback are important components which help behavior to be like that of the model (Noe, 2010).

Learners enjoy and adopt modeled behavior whose results are positive. Social learning theory emphasizes that behaviors that are reinforced (a motivational process) are likely to be repeated in future. Use of employee participation during appraisal may reveal some positive rewards to employees who will enjoy the appraisal and make the manager apply the same other times.

Studies by Brum (2007) revealed that training has an integral part to play in socialization of employees. Employees can also learn by watching, observing others, and, by imitation (Mullins, 2010). Thus, the process relies on complex, cognitive processes, which encompass attention, recall, and understanding. The trainee requires individual intelligence, judgment and skill in order to repeat the behavior. We must admit that behavior has its pros and cons and may not conclusively explain certain forms of learning. Bandura (2013), and Wenger (2006), reveal that learning occurs through social interactions, which they refer to as community practice as groups of experts working together.

## 2. METHODOLOGY

The study adopted the Survey design and Correlation research designs. Survey strategy allows collection of quantitative data which can be analyzed quantitatively by use of descriptive and inferential statistics.

Mugenda and Mugenda (2003), also indicates that Correlation research design is basically concerned with assessing relationships among variables. It is thus based on the premise that if a statistically significant relationship exist between two variables, then it is possible to predict one variable using the information available on another variable.

The sampling method was chosen according to Kothari (2008), who maintain that stratified random sampling helps to achieve intended representation from various sub-groups in any given population, and guarantees minimal bias. In the study, the population was divided into meaningful, subsets that do not overlap and, the subjects were chosen from each subset. The study used stratified random sampling because the population is heterogeneous. The total population of non-teaching employees in the target population was 450.

The Sample given was statistically determined using the indicated formula, since the total population was less than 10,000 (Mugenda & Mugenda, 2003).

$$n = \frac{z^2 p q}{d^2}$$

Where:

n= the desired sample (if the population is greater than 10,000).  
z= the standard normal deviate at the required confidence level  
p=the proportion in the target population estimated to have characteristics being measured.  
q=1-p  
d= the level of estimated significance set.

For instance, a target population with a characteristic .50, the z - statistic is 1.96, and desired accuracy at 0.05 level, the sample size will be:

$$n = \frac{(1.96)^2 (.50) (.50)}{(0.05)^2} = 384$$

In this case, the target population was less than 10, 000, and the required sample size were smaller. To get the sample size therefore, the formula given by Mugenda and Mugenda (2003) has been adapted in this study.

$$nf = n / (1 + n)/N$$

Where:

nf= desired sample size when the population is less than 10,000  
n = desired sample size when population is more than 10,000  
N= the estimate of population size

For instance:

$$\begin{aligned} &= 384 / (1 + 450) / 384 \\ &= 384 / 1 + 1.17 \\ nf &= 176 \\ \text{Percentage} &= 176 / 450 * 100 = 39\% \end{aligned}$$

The study worked with 39%. Mugenda and Mugenda (2003) recommend that 10% of the accessible population is adequate, and at least 30 cases are required per group, for statistical data analysis.

The accessible population or the respondents were drawn from the 8 out of the 22 public universities in Kenya. A sample of (36%) 8 public universities out of the total 22 public universities were selected for the purpose of this study. The study used Non-probability sampling specifically purposive sampling technique to select the 176 non-teaching staff in management level at public universities. Table 3.1 below illustrates the sampling frame developed by the researcher of the 8 selected public universities operating in Kenya.

**Table 3.1 Sample Frame**

Name of selected public university	No of Non-Teaching Employees at management level	Grades of the Non-Teaching Employees at management level			Sample Size
		13	14	15	
JKUAT	67	11	11	5	27
KU	65	12	11	4	27
MOI	63	11	10	3	24
Eldoret	50	9	8	3	20
UoN	66	11	11	3	25
Egerton	54	9	9	2	20
Maseno	35	5	5	3	13
MMUST	50	9	8	3	20

<b>TOTAL</b>	<b>450</b>	<b>77</b>	<b>73</b>	<b>26</b>	<b>176</b>
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A structured questionnaire was used to obtain the data. A Pilot study of 10% (17 respondents) of the desired sample size of 176 respondents will be carried out at Kenyatta University, Nairobi University and Jomo Kenyatta University. According to Mugenda and Mugenda (2003) the purpose of the pilot study is mainly to pretests the instrument to ensure that the items in the instrument are stated clearly and have the same meaning to all the respondents. The pretest enabled the study asses the clarity of the instrument and asses the time taken to administer the instrument. The reason for choice of 3 universities: Kenyatta, Nairobi and Jomo Kenyatta University of Agriculture and Technology is because they have similar characteristics and features as the other universities in Kenya. The pretest was subjected to the internal consistency technique using the Kuder-Richardson (K-R) 20 Formula which is as follows:

$$KR20 = \frac{K(S^2 - \sum s^2)}{S^2(K-1)}$$

Where:

KR20= Reliability coefficient of internal consistency

K = Number of items used to measure the concept

S<sup>2</sup> = Variance of all scores

s<sup>2</sup> = Variance of individual items

A high coefficient will imply that items correlate highly among themselves indicating that there exists consistency among the items in measuring the concept of interest (Mugenda & Mugenda, 2003).

Data was analyzed using quantitative analysis. The first step described and summarized the data by use of descriptive statistics. This enabled the researcher to meaningfully describe the distribution of results depending on the variables in the study and the scale of measurements used. Descriptive statistics such as Measures of central tendency (Mean, Mode and Median) and Measures of variability (range, standard deviation, frequency distribution, histograms, frequency polygons, bar charts, percentages and relationships) was used in analyzing the data. Inferential statistics on the other hand was used to make inferences about the population based on results obtained from samples. In this study, the researcher used regression and correlation tests which attempted to establish the relationship between independent variables and the dependent variable. The questionnaires were coded and the data was keyed into the computer using Statistical Package for Social Science (SPSS V-17) as well as STATA (10/12) Statistical Software. The statistical softwares were used to analyze both descriptive. The results were presented using charts, graphs and tables.

#### 4. RESEARCH FINDINGS, ANALYSIS AND DISCUSSIONS

##### 4.1 Mode of Training

Figure 4.1 indicates that, more than half 52% of the individuals attended induction training more than any other type of training. This number is followed by those who attended management training at 29.3% with further 9% having attended technical training. Skills presentation as a type of training has been attended by 10.3% of the study respondents. The results are largely attributed to the fact that each individual had to attend induction training at the time of appointment and the nature of exclusivity of the management training.

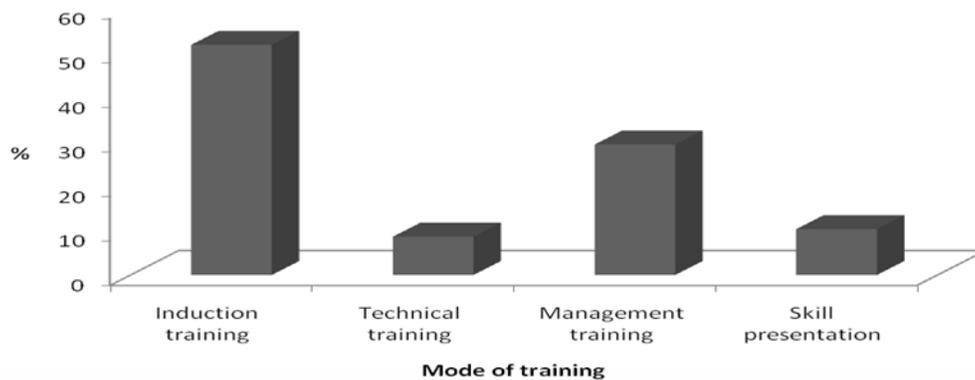


Figure 4.1: Mode of Training

#### 4.2 Respondents views on Mode of Training from Likert scale

In Table 4.1, the study sought to establish the extent to which performance improved after attending training. 1.7% of the respondents strongly disagreed that performance improved after attending the job training, 1.7% disagreed, 1.7% were not sure, 61% agreed, while 33.9% strongly agreed that performance improved after attending on the job training. Generally, 4.0% of the respondents disagreed, 1.7% was not sure, and 94.9% agreed that performance improved after attending training. The study concurred with findings by Shah et al. (2014) who alluded that programs which are developed according to the training need assessment and keeping in mind the organization's short & long term objectives help improve performance. It has been proved through various researches that training has a positive influence on employee performance, although, there may be other HR factors that boost performance. Employees who are exposed to proper training are likely to perform better than those who did not attend any training (Brum, 2007).

The study sought to establish the extent to which on the job training helped employees at the university in operations. 4.0% of the respondents strongly disagreed, 4.1% disagreed, 4.6% were not sure, 27.0% agreed and 60.3% strongly agreed. Generally, 8.1% disagreed, 4.6% were not sure and lastly 87.3% agreed that the on the job training helped employees at the university in operations. The study agreed with Jagero Komba and Mlingi (2012) who revealed that employee training involves teaching employees skills which will make them efficient and productive to the employer. Most employees undergo on the job training during their careers, thus they accrue some benefits as well as the employers. Training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies. Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency. Armstrong (2009) contends that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly. Trained employees are also more confident in their performance and decision-making skills.

The study sought to establish the extent to which Computer-based knowledge acquisition helped non-teaching employees to undertake bigger quantity and better quality of work in the public universities in Kenya. 1.1% of the respondents strongly disagreed, 4.6% disagreed, 1.1% was not sure, 42.0% agreed, and 51.2 % strongly agreed. Generally, 5.6% of the respondents disagreed, 1.1% was not sure, and lastly, 93.2% agreed that Computer-based knowledge acquisition helps non-teaching employees to undertake bigger quantity and better quality of work in the public universities in Kenya.

The study agrees with Elnaga and Imran (2013) who maintained that effective training helped employees to get acquainted with desired new technological advancement, gain full command on competencies and skills required to perform a specific job and reduce on mistakes. Elnaga and Imran (2013) reveal that there are varied ways of overcoming the employee performance gap, therefore, through training; employees may develop skills, competencies and ability leading to individual employee performance improvement and organizational productivity. Armstrong (2009) confirmed that new technology has overtaken employees' jobs. Dabale, Nyauchi and Jagero (2014) revealed that employees need to train in use of technology to remain relevant.

The study sought to establish the extent to which lecture notes obtained during training help non-teaching employees as future reference materials in the course of their work. 10.9% of the respondents strongly disagreed, 6.9% disagreed, 9.2% were not sure, and 31.6% agreed, while 41.1% strongly agreed. Generally, 17.8% disagreed, 9.2% were not sure, and 73.3% agreed that lecture notes obtained during training help non-teaching employees as future reference materials in the course of their work. A lecture may involve talking by the facilitator, and the trainees may be required to listen and take notes, while answering questions when necessary. Lecture method is a means of transferring of information to learners (Armstrong, 2009). The visual aids used during lectures may prove helpful to the learner after training. The study therefore confirmed that materials used during lectures are of great benefit to employees.

The study sought to establish the extent to which non-teaching employees enjoy comfort at university work places after induction training. 1.9% of the respondents strongly disagreed, 1.7% agreed, 1.8% were not sure, 36.0% agreed, and 58.0% strongly agreed that non-teaching employees enjoy comfort at university work places after induction training. Generally, 3.6% disagreed, 1.8% was not sure, and, 94.0% agreed that non-teaching employees enjoy comfort at university work places after induction training. This implies that induction helps non-teaching employees to settle at work, familiarize with work environment, and the associated tasks. The HRM, the supervisor, or the team leader may address the new employees. The department heads may also address the new employee regarding immediate duties, and introduce them to the department. The employee may thereafter settle to perform assigned duties or proceed on further training, hence the study agrees with (Armstrong, 2009).

The study sought to establish the extent to which role playing improved learning during training offered away from the university. 51% of respondents strongly disagreed, 8% disagreed, 11% were not sure, 15.8% agreed, and 14.2% strongly agreed. Generally, 59% of the respondents disagreed, 11% were not sure, and 30% agreed that employees at the university, concentrated better during off- the-job training. The study clearly indicates that more than half of the respondents disagreed, implying that there may be other factors that may determine better concentration when employees are training away from the university premises. This may be due to dependence on balance between what may be considered as theoretically desirable and what participants understand as practically possible to implement (Mullins, 2010).

The study sought to determine the extent to which simulation benefited employees in the course of performing their duties. 22% of the respondents strongly disagreed, 18% disagreed, 10% were not sure, 7% agreed, while 43% strongly agreed that simulation trainings attended benefited employees in the course of performing their duties. Generally, 40% of the respondents disagreed, 10% were not sure, while 50% strongly agreed. The study concurred with Mullins (2010) who eluded that management development for instance simulation entails dual function of improving effectiveness of individual managers and improving management performance as a whole and organizational effectiveness. Therefore, an integrated approach is to be adopted regarding the development of the entire organization. Lastly all managers require continual enhancement of their professional competence (Armstrong, 2009).

The study sought to determine whether job rotation helps employees to master operations in most divisions within the universities. 10% of the respondents strongly disagreed, 11% disagreed, 21% were not sure, 5% agreed and 53% strongly agreed that job rotation helped employees to master operations in most divisions within the universities. The study agrees with Dessler (2005) who stated that employees learn a lot from job rotation experiences; for instance, varied job exposures and the realization that all departments are equally important for the success of the university/organization. Mullins (2010) asserts that job rotation can be used for up skilling in areas which require new technology, within departments inform of cross-training and in cases where an employee has been promoted or transferred to another section.

The study sought to establish whether apprenticeship is a better method of transfer of skills and knowledge to employees. The study revealed that 8% of the respondents strongly disagreed, 10% disagreed, 17% were not-sure, 30% agreed, while 35% strongly agreed. Generally, 18% disagreed, 17% were not sure, and 65% of the respondents agreed that apprenticeship is a better method of transfer of skills and knowledge. ILO-Steedman, (2014) posit that employment services expand peoples' awareness of apprenticeship and the kinds of jobs they can perform.

**Table 4.2: Mode of Training**

	SA	A	NOT SURE	D	SD	Total %
On the job training helped me improve my performance	33.9	61.0	1.7	1.7	1.7	100
On the Job training helped me in operations	60.3	27.0	4.6	4.1	4.0	100
Computer-based knowledge acquisition	51.2	42.0	1.1	4.6	1.1	100
Helps undertake bigger quantity and better quality of work						
Knowledge acquired from lectures during on the job training Improves performance	42.0	52.9	2.3	1.1	1.7	100
Reference materials from lectures help in work execution	41.4	31.6	9.2	6.9	10.9	100
Induction after training led to comfort in executing duties at work	58.0	36.0	1.8	1.7	1.9	100
Role playing improves my learning during training offered away from the university	14.2	15.8	11	8	51	100
Simulation benefitted me in the course of performing my duties	43	7	10	18	22	100
Job rotation has helped me to master operations in most of the divisions in the university	53	5	21	11	10	100
Apprenticeship is a better method of transfer of skills and knowledge to employees	35	30	17	18	8	100

**4.3 Descriptive Statistics on Training Mode**

Table 4.3 focused on specific aspect of on-the job training which ranged from computer based training, job rotation, lectures, simulation and role play. The descriptive statistics shows that job training serves three objectives; improvement in operations, knowledge acquisition and performance improvement. The respondents affirmed that their performance improved after training (Mean = 4.27, SD = 0.66), there was an improvement in operations (Mean = 4.37, SD = 1.01) and that they acquired knowledge during the training lectures (Mean = 4.33, SD = 0.72). This implies that the training being offered was geared towards knowledge and skill acquisition and towards the improvement of individual and organizational performance. Another aspect of on job training is the computer – based knowledge acquisition which is touted as a solution to the work place job performance. Organizations investing in IT with the hope that it will lead work place efficiencies but such investment require the prerequisite investments in the human aspect

of IT in order for the information systems to serve its purpose. The respondents affirmed that the training in IT (Mean = 4.39, SD = 0.78) is important as it is a prerequisite to the investments in IT.

In general, the organization offers a variety of training ranging from induction training through lectures to role play at management level. In between there are a variety of training geared towards specific objectives and outcomes. The employees tend to feel the job rotation after training (Mean = 4.55, SD = 0.68) and that simulation is an important aspect of improving performance (Mean = 4.51, SD = 0.57). At entry level, most employees hold prerequisite educational level but lack the critical skills to undertake their jobs and thus the need for job rotation to equip them with the job skills. Similarly, simulation is critical to individuals who are promoted or hired to management positions. They may have the technical skill, but may lack in the person management skill and thus apprenticeship is offered to them to help them cope with the increase in responsibilities.

Computer – based learning is a technique that is used in training workforce with an emphasis on the use of IT. As per the responses, the benefits of computer –based learning range from training and communication, information access and storage, work efficiency, improved use of new technology, computer skills acquisitions, communication and conferencing. Majority of the respondents felt that IT improves information access and storage and thus it aids in training and communication, improvements in the use of new technology and computer skills acquisition.

According to respondents, the other HRM strategies that might be used include open door policy, interpersonal relationship, employee welfare, and improvement in working conditions and motivation (incentives, better pay and allowances). The responses illustrated that HR policies at work place were not effective enough to be felt by the employees and thus the need to focus on employee motivation in terms of incentives, better pay, allowances and employee welfare in terms of insurance. Other issues raised include the improvement in working conditions and open door policy.

**Table 4.3: Descriptive Statistics on Training Mode**

	<b>N Statistic</b>	<b>Mean Statistic</b>	<b>Std.Deviation Statistic</b>
On- the- job training helped me improve performance	173	4.2659	.66371
On the Job training helped in operations	173	4.3699	1.01249
Computer based knowledge acquisition	173	4.3931	.78233
Knowledge acquired from lectures improves performance	173	4.3353	.71753
Reference materials help in work Execution	173	3.8613	1.32654
Job training led me to master operations in most of the divisions in the university	173	4.5491	.67700
Simulation benefitted me in the course of performing my duties	173	4.5087	.56670

#### 4.4 Conclusion

The study revealed that mode of training had played a significant influence on non-teaching employee performance at management level in selected public universities in Kenya. Most of the respondents agreed that performance improved after training while on the job training helped in operations, as computer based knowledge helped them to undertake bigger quantity and quality of work. Depending on the mode of training, employees acquired knowledge that improved their performance. Job rotation helped employees

to master operations in most departments within the university, enabling employees to work with ease in any department. Where possible for senior technical staff, apprenticeship promoted transfer of skills and knowledge to employees through participation and observation.

#### 4.5 Recommendations

Various training methods in the study were widely used in most public universities in the study. However, public universities must recognize the effect of globalization and step up computer/web based training/awareness to all employees, in order to survive in this competitive era. Job rotation should not be used as a punishment but it should be done in a way that is appealing, knowing employees would benefit from exposure to many departments.

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