

Role of Training Duration in the Performance of Non-Teaching Employees at Management Level in Public Universities in Kenya

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Abstract- The aim of this study was to establish the role of training duration in the performance of non-teaching employees in 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 V 12, 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 Training Duration (p value = 0.001) was statistically significant and therefore had a role to play in the performance of the non-academic staff at the public universities.

Index Terms- training, performance, non-academic, training duration, motivation

I. INTRODUCTION

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). It is imperative that the institutions of higher learning or businesses whose goals are to survive and prosper invest in training and development in order to improve production and acquire great returns in the investment of human capital (Truitt, 2012). According to Akala (2010), training is crucial for the development of non-teaching employees, due to HR activities such as job training, coaching, mentoring, counseling, and general career development that enable employees get support, knowledge, abilities that promote chances of being employed, and remain marketable as they are endowed with required specific skills in the universities

Training in work or organizations and society is well suited for making a 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. Training activities positively impact on performance of individuals and

teams, therefore benefits accrue from outcomes of training for both individuals and teams, such as attitudes, motivation and empowerment. Such changes result in improved job performance and acquisition of new skills (Armstrong, 2009; Mullins, 2010). Tsai *et al.*, (2007), state that, commitment is a product of adequate training and development which aim at job completion hence increases job performance. In this case, the gap between skills, abilities, knowledge of organizational goals and objectives required to perform a task and the actual skills available for performing a task should be minimized to provide job satisfaction, reduce turnover and enhance job performance. A satisfied worker is bound to be committed and perform better at work. In addition (Farooq & Farooq, 2011), allude that lack of skills can lead to lack of job satisfaction leading to dismal performance and expose business to a lesser advantageous position, hence, competitive disadvantage.

Employees who receive specific training for instance, on-the-job training are likely to stay, than those who do not, (Brum, 2007). In a study within Botswana-Gaborone, Ongori and Nzonzo (2011), state that contribution and improvement of organizational performance is primarily through developing people as individuals, work groups and members of the wider organization. Training, therefore, is intended to raise effective employees to meet the exigencies of organizations dynamic environment. The employees acquire more knowledge, skills and attitudes to help improve their performance in the organization. In multinational companies, training can provide an important impetus to achieve shared values and to facilitate network building between headquarters and subsidiaries.

Training of employees in universities, increases higher productivity through better job performance, more efficient use of human resources, attainment of organization goals, reduced costs due to less labor turnover, reduced errors, reduced accidents and absenteeism, more capable workforce and retention of existing staff.

Dessler (2005) postulated that having high quality employees, puts an organization in a competitive advantage over others even if it be the same industry and inadequacy of expertise is a major constraint; therefore, organizations are assertive in organizing training programs for their employees. 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 changes (Ongori & Nzonzo, 2011). 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

Training and development is envisaged as the process of systematically developing expertise in individuals for the purpose of improving performance (Swanson, 2001). The employees turn out to be better after training, perform better and increase both individual and company performance, culminating in high productivity and output.

The challenges experienced by universities currently, such as large student enrollments, globalization, with inherent competitive advantage for employees and students, has called for more recent trends in the expertise of delivery of quality services, need for recognition and prestige, and a competitive edge over each other. The recent introduction of performance contract requires that staff productivity is assessed annually, especially on the attainment of agreed performance indicators for non-teaching staff. The employees must be quick to adapt to the ever changing world markets and universities must continuously develop their employees as revealed in studies of Shelton (2000). The gap between employees' abilities, skills, and knowledge of work and organizational goals and objectives must be bridged. Non-teaching employees are likely to fail in accomplishing targets due to lack of advanced technology, as such, timely feedback coupled with exposure to relevant training may minimize negative training outcomes (Farooq & Khan, 2011).

Newly transferred staff requires induction to boost performance while older employees require upgrading of skills and adapting to new technology (ILO, 2008). The universities should be assertive in training employees in order to remove weak and negative aspects which can derail employees and firm output. Studies have been conducted on training and commitment, attitudes, retention and turnover among teaching employees (Brum, 2007; Kipkebut, 2010; Ngethe, Iravo, & Namusonge, 2012, & Obwogi, 2011), yet not many studies have been conducted on the topic addressing the role of training duration in the performance of non-teaching employees in public universities in Kenya. Problems such as heavy reliance on government for financing staff remuneration, unfair promotions, few promotional opportunities, and promotion criteria that is subject to manipulation all the time result in demoralization, low motivation and brain drain (Kipkebut, 2010).

II. LITERATURE REVIEW

2.1 Theoretical Framework

2.2.1 Goal Setting Theory

Locke (2012) stated that behavior results from a person's conscious goals and intentions. People's behaviors are influenced by goals which direct energy and attention, sustaining effort over time and motivating them to develop strategies for goal attainment. It has been agreed that specific challenging goals result in better performance than vague unchallenging goals. Goals usually lead to high performance especially when people

are committed to the goals. Goal setting theory can be used in training program design (Noe, 2010).

Goal Orientation

Refers to goals held by a trainee in a learning situation and includes learning orientation, or performance orientation.

Learning Orientation

Learning Orientation refers to increased ability or competence in a task. People with learning orientation believe that training success is defined as showing improvement and making progress.

Performance Orientation

Refers to learners who focus on task performance and how they compare to others. Persons with performance orientation define success as a high performance relative to others, value high ability more than learning.

Learners with a high learning orientation will direct greater attention to the task and learn for the sake of learning in comparison to learners with a performance orientation who will direct more attention to performing well and less effort to learning, Noe (2010). To create learning orientation in trainees, would involve setting goals around learning and experimenting with new ways of having trainees perform trained tasks rather than emphasizing trained task

Studies by Gratton, (2007); Hannagan (2005), view Management By Objectives (MBO) as goals which are set and must be accomplished, similarly, Strategic plans 2013-2017 for JKUAT, and 2008 - 2012(2010 review) for UoN, have indicated various goals and objectives which must be met within set time limits. Studies by Lunenburg (2011) indicate that Goals must be specific, measurable, realistic, and time targeted (SMART). Feedback is an important variable which helps in correction, modification or further improvement. The study by Akala, (2010), revealed that non-teaching employees are evaluated against set goals in performance contracts and performance appraisals.

2.2 Conceptual Framework

The conceptual framework illustrates the relationship between the independent variable (performance of non-teaching staff in management level) and the dependent variable (Training Duration). Motivation will be a moderating variable between training duration and performance of non-teaching employees in public universities in Kenya.

Figure 2.1 below illustrates the conceptual framework which will be used in the study.

Training Duration

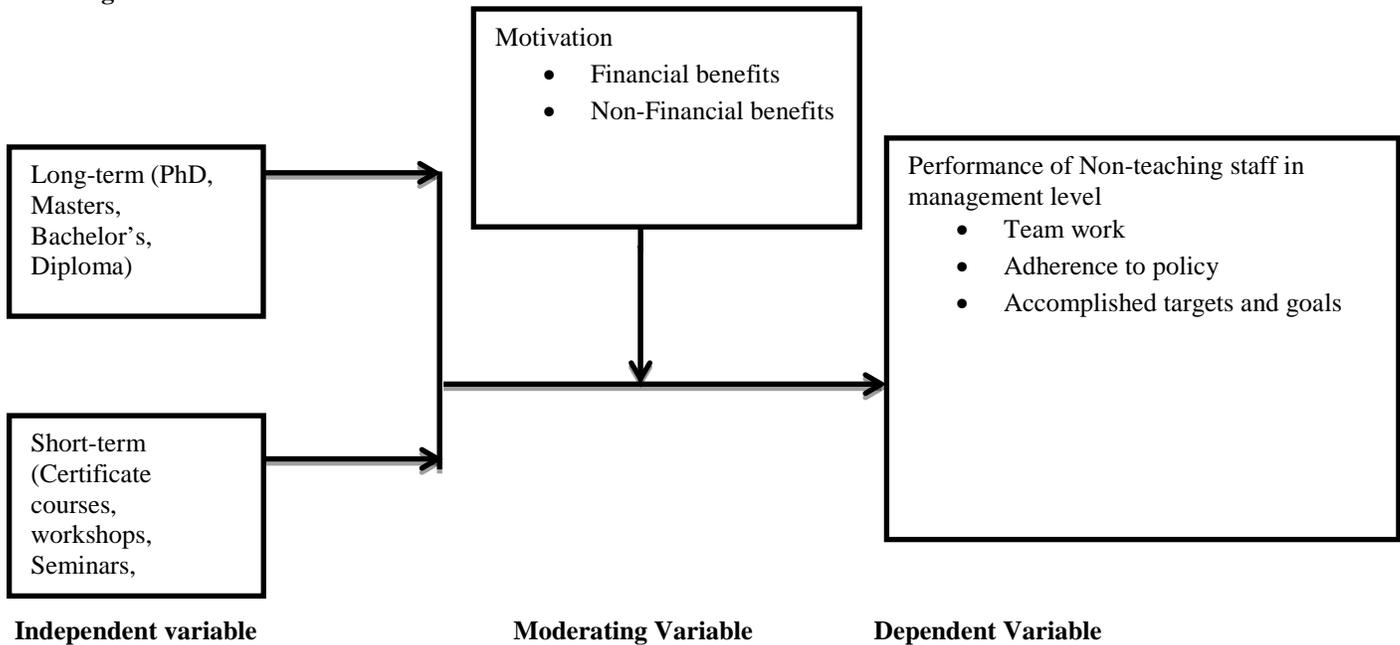


Figure 2.1: Conceptual Framework.

III. METHODOLOGY

The study adopted the Survey design and Correlational 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 Correlational 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), and (Sekaran & Bougie, 2009), 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 was smaller. To get the sample size therefore, the formula given by Mugenda and Mugenda (2003) has been adapted in this study.

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

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:

$$= 384 / (1 + 384 / 450)$$

$$= 384 / 2.17$$

$$= 176$$

$$\text{Percentage} = 176 / 450 * 100 = 39\%$$

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 researcher used Non-probability sampling specifically purposive

sampling technique to select the 176 non-teaching staff in management level at public universities. Table 1 below illustrates the sampling frame developed by the researcher of the 8 selected public universities operating in Kenya.

Table 1

Name of University	No of Non-Teaching Employees	Non-Teaching Employees in Grades			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
TOTAL	450	77	73	26	176

A structured questionnaire was used to obtain the data. A Pilot study of 10% (17 respondents) of the desired sample size of 176 respondents was carried out at Kenyatta University, Nairobi University and Jomo Kenyatta University. According to Mugenda and Mugenda (2003) the purpose of the pilot study was mainly to pretest the instrument to ensure that the items in the instrument were stated clearly and had the same meaning to all the respondents. The pretest enabled the study assess the clarity of the instrument and assess the time taken to administer the instrument. The reason for choice of 3 universities: Kenyatta, Nairobi and Jomo Kenyatta University of Agriculture and Technology was 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 as follows:

$$KR20 = \frac{K(S2 - \sum s^2)}{S2(K-1)}$$

Where:

- KR20= Reliability coefficient of internal consistency
- K = Number of items used to measure the concept
- S2 = Variance of all scores
- s2 = Variance of individual items

A high coefficient implied 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 will attempt to establish the relationship between independent variables and the dependent variable. The questionnaires were coded and the data was be keyed into the computer using Statistical Package for Social Science (SPSS V-17) as well as STATA (10/12) Statistical Software. The statistical software's was used to analyze both descriptive. The results were presented using charts, graphs and tables.

IV. RESEARCH FINDINGS

4.1 General and Background Information

4.1.1 Response rate

A total of 176 questionnaires were distributed, 3 were completely destroyed and illegible, 173 questionnaires were returned in sound condition, representing 98 percent. In this case, the response rate of 98% was considered acceptable as supported by Mugenda and Mugenda (2003) who posit that a response rate of 70% and above is excellent. Bryman and Bell, (2011) also agree that a response rate of 60-70% is acceptable; 70-85% is very good, and 85% and above is excellent. The study managed to survey the eight public universities in Kenya. The universities sampled include; JKUAT, KU, UoN, Moi, University of Eldoret, Egerton University, Maseno, and MMUST. These eight universities are among the oldest universities in Kenya and have adequate population to sustain the study.

4.1.2 Gender of Respondents

In terms of gender, the males respondents were 54% while the females constituted 46%.This indicates that there are more

males in the study group than females as shown in figure 4.1. The assertion is in agreement with the study by Cotter *et al.*, (2004) and Paula, (2015) in which data for census showed 86%

males and 74% females hence more male than female counterpart employees in the labor market.

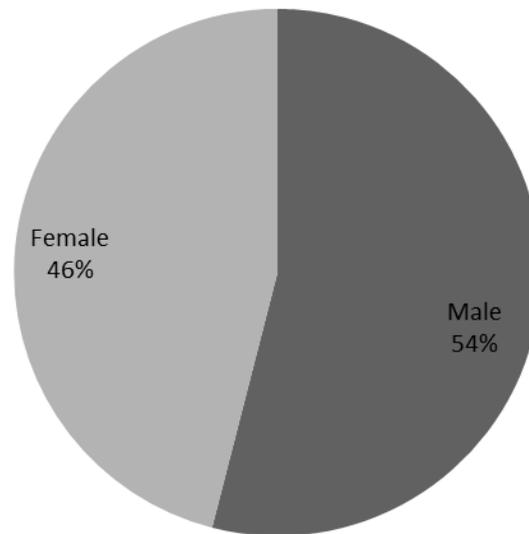


Figure 4.1: Gender of Respondent

4.1.3. Age of Respondents

The study consisted of five age groups as shown in figure 4.2. Employees in the age of 31 to 40 years had 24 %, those with the age of 41 to 50 years, 30 % and 51 to 60 years with 29 %. The remaining 17 % was distributed between age group 20 to 30

years 25 % and those over 61years 2%. The percentages in figure 4.2 show the age distribution of the individuals employed in the public universities in Kenya who were addressed in the study

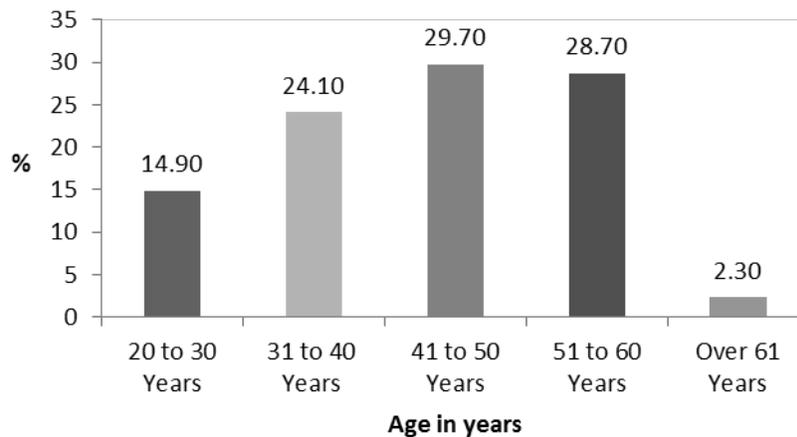


Figure 4.2: Age in Years

4.1.4 Level of Education

Table 4.1 shows the cross-tabulation of gender and level of education. Majority of the respondents comprising of 48% had a master's level of education with 54 % males and 46 % females. Those with a degree level comprising of 41% were split into two halves of males on one side and females on the other. Lastly two thirds of those with doctoral degree were male while a third were female but comprised of 11 % of the total number of respondents. The distribution shows that there are more males 53.4 % than females 46.6% which may be explained by the

characteristics of the population in general and other social factors about the population studied.

Table 4.1: Education Levels

		Level of education			Total	
		Degree	Masters	PhD (Doctoral)		
Gender	Male	Count	33	42	12	87
		% in gender	37.9%	48.3%	13.8%	100.0%
		% in level of education	49.3%	53.8%	66.7%	53.4%
	Female	Count	34	36	6	76
		% in gender	44.7%	47.4%	7.9%	100.0%
		% in level of education	50.7%	46.2%	33.3%	46.6%
Total		Count	67	78	18	163
		% in gender	41.1%	47.9%	11.0%	100.0%
		% in level of education	100.0%	100.0%	100.0%	100.0%

4.1.5 Number of trainings attended

Figure 4.3 show that 48.6 % of the respondents had attended more than two trainings at their workplace. Those who had attended two trainings were 32.4 %, with the remaining 19.1 % having attended one time. This distribution may largely be

explained by the number of years that each respondents had worked or the department within with each individual works, such that those who had attended more than two trainings must have worked for longer periods of time than those who worked for few years.

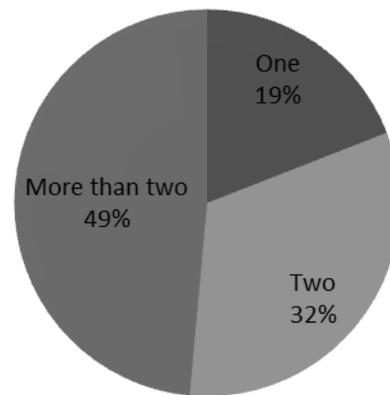


Figure 4.3: Frequency of Training Needs

4.1.6 Exposure to Training

Table 4.2 indicates that eleven (11) respondents consisting of 6% confirmed that they had not been exposed to training at all. One hundred and five (105) respondents who constitute 61% confirmed that they were exposed to frequent trainings. Another

group of fifty-seven respondents constituting 33% confirmed to very frequently attend trainings. In this case there are those who never go for trainings, others happen to be enlisted once in a while, but another group is always enlisted for all trainings.

Table 4.2: Exposure to Training

Frequency	No. of Respondents	Percentage
None at all	11	6.3
Frequent	105	60.9
Very frequent	57	32.8
Total	173	100.0

4.1.7 Duration of attended Trainings.

Figure 4.4 indicates that 10% had attended training of over one year. With reference to the time taken by training, those who

had attended two weeks training were 47% while those with one month training were 43% of the respondents.

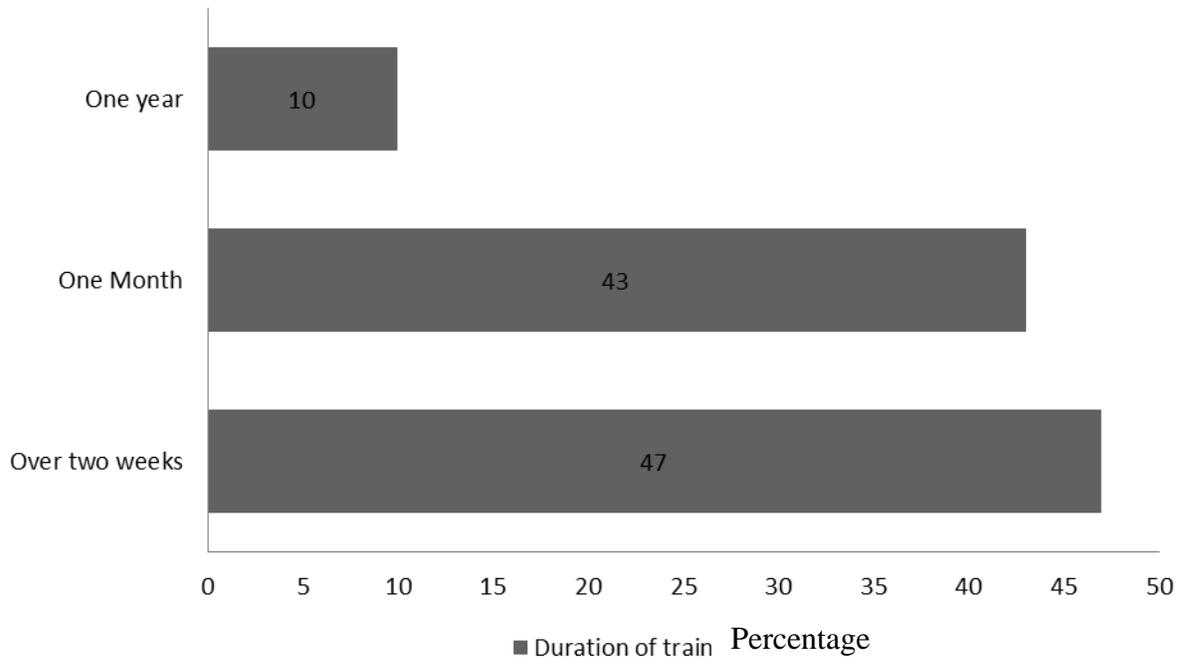


Figure 4.4: Duration of attended Training

4.1.8 Short training Attended

Figure 4.5 indicates that 41.6% having attended the short courses two times in a year, while 23.1% had attended the short

courses only once a year. The remaining percentage 35.3% had attended the said short courses more than twice in a year.

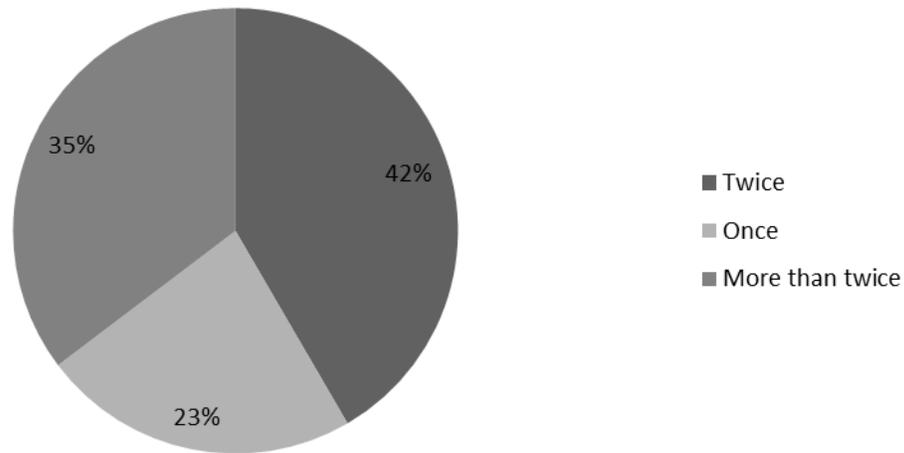


Figure 4.5: Short Training Attended

4.1.9 Length of short Trainings

Figure 4.6 shows the length of the short trainings that range from one week to more than a month. Majority of the respondents 58% had attended the one week trainings followed by one month trainings at 36.2% with the lowest percentage at

5.7% attending training in more than a month. The frequency and the duration of the trainings are probably dependent on the individual trainings needs, performance appraisals and departmental needs.

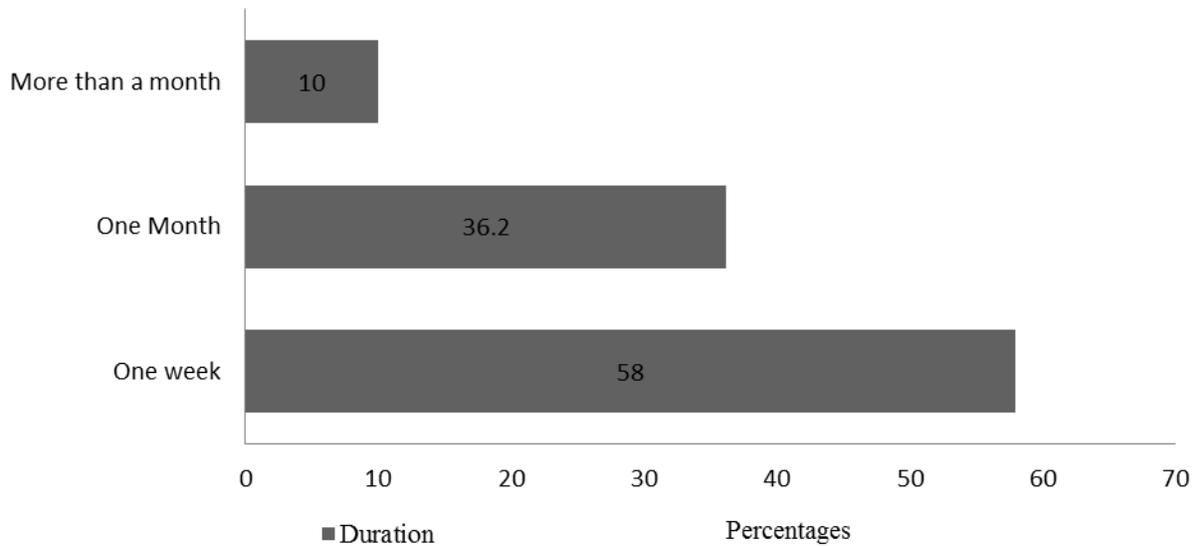


Figure 4.6: Length of Short Training

4.2.0 Promotion attained after Training

Figure 4.7 reveals that 31% of respondents had not received any promotion at all. Those who attained one promotion after training constitute 38.2%; those who received promotions twice

consist of 25%, while those who experienced promotion three times were 6.4%. In summary about 69% of respondents had been promoted after attending some training.

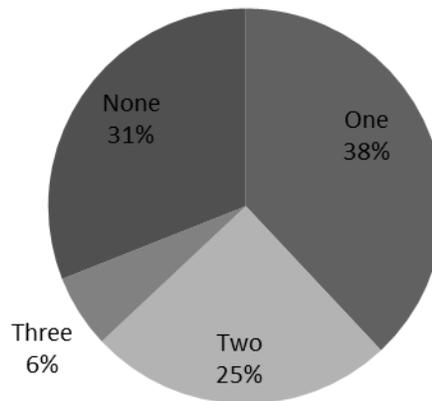


Figure 4.7: Promotion attained after Training

4.2.1 Impact of performance after Promotion

The respondents' perception of the post – training effects are captured and displayed as is seen in figure 4.8. A higher percentage comprising of 83.2 % had higher expectations that they will be promoted with a further 15.6% expected would come their way after the training. Sometimes, training make

employees hold some expectations that after training they would be able to use their new skills and knowledge in different circumstances and thus the perceived expectation were in line with the perceptions that the organizational personnel hold.

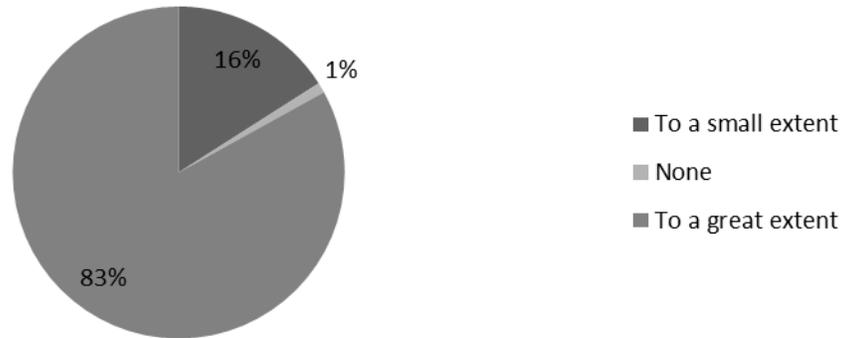


Figure 4.8 Impact of performance after Promotion

Table 4.3: Training Duration

	SA	A	NOT SURE	D	SD %	Total
Short programs help in degree attainment	77.0	17.0	2.7	2.3	1.0	100
Short term training enhances work Performance	30.3	64.0	2.7	2.3	1.0	100
One week workshops sponsored by the university have improved my knowledge and skills	40.1	48.0	8.0	2.8	1.1	100
Seminars held both within and outside the University for Three to four weeks improved my knowledge and performance	62.7	31.6	2.6	1.5	1.6	100
Conferences I attended for six months have boosted my knowledge	33.9	53.4	9.2	0.6	2.9	100

The study sought to establish the extent to which short programs help in the attainment of degrees. 1.0% strongly disagreed, 2.3% disagreed, 2.7% were not sure, 17.0% agreed, and 77.0% strongly agreed. Generally, 3.0% disagreed, 2.0% were not sure, and 94.0% agreed that short programs helped in the attainment of degrees. KarimImani, Tavakkoli, and Salagegheh (2013) agreed that training and improvement leads to deeper insights, higher knowledge, and more abilities and skills in employees within the organizations/universities, as they conduct their duties, and as a result organizational goals are achieved with much more efficacy and output.

The study sought to establish the extent to which short term training enhances work performance. 1.0% strongly disagreed, 2.0% disagreed, 2.7% were not sure, 64.0% agreed, while, 30.3% strongly agreed. Generally, 3.0% disagreed, 2.7% were not sure, and 94.3% agreed that short term training enhances work performance. The study agreed with Seyed (2015) postulated that short term training improve employee performance, since they have positive impact on job skills, improvement of behavior and organizational decision making.

The study sought to establish the extent to which, one week workshops sponsored by the university improved employee knowledge and skills. 1.1% strongly disagreed, 2.8% disagreed, 8.0% were not sure, 48.0% agreed, and 40.1% strongly agreed. This study concurred with Chapman (2016), which revealed that, workshops involve participation and interaction among the

learners which helps them increase interest in learning and grasping content.

The study sought to establish the extent to which Seminars held within and outside the University for three to four weeks improved employee knowledge and performance. The study showed that 1.6% of the respondents strongly disagreed, 1.5% disagreed, 2.6% were not sure, 31.6% agreed, 62.7% strongly agreed. Generally, 3.1% disagreed, 2.6% were not sure, and 94.3% strongly agreed that seminars held both within and outside the University for three to four weeks, improved employee knowledge and performance.

The study sought to establish the extent to which conferences attended by employees in six months duration boosted knowledge. 2.9% strongly disagreed, 0.6% disagreed, 9.2% were not sure, 53.4% agreed, while 33.9% strongly agreed. Generally, 3.5% disagreed, 9.2% were not sure, and 87.3% agreed that conferences attended by employees in six months duration boosted knowledge among non-teaching employees at the university.

Table 4.4 highlights the various aspects of training. The training may take short-term programmes, workshops, seminars and conferences. As it can be deduced from statistics, short courses and short term training enhances work performance (Mean = 4.73, SD = 0.59; Mean = 4.30, SD = 0.47) respectively. This highlights the fact that either the institution focuses on short

term training to improve performance or the employee prefer short –term training as opposed to long-term training.

Short-term training can fall into three categories; workshops, seminars and conferences. From the statistics, employees prefer the three methods since they affirmed that the three forms contribute to performance (Mean = 4.11, SD = 0.925:

Mean = 4.54, SD = 0.74 and Mean = 4.28, SD = 0.71) respectively. The perception can be attributed to the institutionalism within the organization; the preference for workshops, seminars and/or conferences as a mode of training and knowledge dissemination.

Table 4.4: Descriptive Statistics on Training Duration

	N Statistic	Mean Statistic	Std. Deviation Statistic
Short programs help in degree attainment	173	4.7326	.59085
Short term training enhance work performance	173	4.3023	.47313
Week long workshops improves knowledge and skills	173	4.2849	.71345
Seminars held improves knowledge and performance	173	4.5439	.73733
Conference boost knowledge	173	4.1170	.92565

Table 4.5: Motivation

	SA	A	NOT SURE	D	SD	Total %
a) Financial sub variable						
I appreciate promotions I attained after training sessions as they helped me improve my work performance.	81.0	13.2	2.9	1.1	1.7	100
Training has led to better remuneration which has given me impetus to work hard and achieve both organizational and personal goals.	67.2	28.2	2.9	1.1	0.6	100
Having trained on university scholarship has encouraged me to work hard.	67.2	25.9	4.0	1.8	1.1	100
After training, my salary improved, thus, making me more interested to work hard for the university.	59.2	23.6	9.2	2.9	5.2	100
b) Non-financial sub variable						
After undertaking training, non-teaching employees are given higher responsibilities, leadership which motivates them to perform better	71.8	17.4	8.0	1.7	1.1	100
Recognition in terms of compliments and certificates are accorded to employees on successful completion of training	66.1	24.7	6.9	1.1	1.2	100
Employees experience general personal advancement, development and are more confident in performing their duties	59.0	10.0	16.0	14.0	1.0	100

The study sought to establish the extent to which promotions that employees attained after training sessions helped improve performance at work. The study revealed that 1.7% of the respondents strongly disagreed, 1.1% disagreed, and 2.9% were not sure, 13.2% agreed, 81.0% strongly agreed that which promotions that employees attained after training sessions helped improve performance at work. Generally, 2.8% disagreed, 2.9% were not sure and 94.2% agreed that promotions that

employees attained after training sessions helped improve performance at work. It is true that promotions play a dual function in goal attainment; that is, promotion is used to identify personnel for positions of greater responsibility or matching duties of the promotion system and, it also motivates employees by instilling healthy competition for employees to aim at higher ranks (Phelan and (Zhiang & Lin, 2001); (Gibbs, 2008). Employees who feel comfort of work place improve their status

by attending training in some discipline to help improve status, skill and knowledge, thus they feel motivated to develop themselves (Illeris, 2003).

The study sought to establish the extent to which training had led to better remuneration thus making employees to work hard. 0.6% strongly disagreed, 1.1% disagreed, 2.9% were not sure, 28.2% agreed, while, 67.2% strongly agreed that training had led to better remuneration thus making employees to work hard. Generally, 1.7% disagreed, 2.9% were not sure, while, 95.4% agreed that training had led to better remuneration thus making employees to work hard. . Generally, 1.7% disagreed, 2.9% were not sure, while, 95.4% agreed that training had led to better remuneration thus making employees to work hard. The study agrees with the study of Arslan *et al.*, (2014) compensation is a result of services rendered and benefit that employees receive in the form of pay, wages as rewards intended to persuade employee's to increases performance.

The study sought to establish the extent to which employees who trained on scholarship felt encouraged to work hard. 1.1% of the respondents strongly disagreed, 1.8 % disagreed, 4.0% were not sure, 25.9% agreed, and 67.2% strongly agreed that employees who trained on scholarship felt encouraged working hard. Generally, 2.9% disagreed, 4.0% were not sure, and 93.1% agreed. The study concurred with the study Morrison and Maitland (2014) posit that research has identified that employee engagement can be increased through sponsorship to develop a performance culture¹, to motivate employees to adopt a customer orientation, establish a fit between employee and organizational values and engage employees in a diverse range of performance programs.

The study sought to establish the extent to which improvement in salary after training made employees more interested to work hard for the university. 5.2% of the respondents strongly disagreed, 2.9% disagreed, and 9.2% were not sure, 23.6 % agreed and 59.2 % strongly agreed that improvement in salary after training made employees more interested to work hard for the university. Generally, 8.1% disagreed, 9.2 % were not sure, while 81.8% agreed that improvement in salary after training made employees more interested to work hard for the university, Onyancha *et al.*, (2014) stated that remuneration of employees depended on the skills and competencies that they possess, and not on the jobs worth. This statement clearly agrees with the study in that after training the employees are equipped with necessary skills to undertake new assignments. Workplace surveys provide a special upward feedback and are useful in assessing the performance of individuals in supervisory positions and above. (Branham, 2005).edit

The study sought to establish the extent to which after attending training, employees get higher responsibilities, and leadership which was motivating.1.1% strongly disagreed, 1.7% disagreed, 8.0% were not sure, 17.8% agreed, and 71,8% strongly agreed that after attending training, employees get higher responsibilities, and leadership which was motivating. Generally, 2.8% disagreed, 8.0% were not sure, 88.6% agreed that after attending training, employees get higher responsibilities, and leadership which was motivating. The study agrees with Illeris (2003) that employees who feel comfort of work place improve their status by attending training in some

discipline to help improve status, skill and knowledge, thus they feel motivated to develop themselves.

The study sought to establish the extent to which recognition in terms of compliments and certificates are accorded to employees on successful completion of training.1.2% of the respondents strongly disagreed, 1.1% disagreed, 6.9% were not sure, 24.7% agreed, and 66.1% strongly agreed that recognition in terms of compliments and certificates are accorded to employees on successful completion of training. Generally, 2.3% disagreed, 6.9% were not sure, and 90.8% agreed that recognition in terms of compliments and certificates are accorded to employees on successful completion of training. The study agreed with Gruber (2015) stated Praise leads to positive reinforcement, may develop and maintain an individual's academic achievement behavior, or strategies. He continues to assert that praise can affect behavior in relation to performance. Praise can be used to minimize problems thus modifying behavior, encourage learning, and influence other behaviors and enhance efficacy.

The study sought to establish the extent to which employees experience general personal advancement, development and are more confident in performing their duties, 1.0 % of the respondents strongly disagreed, 14.1% disagreed, 16.0% were not sure, 10.0 % agreed, and 59.0 % strongly agreed. Generally, 15.0% disagreed, 16.0% were not sure, while 69.0 % agreed that employees experience general personal advancement, development and are more confident in performing their duties. The study agreed with the study of Billet (2004) which revealed that during learning, employees undergo personality changes which happen at the same time causing changes in the cognitive, emotional, and socio-societal dimensions that give rise to transformative learning. The three dimensions help the learner to attain competence as development occurs. Lastly, employees should be exposed to opportunities to develop their skills and grow and in the art of learning new things and applying them the employee is more likely to retain what has been learnt and more likely to be motivated (Branham, 2005).

Table 4.6 shows the opinions of the respondents' expectations on rewards and incentives after trainings. These expectations are either direct such as promotions, better remunerations, scholarship or indirect such as broaden responsibilities, recognition, advancement and development.

The statistics show that employees would prefer promotions (Mean = 4.71, SD = 0.63), than scholarships (Mean = 4.39, SD = 0.85) better remuneration (Mean = 4.27, SD = 0.75). The direct forms of incentives to the employees since these forms are directly felt by the respondents. They would be explained by the fact that promotion is double edged since it bequeaths the employee salary improve and a rise in position whereas the salary improvement or better remuneration only is only one sided since it offers only the raise in pay.

The second component of incentives is the indirect forms which include the recognition, career advancement and enlarged responsibilities. The respondents would prefer responsibilities and leadership (Mean = 4.57, SD = 0.81), than recognition (Mean = 4.32, SD = 0.66) and career advancement (Mean = 4.27, SD = 0.92). The rationale for this is that; there were three job groups were considered and thus at some levels responsibilities and leadership is more important than other factors, the sector in

which the study was conducted was not-for profit and academic compensation. and thus holding a position is more important form of

Table 4.6: Descriptive Statistics on Motivation

	N Statistic	Mean Statistic	Std. Deviation Statistic
Promotion after training help improve performance	173	4.7110	.62668
Training leads to better remuneration	173	4.2659	.74619
University scholarships encourage	173	4.3895	.84777
Salary improvement after training	173	3.5723	1.44743
Resultant responsibilities and leadership motivates	173	4.5665	.80869
Recognition accord after successful training	173	4.3237	.65536
Personal advancement and development after training	173	4.3237	.92059

4.2.2 Performance of non-teaching employees

Table 4.7: Performance of Non-Teaching Employees

	SA	A	NOT SURE	D	SD	Total %
Accomplishment of work targets leads to performance benefit	69.1	27.0	1.1	1.8	1.0	100
I enjoy working at the university because the university promotes teamwork which translates into higher productivity	39.1	51.1	2.4	5.7	1.7	100
I endeavor to meet university goals when possible	55.7	40.5	1.7	1.1	1.0	100
The rate of absenteeism at the university is very low	17.0	50.0	11.0	9.0	13.0	100
My job at the university gives me great job satisfaction	59.0	33.0	2.0	4.0	2.0	100
I intent to work at the university till my retirement	73.0	20.0	1.0	2.0	4.0	100

The study sought to establish the extent to which accomplishment of work targets leads to performance benefit. The study revealed that 1.0% of the respondents strongly disagreed, 1.8% disagreed, 1.1% were not sure, 27.0% agreed, and 69.1% strongly agreed. Generally, 2.8% disagreed, 1.1% were not sure, and 96.1% agreed that accomplishment of work targets leads to performance benefit. Ideally, the performance metrics used should be selected and maintained as a system, so they complement and support each other and provide the decision makers with a well-balanced picture of the logistics process, Sheriff (2012).

The study sought to establish the extent to which employees enjoy working at the university because the university promotes teamwork which translates into higher productivity. The study revealed that 1.7% of the respondents strongly disagreed, 5.7% disagreed, 2.4% were not sure, 51.1% agreed, and 39.1% strongly agreed. The study agreed with the study by Baker (2015) revealed that training can be viewed as a tool for enabling

organizations to increase productivity for the organization and the employees.

The study sought to establish the extent to which employees enjoy working at the university because the university promotes teamwork which translates into higher productivity. The study revealed that 1.7% of the respondents strongly disagreed, 5.7% disagreed, 2.4% were not sure, 51.1% agreed, and 39.1% strongly agreed. The study agreed with the study by Baker (2015) revealed that training can be viewed as a tool for enabling organizations to increase productivity for the organization and the employees.

The study sought to establish the extent to which employees endeavor to meet university goals when possible. The study revealed that 1.0% of the respondents strongly disagreed, 1.1% disagreed, 1.7% were not sure, 40.5% agreed, and 55.7% strongly agreed that employees endeavor to meet university goals when possible. Generally, 2.1% disagreed, 1.7% were not sure, while 96.2% agreed that employees endeavor to meet university goals when possible. Generally, 2.1% disagreed, 1.7% were not sure, while 96.2% agreed that employees endeavor to meet

university goals when possible. There is empirical evidence by Irawanto (2015) that positive work participation is encouraged through current organizational issues, related to achieving organizational goals, and discussed at meetings. In addition, employees also show deeper commitment to increasing their motivation in work situation setting, both informal work discussions and formal work environment.

The study sought to establish the extent to which employees adhere to university policies all the time. The study revealed that 2.9% of the respondents strongly disagreed, 2.3% disagreed, 5.1% were not sure, 46.6% agreed and 43.1% strongly agreed that employees adhere to university policies all the time. Generally, 5.2% disagreed, 5.1% were not sure, and 89.7% agreed that employees adhere to university policies all the time. The study agreed with Lecourt *et al.*, (2013) posit that Organizations /universities, corporate training policies enhance employee interest in training and provide guidance for orderly training schedules, as a university/organization endeavor.

The study sought to establish the extent to which work of employees at the university is of high quality. The study revealed that 8.0% of the respondents strongly disagreed, 1.1% disagreed, 4.0% were not sure, 40.0% agreed, 37.0 % strongly agreed. Generally, 9.1% disagreed, 4.0% were not sure, while 77.0% agreed that work of employees at the university is of high quality. Generally, 9.1% disagreed, 4.0% were not sure, while 77.0% agreed that work of employees at the university is of high quality. The study thus agreed with ILO (2015) revealed that in many industries, shorter hours are associated with higher output rates per hour and that flexible working hours have a positive effect on employee satisfaction. In addition, Kavita (2012) observed that well managed organizations view employees as a source of quality and productivity gains hence a fundamental source of improvement especially when goals are achieved. According to Appiah (2010), the amount; quality and quantity of training provided vary among organizations.

The study sought to establish the extent to which job at the university gives employees great job satisfaction. The study revealed that 2.0% of the respondents strongly disagreed, 4.0% disagreed, 2.0% were not sure, 33.0% agreed, while 59.0 % strongly agreed that job at the university gives employees great job satisfaction at the university gives employees great job satisfaction. The study agrees with Zimeras *et al.*, (2014) posit that a large number of factors for instance, job satisfaction, work environment, compensation policies, influence employee performance in studies in healthcare services which agrees with revelation by this study that job satisfaction is experienced by most employees at the university. Proactive human resources policies, reinforcement of workers, by implementation of various productivity schemes, suggestion schemes, workers participation in management decision making, timely resolution of grievances, counseling and good working conditions, welfare facilities, help maintain a satisfied and productive work force, better quality of service and industrial peace, with consequent benefits resulting in employee job satisfaction (Ram, 2013).

The study revealed that the study sought to establish the extent to which the rate of absenteeism at the university is very low since 13% of the respondents strongly disagreed, 9.0% disagreed, 11.0% were not sure, 50% agreed, and 17% strongly agreed. Generally, 22% disagreed, 11.0% were not sure, while

67% agreed that which the rate of absenteeism at the university is very low. Thus, Punctuality is a sound performance indicator which allows airlines to differentiate themselves from their competitors. It therefore offers significant potential for saving on costs. Similarly, the employees at the university strive to keep time and avoid being absent from work (Jones, 2006).

The study sought to establish the extent to which employee's intent to work at the university till retirement. The study revealed that 4.0 % of the respondents strongly disagreed, 2.0% disagreed, 1.0% were not sure, 20.0% agreed, while 73% strongly agreed that employees intended to work at the university till retirement. Generally, 6.0% disagreed, 1.0% were not sure, and 93.0 % agreed that employees intended to work at the university till retirement. The study concurred with Akala (2012) posits that employee retention among non-teaching staff at the UoN is influenced by training and development, performance appraisal, welfare benefits, disciplinary procedure and of potential for career growth. Non-teaching employees accepted that institutional support for staff training and development was a major contributor to employee retention. Clear performance targets, fair ratings in assessment and timely application of performance results and upward mobility in careers greatly enhance employee retention at the university.

Table 4.8 show the resultant effect of the trainings. As is observed from the table, there are two components of performance; the individual employee productivity and organizational performance. The individual employee productivity includes high quality work, rate of absenteeism, work satisfaction whereas organizational performance is captured by work targets, teamwork and institutional goals. The statistics show that the respondent's perceived that accomplishment of work targets would translate to improved performance (Mean = 4.70, SD = 0.48). The work set targets are benchmarks for performance in any organization and thus the respondents perceived that by accomplishing work targets would result in improved performance a fact that sometimes it may not be the case.

Teamwork is the new face of work productivity and as such it is given weight by the organizational members (Mean = 4.32, SD = 1.61). Teamwork has been stressed by the many studies as the solution to the employee productivity because it brings unity of purpose, sense of belonging and harmony. Adherence to the institutional goals and objectives is the foundation to the organizational performance and thus the respondents affirmed that they adhered to them (Mean = 4.53, SD = 0.57). By endeavoring to meet the institutional goals serves as a motivator to drive the employee towards the attainment of organizational goals and thus organizational performance.

On the part of the individual employee productivity, the most basic indicator is the quality of work as is performed by the employee. The employees affirmed that they carry out their work assignments to the utmost desired quality (Mean = 4.17, SD = 0.81) while at the same time reducing the time lost by lowering the absenteeism rate to the bare minimum (Mean = 3.70, SD = 1.32). On the same extent, the employees suggested the following ways to improve on employee performance include: better pay and remuneration, motivation, equity, recognition and promotion

Table 4.8: Descriptive Statistics on Employee Performance

	N Statistic	Mean Statistic	Std. Deviation Statistic
Accomplishment of work target leads to performance benefit	173	4.6994	.48447
Teamwork translates to higher Productivity	173	4.3179	1.60579
Endeavor to meet the institution goals	173	4.5318	.56587
Adherence to university policies	173	4.2616	.87602
Higher quality work	173	4.1706	.81427
Rate of absenteeism is low	173	3.6763	1.32479
Work give great satisfaction	173	4.1618	1.01003
Intends to work until retirement	173	3.7225	1.06389

Table 4.9: Correlation between Independent variable constructs and dependent variable

	Training needs assessment	Training mode	Training duration	Training feedback	Motivation	Performance
Training needs assessment	1.0000					
Trainingmode	0.061*	1.000				
Trainingduration	0.086*	0.165*	1.000			
Trainingfeedback	0.187*	0.022*	0.168*	1.000		
Motivations	0.093*	0.192*	0.135*	0.121*	1.000	
Performance	0.025*	0.186*	0.241*	0.017*	0.077*	1.000

* Significance at 0.05

Table 4.9 shows the correlation coefficient(r) statistics between study variables. Training duration correlates with performance (r = 0.241, p<0.05) this implies that any single unit increase in Training duration will increase performance by 24%.

Table 4.10: Linear regression for training duration and employee performance

Performance	Unstandardized Coefficients.	Std. Err.	t	P> t	Standardized coefficient	Beta	VIF
Training duration	.9622036	.0078985	121.82	0.001	.6937262		1

Number of obs = 173
 Prob> F < 0.001
 Root MSE = 0.45936
 VIF = 1

F(1, 172) = 14840.50
 R-squared = 0.9886
 Adj R-squared = 0.9885

Training duration was linear regressed on employee performance. With a constant beta coefficient = 0, Table 4.10 shows that F (1, 172) = 14840.50, with the Prob> F < 0.001 indicates that the overall equation is statistically significant in explain the quality work performance. The explanatory power R² is 0.9886with the adjusted R² = 0.9885. The study rejected the null hypothesis and thus concluded that training duration has a role to play in the performance of the non – academic staff at the public universities. A unit increase in training duration results in 0.9622 unit increase in employee performance.

Table 4.11: Linear regression for motivation and employee performance

Performance	Unstandardized Coefficients.	Std. Err.	t	P> t	Standardized coefficient	Beta	VIF
Training needs assessment	.0120571	.0386006	4.31	0.035	.0241583		1

Training mode	.7155889	.0976348	1.21	0.029	.180979	1
Training duration	.7559528	.1094895	2.34	0.021	.184536	1
Training feedback	.0803237	.0775636	5.04	0.040	.0838092	1
Motivation	.0887686	.0881853	2.01	0.032	.0839629	1
Number of obs = 173			F(4, 168) = 2.56			
Prob> F = 0.0395			R-squared = 0.9715			
Root MSE = 0.40698			Adj R-squared = 0.9435			

Table 4.11 results show that $F(4, 168) = 2.56$, with the $Prob > F = 0.0395$ which indicates that the overall model is statistically significant in explain the moderating effect on employee performance. The explanatory power R^2 is 0.9715 with adjusted R^2 being 0.9435.

A unit increase in training duration results in a 0.7556 unit increase employee performance. This effect shows that motivation accentuates the effect of the independent variables by increasing the effects of the individual variable, training duration.

4.2.3 Moderating effect on training duration

To test for moderating effect on training duration, was created by multiplying motivation and training duration. The interaction and the main effects are included in a multiple linear regression model. The output is shown in Table 4.12. As indicated in the coefficients in Table 4.12, the slope of independent variable “TD*M” was statistically significant at 95% confidence interval. The slope was 0.335, thus, for every unit increase in motivation, there is 33.5% increase in Training duration predicted holding other variables constant. The results indicated that Motivation positively moderates the relationship between TD and M in predicting performance of non-teaching senior employees in Public universities in Kenya.

Table 4.12 Co-efficient of Motivation and Training Duration

Model		Coefficients			
		B	Std. Error	t	p-value
1	(Constant)	2.586	.505	5.120	.000
	Training duration	.226	.104	2.165	.032
	Motivation	.151	.063	2.402	.017
2	(Constant)	9.090	3.773	2.409	.017
	Training duration	-1.297	.882	-1.471	.143
	Motivation	-1.284	.827	-1.552	.123
	Motivation*Training Duration	.335	.193	1.739	.044

V. CONCLUSION

5.1 Conclusion

The study revealed that duration of training played a significant role on the performance of non-teaching employees in public universities in Kenya. Duration implies the length of time training takes therefore there are short programs: seminars, conferences, workshops, and long programs: PhD, Masters, degree, diploma, certificate, others include management sponsored trainings. Most of the respondents agreed that short-duration programs helped in the attainment of degree programs,

and at the same time enhanced work performance which in turn attracted promotions, better remuneration, scholarships, rewards, recognition, higher responsibilities and leadership. Generally majority of respondents indicated high percentages agreeing that duration of training played a significant role in non-teaching employee performance in public universities in Kenya. The study also established that short training improves employee performance and has positive impact on job skills, improved behavior, and organizational decision making.

5.2 Recommendations

Programs should be well designed to take adequate duration to enable appropriate evaluation. The programs should be developed by experts and involve participation by employees. Employees should be encouraged to attend workshops, seminars & conferences to stay relevant in their jobs. Job rotation should not be used as a punishment but it should be done in a way that is appealing, knowing employees will benefit from exposure to many departments.

Public universities should strive to train and effect timely financial and non-financial benefits to employees for better performance.

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