

# The Influence of Training and Development on Employee Performance: An Empirical Evidence From Selected Universities in Kenya

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Roseline Atieno Aduda

Department of Administration and Academic Affairs

Uzima University College

\*Ofwa Joanes Otieno Wu'Adongo, PhD (Corresponding author)

Department of Accounting & Finance, School of Business and Economics

Jaramogi Oginga Odinga University of Science & Technology, Kenya

Michael Nyagol, PhD

Department of Marketing and Economics, School of Business and Economics,

Jaramogi Oginga Odinga University of Science and Technology

Ruth Otienoh, PhD

Department of Education foundation and Administration School of Education

Jaramogi Oginga Odinga University of Science and Technology

## Abstract

*The complexity of today's business environment has imposed continually changing settings in which organizations or institutions compete for survival. As a result, special emphasis is placed on acquiring and retaining quality employees as this is seen as a key factor underpinning organizational success. The purpose of this research was to determine the influence of non-monetary reward systems on employees' performance with reference to selected higher learning institution in Kenya. The study employed correlation research design. the target population of the study was 870 employees of the selected universities and a sample size of 274 was determined by using Yamane (1967) formula. The primary data was collected by Structured self-administered questionnaires and interview schedule. Data was analyzed using descriptive statistics (mean, frequency and standard deviation) as well as inferential statistics especially correlation and regression analysis. The study revealed that training and development had significant influence on employee performance. The study concludes that non-monetary reward systems especially training and development play important role in the employee performance. Therefore, the study recommends, that the management of Universities should embrace non-monetary reward systems.*

**Key words:** Non-monetary reward systems, Employee performance, Training and development and Quality of output.

## 1.1 INTRODUCTION

Employee Performance plays a vital role in the organizational growth. High performance of employee depends on what kind of reward policies an organization offers. Several methods are used to increase employee performance and reward systems is one of them (Armstrong & Murlis, 1994). Reward systems are one of the important practices of Human Resource management. A part from monetary rewards, organizations also offer non-monetary rewards to increase the motivational level of employees which will help increase their performance, which in turn results in increased productivity of an organization (Bratton & Gold, 2007). Effective non-monetary rewards can change a person's attitude in the workplace, which in itself brings a positive change in the working environment, and also enhances employee performance (Armstrong & Murlis, 1994).

According to Briscoe (1995), training and development are often used to close the gap between current performances and expected future performance. Training and development has been argued to be an important function of Human Resource Management (Weil & Woodall, 2005). Amongst the activities of this function is the Identification of the needs for training and development and selecting methods and programmes suitable for these needs, plan how to implement them and finally evaluating their outcome results (McCourt & Derek, 2003).

According to Hellriegel, Jackson, and Slocum (1999), self-fulfillment or self-actualization is the highest need and therefore the ultimate motivator. Maslow defines self-fulfillment as the need to develop potentialities and skills. Although people will search for these opportunities, the



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organization should clarify the scope for growth and development within the company to give the individual the opportunity to achieve his potential within that specific company. There is a positive relationship between training and employee motivation (Withey & Cooper, 1989). They contend that the anticipation of future monetary benefits, promotions and recognition motivates the employee to adapt new skills and technology at the training program. A training program that starts with a needs assessment and then inconsistency between actual and standard performance. Later on, training objectives are made. After determining who wants the training and what sort of training should be given, the training program is implemented. The last step of the process is to evaluate the effectiveness of training programs. Training has a positive impact on the employee performance. Lack of training will result in ignorance of the manager about the skills, competencies and knowledge that are decisive for the performance improvement and motivation. Organizations conduct training programs due to dynamic business environment which increases the motivation of employees. As a result, the employees are promoted due to the training provided to them (Roscoe, 2002).

Guest (1987) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that appropriate training and development take place. With the help of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can help to indicate the areas requiring improvement as a result of the issues raised in the performance appraisal process and their career path needs.

Firms who spend more resources on training of the employee are more developed as the human resource training enhances the productivity more than any other resources (Khattak, Bashir, & Qureshi, 2010). Murphy, Cross, and McGuire (2006), concluded that employees are motivated because they foresee an increase in their confidence level, self-esteem and career satisfaction. According to Wright and Geroy (2001), employee competencies change through effective training programs. It does not only improve the overall performance of the employees to effectively perform the current job but also enhances the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employees, competencies are developed and enable them to implement the job-related work efficiently and achieve firms' objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers, 1989).

According to Workineh and Shimels (2010), both academic and none academic staff of higher learning institution is a key resource to institution's success. Pienaar and Bester (2008) strongly argue that without well qualified and committed academic and none academic staff, no academic institution can really ensure sustainability and quality over a long period of time. Higher education institutions are therefore more dependent on the intellectual and creative abilities and commitment of both academic and none academic staff, this makes it critically important to effectively reward these cadre of staff.

## 1.2 THEORITICAL FRAMEWORK

This study is guided by motivation theories as base for rewarding which demonstrates that motivation consists of factors within the individual that impel individual action (Locke, 2004). In this study two most salient motivation theories relevant to non- monetary reward systems are introduced. These theories are Maslow's hierarchy of needs theory and Herzberg's Two-factor theory of motivation One of the motivational theories was developed by Abraham Maslow. According to Maslow, employee motivation can be performed on the basis of their needs. Maslow identified the most important and the most basic needs that employees endeavor to satisfy through their work (Block, 2011). As a result, Abraham Maslow developed a hierarchy of needs, otherwise known as the Maslow's hierarchy of needs. According to the Maslow's hierarchy of needs, the needs of an individual are in five levels, namely, physiological level, safety level, belongingness level, esteem level, and self-actualization level.



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**Figure 2.1: Maslow's Hierarchy of needs diagram**

From the perspective of the model, every individual will attempt to attain, satisfy, and fulfill a set of needs considered to be instinctual before moving on to the other level of needs. In this respect, the needs of an individual are satisfied on a hierarchical basis. From the context of human resource management and motivation, Maslow's hierarchy of needs is a very essential tool in explaining how institutions of higher learning in Kenya can influence the performance, behavior, and productivity of the employees (Karnataka et al., 2014).

Herzberg's two-factor theory of motivation also explains that employee performance, conduct, and productivity can be influenced by a second set of factors termed as motivators. There are numerous motivator factors that Herzberg identified in the model (Chien, 2013). Examples of such motivator factors include status, opportunity for achievement, responsibility, stimulating or challenging tasks, recognition, sense of personal attainment, and personal growth amongst others. The identified motivator factors within the Herzberg's two-factor theory of motivation revolve around the individual and related personal growth within the organization (Richard, 2013). Through such factors, an institution of higher learning in question can easily achieve high motivation, high satisfaction, and strong commitment, which are very effective in helping a firm to enhance the productivity, performance, and behavior of the individuals. Incorporating the aspects of the model or theory is likely to help an institution of higher learning to achieve improved productivity, performance, and positive behavior amongst the employees.

## 2.1 LITERATURE REVIEW

Selesho and Naile (2014), examined factors that influence the poor retention rate of academic staff at selected universities in South Africa. The survey involved 80 academic staff lecturing at the selected institutions. The sample was chosen in such a way that more than 35 percent of the selected academic staff who had worked at higher learning institutions for more than 10 years. The study attracted responses from 80 academic staff and the survey discovered job satisfaction as the main factor keeping academic staff in their profession. However, job satisfaction was also linked with career growth and academic development. The study could not rule out the probabilities of working conditions as a factor influencing retention. The past review was carried out on the factors that influence the poor retention rate of academic staff at selected universities in South Africa, the present study will focus on the effects of non-monetary reward systems on employees' performance in selected higher learning institutions in Kisumu and Siaya Counties, Kenya.

Marlize and Tadeu (2014) conducted a study to identify whether practices in Human Resources Management – Recruitment and Selection, Integration, Training and Development, Benefits, Compensation and Performance Evaluation – have any relation to turnover. It consisted of an applied, descriptive and quantitative research among Brazilian private companies. Human resources data were collected using the McConnell instrument (2001), and turnover rates – global, voluntary and involuntary – were taken from the 2011 calendar year. Of the 397 companies invited to take part in the research, 62 sent back filled out questionnaires. The results indicated that companies intending to slow or reduce employee turnover need to invest in practices of Recruitment and Selection, Benefits, and Training and Development. Another pertinent result in the significant relationship with turnover is that of Training and Development (-0.342). This practice can be understood as a source of expanded strengthening of organizational competences, which is quite advantageous to the company while providing employees with a means to become qualified and grow professionally and personally. If the



organization has a career plan aligned with Training and Development, professionals are more likely to remain with the company. This study focused on Brazilian private companies. The companies that returned questionnaires on which the findings were based on a sample size of 62 only (15.6%) out of a target population of 397. The proposed study, however, with the sample size of 598 (68.7%) of the target population which is 870, intends to have a bigger number of returned questionnaires. This will bring out clearer findings. While the past study was done in Brazil to assess the human resource practices on the employees' performance, the present study will focus on the effects of non-monetary reward systems on employees' performance in selected higher learning institutions in Kisumu and Siaya Counties, Kenya. A study conducted by Nassazi (2013) to examine the effects of training on employee performance within the telecommunications industry in Uganda. The study focused on the case study approach as a research strategy. In choosing the telecommunication companies to be studied, purposive sampling was used and Mobile Telephone Network (MTN), Warid Telecom Uganda and Uganda Telecom (UTL) were selected. The target size for this study was 120 employees for telecommunication companies. Only primary data was collected during this study. The findings reported in this study suggested that training and development had an impact on the performance of employees with regards to their jobs. The past review focused on effects of training on employee performance within the telecommunications companies in Uganda, the recent study focuses on the on non-monetary reward systems on employees' performance in selected higher learning institutions in Kisumu and Siaya Counties, Kenya.

**2.1.1 Objective of the study:** To determine the influence of training and development on employee performance in selected Universities in Kenya.

### 3.1 RESEARCH METHODOLOGY

#### 3.1.1 Research Design

The study adopted a correlational survey research design and independent and dependent variables were measured at the same point in time by using a single questionnaire. The strength of design is its external validity since data is collected in fields settings and analyzed (Cooper & Schindler, 2011)

#### 3.1.2 Target population and Sample size

The target population of the study was 870 employees of selected Universities in Kenya. A Sample size of 274 of respondents was arrived by using Yamane (1967) formula as shown; adopted from Ajay & Masuku (2014) as shown in Table 3.1

$$n = N / [1 + N (e)^2]$$

Where;

n=the sample size

N= Target population

e= level of precisions at 5%

$$n = 870 / [1 + 870 (0.05)^2]$$

Table 3:1 Sample Frame

Category	Sample size	Proportion of sample size in %
Senior administrative staff	13	4.74
Dean of schools	25	9.12
Heads of departments	38	13.87
Teaching staff	47	17.15
Non-teaching staff	72	26.28
Support staff	79	28.84
<b>Total</b>	<b>274</b>	<b>100</b>

Source: Universities Human Resource records (2016).



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The study used a questionnaire, interview schedule and record sheets. Questionnaire and interview schedules were used to collect primary data from the respondents. Questionnaire was preferred because Newing (2011) and Bryman (2008) explain that questionnaires consist of a series of specific, usually short questions that are either asked verbally by an interviewer or answered by the respondents on their own. The structure of the questionnaire was closed ended and in 5 Likert scale or other ranking scale especially ranging from strongly disagree to strongly agree was used. In close ended questionnaires, the response categories are exhaustive and include possible responses expected from respondents that include opinions and policy issues. The advantageous side of the Likert Scale is that they are the most universal method for survey collection, therefore they are easily understood. The responses are easily quantifiable and subjective to computation of some mathematical analysis. Since it does not require the participant to provide a simple and concrete yes or no answer, it does not force the participant to take a stand on a particular topic but allows them to respond in a degree of agreement. Likert surveys are also quick, efficient and inexpensive methods for data collection. The questionnaire was administered personally by the researcher with the help research assistants by using on the spot collection approach.

In order to check the validity and reliability of the questionnaires in gathering the data required for the study, a pilot study was carried out. The purpose of a pilot test is to detect weaknesses in the design and implementation of a questionnaire and to provide proxy for data collection of a probability sample (Cooper &Schindler, 2011). Other scholars argue that the purpose of pilot testing is to establish the accuracy and appropriateness of the research design and instrumentation (Saunders *et al.*, 2007; Sekaran, 2006; Bryman, 2008) A pilot test was conducted in one of the University in the study unit it had similar characteristics with the others as part of split half within the sample size. A proportion of 10 % of the total sample size of the study was used for pilot study (Oso and Onen, 2006; Baker, 1994) argues that the size of a sample for the purpose of pilot testing can range between 5% to 10% and 10% to 20% of sample size respectively. Prior to the data collection, a research permit was obtained from the office of the director, Board of Postgraduate studies,

### 3.1.4 Data collection procedure

Data was collected from 274 respondents from the selected Universities in Kenya. The data was collected through the use of record survey sheet, interview schedule and a self-administered questionnaire. Document survey sheet was used to collect secondary data from the staff of the institutions. The researcher sought permission from the relevant authorities before proceeding to the field to collect data. The instruments were administered to respondents by the researcher and research assistants and collected on spot after filling in. The respondents who were not able to read and write, the questions were read out for them and services of an interpreter were sought. Saunders *et al* (2007) argue that self-administered questionnaires are usually completed by the respondents' electronically using internet, posted to respondents who return them by post after completion, or delivered by hand to each respondent and collected later.

### 3.1.5 Data Analysis Approach

The data collected was analyzed by using descriptive, inferential statistical techniques as well as thematic were used in data analysis.

## 4.1 FINDINGS &DISCUSSION

Table 4:2 *Response Return rate*

	Frequency	Percent (%)
Issued questionnaires	274	100.0
Returned questionnaires	250	91.2
Not returned Questionnaires	24	8.8

Survey Data (2016)

The researcher distributed 274 structured questionnaires out of which 250 were received from



the field. The questionnaires accepted as correctly filled were 250 which translate to a response rate of 91.2 percent. According to Mugenda and Mugenda (2008), when a case study design is conducted at the individual level, the expected response rate is 50 %. Therefore, the above response rate meets the criterion hence appropriate for this study.

#### 4.1.1 Influence of Training and Development on employee performance

The objective of the study was to determine the influence of training and development on employee performance in Universities. The descriptive statistics was carried out and results shown in Table 4.3

Table 4:3 Training and Development on Employee performance  
Descriptive Statistics

	N	Mean	Std. Deviation
The university invests in relevant regular training & development on its employees	250	3.3	1.268
Training and development programs are focused on producing targeted and tangible results for the institution	250	3.4	1.203
Training methods used have an impact on skills, competencies and knowledge on employees	250	3.7	1.247
The university training and development strategies are aligned with organizations' business strategy	250	3.7	.997
Dissatisfaction, complaints, absenteeism and turnover can be greatly reduced by proper training of employees	250	3.9	1.125
The University conducts various in-house training sessions on knowledge building, skills and process	250	2.8	1.222
Training and development programs are conducted fairly across the departments within the university	250	2.9	1.136
Training has enhanced employee's productivity and effectiveness at work	250	3.7	1.105
Training and development increases the level of commitment of employees and their perception about the university	250	4.0	1.110
The management supports employees in career development programmes	250	3.3	1.186
Valid N (listwise)	250	3.5	

Survey Data (2016)

Key: 1.0-1.4 = strongly disagree, 1.5-2.4= disagree, 2.5-3.4= neutral, 3.5-4.4 = agree, 4.5-5.0 = strongly agree; M= mean, SD=standard deviation

Correlation analysis was carried out to establish the relationship between the training and development and employee performance. The findings are shown in Table 4.4.



Table 4:4 Correlation of Training and Development on employee performance Correlations

		Training and Development	and Employee Performance
Training and Development	Pearson Correlation	1	.137*
	Sig. (2-tailed)		.030
	N	250	250
Employee Performance	Pearson Correlation	.137*	1
	Sig. (2-tailed)	.030	
	N	250	250

\*. Correlation is significant at the 0.05 level (2-tailed).  
Survey Data (2016)

The results of correlation analysis revealed a positive weak ( $r = .137$ ;  $p$  value  $< 0.05$ ) relationship between training and development and employee performance as indicated in the spss output in Table 4.9. Hence from these findings it was reasonable to conclude that there was a positive significant relationship between the training and development and employee performance. From this result it implies that if appropriate training and development is conducted, it will result to improved employee performance. The coefficient of determination was calculated,  $r^2 = 0.0188$ , indicating that the two variables share about 1.88% of their variance. This means that there was evidence of overlap between the two variables.

Regression analysis was carried out to establish the level of significance of training and development and employee performance. The finding is shown in the table 4.5

Table 4:5 Model summary for Training and Development and employee performance

MODEL SUMMARY						
Model		R	R Square	Adjusted Square	RStd. Error of the Estimate	
1		.137 <sup>a</sup>	.019	.015	.59567	
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.688	1	1.688	4.758	.030 <sup>b</sup>
	Residual	87.995	248	.355		
	Total	89.683	249			
COEFFICIENT TABLE						
Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
	(Constant)	3.240	.175		18.468	.000
1	Training and Development	.107	.049	.137	2.181	.030

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Training and Development

Survey Data (2016)

The model summary shows that  $R^2 = 0.019$  which implies that the independent variables explain up to 1.9% of variance in the dependent variable. This means, that 1.9% of the employee performance is affected by the training and development while the 98.1% is affected by other factors. The ANOVA row shows that regression is a good fit for the data with  $F(1,249) = 4.758$  since the model is statistically significant with  $p < 0.001$  ( $p < 0.05$ ). From the coefficients row, the results show that the variables are significant since the  $p$  value is less than .05. Further, the regression model for the relationship between these independent variable and dependent variable is shown in the equation 1.  $Y = 3.240 + 0.107X_1$

In this model: .....equation 1

Where;

Y is the employee performance

$X_1$  is Training and Development



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The study findings revealed positive weak relationship between training and development and employee performance in University in Kenya.

#### 4.1.2 Conclusion

Based on the study findings, it is concluded that training and development contributed to the employee performance. It was therefore, necessary for the management to look into the investment in relevant regular training and development like refresher training, apprenticeship, vestibule training, in order to improve employee skills, competency and knowledge.

#### 4.1.3 Recommendation

It was recommended that Universities management to offer in-house training sessions including providing training and development programs fairly across departments

#### 4.1.4 Recommendation for Further Research

A study on the effects of professional training on employee performance in the public sector in Kenya is suggested.

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