

Employees' perception of the Importance of their Job Training and Development: Case Study of Moi University, Non-Teaching Staff.

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Abstract: The purpose of the study was to examine the employees' perception of the importance of their job training and development in the institutions of higher learning in Kenya, using Moi University as a case study. The sample population constituted non-teaching staff in Main Campus and Chepkoilel campus of Moi University. The study aimed to find out whether there is any relationship between selected variables (employees' productivity, motivation and job satisfaction, adjusting to changes, promotion, stability of an educational organization, reduced work related accidents) and the employees' perception of job training and development. In addition the study intended to find out whether there is any relationship between job training and development of employees and job performance. This research was of ex- post facto research design since there was no manipulation of variables. Data was collected using questionnaires, interview schedules and observation. Data collected was subjected to both descriptive and inferential analysis. Percentages and Chi-square (χ^2) were employed in the analysis using statistical package of social sciences (SPSS) programme. Regardless of employees' gender, marital status, age and academic qualification. It was revealed that training and development of staff has the following importance; training increases employees', it leads to motivation and job satisfaction of employees, it helps employees adjust to changes, training leads to promotion of employees, it leads to stability of an education organization and reduces work related accidents. The study also revealed that training and development of non-teaching staff is poor due to lack of a clear policy on training of staff, lack of coordinated training programme, too many bureaucratic hitches, lack of sufficient staff and lack of funds. In light of the findings it was recommended that a clear and appropriate policy should be implemented and reviewed regularly. Also the administration should provide training funds and avail scholarships to those who deserve. In addition co-ordination of training programmes in the institution should be improved.

Key words: Job training, development, Job Performance, Non-teaching staff

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I. INTRODUCTION

Employees training and development are important procedures in building an effective work team that can reach a high level of productive efficiency. No organization can choose whether or not to train employees' since all new employees regardless of their previous training, education and experience need to be introduced to their new employers work environment and to be shown how to perform specific tasks (Meyers, 2010). Rapid demands for university admission in Kenya as a result of increased population, structured education system and government policy necessitated a different enrolment pattern between 2012-2018 (Moi University six year development plan, 2012). To cope with the increasing student enrolment, the university had to accelerate its staff recruitment process and engage enough academic and non-teaching staff at a time when all the universities in the Country were trying to attract high calibre non-teaching staff.

It has been observed that specific occasions for retraining non-teaching staff arise when they are transferred or promoted or when job change and new skills need to be learnt, perhaps because of the changes introduced by advancing technological change and automation (Meggison, 2009). Therefore the training of non-teaching staff is deemed important. It is upon this argument that the research was aimed at looking at how non-teaching staff perceive the importance of their training and development.

Importance of Training employees'

Manpower development and training is acknowledged to be important and necessary for preparing people for their respective jobs and responsibilities. Deming (2013), has shown that training is more than preparing people to perform tasks. It is also a process of socialization. Okumbe 2001, argues that training is an

important investment in human resources since it increases employees' productivity. Acquisition of new skills and knowledge helps employees to increase both quantity and quality of output at work. Other studies (2011) support the training of staff so that they may be aware of and competent in the latest ways of delivering services.

Bett (2001) argues that newly trained employees and raw recruits need special attention until they are fully proficient and should receive training in their particular job, which invariably differ in some respect from similar jobs they may have done previously. He observed that an essential part of issuing instructions on work, rules and regulations and procedures is to provide training on any aspect, which are new and unusual. New methods are introduced on the recommendation work capable of working entirely on their own. New employees who are already skilled study engineers or as a result of supervisors' study of existing methods, and such changes make additional training necessary. However where employed staff are below standard and lack essential knowledge or dexterity to improve quality and output, additional training will help improve performance.

Okumbe (2001), observes that training reduces the problems which are associated with the supervision of employees. This is because a well-designed programme enhances employees' abilities to learn new work methods and equipment and also help adjust to changes in the content and context of their job. He continues to say that training increases worker's value to an organization, and this prepares him/her for promotion.

Apart from organizational benefits, Okumbe (2001) states training enhances job motivation and satisfaction. Dissatisfaction which leads to tardiness, absenteeism, turn over and job restriction can be greatly reduced when employees are enabled through training, to experience a direct satisfaction associated with a sense of achievement and the knowledge that they are developing inherent capabilities at work. It is therefore necessary to train employees for the purpose of motivation and job satisfaction.

Betts (2001), observes that proper training as well as sufficient close supervision is needed if the accident rate is to be kept down. An assessment of accidents over a period will indicate particular areas where more training is required to cut down dangerous practices. Okumbe (2001), argues that training reduces work related accidents. This is because proper training in job skills and safety techniques enhances employees' abilities to handle work related equipments carefully.

Successful delegation depends upon recognition of employees potential and their effective training for the task to be delegated. Bett (2001), points out that training is necessary to prepare employees for essential. In this regard Okumbe (2001), observes that training increases the stability of an educational organization since it creates a reservoir of qualified employees who easily replace those who either transfer, retire or exit from the organization for various reasons.

Statement of the Problem

Despite the numerous calls and recommendations for training and developing staff in institutions of learning, none of them has indicated precisely how the non-teaching staff perceive the relationship between their training and development and job performance. A bias towards the teaching staff has been witnessed in research done earlier. It was therefore necessary to establish how the non-teaching staff perceived the relationship between training and development and job performance. Such research would identify the importance of training and developing non-teaching staff in institutions of higher learning in Kenya. The findings could then be incorporated in proposals for training and developing non-teaching staff in institutions of higher learning. Therefore this research was intended to address one major research question:

How do the non-teaching staff perceive the relationship between their training and development programmes and job performance?

Therefore the study sought to find out the relationship between the selected variables (employees' productivity, motivation and job satisfaction, adjusting to changes, promotion, stability of an educational organization and work related accidents) and job training and development.

II. RESEARCH DESIGN AND METHODOLOGY

This research adopted the ex-post-facto research design. The relationship between the independent variable and dependent variables was examined. The dependent variables were employees' productivity, motivation and job satisfaction, adjusting to changes, promotion, stability of an educational organization and reduced work related accidents. The independent variable was job training and development.

The study was conducted in Moi University of Uasin Gishu County of the republic of Kenya. The study will involve the non-teaching staff of the three campuses: The Main Campus, Faculty of health science and Chepkoilel campus. The main campus lies in some 35km south of Eldoret town and some 5km from Kessetownship. Chepkoilel is situated 10km to the North of Eldoret town. The Faculty of Health sciences is located within the precinct of Eldoret County hospital, 2.5km from the general post office in the town of Eldoret.

The study population consisted of non-teaching staff of Moi University. It included the following: Administrative staff, accountants, Library staff and technical staff. According to the recruitment records the total population of non-teaching staff was 200. From this total population 73 were administrative, 28 accountants, 34 laboratory technicians and 65 library staff.

A representative sample of non-teaching staff was drawn from the research population. The representative sample constituted 55 administrative staff, 20 accountants, 26 laboratory technicians and 49 library staff.

The main research instrument was structured questionnaires for the non-teaching staff and an interview schedule for the training and development officer. The questionnaire consisted of closed-ended as well as open ended items in order to gain deeper insights on job training and development and job performance of non-teaching staff. To analyse the data the responses obtained through questionnaires were coded then SPSS computer package was used to obtain the frequencies and percentages, this was done to enable the researcher explain the responses meanings for descriptive part. Chi-square (X^2) values were used to make inferences and to test the significance of observed differences.

III. DISCUSSIONS OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Perception on whether training increases productivity

The employee's productivity was conceptualized using four items. The items were based on a likert scale of one to five, where one represented strongly disagree, two disagree, three neutral, four agree and five strongly agree. The table below present a summary of the results.

Number and Percentages of respondents indicating their Perception on whether training increases productivity

<i>statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>totals</i>	X^2	<i>df</i>	<i>Level of significance</i>
<i>training increases my productivity</i>	83 69.2%	37 30.8%	-	-	-	120 100%	17.633	1	.000
<i>Training prepares employees for respective jobs</i>	73 60.8%	42 35%	3 25%	2 1.7%	-	120 100%	116.867	3	.000
<i>Newly trained employees need special attention</i>	50 41.7%	38 31.7%	20 16.7%	11 9.2%	1 .8%	120 100%	66.083	4	.000
<i>Newly employees who are already skilled should receive training on particular job.</i>	39 32.5%	59 49.2%	10 8.3%	11 9.2%	1 .8%	120 100%	97.667	4	.000

The majority of the respondents in the four items given in the table above either strongly agreed or agreed. This was an indication that there is a relationship between the training of employees and their productivity. The significance level in all the statements was less than .05, an indication that there was a very significant relationship.

It was revealed that there was significant relationship between training of employees and their productivity. Training is an important investment in human resource since it increases productivity. The acquisition of new skills and knowledge helps the employees to increase both quality and quantity of output at work.

Training is acknowledged to be important and necessary for preparing people for their respective jobs and responsibilities. As revealed in the literature review employees' productivity is one of the reasons for training staff. It is argued that the higher productivity of trained workers is an additional contribution to national income over entire working lives of trainees.

The study findings also related to theoretical assertions such as in order to boost productivity, Betts (2001), argues that newly trained employees and raw recruits need special attention until they are fully proficient and capable of working entirely on their own. Also new employees who are already skilled should

receive training in their particular job, which invariably differs in some respect from similar jobs they may have done previously.

Adjustment to change and training and development

The employee's adjustment to change was conceptualized using three items. The items were based on a likert scale of one to five, where one represented strongly disagree, two disagree, three neutral, four agree and five strongly agree. The table below present a summary of the results.

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Totals</i>	<i>X²</i>	<i>df</i>	<i>Level of significance</i>
<i>Enhances employees abilities to learn</i>	81 67.5%	33 27.5%	3 2.5%	2 1.7%	1 8%	120 100%	199.33	4	.000
<i>Helps adjust to the context of the job</i>	47 39.2%	62 51.7%	8 6.7%	2 1.7%	1 0.8%	120 100%	135.083	4	.000
<i>Helps take complicated activities in the department</i>	47 39.2%	51 42.5%	15 12.5%	4 3.3%	3 2.5%	120 100%	90.833	4	.000

The majority of the respondents in the three items given in the table above either strongly agreed or agreed. This was an indication that there is a relationship between the training of employees and Adjustment to change. The significance level in all the statements was less than .05, an indication that there was a very significant relationship.

From the study it was revealed that there was a significant relationship between training of employees and helping them adjust to changes in organization. This was also revealed from the literature review. Okumbe(2001), argues that a well-designed training programme enhances employees abilities to learn new work methods and equipment and also help them to adjust to changes in the context of their job.

Promotion and training and development of employees

The employee's adjustment to change was conceptualized using five items. The items were based on a likert scale of one to five, where one represented strongly disagree, two disagree, three neutral, four agree and five strongly agree. The table below present a summary of the results.

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Totals</i>	<i>X²</i>	<i>df</i>	<i>Level of significance</i>
<i>Training prepares for promotion</i>	24 20%	41 34.2%	21 17.5%	17 14.2%	17 14.2%	120 100%	16.500	4	.002
<i>Good things happen for the one who uses training</i>	8 6.7%	35 29.2%	35 29.2%	22 18.3%	20 16.7%	120 100%	21.583	4	.000
<i>People who get rewarded are those who use training</i>	10 8.3%	25 20.8%	37 30.8%	28 23.3%	20 16.7%	120 100%	16.583	4	.002
<i>One is more likely to be recognized when they use training</i>	10 8.3%	37 30.8%	31 25.8%	23 19.2%	19 15.8%	120 100%	18.333	4	.001
<i>One would be unlikely to get a raise if not use</i>	11 9.2%	22 18.3%	41 34.2%	21 17.5%	25 20.8%	120 100%	19.667	4	.001

training

The majority of the respondents in the five items given in the table above either strongly agreed or agreed. This was an indication that there is a relationship between the training of employees and Promotion. The significance level in all the statements was less than .05, an indication that there was a very significant relationship

It was established that there is a relationship between training and promotion of employees. The study revealed that the training received by employees enhances their skills and confidence in assuming higher and senior responsibilities whenever available. It was revealed that training and development enables employees handle challenges that come their way and especially on their professional line. As shown in literature review, training prepares employees for promotion. Okumbe (2001) argues that employees advance to a better job in terms of more skills, responsibilities, status and remuneration.

Motivation, Job Satisfaction and Job training and development

The employee's Motivation, Job Satisfaction was conceptualized using seven items. The items were based on a likert scale of one to five, where one represented strongly disagree, two disagree, three neutral, four agree and five strongly agree. The table below present a summary of the results.

<i>statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>totals</i>	<i>X²</i>	<i>df</i>	<i>Level of significance</i>
<i>Training leads to salary increase</i>	7 5.8%	28 23.3%	40 33.3%	24 20%	21 17.5%	120 100%	23.750	4	.000
<i>Training leads to receiving various rewards</i>	5 42%	9 7.5%	34 28.3%	34 28.3%	38 31.7%	120 100%	40.917	4	.000
<i>Supervisor lets me know that am doing something well</i>	8 6.7%	24 20%	42 35%	27 22.5%	19 15.8%	120 100%	25.583	4	.000
<i>One would quit the present job if offered a similar one</i>	18 15%	48 40%	19 15.8%	25 20.8%	10 8.3%	120 100%	15.417	4	.004
<i>One enjoys doing the job</i>	24 20%	52 43.3%	26 21.7%	7 5.8%	11 9.2%	120 100%	51.917	4	.000
<i>One makes sure not to be absent</i>	48 40%	48 40%	13 10.8%	9 7.5%	2 1.7%	120 100%	82.583	4	.000

The seven statements were meant to test whether training leads to job motivation and satisfaction. For all the statements the relationship was very significant at P<.05 level significance. It was therefore concluded that there is a relationship between training and leading employees to job motivation and satisfaction.

The study revealed that there is a significant relationship between motivation, job satisfaction and training and development of employees. As shown in literature review Okumbe (2001), argues that dissatisfaction which leads to tardiness, absenteeism turn over and job restriction can be greatly reduced. When employees are enabled through training, to experience a direct satisfaction associated with a sense of achievement and the knowledge that they are developing inherent capabilities at work. It is therefore necessary to train employees for the purpose of motivation and job satisfaction.

Stability of an educational organization and training and development of employees

It was established from the study that there is a relationship between training and development and stability of an organization. Betts (2001) noted that successful delegation depends upon recognition of employee's potential and their effective training for the task to be delegated. Stability of an educational organization was conceptualized using three items. The items were based on a likert scale of one to five, where one represented strongly disagree, two disagree, three neutral, four agree and five strongly agree. The table below present a summary of the results.

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Totals</i>	<i>X²</i>	<i>df</i>	<i>Level of significance</i>
<i>Training increases stability of an organisation</i>	43 35.8%	64 53.3%	9 7.5%	2 1.7%	2 1.7%	120 100%	131.417	4	.000
<i>Training creates a reservoir of qualified employees</i>	48 40%	54 45%	10 8.3%	4 3.3%	4 3.3%	120 100%	103.000	4	.000
<i>Training leads to successful delegation</i>	41 34.2%	51 42.5%	16 13.3%	8 6.7%	4 3.3%	120 100%	72.417	4	.000

The three statements were meant to test whether training leads to stability of an education organization. From the percentages it was revealed that the largest percentage either agreed or strongly agreed. It was concluded that there is a relationship between training and successful delegation.

Reduced work related accidents and Training and development of employees

Reduced work related accidents was conceptualized using three items. The items were based on a likert scale of one to five, where one represented strongly disagree, two disagree, three neutral, four agree and five strongly agree. The table below present a summary of the results

<i>Statement</i>	<i>SA</i>	<i>A</i>	<i>N</i>	<i>D</i>	<i>SD</i>	<i>Totals</i>	<i>X²</i>	<i>df</i>	<i>Level of significance</i>
<i>Training helps one cut down dangerous practices</i>	25 20.8%	48 40%	32 26.7%	7 5.8%	8 6.7%	120 100%	49.417	4	.000
<i>Training helps one handle related equipment's</i>	31 25.8%	50 41.7%	27 22.5%	7 5.8%	5 4.2%	120 100%	57.667	4	.000
<i>Training reduces accidents</i>	18 15%	43 35.8%	44 36.7%	7 5.8%	8 6.7%	120 100%	55.917	4	.000

The three statements were meant to test whether training leads to Reduced work related accidents. From the percentages it was revealed that the largest percentage either agreed or strongly agreed. It was concluded that there is a relationship between training and successful delegation.

It was established from the study that there is a significant relationship between training and development of employees and reducing work related accidents in every department. As shown in literature review, proper training as well as sufficient close supervision is needed if the accident rate is to be kept down. Proper training in job skills and safety techniques enhances employees' abilities to handle work related equipment carefully.

IV. CONCLUSION

The main objectives of the study was to establish the employee' perceived importance of job training and development. From the finding of the study it was concluded that job training and development increases productivity of the employees, leads to employees motivation and job satisfaction, helps adjust to changes, leads to promotion of employees, leads to stability of an educational organization and reduces work related accidents. It was also concluded that the demographic variables of employees do not influence employees' perception of their job training and development.

V. Recommendations

This study recommended that:

- a) Due to revelation that training and development of staff have several advantages a clear and appropriate training policy for non-teaching staff should be implemented and be reviewed regularly. Decision about developing a training programme should depend on establishment of a staff development policy for the higher education sector.
- b) The administration to provide training funds and avail scholarships to those who deserve. The training needs should be identified at departmental level and individual job level.
- c) Coordination of training programmes in the institution should be improved.
- d) A balanced training of both teaching and non- teaching staff should be emphasized
- e) Institution's management should adopt various training methods so as to cater for all staff both off the job and on the job methods.
- f) The staff should be encouraged to go for training and development to improve productivity and compete equally for promotion.

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