

**THE EFFECT OF PERCEIVED IN-SERVICE TRAINING ON EMPLOYEE JOB
SATISFACTION AT INTERNATIONAL LIVESTOCK RESEARCH INSTITUTE,
KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS, UNIVERSITY OF
NAIROBI**

DECLARATION

This research proposal is my original work and has not been presented in this or any other University for a degree or any other award.

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DEDICATION

This Project is dedicated to my beloved Sister Jane Nkatha Muriungi and my entire family, for their support and cooperation they give me during my study and may our Almighty God continue to bless them.

ACKNOWLEDGEMENT

First and foremost, I would like to thank the almighty God for his faithfulness and blessings. This project would not have been possible without the material, moral and scholarly support rendered by various institutions and individuals. I wish to extend my gratitude to all those who directly or indirectly contributed to the completion of this study.

More importantly, I would like to extend my sincere gratitude to Professor P. K'Obonyo my supervisor for his professional and scholarly guidance from the onset of the project to its completion. His input and guidance contributed to the successful production of this report. I am also grateful to my colleagues at the University of Nairobi for their encouragement and moral support.

This project would not have been complete without the assistance accorded to me by the management and staff of International Livestock Research Institute, Kenya

I would be unfair not to recognize my family, for without their emotional and moral support this project would not have been possible. A special thank you goes to my lovely Sister Jane Nkatha Muriungi for sponsoring my studies, my daughters Sharon and Pressey, Priscilla, parents, my brothers, and our entire extended family, for their patience, for being so understanding and for the encouragement they accorded me to complete my studies.

TABLE OF CONTENTS

DECLARATION.....	ii
ACKNOWLEDGEMENT.....	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.1.1 In-service Training.....	4
1.1.2 Concept of Effectiveness	5
1.1.3 Job Satisfaction	6
1.1.4 Agricultural Sector in Kenya	7
1.1.6 International Livestock Research Institute.....	7
1.2 Research Problem.....	8
1.3 Research Objective.....	10
1.4 Value of the Study.....	10
CHAPTER TWO: LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Theoretical Foundation	12
2.2.1 Human Capital Theory.....	12
2.2.2 The Two-Factor Theory.....	13
2.3 In-service Training and Employee Job Satisfaction	14
CHAPTER THREE: RESEARCH METHODOLOGY	17
3.1 Introduction.....	17
3.2 Research Design.....	17
3.3 Target Population.....	17
3.4 Sample Design	18
3.5 Data Collection	19
3.6 Data Analysis	19
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION	20
4.1 Introduction.....	20
4.2 Response rate	20
4.3 Demographic Characteristics	21
4.3.1 Gender of the respondents	21

4.3.2 Length of service in the organization.....	22
4.3.3 Age of the respondent	22
4.3.4 Level of education of the respondent.....	23
4.3.5 Level of Management	24
4.4 In service training	25
4.5 Job satisfaction.....	27
4.6 Perceived In-service training and employee job satisfaction Regression Analysis	29
4.7 Discussion of the Findings.....	31
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS ..	34
5.1 Introduction.....	34
5.2 Summary of Findings.....	34
5.3 Conclusion	35
5.4 Recommendations from the study	36
5.5 Limitations of the Study.....	37
REFERENCES:	38
APPENDIX 1	41
Questionnaire Cover Letter.....	41
APPENDIX II.....	42
QUESTIONNAIRE	42

LIST OF TABLES

Table 3. 1 Target Population.....	18
Table 3.2 : Computation of the Sample	19
Table 4.3: Response Rate.....	20
Table 4.4 Means and standard deviation for measures of In-service training	27
Table 4. 5 Job satisfaction.....	29
Table 4. 6: Regression Results on the effect of perceived In-service training on	30

LIST OF FIGURES

Figure 4.1: Gender of the respondents	21
Figure 4.2 : Duration worked in the organisation	22
Figure 4.3: Age of the respondent.....	23
Figure 4.4: Level of education of the respondent	24
Figure 4.5: Level of Management.....	25

LIST OF ABBREVIATIONS

ILRI	International Livestock Research Institute
CGIAR	Consultative Group of International Agricultural Research

ABSTRACT

In-service training is a staff development process which seeks to improve the performance of an employee working in a particular department. Employee job satisfaction on the other hand can be described as the affective, evaluative and cognitive components that contribute to higher dedication and performance of the employee within the organization. The objective of this study was to establish the effect of perceived In-service training on employee Job satisfaction at ILRI. This study was anchored on the Human Capital Theory and the Two-Factor Theory. The study adopted a descriptive research design through a case study. The target respondents were 75 employees across all levels of management at ILRI. Primary data was collected from the sampled respondents whereby questionnaires were administered through drop and pick method. The questionnaire had three sections; Section A was demographic data and B was to cover different in-service training aspects while section C captured the different measurements of employee job satisfaction. The data collected was analysed using both descriptive and inferential statistics such as frequencies, percentages, means and standard deviations and then presented using tables and figures. Inferential statistics was performed through undertaking through undertaking regression analysis on the dependent (employee job satisfaction) and the independent (Perceived In-service Training). The research established that In-service training has a significant effect on employee job satisfaction at ILRI. This was evidenced by a p value of 0.000 at 95% confidence level which shows that the model adopted in this study was significant and that In-service training was significant in explaining employee job satisfaction. It is therefore recommended from the findings that the organization should intensify their training programs in order to offer better job satisfaction to their employee. Job satisfaction can provide employment consideration since it demonstrates the suitability of the person. Fulfilling these expectations increases the commitment of the individual towards the activities of the organization. Committed individuals will have identification, loyalty and actively involved in staffing activities thus reaping positive gains to the organization.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

In-service training is offered to improve the employees' training and education activities which relate to their fields of specialization that occur exclusively for purposes of apprenticeship, attainment of skills and change of their professional skills and attitudes (Safavi, 2003). The management should consider employee training as a vital factor while undertaking each managerial practice so as to attain maximum outcome from it. The role of efficient and skilled manpower towards the attainment of the organization's goals cannot be underestimated since it improves the skills of the workforce and thus the overall wealth of the country. For the managers to make full use of the employed manpower, they should adequately identify the motivational factors and frequently monitor the goals of the organization (Reyahi, 2004). This study will use the Human Capital theory which measures various employee's skills set and the Two Factor theory which highlights different ways on how employees can achieve satisfaction in an organization.

Employee's In-service training implies to equipping the employees with skills which increase both their efficiency and productivity and hence improve job satisfaction. Each career requires some form of training. Both the employees and employers benefit from a trained workforce. Training enables the new employees to familiarize with company policies as well as the roles and responsibilities attached to their positions. According to Armstrong (2008), companies engage their employees in continuous training so as to build on skills which increase their efficiency and productivity at work. The employees learn new ways of associating with customers through customer service training which increases business returns and foster pleasant experiences. Brawley (1996) also elaborated that through safety training, the employees are able to realize the steps that they might have omitted which increases their safety at work.

Well-trained employees often have higher morale and motivation since they feel that the company has invested in their ability and wish to see them grow career wise which results

in low employee turnover. Team work among the employees is enhanced through training which facilitates smooth attainment of the set expectations. Training enables the employees to easily earn promotions as trained employees possess new skills which justify them for promotions due to the fact that they have a greater ability to learn, retain and adequately utilize the acquired information. Both skilled and reliable employees can also need to be encouraged to train other employee, which reduces pressure on the part of the management (Bee, 1994). Management should always organize training programs for the managers so as to improve their preparedness in handling day-to-day responsibilities in a manner that prevents the company from risks while improving the relationships within the work environment at the same time.

Cole (2004), indicates that good training programs teach employees about different types of communication systems and the criteria for choosing the most suitable one based on the issue at hand. Handling one-on-one employee meetings, improving public speaking skills, drafting departmental communications, but still Ferdinand (1996), shared the same sentiments in the context that these are all vital areas for employees to master. The employees also understand company protocols, such as company mission statement, database management, new business ideas and product description through Comprehensive In-service training programs. Organizations will constantly attain new developments and refresher course on the its main principles and philosophies if they constantly send their seasoned employees to annual training classes.

Concept of Perception

Perception is the process of attaining awareness or understanding of information by employees and it helps an individual in selecting, organizing and interpreting information in a meaningful way and have a positive attitude towards the organization and achieve growth. The concept of perception is not necessarily based on reality, but it can be an individual's perspective based on his view with regard to a particular situation (Bunker, 1977). In an organization employee are an important human asset because they have a lot of skills, knowledge, competencies and experience and this is what helps an organization to become a market leader through its greater market links. Organizations achieve growth from the perceptions of its own employees to the outside world. The organization reality

can be different but how employees perceive this reality is something which can create success or failure in a turbulent environment full of competitor's. In employee relations, perception is a crucial factor and mostly, it is formed through leadership styles, organizational roles, communication styles at workplace, organization culture and it is vital for an organization to create the right perception in the minds of its employees by ensuring there is proper and effective supervision can have the correct understanding of the organization processes (Jamshidian, 1998).

It is important that anything done in an organization should be well communicated to all employees so as to ensure that it makes sense and to create a room for dialogue among various groups and teams. When employees are conversant about all the activities of the organization, it is easier for them to understand their roles and responsibilities and thus avoid misconception. Managers need to create a transparent environment so as not to lead to rumors and foster fear that can hinder productivity and engagement (Armstrong, 2008). To achieve employee perception companies, need to ensure proper communication about its goals, mission and vision among its employees. Organizations strive to achieve organizational objectives and having good human resource practices in place will help employees feel engaged and more motivated by the organization's concern for high-quality service and motivated workforce which will reduce costs and increase profits. Employees perceive so well in an environment where they are empowered, and they feel obliged to commit themselves to quality when organizations see employees as assets which makes them feel committed and satisfied to the organization main objective (Mullins, 2007).

Empowered employees will produce more because they will be given a platform for innovative and creative ideas since each and every employee crave for empowerment especially the young talented who have greater opportunities for new ideas, innovations and creativity. Most performing Organization's today have taken the initiative of having a positive employee perception so as t increase productivity by involving employees in the creating knowledge sharing systems, generate excitement about upcoming activities, business planning process, encouraging and providing learning opportunities, and creating open sharing spaces are ways of ensuring employees are engaged at work place. www.ilri.cgiar.org 22nd August 2017 (International Livestock Research Institute).

1.1.1 In-service Training

In-service training is conducted with an intention of updating employee's skills and knowledge in regard to new procedures and other operations in an organization. In-service training refers to practical training that includes short courses and formalized long term programmes aimed at upgrading skills and qualifications of employees to increase their efficiency at the work place. In-service training is a staff development process which seeks to improve the performance of an employee working in a particular department. Malone (1984) asserts that in-service training is tailored in a manner that strengthens the extension's competencies in the course of their duties. In-service training can be defined as learner-oriented, problem-centered, and time-based series of events which opens up an avenue for the development of a sense of purpose, widen the perception client and expand the capacity to acquire knowledge and master techniques. In service training can be classified into five broad categories; this are orientation or induction training, on-the job training, foundation training, career development training and maintenance or refresher training. These types of training are required so as to equip the extension staff with adequate skills in the course of their careers.

This training implies the intended effort by the company to equip its employees with more competencies related to work. These competencies consist of behaviors, knowledge or skills that are important for successful execution of duties (Smell, 2004). Training seeks to master the behaviors, knowledge and skills elaborated in training programs and to utilize them in the course of executing daily activities. Training should be used to attain a competitive advantage and a company should view training as a way of generating intellectual capital. Intellectual capital is composed of basic skills (skills required to undertake a particular task), advanced skills (such as self-motivated creativity, how to share information with other employees, how to use a certain technology, an understanding of the manufacturing system or customer, (Nadler, 1992). Majority of the companies have adopted the broader training perspective referred to as high-leverage training.

Continuous learning working conditions are easily created by high-leverage training practices. Training enhances the proper understanding on how the entire work system functions; this includes associations among their work units, jobs and the organization. Employees should constantly acquire new skills and knowledge and utilize them on job, and share this information with their colleagues at work (Raja, 2011). Managers need to take up the task of identifying the employees' training needs and ensure that the acquired knowledge is fully utilized at work. Ideally, training is more of performance-based implying that training is used to improve the performance of the employee, thus attainment of higher productivity. Training is an important factor in the attainment of improved business performance. Other actions such as increasing employee motivation through incentives and pay and changing the job also improve performance (Raymond, 1998).

1.1.2 Concept of Effectiveness

The term effectiveness refers to the extent to which organizational objectives are attained by the employees and the degree to which the problems identified are solved. In contrary to effectiveness and efficiency, it is undertaken with little cost considerations and while efficiency means "doing the thing right" and effectiveness means "doing the right thing" (Drunker, 2006). This concept of effectiveness ensures that employees are working at pace, while they are organized and creating space in an organization. Employees working at pace means working on time scale and creating interest in work, working on flexible shifts, and work with minimum stress and always consider the work environment. Working organized means an employee should know where and how to start working by giving priority on duties, arranging things in order, maintain clean surroundings and working with care, have a focus on what one is doing and let it be a part of the daily routine and have time management skills. To create space is the duty of the employers to avoid congestion and create a movable space in the offices and the workshops by ensuring there is enough space and encourages task management skills so as to increase performance (Scherer, 2005).

The concept of effectiveness helps employers measure if actual output meets the desired output and takes into consideration of the long-term strategy. It helps employees have

desires to have innovative ways of working and hence focus closely on excellent results. In a nutshell effectiveness is a very useful management tool used by employers to monitor and evaluate employees output at any given time. It creates an environment for a clear mind for creating of innovative ideas and enables employees to be creative in their doings for the benefit and the continuity of the organization according to global consultants www.divineglobalconsult.com dated 22nd August 2017 (Global Consultants). Effectiveness concept is also used as performance indicator and gives the ability of getting things done on time and avoiding mistakes which can lead an organization into greater losses and lack of business. Employees also get the motivation and determination of working much harder and when employees stay motivated and satisfied they automatically inspire others.

1.1.3 Job Satisfaction

Both job satisfaction and employee satisfaction are vital in organizational behavior since they highly influence the employee's perception and attitudinal response towards the organization. Job satisfaction is perceived as an affective, evaluative and cognitive component that contribute to higher dedication and performance to the organization. Four major common factors have been identified from recent studies that may result in job satisfaction which include the worker's values, worker's personality, the work situation itself and the social influence (Karasek, 1996). The personality of the worker either positively or negatively influences his thoughts about the job. A person with high extraversion personality trait is more likely to attain job satisfaction as compared to one with low personality extraversion trait (Dale, 2007). Previous research indicates that the employees' views and attitude towards their job is greatly influenced by job satisfaction. Job satisfaction can be easily understood through examining the values or beliefs since it is well-established. Job satisfaction is also affected by both the intrinsic or extrinsic orientation work values (Dardar, 2011). Therefore, the job satisfaction of the employee can be described as a work condition as it forms the most dominant elements of job satisfaction.

Most of the organizational processes vary due to training programs that enable the employee to tackle challenges which occur while executing tasks and re-structuring the task through utilizing the strategy acquired from the training programs. A proper

understanding of the link between training and job satisfaction among employees and organizations is important to examine as it accrues benefits to the organization. Rosenwald (2001), defines job satisfaction as a general attitude towards an individual's employment. Job satisfaction can provide employment consideration since it demonstrates the suitability of the person. Fulfilling these expectations increases the commitment of the individual towards the activities of the organization. Committed individuals will have identification, loyalty and actively involved in staffing activities thus reaping positive gains to the organization (Schvaneveldt, 2006).

1.1.4 Agricultural Sector in Kenya

ILRI is under the consultative Group of International Agricultural Research (CGIAR) which is a body of multilateral aid agencies, national government, private foundations and others which support a member of international research centers so as to improve and increase agricultural production across the developing world while conserving the natural resources base. International Livestock Research Institute has a campus in Nairobi which carries its operations in eradicating poverty in Kenya through supporting livestock keeping farmers and falls under the Agricultural Sector which is the backbone of this economy and the largest contributor to the Kenya's Gross Domestic Product.

1.1.5 International Livestock Research Institute

ILRI is a non-governmental and non-profit-making organization whose headquarters is Nairobi, Kenya, and with the second largest headquarters in Addis Ababa, Ethiopia. ILRI has employed 700 staff from about 40 countries www.ilri.cgiar.org dated 25th August 2017 (International Livestock Research Institute. About 80 staff members representing 30 disciplines are recruited through International competitions. The body constitutes of almost 600 staff members where the majority are recruited from Ethiopia and Kenya. The vision of ILRI is to make the world a better place for poor people in developing nations through improving agricultural systems in livestock keeping. Its mission is to work at the crossroads of livestock and poverty, bringing high-quality science and capacity-building to bear on sustainable development and poverty reduction for poor livestock keepers and their communities. The People & Organization Development directorate's vision is to make

ILRI the best livestock research institute and as the leading employer worldwide in the labor market.

The directorate is goals are governed by the appreciation of the fact that capability and engagement of ILRI's staff are fundamental towards the attainment of the organization's vision, mission and strategy through its fundamental success factors which include getting the science right, ensuring ILRI is fit for a purpose, grow capacity, influence decision-makers and secure sustainable and funding www.ilri.cgiar.org dated 25th August 2017 (International Livestock Research Institute. Different training programs have been put in place by ILRI which are managed by the Capacity Strengthening Unit (CaSt) of the Directorate of the Partnerships and Communications which include trainings for graduate fellows, attachment associates, student's associates, technical associates and research fellow with an aim of training students and equipping them with the right skills and knowledge to do the job.

The main objective is to attract, develop and retain competent scientific and support talent by nurturing high innovation and performance. To establish an enabling environment which is conducive to operate within a culture that is guided by the values of responsiveness, responsibility and respect so as to deliver on operational excellence in service delivery www.ilri.cgiar.org. dated 25th August 2017 (International Livestock Research Institute). ILRI has in practice embraced the human capital theory which states that investment relates to machines and factories, but an organization must not forget that an investment also relates to human capital. According to Smith (1986) people contribute to economic growth. The human capital theory asserts that it is more profitable to invest in individuals' education and training than in machines and factories, the return on investment is higher in the long run and the reason for ILRI having in place a Learning and Training Department headed by a Human Resource Director and a human resource expert team to address employees learning needs and gaps.

1.2 Research Problem

It is critical for organizations to appreciate the diverse and varied cultures that can be found in today's world. In-service training in the workplace is often done as a means of

continuously equipping employees with work skills, attitudes and behavior. Training can increase employee's hope in the job's future prospects and thus increase job satisfaction. The attitude of an individual towards work is greatly influenced by the level of job satisfaction. Job satisfaction is the emotional response of workers to different work-related factors. It is associated with pleasure, confidence, comfort, personal growth, rewards and various positive opportunities such as recognition, upward mobility and appraisal. There are three categories of training courses offered by ILRI: core courses, network courses and program courses offered to different categories of employees. The core courses are invented and implemented jointly by the training department in collaboration with ILRI's research sections. Program courses are specific to a ILRI research theme. ILRI's associated networks initiate the network courses e.g. cattle traction. IT courses are also offered to employees so that they can be equipped with computer knowledge and skills and be conversant with the technology.

Schmidt (2007), study consider In-service training as a form of systematic effort whose main goal is to coordinate, harmonize and align the wishes, interests, targets and future requirements of the employees and the expectations of the employees towards the organization. Burke (1995), study consider In-service training as a process as a form of systematic acquisition of concepts, attitudes, skills or rules that improve job satisfaction at work place. According to Bazaz Jazayer (2004), growth and organizational complexity leads to arising of human problems such as alienation, interpersonal and inter group problems and hence the reason why In-service training is needed for solving human problems in organizations. A study according to Wright & Geroy (2001), shows that effective In-service training programs improve the competencies of the employees. It improves both the employees' overall performance to perform the current job effectively and enhances the required knowledge, skills and attitudes required by the workers so as to produce the best performance. Training develops the employee competencies which are then implemented in the course of execution of duty leading to the attainment of the organizations' objectives in a competitive manner.

According to Pigors & Myers (1998), study, complaints, dissatisfaction, turnover and absenteeism can be reduced significantly through offering adequate training to the

employees to the extent that they achieve direct satisfaction which is attributed to the feeling of sense satisfaction and attainment of knowledge which can be used to develop their inherent capabilities. Nadler (1984), study observed that all the activities personnel development resources are meant to improve an individual's current job's performance, equip the individual with new skills for the new position or future job and general growth for both the organization and the individual in order to meet the current and future objectives of the organization. The managers can adapt to the dynamic environment most effectively through adopting in-service training since it ensures that the services of the organization are developed and implemented in accordance with the employees' actual needs. This will not only increase the performance of employees but also improve the skills of the employees and managers and hence increase job satisfaction.

To address the gaps identified above, this study will address the question: What is the effect of In-service training on employee job satisfaction at International Livestock Research Institute?

1.3 Research Objective

The objective of this study was to establish the effect of perceived In-service training on employee job satisfaction at International Livestock Research Institute (ILRI), Kenya.

1.4 Value of the Study

The management of ILRI will be able to use the study's findings to ascertain the value of In-service training and employee development on individual employees and how this will help to improve employee skills and knowledge and create job satisfaction among different groups of employees in the organization. Since the main purpose of training is to improve or upgrade employee skills in a specific task, the skills acquired will help employees to carry out their duties effectively which will translate to having a workforce that is motivated and satisfied. The management will then be encouraged and find it necessary to continue supporting employee's In-service training and development in the future by setting a budget aside for the training programmes.

Future researchers will also benefit from the findings and they will gain knowledge and additional skills required for conducting studies in related fields and this will enable them to offer advice or consultancy services to various Non-Governmental organizations and businesses on how to effectively and efficiently operate their businesses and organizations in an ever-dynamic environment. The Government will need these findings in the formulation of government policies needed in the economic system and in allocation of resources and in the distribution of funds to the entire economy.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter entails theoretical foundation and In-service training on employee job satisfaction.

2.2 Theoretical Foundation

According to Kothari (2003), a theory is a set of interrelated propositions and concepts that show the relationships among the variables used in the prediction of phenomena.

2.2.1 Human Capital Theory

This study used both the Human Capital Development Theory and the two-factor theory. The Human capital is an index for measuring the economic value of the set of skills exhibited by an employee. The human capital theory appreciates the fact that the types of labor are different, and that the employees' productivity can be improved through training, education, experience and that the employee's abilities generate economic value to both the employers and the entire economy. Specifically, the human capital theory argues that higher economic outcomes for both individuals and societies are attained when the workforce is equipped with more knowledge and skills. Human capital has gained more prominence over the past decades due to the prevailing world-wide perception that we live in a "knowledge economy", where role of knowledge and skill is more evident than in the past. Economist Theodor's Schultz (2006) formulated the terminology "human capital" in the 1960s to explain the importance of human capacities. He pointed out that human capital was similar to other types of capital and could be invested in through training, education and enhanced benefits that result in quality improvements and increased production levels. The effectiveness of the organization is defined by its effectiveness of its workforce.

The importance of human capital is to ensure that the employees fully contribute towards the attainment of the organizational goals and that it is important for them to remain contented and feel as part of the organization's culture using the capital strategies that are deemed effective. Human capital theory explains a work environment in which a work life balance can be attained (Ferdinand, 1962). Employers need to create a culture where the lives of the employees outside of the company are valued and respected. It promotes open

communication within the organization and creates a platform where the employees can interact and share ideas. The organization can motivate the employees by recognizing their effort through issuing them with rewards as a way of appreciating their effort. Studies in business management consulting firm Company Inc and McKinsey (2007) opine that organizations that are endorsed with strong ethnic backgrounds perform better than their peers by 35% while those that exhibit great gender-diversity perform better than their peers by 15%. Other studies further point out that in the long run, organizations with majority of the board members constituting of women perform better than those with little in the long run.

The weaknesses of human capital are an impoverished version of capital. It cannot be used to explain the human activity apart from its use for the exchange of commodities and it employs a purely quantitative notion. This ignores the fact that capital functions as an independent social force where capital accumulation and continual transformation occurs through commodity circulation so as to create social value. Labor is structurally excluded from the production process under capitalism. Both labor and other resources used in production are concentrated as capital and commodities at the exposure of the opposing class. Therefore, human capital is more of a labour commodity than a capital commodity. The modern human capital theory states that the human behavior is determined by the individuals' self-interest within the competitive markets. Ferdinard, (1962) for example, has argues that only educated individual's benefits from professional and of vocational education. Copper, (1994) self-interest elevates dominance among individuals to all level where economic analysis rests which interferes with the social arrangements. The human capital theory also accounts for the national economic growth which presents a major criticism.

2.2.2 The Two-Factor Theory

The two-factor theory also referred to as the Herzberg theory argues that certain factors in the workplace result in job satisfaction whereas another set of factors results in job dissatisfaction. This theory was developed by Fredrick Herzberg (1966), who opined that that job satisfaction and job dissatisfaction function independently. Among the fundamentals of the two-factor theory are; attitudes and how they are connected with

industrial mental health. His findings have had both practical and theoretical influence on attitudes towards administration. Herzberg (1966), argues that individuals are not satisfied with lower-order needs at work such as the needs associated with low salary levels and pleasant and safe working conditions but rather seek for gratification of higher-level psychological needs associated with responsibility, achievement, recognition, the type of work and advancement. Herzberg however further expounded this theory by proposing a two-factor motivation model, this was based on the assumption that the existence of one set of job incentives or characteristics leads to job satisfaction, whereas another different set of job characteristics results in job dissatisfaction. This implies that satisfaction and dissatisfaction related in that an increase in one leads to a decline in the other, but are independent variables.

This theory thus recommends that in order to improve job productivity and attitudes, the administrators must appreciate both sets of characteristics and not assume that an increase in satisfaction automatically results in to decrease in un-pleasurable dissatisfaction. Fredrick Herzberg introduced his Two Factor Theory in 1959. Herzberg proposed two sets of factors that contribute to job satisfaction; the first set of factors is the hygiene factors. These factors create dissatisfaction when perceived by individuals as inequitable or inadequate, yet individuals will not be properly motivated if these factors are perceived to be good and adequate. Hygiene factors are extrinsic and include job security, salary or working conditions and remuneration. The second sets of factors are the motivators which are intrinsic factors such as sense of recognition, achievement, personal growth and responsibility. The hygiene factors determine dissatisfaction, and motivators determine satisfaction.

2.3 In-service Training and Employee Job Satisfaction

In-service training is a learning process where the participants are equipped with useful and relevant information which result in development of behaviors and skills that can be applied in the workplace. Training seeks to convey useful information and skills to the participants that will be utilized even after the lapse of the training period and the focus is on establishing commitments and courses of action that will motivate individuals to incorporate the newly acquired skills and ideas at the workplace. Organizations basically

offer training to its individuals and groups in order to develop their skills which can possibly be translated to work. Dardar, (2011), opines that training entails the transfer of knowledge and skills from an expert to learners so as to improve their job performance. Employee development implies to the encouragement of the employees to obtain new knowledge, skills and viewpoints through provision of learning and training avenues and facilities where such new ideas are applicable.

Sagimo (2000) defines training as a planned experience that seeks to effectuate change in an individual's skills, knowledge and attitudes. Nguyen (2009) argues that job satisfaction is an all-round construct that entails both extrinsic and intrinsic work attributes: The intrinsic factors comprise of achievement, ability utilization, responsibility and authority while the extrinsic factors are attributed to work relationships compensation and advancement. Knowledge transfer occurs in different settings ranging from the acquisition of knowledge in a class room setup to the actual practical application at workplace, survival for the fittest, using organized lesson plans, or a well-prepared replacement derived from an orderly transition. The training to be administered must be in line with the task and the participant and in order to attain increased productivity (Snell, 2004). The employees are more likely to produce the desired results when their duties are well outlined and there are adequate tools for undertaking the tasks. According to (Smith 2001), the workforce attains job satisfaction when they meet or exceed their results.

Job Satisfaction improves the performance of the employees which leads to increased productivity. A hardworking employee attains both intrinsic and extrinsic rewards which increase job satisfaction. Therefore, the employer needs to ensure job satisfaction among its workforce in order to minimize employee turnover. There is correlation between satisfaction and absence, (Dale 2007). The extent of organizational commitment of the workforce is determined by the level of job satisfaction. The employees are also compensated and rewarded based on a set of rules and principles which are stated in the reward systems. These reward systems also consist of processes that are utilized during jobs evaluation and assessment of the individual performance of workers and the procedures in place so as to ensure effective system maintenance and a higher value for money.

The productivity and effectiveness of an organization is enhanced when the employees are satisfied with their jobs (Fred, 2006). The employees are motivated to work harder when financial rewards are advanced to them which lead to increased productivity and profitability. Lack of good reward system lead to dissatisfaction of employees (Smith, 1992). Training has been linked to job satisfaction and employee intention to stay and work for the Organization. In conclusion job satisfaction is now considered as a vital factor by many organizations since it greatly affects its output (Darda et al., 2011). Previous studies indicate that there is a positive association between training and the job satisfaction of the employee (Sahinidis and Bouris, 2008). The training programs of an organization indicate the willingness of the organization to invest in the employee and how committed they are to the employees. Such feelings could be alleviated through employee development. Garger (1999) argues that employees are only motivated to protect the interests of the company if the company is concerned about their welfare. According to Gerbman (2000), as much as the company requires employees so as to attain their goals, they should also make the employees feel that their efforts are vital towards the attainment of the organizational rates. Stacey Wagner argues that a director with the American Society for Training and Development, training builds company loyalty since the employees are aware that the organization is concerned about the future (Rosenwald, 2000).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter consisted of the research design, target population, sample design, data collection and how data analysis was presented and explained.

3.2 Research Design

The study adopted a descriptive research design through a case study. According to (Kothari 2001) descriptive research design is suitable when one collects data in the field based on facts without bias or manipulation concerning the different attributes of the matters being discussed. This design also enabled the generalization of the findings to larger population represented by the sample. Further, the selected design was appropriate since data was collected across a reasonably large number of respondents at one point in time.

3.3 Target Population

Mugenda and Mugenda (2003) defines a target population as a universal set of real or hypothetical people, objects or events upon which a researcher wishes to draw deductions. This study's target population comprised all employees at various levels working at International Livestock Research Institute which included Senior Management, Scientists, Middle Level Managers, Research Technicians, Supervisors and support staff. The total number of employees in these categories was 372 employees. Distribution of the population by rank was as presented in table 3.1.

Table 3. 1 Target Population

Category	Target Population
Senior Management	35
Scientists	52
Middle Level Managers	25
Research Technicians	110
Supervisors	25
Support Staff	125
Total	372

Source: Author (2017)

3.4 Sample Design

According to Gay and Diehl (1992), generally the number of respondents acceptable for a study depends upon the type of research involved such as descriptive, correlation or experimental. For descriptive research the sample should be 10% of the total population but if the population is small a higher percentage such as 20% should be used for the study. However, for this study 20% was used to compute the sample size to ensure that categories of the population that were small are fairly and adequately represented. The researcher used stratified random sampling. The stratum was the different categories of employees. A sample random technique was used to select the respondents from the stratum. Using this technique, the researcher arrived at the sample presented in table 3.2 as shown below.

Table 3.2 : Computation of the Sample

Category	Target Population	Sample Percentages %	Sample
Senior Management	35	20%	7
Scientists	52	20%	11
Middle Level Managers	25	20%	5
Research Technicians	110	20%	22
Supervisors	25	20%	5
Support Staff	125	20%	25
Total	372	20%	75

Source: Author (2017)

3.5 Data Collection

The researcher collected primary data. Being a descriptive study, a self-reporting and structured questionnaire was used to gather primary data. The questionnaire was administered to the selected respondents shown in table 3.2 through drop and pick later technique. The questionnaire was divided into three sections namely demographic, in-service training and job satisfaction. The questionnaire was structured using Likert-type scales ranging from one to five. The researcher distributed the questionnaires picked them based on the agreement with the respondents.

3.6 Data Analysis

Data was analyzed using descriptive statistics such as mean, standard deviations, frequency distributions and percentages. Simple linear regression analysis was used to determine the effect of in-service training on job satisfaction.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This research looked into the effect of perceived In-service training on employee job satisfaction at International Livestock Research Institute (ILRI), Kenya. This chapter therefore presents the research findings based on the proposed methodology and procedures. The chapter is comprised of the following sub-sections: response rate, the employees' background information, In-service training related factors and the different measures of job satisfaction. The findings are presented in percentages, charts, graphs, frequency distribution, mean and standard deviation

4.2 Response rate

For the study, 75 questionnaires were distributed to respondents at working at different levels of management at International Livestock Research Institute, Kenya and the response rate was as follows;

Table 4.3: Response Rate

Response	Frequency	Percent
Returned	66	88
Unreturned	09	12
Total	75	100

(Source: Survey Data, 2017)

The results in Table 4.1 indicated an overall successful response rate of 88 %. For that reason, the rate of response documented by the study was found to be fit for analysis since it is supported by Mugenda and Mugenda (2010) that any response rate which is 70% and above is considered excellent for analysis and making conclusions.

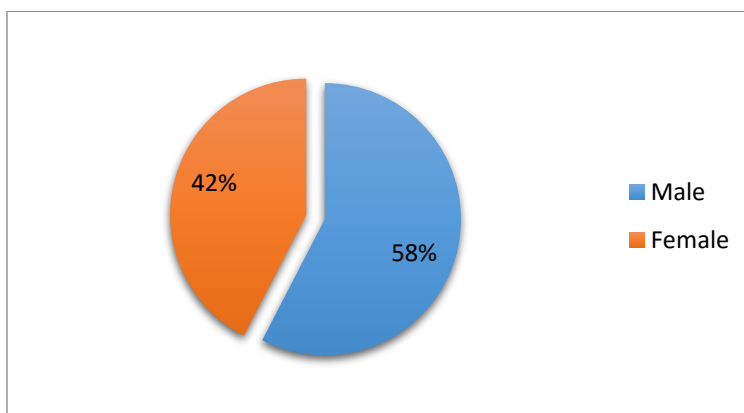
4.3 Demographic Characteristics

This section consists of information that describes basic characteristics of the respondents such as the gender of the respondent, highest education level, level of management and the period worked in the organization. To explore these factors, a descriptive analysis was undertaken after which the output was presented in figures as shown below

4.3.1 Gender of the respondents

From the questionnaires respondents were asked to indicate their gender. It was necessary to indicate the gender of the respondents so as to find out whether there was a significant relationship between gender of the respondents and job satisfaction. This was guided by the logic that many psychologists argue that males and females perceive and interpreted things differently even though they may be exposed to the same kind of environment (Eagly & Steffen, 1986). Gender diversity is a significant aspect of job satisfaction. From the findings 58 % of the respondents which represents majority of the respondents were male while 42 % of the respondents were female. The results clearly show that there are more male employees at ILRI than females.

Figure 4.1: Gender of the respondents

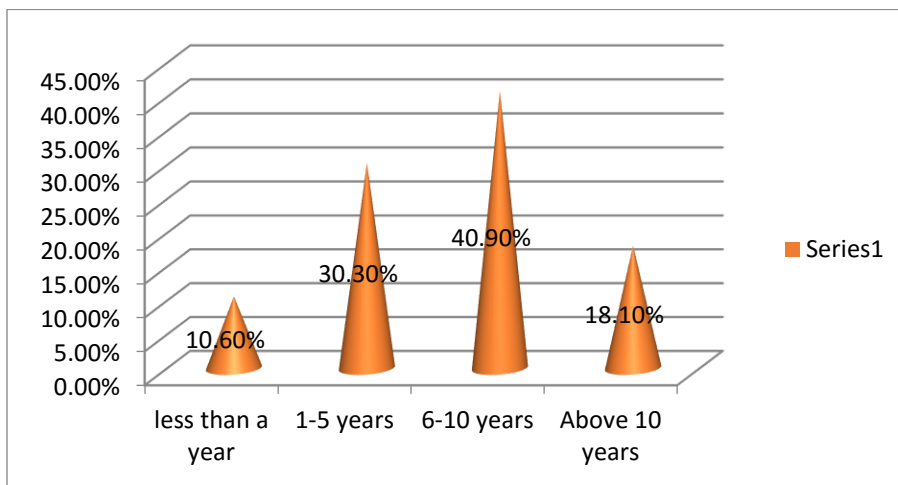


Source: (Author 2017)

4.3.2 Length of service in the organization

The research resolved to ascertain the duration of which the various respondents had worked at International Livestock Research Institute (ILRI), Kenya. The responses in figure 4.2 reveal that majority, 40.9 % of the respondents had worked at ILRI for a period ranging from 6 to 10 years, 30.3 % of them for a period of between 1-5 years, 18.10 % for a period of more than 10 years while a few, 10.60% had worked for a period of less than a year. This implies that majority of the employees had worked in the institutions for a reasonable number of years and therefore a good sign of sustainability.

Figure 4.2 : Duration worked in the organization

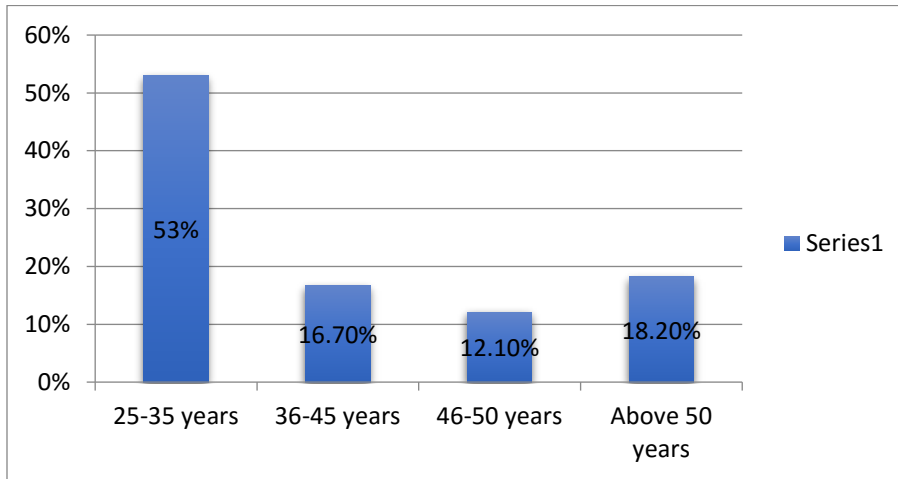


Source: Author (2017)

4.3.3 Age of the respondent

The respondents in the organization were also required to indicate their age. The results indicate that fifty-three (53%) were aged between 25-35years, (18.2%) aged above 50 years, (16.7%) aged between 36-45 years while (12.1%) of the respondents were aged between 46-50 years. This implies that most of the respondents were middle aged.

Figure 4.3: Age of the respondent

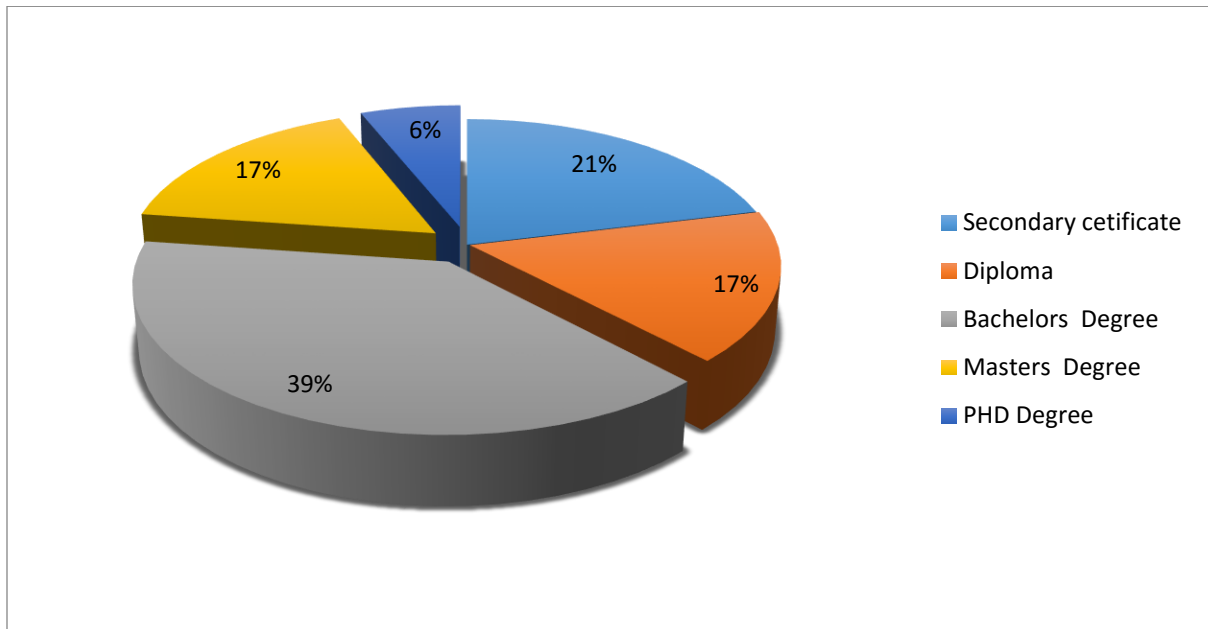


Source: (Author 2017)

4.3.4 Level of education of the respondent

Respondents were also asked to clearly indicate their level of education which they had acquired. It was important to establish the educational level of respondents. This is because the level of education possessed comes with different expectations which can be directly related to the level of job satisfaction. Study findings indicated that (39%), of the respondents had bachelor's degree education. Further, 21% had attained secondary education while an equal percentage of 17 % had attained both master's degree and diploma. The organization also composed of highly learned individuals with PHD degrees that constituted to 6% of those sampled. This implies that majority of the respondents are educated and understands how In-service training affects job satisfaction.

Figure 4.4: Level of education of the respondents

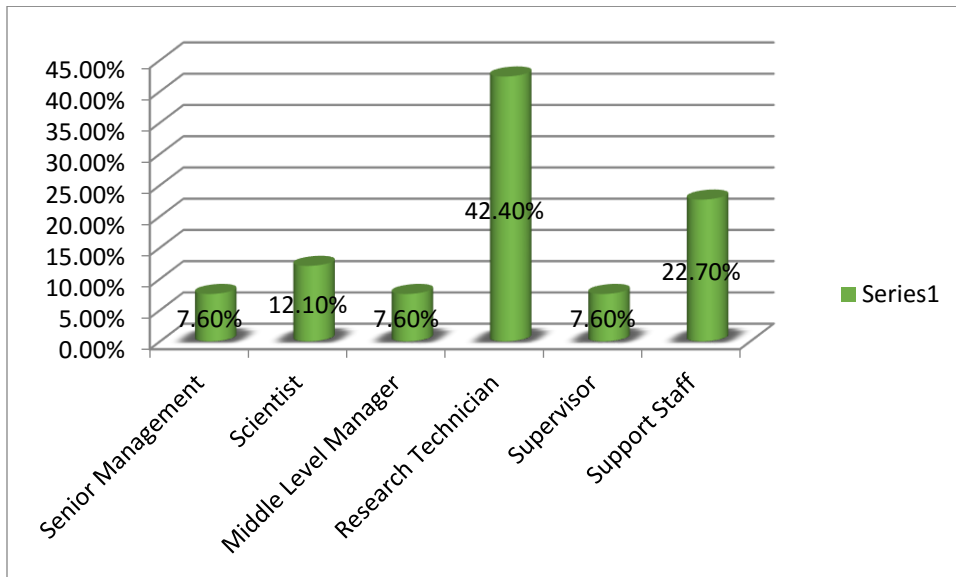


Source: (Author 2017)

4.3.5 Level of Management

The respondents were required to indicate their level of management and the findings are indicated as shown in the figure below. From the output given, it can be construed that majority of the respondents (42.4%), worked as research technicians. About (22.7%) worked as support staff, an estimate of (12.01%) worked as scientists, while those worked in the senior management, middle level management and supervisors were all ranked at (7.6%). These results could indicate that majority of the respondents who participated in this study were research technicians. Being a research organization, this deduction was found logical and valid because most of the activities are research based.

Figure 4.5: Level of Management



Categories of employees

Source: (Author 2017)

4.4 In service training

The study sought to establish feeling of the employees towards the different In -service training attributes at ILRI. The respondents were required to give their responses against a five -Point scale where 1=Not at all 2= Very Low extent 3= Low Extent 4= Moderate Extent 5= Very High Extent. The scores for each statement or indication were collapsed and means and standard deviations computed accordingly. The results are presented in the Table 4.4 below.

The respondents were asked to give their opinions on the quality of In -service training in the organization. The majority, (48.5%) and (30.3%) agreed both to a moderate and large extent respectively that In-service training in the organization while a few, 21.2 % agreed

to a low extent that this practice was of high quality. The overall average mean on this response was 4.075.

The respondents were also asked to rate the extent the current In-service training offered by the organization was adequate for their professional needs. Majority 51.5 % of the respondents agreed to a very high extent, 33.3% to a moderate extent while 15.1% agreed to a very low extent that the current In-service training offered at ILRI was adequate for their professional needs. This outcome yielded a total average mean of 4.348.

On whether the organization supports individuals in pursuing academic and professional sponsored programs, 43.9% agreed both to low and moderate extent, 6.1% to a low extent, 4.5% to a very high extent while 1.5 % totally disagreed that ILRI supports individuals in pursuing academic and professional sponsored programs. A low average means of 3.439 was derived from this statement.

The study further examined the extent to which the respondents agree with the notion that the organization sets aside a budget on annual basis for supporting In-service training courses. thirty-three respondents out of the 66 respondents translating to 50% agreed to a very great extent that ILRI sets aside budget for In- service training, 40.9 % agreed to a moderate extent while the remaining 9.1% agreed to a low extent. The overall average mean with this regard was 4.30.

The respondents were also required to rate the extent to which the training programs offered in the organization were of benefit to them. The majority, 54.5% agreed to a moderate extent, 37.9% to a large extent while 7.6% agreed to a low extent that the training programs offered in the organization were of benefit to them. A low average means of 2.71 was recorded on this point.

Table 4.4 Means and standard deviation for measures of In-service training

	N	Mean	Standard Deviation
In-service training in this organization is of high quality	66	4.075	.7506
The current In-service training offered by this organization is adequate for my professional needs	66	4.348	.7744
This organization supports individuals in pursuing academic and professional sponsored programs	66	3.439	.7468
This organization sets aside a budget on annual basis for supporting In-service training	66	4.378	.7393
The training programs offered in this organization are of benefit to me	66	4.303	.6068
I have received a reward or a promotion after In-service training	66	2.712	1.1471
Average		3.72	

4.5 Job satisfaction

According to Rosenwald (2001), job satisfaction is the general attitude towards an individual's employment. This section captures the feeling of different employees towards their jobs. So as to capture the attitude of the employees towards the different job satisfaction attributes, the respondents were required to give their feeling with regards to

the different statements asked and rate them on a five-point Likert scale as follows; 1=Not at all 2= Very Low extent 3= Low Extent 4= Moderate Extent 5= Very High Extent. The means and standard deviation were further generated for the purpose of making deductions.

From the findings, most of the respondents agreed to a moderate extent that they were comfortable with their work environment; this is evidenced by a mean of 3.53 and standard deviation of 0.92. This implies that the responses on this aspect were varied with some agreeing while others disagreeing. Most of the respondents also stated that they had good working relationships with their managers as evidenced by a mean of 3.90 and 0.93. Most of the respondents were also highly impressed with the training opportunities offered at ILRI as evidenced by a higher mean of 4.09 and standard deviation of 0.90. It was also clear that most of the respondents agreed to a low extent that the package offered was adequate for their training needs. This is demonstrated by a low mean of 3.02 and standard deviation of 0.98. The respondents also agreed that there was great teamwork among team members as evidenced by a high mean of 4.21 and standard deviation of 0.77. The respondents had varied opinions on whether extent that they rarely feel stressed at work as demonstrated by a moderate mean of 3.71 and standard deviation of 0.79.

Table 4. 5 Job satisfaction

Job satisfaction factor	N	Mean	Standard deviation
I am comfortable with the work environment in this organization	66	3.53	0.92
I have a good working relationship with my supervisor	66	3.90	0.93
I am happy with the training opportunities offered in this organization.	66	4.09	0.90
The package offered is adequate to my current work load.	66	3.02	0.98
The members of my team share tasks equitably.	66	4.21	0.77
I rarely feel stressed at work in a typical week.	66	3.71	0.79
Average		3.74	0.88

4.6 Perceived In-service training and employee job satisfaction Regression Analysis

In the quest to link the two variables a simple linear regression model was applied. The independent variable was perceived In-service training and the dependent variable was the employee job satisfaction. The model summary is shown in table 4.6 below;

Table 4. 6: Regression Results on the effect of perceived In-service training on employee job satisfaction at International Livestock Research Institute (ILRI), Kenya.

Model summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.633 _a	.401	.392	.60442

a. Predictors: (Constant), Perceived in service training.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.649	1	15.649	42.836	.000 ^b
	Residual	23.381	64	.365		
	Total	39.030	65			

a. Dependent Variable: Employee job satisfaction.

b. Predictors: (Constant), perceived in service training.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.548	.414		3.740	.000
	Perceived In-service training	.654	.100	.633	6.545	.000

a. Dependent Variable: Employee job satisfaction.

*p<0.05

As shown in the table 4.6, the variable employee job satisfaction can be predicted by 63.3 % by perceived In -service training with a standard error of 0.604. The model has good fit (R^2 of 0.401, $F=42.82$, $P=0.000$). This means that 40.1% of the variation in employee job satisfaction is determined by the variation in In-service training. Others, which amount to 59.9 % is determined by other factors not analysed in this study.

Testing the significance of the coefficient of determination can be seen in the ANOVA table. From the table it is evident that at $\alpha = 5\%$, the value of F statistic is 42.82. There is a p value of 0.000 which is significant.

Further from the results in Table 4.6 shows that perceived In-service training has a significant effect on employee job satisfaction at ILRI ($\beta= .633$, $t=6.545$, $p<0.000$). The finding implies that 65.4% of change in employee job satisfaction is attributable to a unit change in perceived In-service training. As per the SPSS version 21 generated output the equation for the relationship becomes:

$$Y=\alpha+\beta_1X+e$$
$$y = 1.548 + 0.654 x + .414$$

Where x is independent variable (Perceived In-service training)

y is dependent variable (Employee job satisfaction)

e is the error term

α is the constant

4.7 Discussion of the Findings

According to Malone (1984), In-service training is a staff development process which seeks to improve the performance of an employee working in a particular department. Nguyen (2009) defines job satisfaction as an all-round construct that entails both extrinsic and

intrinsic work attributes: The intrinsic factors comprise of achievement, ability utilization, responsibility and authority while the extrinsic factors are attributed to work relationships compensation and advancement. This study examined the effect of perceived employee training on employee job satisfaction.

From the findings on perceived In-service training, it can be deduced that the employees appreciate the contribution of In-service training in the organization. This is evidenced by a high average mean of 3.72 as indicated in table 4.6. Majority of the respondents did not however agree with some statements such as the organization supports individuals in pursuing academic and professional aspirations has evidenced by a lower mean of 3.43. This might be due to inadequate resources or tight budget allocations which compel the organization to prioritize on more tangible issues. Despite this few limitations, it was clear that most respondents appreciate the role of perceived In- service training at ILRI since it creates a more pleasant experience within the organization, these finding conform with the studies by Armstrong (2008) who opined that offering continuous training enables them to build on skills which increase their efficiency and productivity at work which fosters pleasant experiences.

The average mean of the responses on employee job satisfaction was 3.74 as clearly shown in tables... which clearly indicates that majority of the respondents were agreeing to the statements on employee job satisfaction. The standard deviation was 0.88 which clearly show that the responses were clustered around the mean response. Most of the respondents however agreed to a low extent that the package offered was adequate to their work load as evidenced by a low mean of 3.02. This might be explained by the fact that mostly the tasks within the organization are executed by the workers at lower level of management

who often have low packages. It can therefore be construed that ILRI observes job satisfaction measures so as to achieve better performance and give the employees a better and conducive working environment. These findings concur with those of Schvaneveldt (2006) who argued that Job satisfaction provides employment consideration through demonstrating suitability of the person thus increasing the commitment of the individual towards the activities of the organization.

From the regression analysis model on the effect of perceived In-service training on job satisfaction, the R square value is 0.401. This implies that 40.1% of the variation in job satisfaction at ILRI is explained by perceived In-service training. Furthermore, at 95% confidence level, the model was found to be significant as demonstrated by a p value of 0.000 ($p=0.000$) which was less than the conventional 0.005. This therefore implies that perceived In- service training is significant in explaining employee satisfaction. The organization should therefore strive to improve In-service training opportunities so as to attain higher level of satisfaction among its employees. These findings are in line with those of Pigors & Myers (1998) that complaints, dissatisfaction, turnover and absenteeism can be reduced significantly through offering adequate training to the employees to the extent that they achieve direct satisfaction which is attributed to the feeling of sense satisfaction and attainment of knowledge which can be used to develop their inherent capabilities.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter looks at the summary of findings, conclusions, recommendations, limitations and suggestions for further research and implication of the study to the theories, practice and the government.

5.2 Summary of Findings

The study objective was to determine the effect of perceived In-service training on employee job satisfaction at ILRI. The study used field data to derive findings. The demographic information results indicated that majority of staff at ILRI had worked in the organization for longer periods hence were able to adequately be informed on In-service training and job satisfaction. This was a good sign of sustainability. It was also noted that majority of the respondents who participated in this study had bachelor's degree. This was a good indication that respondents had thorough knowledge of the subject matter. The management at all levels was also well represented. This therefore implies that all the matters are handled by the right professionals and that there is smooth transition of authority.

From the findings on perceived In-service training, most of the respondents agreed to a high extent to most of the statements including; In-service training in this organization is of high quality, the current In-service training offered by this organization is adequate for my professional needs, this organization sets aside a budget on annual basis for supporting In-service training courses and the training programs offered in this organization are of benefit to me. This is evidenced by higher means that were recorded on these aspects.

However, the respondents agreed to a moderate extent that the organization supports individuals in pursuing academic and professional needs and that they had received a reward or promotion after In-service training.

On the aspect of employee job satisfaction, it can be construed that most of the respondents are comfortable with their current work environment and there exists good working relationships at ILRI. This is evidenced by the high average mean of 3.74. The respondents agreed to a high extent with most statements administered to examine the level of job satisfaction which include; I am comfortable with the work environment in this organization, I have a good working relationship with my supervisor, I am happy with the training opportunities offered in this organization and that the members of my team share tasks equitably. Majority of the respondents however disagreed that the package offered was adequate for their work load and that they rarely feel stressed at work on a typical week. Generally, from the regression analysis model on the effect of perceived In-service training on job satisfaction, the R square value is 0.401. This implies that 40.1% of the variation in job satisfaction at ILRI is explained by perceived In-service training, Furthermore, at 95% confidence level, the model was found to be significant as demonstrated by a p value of 0.000 ($p=0.000$) which was less than the conventional 0.05. This therefore implies that perceived In- service training is significant in explaining employee satisfaction

5.3 Conclusion

It can therefore be argued that most of the respondents had worked at ILRI for a considerable period of time which was good sign of sustainability. There was also a balanced distribution of personnel at all levels of management meaning that all departments

were well represented. The possession of a bachelor's degree by most respondents most workers were empowered and thus appreciated the contribution of In-service training on job satisfaction.

The study concluded that perceived In-service training has a significant effect on employee job satisfaction at ILRI. This is evidenced by the findings from the regression model analysis where ($p=0.000$) was found at 95% confidence level. This finding is supported by Human Capital Theory and the Two-Factor Theory.

5.4 Recommendations from the study

From the findings, it is evident that perceived In-service training had a significant impact on employee job satisfaction. ILRI should therefore intensify their training programs in order to offer better job satisfaction to their employee. Job satisfaction can provide employment consideration since it demonstrates the suitability of the person. Thus, fulfilling these expectations increases the commitment of the individual towards the activities of the organization. Committed individuals had to have identification, loyalty and actively involved in staffing activities thus reaping positive gains to the organization

There was also need for top level management of at ILRI to make diligent decisions on In-service training programs for easy attainment of the institutions goals and objectives. This can be done through setting up of proper timelines on duration to undertake training and adequate budget allocations for training programs to ensure the success of training programs which translates to employee satisfaction.

5.5 Limitations of the Study

The objectives of the research were achieved but with various limitations. Due to higher standards of living and different expectations among the employees, different employees perceive job satisfaction differently and there is no specific index of undertaking the actual measurement. Thus, the likelihood of delay in getting information was experienced because most researchers were out of the organization executing their research duties and there was need for the research to persuade them to fill the questionnaire's. This also explains why the researcher was only able to receive back 88 % of the questionnaires issued.

The research focused on only a few respondents at ILRI others who were not part of the sampled respondents. This could have left out important information that is vital for the study. The dynamics faced by the different respondents at ILRI might vary with their job satisfaction needs.

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APPENDIX 1

Questionnaire Cover Letter
11th September 2017

Dear respondent,

RE: Questionnaire

I am a student at The University of Nairobi undertaking a Degree of Master of Business Administration (MBA) and I am currently undertaking a research on **The effect of perceived in-service training on Employee Job Satisfaction at International Livestock Research Institute (ILRI).**

In regard to the above, your Institution has been selected out of many Institutions to provide information needed to meet the objective of this study.

I wish to kindly request you to provide this information required by completing the questionnaire attached. The information will be used for academic purposes only. I would wish to request your staff members to follow the instructions while filling in this questionnaire.

Please note that the information obtained will be used for research purposes only and will be accorded the required confidentiality.

Your assistance will be highly appreciated.

Yours Sincerely,

Lydia Ngugi James

APPENDIX II

QUESTIONNAIRE

This questionnaire is for academic purposes only and all the information provided shall be confidential. Your assistance in the completion of this questionnaire will be highly appreciated.

Please read the questions below and give your answer by placing a tick against the statement you agree with or by giving your views on the spaces provided.

PART I: BIO DATA

Please tick the appropriate box that corresponds to your answer.

1. Gender of the respondent (Please tick appropriately)

- a) Male b) Female

2. Age bracket of the respondent (Please tick appropriately)

- a) 20-25 years b) 26-35 years c) 36-45 years d) 46-50 years
e) Above 50 years

3. The highest level of Education (Please tick appropriately)

- a) Secondary b) Diploma c) Bachelor's Degree
d) Master's Degree e) PHD Degree

f) Any, Other please specify and rate _____

4. How long have you served in this organization (Please tick appropriately)

- a) Less than one year b) 1-5 years c) 6-10 years
d) Above 10 years

5. Position Held (Please tick appropriately)

- a) Senior Management b) Scientist c) Middle Level Manager
d) Research Technician e) Supervisor f) Support Staff

Part II: In-Service Training

For questions in this section, please answer to the best of your knowledge as required.

6. Please read each statement and put a tick in a box that you believe describes your best feeling towards In-service training using a five-Point Scale, where 1=Not at all 2= Very Low extent 3= Low Extent 4= Moderate Extent 5= Very High Extent. Tick accordingly

Statement	5	4	3	2	1
1. In-service training in this organization is of high quality.					
2. The current In-service training offered by this organization is adequate for my professional needs.					
3. This organization supports individuals in pursuing academic and professional sponsored programs.					
4. This organization sets aside a budget on annual basis for supporting In-service training courses.					
5. The training programs offered in this organization are of benefit to me.					
6. I have received a reward or a promotion after In-service training.					

Part III: Job Satisfaction

For questions in this section, please answer to the best of your knowledge as required.

7. Please read each statement and put a tick in a box that you believe describes your best feeling towards Job Satisfaction using a five-Point Scale, where 1=Not at all 2= Very Low extent 3= Low Extent 4= Moderate Extent 5= Very High Extent. Tick accordingly

Statement	5	4	3	2	1
1. I am comfortable with the work environment in this organization.					
2. I have a good working relationship with my supervisor.					
3. I am happy with the training opportunities offered in this organization.					
4. The package offered is adequate to my current work load.					
5. The members of my team share tasks equitably.					
6. I rarely feel stressed at work in a typical week.					

Thank you for your cooperation!

