

**INFLUENCE OF STAFF TRAINING AND DEVELOPMENT FUND  
PROJECT ON JOB PERFORMANCE IN KENYAN PUBLIC  
UNIVERSITIES: A CASE OF UNIVERSITY OF NAIROBI NON-  
TEACHING STAFF**

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**A Research Project Report Submitted in Partial Fulfilment of the Requirements  
for the Award of the Degree of Master of Arts in Project Planning and  
Management of the University of Nairobi**

**2021**

## DECLARATION

This Research Project Report is my original work and has not been presented for academic award in this or any other University.

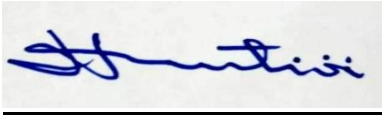
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## **DEDICATION**

I dedicate this research project to my caring mum Jacinta and in memory of my late father Stephen for the foundation they laid in me.

## **ACKNOWLEDGEMENT**

I would like to express my sincere gratitude to those who contributed to the development of this research project. I am grateful to the Almighty God for giving me the opportunity to undertake this course and also for giving me good health and strength to push on.

I would like to extend my sincere gratitude to my supervisor Prof. Dorothy Kyalo, for the support, knowledge, motivation, patience and for her invaluable and tireless guidance, my greatest intellectual debt is to her commitment at every stage of this proposal. Gratitude to my employer and head of department for granting me permission and humble time despite the tight schedule of work.

I am grateful to my fellow colleagues in Administration Department, University of Nairobi, for various information and contributions they provided in order to complete this project. My sincere appreciation also goes to my sisters for their noble support and encouragement. God bless you all.

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## **ABBREVIATION AND ACRONYMS**

|                  |  |
|------------------|--|
| <b>DAAD:</b>     | German Academic Exchange Service                         |
| <b>DVC, FPD:</b> | Deputy Vice Chancellor, Finance Planning & Development   |
| <b>HRA:</b>      | Human Resource Development                               |
| <b>ILRI:</b>     | International Livestock Research Institute               |
| <b>ISO:</b>      | International Standardization of Organization            |
| <b>JICA:</b>     | Japan International Cooperation Agency                   |
| <b>JKUAT:</b>    | Jomo Kenyatta University of Agriculture and Technology   |
| <b>MMUST:</b>    | Masinde Muliro University of Science and Technology      |
| <b>NACOSTI:</b>  | National Commission for Science, Technology & Innovation |
| <b>NWU:</b>      | Northwestern University                                  |
| <b>PDPs:</b>     | Performance Development Plans                            |
| <b>PSC:</b>      | Public Service Commission                                |
| <b>RTCA:</b>     | Royal Technical College of East Africa                   |
| <b>STDF:</b>     | Staff Training and Development Fund                      |
| <b>TNA:</b>      | Training Needs Assessment                                |
| <b>TNS:</b>      | Training Needs Survey                                    |
| <b>UON:</b>      | University of Nairobi                                    |
| <b>USA:</b>      | United States of America                                 |
| <b>VC:</b>       | Vice Chancellor  |
| <b>YEDFB:</b>    | Youth Enterprise Development Fund Board                  |

## **ABSTRACT**

The purpose of the study was to establish the influence of staff training and development fund project on job performance in Kenyan public universities: A case of the University of Nairobi non-teaching staff. The study was guided by five objectives: To establish the extent to which amount awarded influence job performance of non-teaching staff, to identify how relevant the training taken influenced job performance of non-teaching staff, to assess how study duration influence job performance of non-teaching staff, to establish the extent to which training needs assessment influence job performance of non-teaching staff and to identify how university staff development fund policy influence job performance of non-teaching staff. The study was guided by learning theories of andragogy and reinforcement. A descriptive survey method was adopted since it allowed for an in-depth analysis. The target population of the study was 85 non-teaching staff who had benefitted from the STDF, out of which a sample of 70 staff were selected using Yamane (1967) sample size determination formula. Data was collected using open and close-ended questions. Pilot testing was conducted to establish the reliability and validity of the research instrument. Collected data was cleaned, coded, and entered into Statistical Package for Social Sciences (SPSS) computer software for further analysis. Both descriptive statistics and inferential analyses were done. Tables and figures were used in presentation of results. From the regression results, amount of funds disbursed had a positive and insignificant influence on job performance of non-teaching staff at the University of Nairobi, Kenya; relevance of training had a positive and insignificant influence on job performance of non-teaching staff at the University of Nairobi, Kenya. On the other hand, duration of study had a positive and significant influence on job performance of non-teaching staff at the University of Nairobi, Kenya. Similarly, training needs assessment had a positive and significant effect on job performance of non-teaching staff at the University of Nairobi, Kenya, lastly, policy on staff development fund had a positive and significant influence on job performance of non-teaching staff at the University of Nairobi, Kenya. Based on the findings, first, there is need to consider optimal duration that studies could take especially for corporate staff. Whenever the course is completed on time and the concerned individuals promoted accordingly, many employees would be willing to engage in furthering their education and skills. Second, there is need for continuous needs assessment for staff working at public universities. Universities need to identify the need when there is a shortage of skills, at the University level, task level and individual level. The major goal of needs assessment from strategic viewpoint is to have a relationship with the general goals of the institution. Third, there is a need to review policy on staff development fund to go hand in hand with needs assessment. The study recommends for a policy that commits government agencies including public universities to have a comprehensive policy requiring development of employees' potential.

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background to the study**

In modern times in the corporate sector and other organizations in general, staff training and development is key for overall job performance. In regard to this, many organizations annually have a budget for training specifically to ensure that their staff are kept abreast in regard to the dynamic work environment. In this regard, Ajibade (1993), Adeniyi (1995) and Arikewuyo (1999) have drawn the attention of both the scholars and the general readers that the value of training and development in any organization is of great significance as far as work performance is concerned. In addition, they further state that it is an avenue to acquire more new knowledge and further develop the skills and techniques to effectively function. McKinsey (2006), highlights that improved capabilities, knowledge and skills of the talented workforce has proved to be a major source of competitive advantage in a global market. To develop the desired knowledge, skills and abilities of the employees to perform well on the job requires effective training programmes that may also affect employee motivation and commitment (Mayer and Allen, 2000).

Many organizations provide training to their workers for optimization of their potential. Most of the firms, by applying long term planning, invest in building of new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment. When employees recognize their organizational interest in them through offering training programmes, they in turn apply their best efforts in order to achieve organizational goals and show high performance on the job done (Amir and Imran, 2013). Embracing training of employees in the work place is thus a very significant factor, and without it, employees would tend not to have a firm grasp as far as their responsibilities and duties are concerned.

Raymond (2010) views employee development as a formal education, job experiences, relationships, and assessments of personality and abilities that help employees perform effectively in their current or future job. He postulates that employee development often has its roots in the company's mission, goals, and values and is related to important business outcomes such as employee retention and the creation of an agile and talented

management team and work force. He further argues that, due to the increased need to engage employees and the focus on talent management, employee development is becoming more important for all employees. Additionally, Raymond states that staff development is future oriented as it involves learning that is not necessarily related to the employee's current job but helps prepare them for other positions in the company and increases their ability to move into jobs that may not yet exist.

Staff training and development has been embraced by a high percentage of universities globally. This is due to the realization that staff development supports employees to prepare for changes in their current job that may result from new technology, work designs, customers, or product markets (Harris 2009). Harris argues that development prepares employees for other positions in the company hence escalating their ability to move into jobs that may not yet exist. On the other hand, Elena (2000) views concur with Harris (2009) since they emphasize that employee development is very significant as it develops the talents of an individual employee and organization as a whole. They further argue that employee development involves individual employee and the overall growth of the organization hence increasing employee performance. Additionally, they point out that employee development activities are most important for all the workers in an organization, since it indicates the association that cares about their growth. This enables employees to work hard, use their maximum skills and efforts to accomplish the aims of the organizations after development.

Job performance can be explained in terms of what the employees contribute to achieve the overall organizational goals (Dorman 2010). It can also be defined as an employee's ability to accomplish tasks assigned to him or her in an organizational context. Performance is a critical model that identifies with organizational outcomes and achievement (Campbell, 1990). Campbell significantly note that a major element of job performance is its objectivity and its overall performance which must be clearly linked with the organizational goals that are applicable to the responsibilities, duties or roles assigned. Along these lines, performance does not disregard activities where there is effort towards accomplishment of the goals. On the other hand performance can be perceived as an individual, group or organizational task performance. Many organizations take performance with a lot of concern since when the individual performance is compromised; the overall performance of an organization shall be compromised at the same time. Career openings influence employees' performance and attitudes towards

work and this in turn create a sense of responsibility among employees thus making them adhere to organizational policy and quality work output.

At the University of Middlebury in Western Vermont in the USA, they encourage development of employee job skills. Staff professional development is budgeted at the department level, therefore, this fund is designed to help offset rather than replace costs to departmental budgets. The Continuing Education Fund is available for the benefit of Middlebury College employees who are interested in continuing their personal development. Through this fund, Middlebury College provides support to eligible staff who wish to enroll in credit-bearing courses from an accredited program. Eligible full-time staff receive up to \$5,000 per calendar year from the Continuing Education fund for tuition and registration costs for approved courses. ([www.middlebury.edu](http://www.middlebury.edu)).

Staff who would like to benefit from the fund, submit their applications for support of activities that are generally geared to job performance. Staff members who apply for the fund at Middlebury University must have completed their provisional period for their applications to be considered. In reviewing the applications, priority is always given to programmes that would provide skills required for the job and those that would also prepare the employees for future work-related opportunities ([www.middlebury.edu](http://www.middlebury.edu)).

At the University College London, the purpose of Staff Development Fund policy includes the provision of financial support for staff who wish to pursue an external course resulting in some professional qualification or other nationally approved vocational training. Further, the university demonstrates its commitment to learning and development by encouraging their staff to fully engage in learning and development opportunities and measuring its effectiveness. It is important to note at this point that all the applicants for this fund must meet all the compulsory requirements and maintain a satisfactory level of achievement throughout the course. However, it is vital to note that all the requests for staff development fund must be reviewed by the Faculty Director/Manager and then final approval by the Dean or Director of the Faculty or School. Financial assistance, up to a maximum of £865 for each year of study, is available for staff who meet the eligibility criteria to undertake degree or doctorate programmes, professional qualifications or other nationally approved qualifications ([www.ucl.ac.uk](http://www.ucl.ac.uk))

At the North-Western University in South Africa, Staff training and development is committed to providing the opportunity to employees to undergo appropriate skills development and formal training to meet the responsibilities of their employment effectively. Further, it is also intended to facilitate career development where it supports the university's strategic goals. The internal success model of the university's strategy emphasizes the need to build staff flexibility, improve capability and develop leadership potential through the development of academic and support staff to have an open mindset, good work ethic and high performance individuals (Staff Learning and Development Policy, NWU- 2019). The policy further stipulates that staff development programmes must be competency based, focused on the development of knowledge, skills, attitudes and values as appropriate for an employee occupying a specific position. Funds are acquired through mandatory grants to support both informal and formal learning and development interventions at Northwestern University or other specified learning institutions in South Africa.

At Makerere University in Uganda, Staff Development Division is headed by a Training and Development Manager. The division coordinates Staff Development function in line with the Training Policy and the University mission in general. The Division provides a needs assessment framework for workplace skills education, training and career development at the University in line with the Staff Development Policy. It further identifies and develops priority areas for academic training by means of a consultative process and initiates resource mobilization strategies for staff development in line with the University financial regulation. By end of financial year 2014/2015, 26% of staff development funds supported staff studying for master's degree while 76% supported PhD studies. By level of training, 167 teaching assistants, 347 assistant lecturers and 121 lecturers benefited from the staff development fund (Makerere University Fact Book 2014/2015).

International Livestock Research Institute (ILRI), values continuous learning and knowledge sharing, supported by initiatives for the development of skills amongst its staff members. ILRI further recognizes that quality staff development is integral to institutional performance and sustainability of the organization. The institution actively encourages staff development and improvement of personal, team and institutional skills, striving to create an enabling environment for learning. All regular ILRI employees are

eligible to participate in staff development initiatives that are provided or sponsored by the institution. Staff development needs are classified according to personal development and career plans where individual skills requirements are identified at the time of the annual performance appraisal as agreed between the staff member and supervisor. The skills requirements are then documented in staff members' personal development plan, which articulate staff career aspirations and identifies development needs that, if addressed, would lead to improved job performance and accelerate their personal careers and enhance institutional performance. The needs are also classified according to Institutional Development Needs that are of strategic priority for the institution to fulfil its objectives. (ILRI Guidelines and Procedures for the Management of Staff Development Interventions 2015).

In Kenya, Jomo Kenyatta University of Agriculture and Technology (JKUAT) has established a mechanism for continuously improving staff welfare, in tandem with the market and industry demands. The University supports its staff through fee waiver where members of staff in staff development programmes undertaking postgraduate training at the University are sponsored. The waiver caters for registration fees, tuition related and examination fees. Staff benefitting from fee waiver are required to submit a satisfactory progress report to the training committee. The university also grants study leave with pay and fee waiver, study leave with pay and partial expenses paid for by the University. Staff may also attend an approved course or training and thereafter get reimbursement. JKUAT source its fund from internally generated University funds, government or bilateral arrangement between university and the donors such as JICA, World Bank, Association of Commonwealth Universities, British Council and DAAD. JKUAT Staff Training Policy (2016).

University of Nairobi began as Royal Technical College of East Africa (RTCA) in 1956. It was formed aiming at offering technical education and business. It was later in 1960 affiliated to the University of London and started offering degrees of the same University in selected courses. Today UON prides itself as the body that has produced the largest part of Kenyan scholars. It has been, and still is a centre for intellectual development, a research hub in contributing knowledge, and a major player in the network of scholarship globally. Kagiko report (2006).



Prior to the introduction of Module II programmes at the University of Nairobi, requests for sponsorship and study leave were processed through the Senior and Junior Non-Teaching Staff Development Committees. Staff who wished to pursue first degree courses were not supported in terms of sponsorship or study leave. The turning point in this practice came in the 1980's when some Library Assistants were granted study leave with full pay to study for Bachelor's degree courses in Information Science at Moi University and Makerere University, Uganda. Kagiko report ( 2006).

According to UoN Kibera IV Report (2000), Staff training and development fund was initiated in the year 2000, however due to challenges in funding, the University management had to find out how best it could to sustain the fund for overall benefit of all staff at the University. At present there are Module II programmes in almost all the Faculties of the University. These programmes account for more than 80% of the revenue being internally generated by the University. From the revenue generated 2.5% is allocated for Staff Training and Development Fund. Members of staff who qualify for the fund are to pay 60% whereas 40% of the full tuition fees per academic year is funded by the STDF committee.

## **1.2 Statement of the Problem**

Organizations are investing millions of shillings in training and development programs to help gain a competitive advantage. Companies' that have a policy in training are likely to have more positive human resource and greater performance outcomes, Armstrong (2006). University of Nairobi has both academic and non-teaching staff. For the last five years 186 members of non-teaching staff applied for STDF, 45% of the applicants qualified for the award which amounted to Ksh.5, 100,944. For an applicant to qualify for the award: he/she must have worked for the University of Nairobi for at least five years on permanent terms after confirmation of appointment, have paid 60% tuition fees for the year of study, pursuing relevant courses to their duties and careers which should be tenable at the University of Nairobi (STDF committee minutes 2015 to 2019 financial years). Despite the University of Nairobi funding the non- teaching staff, management has not carried out a training evaluation to establish whether the beneficiaries of STDF have shown any remarkable improvement in line with their job performance. It is on this basis that this study would like to establish whether non-teaching staff who have benefitted from STDF have exemplary job performance in their working environment.

### **1.3 Purpose of the Study**

The purpose of the study was to establish influence of staff training and development fund project on job performance in Kenyan public universities: A case of University of Nairobi non-teaching staff.

### **1.4 Objectives of the Study**

This study was guided by the following objectives:

- i. To establish the extent to which amount awarded influence job performance of non-teaching staff in Kenyan public universities.
- ii. To establish the extent to which training taken influence job performance of non-teaching staff in Kenyan public universities
- iii. To assess how study duration influence job performance of non-teaching staff in Kenyan in public universities
- iv. To establish the extent to which training needs assessment influence job performance of non-teaching staff in Kenyan public universities.
- v. To determine how University staff development fund policy influence job performance of non-teaching staff in Kenyan public universities.

### **1.5 Research Questions**

This study answered the following research questions.

- i. How the amount does awarded influence job performance of non-teaching staff in Kenyan public universities?
- ii. How relevant does training taken influence job performance of non-teaching staff Kenyan public universities?
- iii. How does the duration of the study influence job performance of non-teaching staff in Kenyan public universities?
- iv. To what extent does training needs assessment influence job performance of non-teaching staff in Kenyan public universities?
- v. How does staff development fund policy influence job performance of non-teaching staff in Kenyan public universities?

### **1.6 Significance of the Study**

The out put of the study may assist the University of Nairobi management in taking strategic decision to establish a framework for monitoring and evaluating the performance of employees who have benefitted from the fund and also formulate a policy on feedback mechanism.

It is also expected that the University would appreciate the importance of carrying out a cost-benefit analysis in order to determining the economic benefits using accounting methods that would look at training costs and benefits.

The study would also help in highlighting to the STDF committee on proper planning and execution of training and development programmes at the UoN. In addition, it is hoped that the study may form a basis for future scholars and researchers conducting research and consequently find this work very useful as a reference material for their studies.

### **1.7 Limitations of the Study**

The study would have involved many respondents, however due to limited resources and time, a reasonable sample was taken from the entire population of the UoN non-teaching staff for this research. Thus, generalizations to other institutions of higher learning was done with caution.

### **1.8 Delimitations of the Study**

The study was designed to investigate the influence of staff training and development fund project on job performance among non-teaching staff at the University of Nairobi. Research was carried out in all the six Colleges including Central Administration of the University of Nairobi.

### **1.9 Assumptions of the Study**

The study assumed that the respondents provided sincere responses to the questions availed to them. The study assumed that the sample size chosen was appropriate and that the research tools used were suitable, thus the right data or information eventually obtained.

### **1.10 Definitions of Significant Terms**

**Cost Benefit analysis:** the process of determining the economic benefits of a training program using accounting methods that look at training costs and benefits.

**Job Performance:** It is the overall expected value from employees' behaviours, carried out over the course of a set period of time.

**Staff Training:** Learning that is provided in order to improve performance on the present job.

**Staff Development:** Refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time.

**Staff Development fund:** Is a fund set aside by a given institution to support its employees to attend professional development which incorporates learning opportunities, such as work-related workshops, conferences, seminars, and professional Continuing Education.

**Training Evaluation:** Refers to the process of collecting the outcomes needed to determine whether training is effective.

### **1.11 Organization of the Study**

The study was organized in five chapters. Chapter One provided details on the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, limitations, delimitations, basic assumptions of the study and definition of terms used. Chapter Two reviewed the relevant literature on influence of staff training and development on job performance at University of Nairobi, theoretical and conceptual framework. Chapter Three covered research methodology that was applied to source and process the requisite data. Chapter four covered data analysis, presentation and interpretation of the study findings. This was followed by Chapter Five which contains a summary of findings, conclusions and recommendations as well as suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature guided by the objectives of the study. It covers concepts of job performance, amount of funds disbursed, relevance of training and job performance, duration taken for training and job performance, training needs assessment and job performance and policy on staff development fund. It also involves theoretical framework, conceptual frameworks and summary of literature review.

#### **2.2 Concept of Job Performance**

Job performance can be explained in terms of what the employees contribute to achieve the overall organizational goals (Dorman 2010). It can also be defined as an employee's ability to accomplish tasks assigned to him or her in an organizational context. Performance is a critical model that identifies with organizational outcomes and achievement (Campbell, 1990). It is significant to note that a major element of job performance is its objectivity and its overall performance which must be clearly linked with the organizational goals that are applicable to the responsibilities, duties or roles assigned. Along these lines, performance does not disregard activities where there is effort towards accomplishment of the goals. On the other hand, performance can be perceived as an individual, group or organizational task performance. Many organizations take performance with a lot of concern since when the individual performance is compromised; the overall performance shall be compromised at the same time.

Job performance has become one of the significant indicators in measuring organizational performance in many studies (Wall et al, 2004). Job performance can be measured through a combination expected behaviours and task related aspects (Motowidlo, 2003). He further categorized job performance into 'will-do' and 'can do'. The former refers to individuals' knowledge, skills, abilities and other characteristics required in performing certain job and the latter denotes the motivational level that individual may have in performing their work.

Cardy and Dobbins (1994) conceptualized job performance as work outcomes that relate closely to task performance such as: the quality and quantity of work done and job

relevant behaviours that consist of behavioural aspects in achieving task performance (Williams, 2002). In other words, job relevant behaviours provide support in performing task-related matters. Job performance reviews, takes place annually but can vary depending on the type of employee appointment, contract or Profession. Managers' and supervisors use employees' performance review to appraise their subordinates. Organizations which delay or skip this exercise miss a great opportunity to motivate their employees. For the supervisor, the annual performance review may just be another work task, but for the employee, the annual job performance review is equivalent to a super bowl (Michael & Garry 2000). According to them, employees' motivation to job performance cannot be won by a pay increase only, but more by how accurate he or she is evaluated.

Organizations periodically conduct job performance evaluations to make administrative decisions, such as pay raises, discharges, or promotions in a fair and legally defensible manner and to improve employees' job performance through developmental feedback (Greenhaus, Parasuraman, & Wormley, 1990; Mobley, 1982; Murphy & Cleveland, 1995; Rynes, Gerhart, & Parks, 2005; Schmidt & Kaplan, 1971; Stumpf & London, 1981). Through performance feedback, employees are likely to gain a better understanding of themselves and of developmental activities that are of value to them, which in turn lead to employees' increased motivation for further performance (Aguinis, 2012).

### **2.3 Amount of Funds Disbursed and Job Performance**

Staff development funds for various organizations from both the government and private sectors have their source of funding for this endeavour from their various sources. The disbursement of these funds are normally guided by the existing organization's policy on the same. For instance, at Flinders University, the fund is administered and coordinated through the Professional Development Unit and the maximum amount of funding per successful application per each member of staff is capped at \$ 3,500. (Flinders University Enterprise Agreement 2019)

The International Livestock Research Institute has a budget that covers basic cost for staff development, which is derived from a 5% levy on staff global costs. Disbursement of the institutional budget depends on annual institutional priorities. The people and

Organizational Development Directorate prepare a proposal for approval on the disbursement of the annual institutional budget based on the institutional needs. 40% is allocated to institutional staff development initiatives and 60% to team and individual development needs as determined by the program leader/ head of department. Funding priority of 1.5% is set for institutional learning needs that are directly linked to ensuring ILRI is fit for purpose, 2.5% is set to support individual staff learning needs as identified in staff performance development plans (PDPs). The allocation varies depending on institutional needs and priorities. Upon completion of the training programs, members of staff take all tests as required and complete an end of training evaluation/feedback forms and submit to supervisor with a copy to people & organizational development Directorate. The report evaluates the overall effectiveness of the training and development program in meeting the training needs of the staff member and institution at large (ILRI Guidelines and Procedures for the Management of Staff Development Interventions 2015).

Aarti and Gelb (2018) describes the structures involved in the collection, management and distribution of Skills Development Funds (SDF) in Asian Countries. It is significant to note that many staff members desire to further their studies through short trainings lasting for a few days, weeks and even to a few years especially when it is an undergraduate degree course or a Master degree course. Sometimes, many organizations do not put adequate funds in the training kitty due to the budgetary constraints and this may make staff who have applied for the fund to be successful. This may brew some kind of discontent among the employees who apply for such funds, and this may go along in derailing their commitment as far as job performance is concerned. This therefore means that the management of organizations must bear in mind that the allocation for training of employees of an organization is given a top priority when the annual budgets are normally drawn.

Besides adequacy of disbursement, timeliness of disbursement also plays a pivotal role as far as the motivation of the employees is concerned. If there exist a training policy in an organization, it should be stipulate clearly the duration taken for the training fee to be disbursed. In some organizations, this process at times makes the employees frustrated since the funds are disbursed late. This may go along in demoralising the employee concerned thus resulting to unsatisfactory performance on the part of the concerned employees. This therefore implies that management of any organization should take the disbursement of the training funds with a lot

of caution since it may impact them negatively in terms of organization's performance. Public Service Commission, HRD Policy (2015).

According to UoN ISO Document (2016), procedure for disbursement of STDF includes: Preparation of STDF application forms; Calls for STDF Applications; Issue and receive applications; and Data entry/Analysis/Report. Then the STDF committee verifies applicants' information, funds available and then recommends the awards to Vice Chancellor for approval. If at approval stage, the application is rejected, then the process ends at this stage. On the other hand, if it is accepted, the registrar administration takes over in implementation process by preparations of letter of awards/regrets which are signed by the DVC, FPD.

Bhatti, Mat and Juhari (2018) did a study to examine the mediating role of work engagement (vigor and dedication) between job resources (job characteristics, supervisor and co-worker support, participation in decision making and job security) and job performance (task and contextual) rated by the supervisor. The study used a sample of 364 nurses and their supervisors. Structural equation modeling was used to obtain a model fit with path significance of work engagement as the mediator between job resources and job performance. The results found support for the proposed conceptual claim and confirm that work engagement with a two-factor model (vigor and dedication) mediates the relationship between job resources (job characteristics, supervisor and co-worker support, participation in decision making and job security) and with a multidimensional construct of job performance (task and contextual performance) rated by the supervisor.

#### **2.4 Relevance of Training and Job Performance**

Palo and Padhi (2003) describe training practices as the exercise of bestowing workers with skills and strengthening their capabilities in their performance. Khuller (2010) on the other hand define training as an act of increasing the knowledge and skills of an employee for performing the job assigned. These definitions imply that training is a process in which specific skills; talent and knowledge of an employee are enhanced and increased. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities



According to Acton & Golden (2002) the prominence of training is twofold. From an institutional perspective, employee training is important for both organizational operations and organizational advancement. From an employee stand point, training and development undertakings are vital for both skills development and career advancement. Absence of trained and skilled employees has prompted organisations to inquire methods of retaining their educated and skilled employees. However, organisations' thinking is focused on improvement of their training and development initiatives and investment. Imperative to stress is that training investment received direct return in the form of improved workplace productivity. Kellie (1999) notes that the corporate sector experienced productivity enhancement through application of training and development. In the same vein, Brannick et, al. (2002) acknowledges that extensive training practices, act as a vital channel to enhance realization of desired service performance standards in the public sector space.

Studies have confirmed and supported both positive and significant association between training opportunities and practices and employee commitment (Karia & Assari, 2006; Boon & Arumugam, 2006 and Bartlett, 2001). In the same vein, Paull & Anantharaman (2004) discovered that all-inclusive training, depicts a significant and positive linkage with organizational commitment and job satisfaction. The empirical analysis of the study indicated that the effect of training practices on organizational commitment is significantly correlated to the employee commitment. On the other hand, Ahmed and Bakar (2003) discovered that training plays a vital role in improving organizational commitment. On the other hand, Benson (2006) revealed that on the job training is the way through which employee skills are developed and abilities improved and consequently contributes in the commitment and acts as an influencing factor at work. Therefore, training has a positive impact on cementing and promoting employee commitment.

However, Karia (1999) emphasis that availability of suitable training build-up time, enhance productivity and improve employee efficiency which is important for improving employee performance. Owens (2006) studied the association between training and organizational results and discovered that employee's in training initiatives will account higher levels of commitment and will be less likely to consider turnover.

The research confirmed the theory that training positively impacts on turnover and commitment which in turn boosts employee performance.

According to Wright and Geroy (2001), employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

A study by Park, Kang and Kim (2018) examined the relationships among supervisor support, awareness of employees' developmental needs, motivation to learn, training readiness, motivation to transfer and job performance. The study used a total of 216 responses from educational organizations in the USA. They used the structural equation modeling method. The results showed that supervisor support for training directly affected motivation to learn; both developmental needs awareness and motivation to learn had direct and significant effects on training readiness, motivation to transfer and job performance; developmental needs awareness directly affected motivation to learn; training readiness directly affected motivation to transfer.

## **2.5 Duration taken for training and Job Performance**

Duration taken for any training may go along in motivating employees to put more efforts in their work hence increase in job performance. There are courses, especially those lasting for more than one year whereby the individuals may take a longer period of time due to supervision process in their academic work or due to less effort from the student HRD Policy (2015). In addition, the policy states that an officer on an approved training is deemed to be on duty and entitled to requisite benefits. Authority for local training, including in-service training in the public service training institutions is granted by the respective Cabinet Secretary on recommendation. The Commission shall receive quarterly reports from the Ministry responsible for Public Service on decisions relating to foreign training programs under development partners, bilateral and multilateral arrangements. An officer on an approved training shall be expected to successfully complete the

programme within the stipulated period, submit a training report and a copy of the certificate.

Whenever the course is completed on time and the concerned individuals promoted accordingly, many employees would be willing to engage in furthering their education and skills and this will act as a motivator hence making them to have increased performance. In situations where the trainings take longer period of time, many employees would not be willing to proceed for such trainings and this is likely to impact on their day to day running of the organization hence negatively impacting their performance.

Ibrahim, Boerhannoeddin and Bakare (2017) examined the effect of soft skill acquisition and the training methodology adopted on employee work performance. The study adopted a quantitative research approach. Questionnaires were administered to selected managers and executives of a few Malaysian private firms. The target population in this study consisted of 810 employees from nine firms. The sample size was 260 trainees who were selected from the population. The study used regression analysis. The findings showed that the two predictors that is soft skill acquisition as well as training methodology significantly predict employee performance.

## **2.6 Training Needs Assessment and Job Performance**

Training is the only way of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. It is defined as the systematic study of a problem or innovation, incorporating data and opinions from varied sources, in order to make effective decisions or recommendations about what should happen next is the only way of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. It is defined as the systematic study of a problem or innovation, incorporating data and opinions from varied sources, in order to make effective decisions or recommendations about what should happen next (Allison R. 2002). It is a method of determining if a training need exists and if it does, what training is required to fill the gap (Swist 2001). Generally a training need exists when there is a gap between what is required of a worker to perform his or her work competently and what he or she actually know. The need is identified when there is a shortage of

skills at the organizational level, task level and individual level. The major goal of needs assessment from strategic viewpoint is to have a relationship with the general goals of an organization. Needs assessment is of great significance since it facilitates in the evaluation of whether training is a viable option for a given organization based on its resources and policy. This determine the type of training that needs to be provided to the employees and it also helps in the identification of the outcomes for subsequent evaluation.

Training Needs identification involves analysis of corporate team, occupational and individual needs to acquire new skills or knowledge or to improve existing competence (Boydell, 1979). The analysis is partly concerned with defining the gaps between what's happening and what should happen. This process can be done through; job analysis, which involves examining in detail the content of a job, performance standard required in terms of quality and output, knowledge, skill and competency, needed to perform the job (Dessler, 2003). Training assessment is an essential requirement for effective development of an organization's human resources Kenney (1979). Organizations would need to conduct in-depth needs analysis to determine what the real training issues are and the appropriate level. Until specific training needs are isolated, it will be business as usual and no value-added changes in performance will occur Firdousi (2015).

The objective of training would be achieved by first carrying out a TNA. It would ensure that training programmes are focused and appropriate. Rouda and Kusy (1995), describe four steps of conducting a needs assessment. The first step being a performance gap analysis of the actual against the existing performance standards, of the current situation that determines the current state of skills, knowledge, and abilities of current and/or future employees. This analysis also examines organizational goals, climate, and internal and external constraints against desired or necessary situation for organizational and personal success. The second analysis focuses on the necessary job tasks or standards, as well as the skills, knowledge, and abilities needed to accomplish these successfully. It is important that the critical tasks necessary are identified and not just observed in the current practices. A third step is the distinction of actual needs from perceived needs/wants that must be made and the fourth being examining all the identified needs in view of their importance to organizational goals, realities, and constraints.

At the University of Nairobi, Training and Development is geared towards promoting institutional performance. Prioritization of training needs is usually as per the Training and Development Policy of the UoN. According to this policy, Prioritization of training needs is based on training that enables the University to fulfil its strategic objectives, training that pertains to any organizational statutory or mandatory obligation, training that address gaps in the skills or knowledge identified in the Training Needs Survey (TNS) necessary for the employees to perform their job effectively and training to further improve the individual's standard of work performance. UON- HR Policy (2014).

Lee et al (2017) did a study to develop a nurse preceptor-centered training program (NPCTP) in Taiwan. They employed the ADDIE model for the instructional design. On the basis of the nurse preceptors' training needs assessment, the research team developed the NPCTP. Content was adopted from the authentic experiences of preceptors and new graduate nurses (NGNs) using interview data to make 81 videos with computer avatars and 10 live actor films. Each course was taught as nine instructional events. The NPCTP was evaluated using reflection quizzes, preceptors' self-evaluations, NGNs' evaluations, and focus group interviews. From the findings, the NPCTP enhanced preceptors' clinical teaching behaviors and had a positive influence on NGNs. The NGN evaluation was even better than the preceptors' self-evaluation.

## **2.7 Policy on Staff Development Fund and Job Performance**

The Province of Nova Scotia Policy (2018), strives to provide all employees with development opportunities that support their ability to effectively and efficiently deliver departmental mandates, to innovate, and to grow in their careers. Funding for employee participation in educational programs may be granted over multiple fiscal years; however, the total amount of the investment and whether a Return of Service Agreement is required should be considered early in the request process. Leave to participate in educational programs may be granted with or without pay by the Deputy Head, in accordance with the General Civil Service Regulations and applicable collective agreements. Leave to participate in educational programs may also be granted on requests where no funding is granted or required. Employees must submit proof of successful completion of the educational program to their manager/supervisor. Proof of successful completion of an educational program is required before the

employee is reimbursed or to continue to qualify for funding or leave. Employees who do not successfully fulfil the requirements of a course or fail to complete their program of study may no longer be eligible for funding. An employee who receives funding of \$6,000 or more to participate in an educational program will need to sign a Return of Service agreement, up to a maximum of two years, with the Province of Nova Scotia. Return of Service Agreements created under this directive are to be administered in accordance with this policy and the Return of Service Guidelines developed by the PSC. An employee who has a Return of Service Agreement but does not remain in the continuous employment of the Province of Nova Scotia for the duration of the Return of Service agreement is responsible for repaying the Province of Nova Scotia the proportion of the funding that has not been repaid by service.

In Kenya, Public Service Commission, HRD Policy (2015) is conscious that human resource development is a catalyst in management and implementation of change, building learning organizations and creating a culture of performance. Effective training and development benefits both the individual and the organization through sharing of ideas and dissemination of good practices resulting in efficient and effective performance. The policy is the Commission's commitment to promoting an environment of structured and systematic training, learning and continuous professional development of public servants to enable them delivers quality services to the citizens. The Approval of training for officers is in accordance with service regulations. An officer on an approved training is deemed to be on duty and entitled to requisite benefits. Authority for local training, including in-service training in the public service training institutions is granted by the respective Cabinet Secretary. Authority for foreign training are undertaken by the Ministry responsible for Public Service. The Commission shall receive quarterly reports from the Ministry responsible for Public Service on decisions relating to foreign training programs under development partners, bilateral and multilateral arrangements, HRD policy (2015).

The HRD policy further states that an officer on an approved training shall be expected to successfully complete the programme within the stipulated period, submit a training report and a copy of the certificate. An officer, who fails to complete a training programme without valid reason, shall be required to refund the cost of the training.

An officer who fails to complete an approved training programme within the stipulated period and/or repeats the programme shall undertake the course at his own time and cost. A public servant who returns from local or foreign long term training will not be eligible for approval for another long course until after the expiry of two years. For short courses, an officer will be eligible after six (6) months of service. However, the restriction does not apply for courses organized and conducted internally within the organization.

The government commits to develop its employees' potential and encourage them to train and upgrade their knowledge, skills, attitudes and competencies for performance improvement, effective service delivery and career progression. An employee who undertakes self-development programme at own time and cost will be eligible for reimbursement of fifty percent (50%) of the cost of tuition and examination upon successful completion on condition that, the course pursued is relevant to the officer's career progression guidelines, the course had been recommended and approved by the Cabinet Secretary, the course is not an undergraduate degree, the officer had not been sponsored for a similar course before, and lastly the officer has availed the original certificate for the course and a training report. full amount of the prescribed examination fee by their respective Accounting Officers (PSC, HRD Policy 2015).

The Government of Kenya bonds public servants who proceed on approved training lasting six (6) months and above either in local or foreign institutions. However, ministries, state departments and other public service organizations and agencies will bond employees undertaking courses lasting less than six months where the cost of the training constrains the training budget. The purpose of bonding is to ensure that the public service benefits adequately from the skills, knowledge, competencies and positive attitudes acquired through the training and that the government gets value for its investment in training. The bond amount will be the total cost of the training, and the bond period will be as per guidelines released to the service by the government. In case of default, the bonded and/or surety will be required to redeem the bond amount on prorata basis (PSC, HRD Policy 2015).

At the University of Nairobi, for staff to qualify for STDF they must have been employed by the University for a period of five (5) years, be on Permanent and Pensionable Terms of

Service and confirmed in appointment, have served the University for three (3) years, including probation period, are nominated and recommended by their Department, School/Institute/Faculty and College as appropriate and have served for at least three years since the last training session of over three months. The recipient of the fund should not be repeating the academic year for which the award is tenable and will be bonded to serve the University for three years upon completion of the course, failure to which the University shall recover all such monies expended on the applicant Kagiko Report (2006).

Plimakis et al (2021) evaluated the impact of the European Structural Funds on the performance of employment policy in Greece. The study evaluated EU Policies actual impact on employment policy effectiveness and new jobs creation in Greece during the 2012–2020 period. Based on the comparative analysis of the implementation and performance of ESIF Operational Programs in Greece and by focusing on the case of the Greek Public Employment Service (OAED). From their findings, a positive effect was revealed.

Nasurdin, Ling and Khan (2018) did a study to explore the differential effects of three forms of social support (perceived organizational support, perceived supervisory support, and perceived peer support) on nurses' job performance, and second, test the intervening role of work engagement in the social support-job performance relationship. Survey data was gathered from 639 staff nurses from nine private hospitals in Malaysia. Partial least squares technique was used to ascertain the stated hypotheses. Findings indicated that; of the three forms of social support, peer support alone had a direct and positive effect on job performance. Further, the results supported the role of work engagement as a mediator in the relationships between the three forms of social support and performance.

## **2.8 Work Environment and Job Performance**

Currently many of the existing organizations face some challenges in their operations because of the dynamic nature of the environment. For an organization to register any form of efficiency, effectiveness, productivity and job performance, the management must be able to satisfy the needs of its workers through the provision of excellent working environment. The working environment as defined by Spector, (1997) consists of safety to employees, job security, good relations with co-workers, recognition for



good performance, motivation for performing well and participation in the decision making process of the firm. Spector further, elaborates that immediately the workers come to the realization that the organization considers them as vital in the day to day operations, they will strive to wield a high level of commitment and even a sense of ownership of the organization hence resulting to excellent job performance. The findings of a Danish study suggest that a firm is able to increase its productivity levels through the improvement of physical dimensions of work environment and this may go along in impacting the firm's productivity positively (Buhai, Cottini & Nielseny, 2008). In the same line of argument, Chandrasekar (2011) resonates with the perceptions of Buhai et al by stating that an organization needs to pay some attention to create a work environment that will go along in enhancing the ability of employees to become more productive to increase profits for the organization.

It is significant to highlight that a variety of issues within the working environment for instance salaries, autonomy given to employees, working hours, organizational structure and communication between employees and the management may go along in affecting job performance of the employees. Arnetz (1999) argues that in an organization it may be observed that employees have problems with their supervisor who is not according them the respect they deserve. Supervisors may also show harsh behaviours to employees and the top management may even limit employees to their tasks instead of creating some sense of responsibility in employees by making them work in teams to attain high performance.

Employees play a vital role as far as success of a given firm is concerned. This implies that they should meet the criteria of performance as set by a given organization to ensure that there is quality in whatever activities they are engaged in. For them to meet the required standards of the organization, they need a working environment that will allow them to freely work without problems that may inhibit them from achieving excellent performance Arnetz (1999). However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of the above mentioned hurdles Arnetz (1999).

Al-Omari and Okasheh (2017) did a study to examine the influence of work environment on job performance of the engineering company in Jordan. A sample size of 85 employees was selected. A cross-sectional survey was used to realize the research objectives. Different dimensions of work environment were examined. They include noise; temperature; air; light and colour; space and employers' satisfaction. Results showed that the situational constraints constituted of factors such as noise, office furniture, and ventilation as well as light, are the major work environment conditions that have negative impact on job performance and should gain more attention. As employees are motivated, their job performance will increase, and they will achieve the desired outcomes and goals of the job.

## **2.9 Theoretical Framework**

Theoretical review refers to a collection of concepts which are interrelated. It generally guides research in order to establish what ought to be measured and what statistical relationships to look for (Defee et al. 2010). Given that a good research should be grounded in theory, this particular study is guided by Andragogy and reinforcement theories.

### **2.9.1 Andragogy Theory**

Henschke (1998), defined andragogy as a scientific discipline that studies everything related to learning and teaching which would bring adults to their full degree of humaneness. This theory tried to identify how adult learners learn and how to involve them in the learning process. Andragogy is centered on the idea that the lecturer does not possess all the knowledge and that students are encouraged to participate in the classroom by utilising their own experiences. Knowles (1984) suggests that adult educators should set a cooperative climate for learning in the classroom, assess the learner's specific needs and interests, develop learning objectives based on the learner's needs, interests, and skill levels and design sequential activities to achieve the objectives. The theory further states that adults need to know why they are learning something. This therefore implies that effective trainers should explain their reasons for teaching specific skills. The theory explained that, adults learn by doing, hence effective instruction focuses on tasks that adults can perform, rather than on memorization of content. Adults are problem-solvers and learn best when the subject is of immediate use, effective instruction involves the learner in solving real-life problems.

Connolly, (1996,) advises that a lecturer should act as a facilitator in the learning process. This can be achieved by asking students questions that they can relate to their workplace. Once students are taught the basic principle of a subject, they could be asked to apply those principles via a work-based project to their company. This enables them to understand how the theory they have spoken about in class relates to a real life situation. The instructor asks students relevant questions pertaining to their workplace, which would require the student to think about what happens in their organisation on a day-to-day basis. This is further supported in research carried out by Laird, (1998; p.232) who stated that ‘the andragogic model holds the view that the instructor should guide and not manage the content’.

Knowles, (1990) argued that Adults are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with problems they confront in their life situations. Furthermore, they learn new knowledge, understandings, skills, values, and attitudes most effectively when they are presented in the context of application to real life situations. According to Knowles (1984), adults are self-directed, problem centered, internally motivated, come with prior knowledge that directs their learning, learn in a social context, and need to know why they need to learn things. Brookfield (2000) went as far as to say that adulthood should not be considered a “discrete, self-contained and separate stage of life,” but instead a continuation of previous stages.

Andragogy is based on five key areas. Firstly, there is the issue that adults need to be made aware of the reason why they have to learn certain material. Knowles, (1990) states that it is important that students are informed of the benefits of covering this material and how it will benefit them when the course is finished. It is imperative that students are furnished with the learning objectives when they start their course (Knowles et al 1998). The second area is the learner’s concept of himself or herself. If the learner is very self-confident and what Maslow describes as having high self-esteem needs, then the lecturer has to ensure that they allow the student to discuss or present their views during the class session. Thirdly, andragogy is based on is the experience of the learner and the role that it plays in the classroom. Andragogy assumes that the student has a bank of experience accumulated over their lifetime and

that they would like to apply this 'experience' in the classroom so that they can understand the material that is being discussed in the session and as stated by Knowles, et al. (1998), 'adults resent and resist situations in which they feel others are imposing their will on them. Fourthly, Motivation plays an important part in adult learning, in that adults are motivated by both internal and external factors. Tough found that 'motivation is frequently blocked by barriers such as negative self concept and time constraints' Knowles, (1994). While adult learners may respond to external motivators such as bonuses from their employers when they attain a certain grade, it is the internal priorities that are more important to the learner. Fifthly, for andragogy to work effectively in the classroom the lecturer must promote a climate which provides a safe environment for the student. Abraham Maslow stated that students, especially those with low self-esteem, need to have a safe environment if they are to participate in the learning experience (Knowles, 1994). This theory is relevant for this study since staff are mature people and they will always have an inner drive to accomplish what they purpose to achieve.

### **2.9.2 Reinforcement Theory**

In this theory, learning is said to have occurred when learners evidence the appropriate reinforcement of an association between a particular response and stimulus (Smith & Ragan, 2005). McKenna and Beech (2006) explained that, to improve trainees performance there has to be reinforcement of what has been learnt. This can be in the form of feedback where trainees are provided with responses about their progress and achievements during the training process. Nassazi (2013) supports this by explaining that, learning must be reinforced and that behavioral scientists have demonstrated that people learn best with immediate reinforcement of appropriate behavior. Banaji (2011) explains that positive reinforcement theory suggests that for trainees to acquire knowledge, change behavior, and modify skills, the trainer needs to identify what outcomes the learner finds most positive and negative, then link those outcomes to the training practices. This theory suggests that trainees are likely to adopt a desired behavior, through training, if the changed behavior will be of benefit to them.

Skinner (2014), suggested that people are motivated to perform or avoid certain behaviours due to past experiences that arise from these behaviors. Various processes in reinforcement theory such as positive reinforcement which is pleasurable behaviour

resulting from a behaviour. Negative reinforcement is the removal of pleasurable behaviour outcome. When both the pleasurable and un-pleasurable behaviours are withdrawn the resultant behaviour is extinction. Punishment is unpleasant outcome resulting from some behaviour that may culminate in the decrease in that behaviour. From a training perspective, reinforcement theory suggests that for learners to acquire knowledge, change behaviour or modify skills, the trainer needs to identify what outcomes the learner finds most appealing and which he or she finds negating.

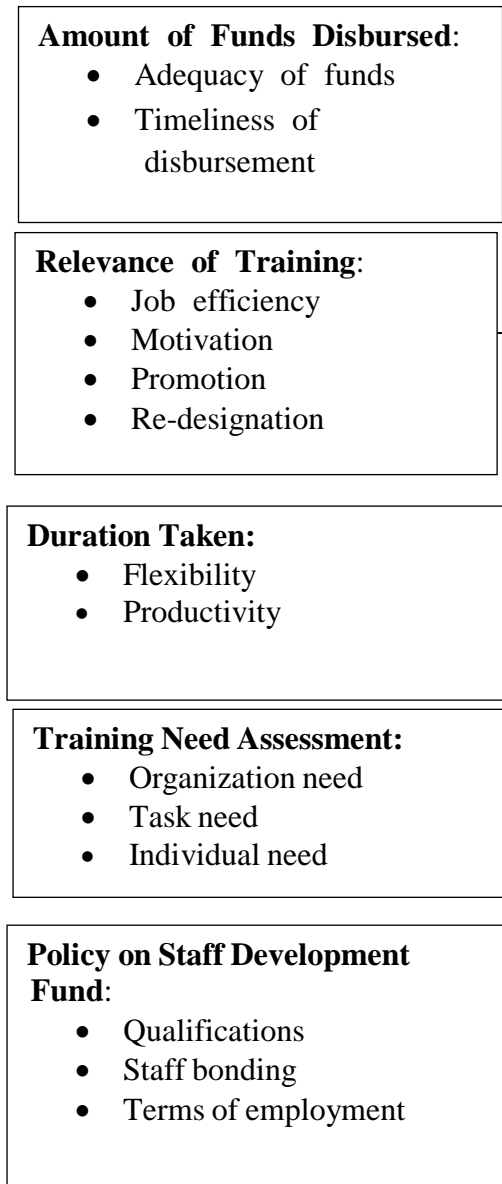
Reinforcement theory maintains that trainers can withhold or provide these benefits to learners who get good understanding of programme content. The effectiveness of learning depends on the pattern or schedule for providing these reinforcers or benefits (Mullins, 2010). Modifying behaviour is a mode of training that is primarily based on reinforcement theory such as, showing employees safe and unsafe work practices in action. This makes employees appreciate practicing safe behaviours at work. This actually promotes the employees wellbeing and positive feedback given to them. Reinforcement theory argues that behaviour is strengthened and controlled by external events, for example Classical Conditioning proposed by Pavlov (2014), and Operant conditioning proposed by Skinner (2013). It is very important for trainers to employ positive reinforcement and feedback, to enable pleasant leaning experiences during the trainings.

Reinforcement theory emphasizes the power and control of simple learning principles. First, the Stimulus must be identified and Response follows after which Output/reward is administered. The reward may be reinforced in case of positive stimuli, or withheld in case negative stimuli but punishment may be administered instead. In the course of training session, the learner must follow instructions step by step until the process is complete. Sometimes assessment is carried out to establish whether learning took place. The trainees who pass assessment are rewarded by some incentives such as compliments, acknowledgement certificates, promised promotion, secondment or salary coupled with knowledge and skills attained during training, the trainees are motivated to perform better in their areas of operation (Noe, 2010). This theory is appropriate for this study since non-teaching staff would require to proceed for further studies knowing very well that after completing the course, they get rewarded in term of promotion and even being given more responsibilities.

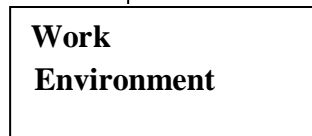
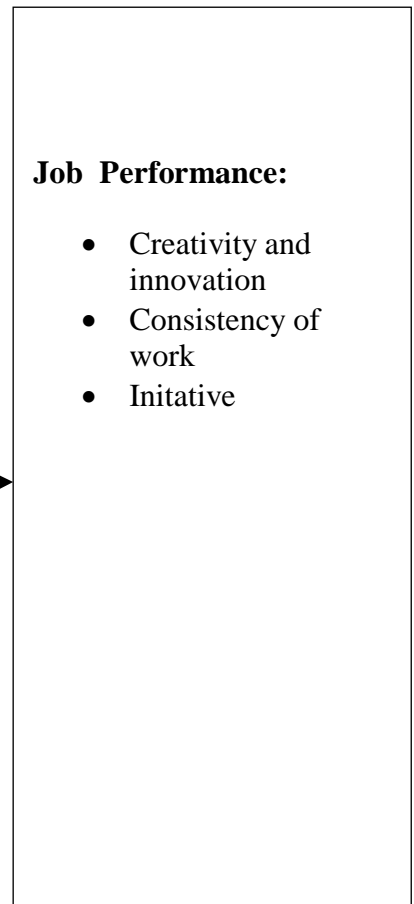
## **2.10 Conceptual Framework**

Njeru et al. (2015) defines conceptual framework as a group of concepts which are systematically organized to provide a focus and a tool for rational interpretation and integration of information and is usually achieved in pictorial illustrations. The variables in the conceptual framework are discussed in this section and they explain how each of the variables are related to one another. In this study, the independent variables that included amount of funds disbursed, relevance of training, duration taken, training needs assessment and policy on staff development fund are basically the variables that can be analysed in order to observe what change is affected on the dependent variable which in this study is job performance. There is also a moderating variable which affect the strength of the relationship between the independent and dependent variable, and in this case it is work environment.

**Independent Variable**



**Dependent Variable**



**Moderating Variable**

**Figure 1: Conceptual Framework**

## 2.11 Knowledge Gap

Table 2.1 summarizes the knowledge gap in literature related to the study variables.

**Table 2.1: Summary of gaps in the Literature**

|   | <b>Author</b>                   | <b>Variables</b>          | <b>Topic</b>   | <b>Findings</b>   | <b>Knowledge Gaps</b>  | <b>Focus of the current Study</b>  |
|---|---------------------------------|---------------------------|--|---|--|--|
| 1 | Raymond, Bawa and Dabari (2016) | Amount of funds disbursed | Impact of Training Fund on Staff Development in Adamawa State- Nigeria   | <ul style="list-style-type: none"> <li>• In-service training activities were biased</li> <li>• Equity and fairness was not considered in selection of staff training</li> <li>• No adequate funding</li> </ul>                                    | Study concentrated on workshops and in-house trainings   | Staff Training and development funding   |
| 2 | Mogeni, Jackson (2013)          | Relevance of Training     | Factors in Training & Development Perceived to Influence Motivation in Selected Business Outsourcing Firms in Kenya                | <ul style="list-style-type: none"> <li>• Motivation needs were not enhanced through promotions.</li> <li>• Staff were not participating in decision making</li> <li>• The organization failed to sponsor staff for further studies.</li> </ul>    | The study concentrated on trainings but not development.   | Staff Training and development funding   |
| 3 | Namuyemba (2013)                | Training Needs Assessment | Impact of Training and Development on Employee Performance & Productivity: A case of Youth Enterprise Development Fund Board-Kenya | <ul style="list-style-type: none"> <li>• Most of the employees in the organization were not involved in any training.</li> <li>• Employee sponsored themselves to acquire higher qualifications</li> <li>• Lack of awareness of career</li> </ul> | Lack of consistent in training of employees. Training programme failed to focus on both training and development | Prioritization of Training needs assessment is key to Staff Training and Development funding |



|   |                |                 |   |  |   |  |
|---|----------------|-----------------|---|--|---|--|
|   |                |                 |   | development projects   |   |  |
| 4 | Okumu (2010)   | Duration taken  | Factors Influencing demand for staff training and development at Masinde Muliro University & Technology | <ul style="list-style-type: none"> <li>• Availability of time to study and availability of funds were major factors influencing demand for staff training</li> </ul>                                       | Lack of strategies that ensured trained employees were retained in the institution  | Staff Training and Development funding |
| 5 | Khaemba (2017) | Job Performance | Effect of Training and Development on Employee Performance at Kakamega County General Hospital          | <ul style="list-style-type: none"> <li>• Training and development positively and significantly relate to employees' performance.</li> <li>• Enables employees to adapt to changes in their work</li> </ul> | The study focused on General hospital where training and development was limited to sections of emerging trends in the health sector. |  |

## 2.12 Summary of Chapter

In chapter two, review of the various theories explaining the independent and dependent variables has been captured appropriately. The conceptual framework is drawn up from the reviewed literature in line with the following criteria, title, scope and methodology forming the basis for the critique of the literature. It is from these critiques that the research gap has been identified. The next chapter outlines the methodology that the study adopted for it to achieve the stated objectives.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology which was used for the gathering of data in addition to the relevant statistical tools that was used for the analysis of the results gathered during the study. This chapter therefore presents the review of research methodology which was used in the study sample size, procedure of data collection and the analysis of data.

#### **3.2 Research Design**

Research design refers to a plan for carrying out the research study (Kombo & Tromp 2006). This study adopted a descriptive survey research method, since it allows for an in-depth analysis and understanding of a particular phenomenon as it exists in the present condition (Cooper & Schindler 2008). In this research design, objectives are predetermined thus it allows data collection which is relevant and sufficient enough to the study problem (Kothari, 2004). Additionally, descriptive survey research design was used since it is adequate enough to fulfil the research objectives for the study.

#### **3.3 Target Population**

According to Kombo and Tromp (2006), population refers to a group of individuals, objects or items from which samples will be taken for measurement. In other words it is any group which a researcher has mainly focused his or her attention. It has been identified as the approved subject of the study. The study targeted 85 non-teaching staff who have been awarded STDF by the University of Nairobi in the last five (5) years (STDF Minutes 2015 to 2019 financial years). Their distribution is shown on table 3.4.1.

#### **3.4 Sample Size and Sampling Procedure**

In this survey, the sample size of the study was determined using Yamane Formula and sampling procedure was carried out as described below.

##### **3.4.1 Sampling Size**

Sampling is the selection of a subset of individuals from within a population to yield some knowledge about the whole population, especially for the purposes

of making predictions based on statistical inference (Scott & Wild, 1986; Black & William 2004). Normally, a good sample need to be truly representative of the population, result in a small sampling error, viable, economical and systematic, whose results can be applied to a universe with a reasonable level of confidence (Kothari, 2004).

The study used a formula by Yamane (1967) to arrive at the required sample size as follows:

$$n = \frac{N}{1+N(e)^2}$$

Where n = sample size

N = population size

e = Level of precision or sampling error which is  $\pm 5\%$

$$\begin{aligned} n &= 85 \\ &= \frac{85}{1.2125} = 70 \end{aligned}$$

For identification of specific respondent, the study used stratified random sampling technique where respondents were categorized into seven groups (colleges) within the University and then simple random sampling employed to reach the final and actual respondents. Proportionate sampling technique was used to avoid selection bias. The sample size representing the number of staff who received questionnaires was given by the following formulae:

$$nx = \frac{(n)(N)}{P}$$

Where nx = Sample size in each level

n = Total sample size for the study

N = Population size of staff in each stratum

P = Total population of the study

The sample is distributed as shown in table 3.1.

**Table 3.1: Sample Distribution**

| <b>Group</b>                                   | <b>Population</b> | <b>Sample</b> |
|--|-------------------|---------------|
| Central Administration                         | 33                | 27            |
| College of Architecture and Engineering        | 9                 | 7             |
| College of Health Sciences                     | 12                | 10            |
| College of Humanities and Social Sciences      | 8                 | 7             |
| College of Agriculture and veterinary Sciences | 9                 | 7             |
| College of Biological and Physical Sciences    | 14                | 12            |
| College of Education and External Studies      | 0                 | 0             |
| <b>Total</b>                                   | <b>85</b>         | <b>70</b>     |

### **3.5 Data Collection Instruments**

The main data collection instrument for the study was questionnaires. They were administered to non-teaching staff in the various colleges within UoN as per the sample size. Questionnaires were the most ideal tool in this study since they had the ability to collect a large amount of data in a reasonable short period of time (Orodho, 2004). The questionnaire used was close ended for easy time in analysis and even facilitation of information harmonization from the respondents. On the other hand, a set of attributes in the form of statements were used to capture the respondents' opinions as far as the variables of the study anchored on a likert scale is concerned. Generally, likert scale is used in research to measure the agreement and disagreement levels. The scales are very appropriate when you want to measure perception, attitude, and values.

#### **3.5.1 Pilot Study**

The main objective of carrying out a pilot study is to ensure that the questionnaires are properly refined to create easy time to the respondents. Preliminary analysis using the pilot test data can be done for the assurance that the collected data gave a room for answering the investigative questions (Saunders, Lewis & Thornhill 2012). According to Mugenda and Mugenda (2003), a pre-test sample ranges from 1% to 10% depending on the size of the sample. In this study 10% of the sample size was used for the pilot test. This implies seven (7) questionnaires were administered to non-teaching staff working at Central administration, College of Architecture and Engineering and College of Humanities and Social Sciences, University of Nairobi. The respondents in the pilot

study were not included in the final administration of the questionnaires. Cooper and Schindler (2008) emphasizes that the purpose of pilot test is to detect any weakness in the design and implementation and to provide an alternative for data collection of a probability sample. After the questionnaire has been pilot tested, amended appropriately and the sample selected, the questionnaire can then be used to collect data.

### **3.5.2 Validity of the Research Instruments**

Validity refers to whether the questionnaire is measuring what it purports to measure (Bryman & Cramer 1997). The study used both construct and content validity. In construct validity, questionnaires were divided into several sections with the sole objective of ensuring that each section assessed information for a specific objective. In content validity, the questionnaires were subjected to some thorough examination by my supervisor. The statement in the questionnaire were assessed for relevance and on the basis of that particular evaluation; the instrument were adjusted appropriately just before being subjected to the final data collection exercise. The main comments were suitably used in line with enhancement of content validity.

### **3.5.3 Reliability of the Research Instruments**

According to Mugenda (2003), reliability of an instrument is the measure of the degree to which a research yields consistent results or data after repeated trials. Jack and Clarke (1998) on the other hand defines reliability as the consistency of measurement or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. Cronbach's alpha was used to test the reliability of the measures in the questionnaire (Cronbach 1995). According to Cooper and Schindler (2008), Cronbach's alpha is used since it has the most utility for multi-item scales at the interval level of measurement, and it only requires a single administration in the quantitative estimation of the internal consistency of a scale.

In research, a measure is considered reliable if an individual is able to score on the same test given at different times. Ten percent of the sample size was used for the pilot test. This therefore implies that seven (7) questionnaires were subjected to pilot test by issuing them to respondents who were not to be included in the final study

sample. The seven (7) questionnaires were then coded and the responses put into SPSS which was then used in the generation of the reliability co-efficient. The Cronbach's alpha coefficient was then used to assess reliability. The closer Cronbach's alpha coefficient to 1, the higher the internal consistency reliability (Sekaran 2006). On the other hand a coefficient of 0.7 is normally recommended for a newly developed questionnaire.

### 3.6 Data Collection Procedure

Data collection refers to the process of gathering raw and unprocessed information that can be processed into meaningful information following the scientific process of data analysis (Gall, Gall & Borg 2007). Primary data was collected by the use of a semi-structured questionnaire. On the other hand, approval letter from the University of Nairobi was obtained to conduct the study. Lastly, permission was also obtained from the National Commission of Science and Technology and Innovation (NACOSTI). The researcher hired one research assistant to assist in the collection of data for the study. The researcher and the assistant delivered the questionnaires to the respondents so that they are filled in their presence to allow for better understanding of the questions and reliability enhancement. Questionnaires were left with other respondents who required time in filling them. Such questionnaires were collected after two weeks.

### 3.7 Data Analysis Techniques

Data analysis refers to the practice in which raw data is ordered and organized so that useful information can be extracted from it (Gall, Gall & Borg 2007). After the collection of data through the use of questionnaires, it was prepared in readiness for the analysis by editing, handling of the blank responses, coding categorization and then keying into SPSS software. Validity and reliability of the data was computed. Correlation and regression analyses were used to test the relationship between the independent and the dependent variables where the correlation coefficient (r) was either positive (+1) or (-1). The following regression equation was tested:

$$JP = \beta_0 + \beta_1 AFD + \beta_2 RT + \beta_3 DT + \beta_4 TNA + \beta_5 PSDF + \epsilon$$

Where JP is job performance

AFD is amount of funds disbursed

RT is relevance of training

DT is duration taken

TNA is training needs assessment

PSDF is policy on staff development fund.

Also,  $\beta_0$  is the constant, whereas  $\beta_1$ - $\beta_5$  are the coefficients of respective variables; and  $\epsilon$  is the error term.

### 3.8 Ethical Consideration

In research, ethical consideration must always be adhered to. In order to comply with the ethical consideration, the respondents were informed in advance about the purpose of the research and their confidentiality assured. Additionally, the identity of the people from whom information was obtained in the study was also kept strictly confidential. COVID-19 protocols were also followed since the respondents were working on a shifts.

### 3.9 Operationalization of Variables

The operational definition of a variable refers to a specific way in which a given variable is measured in that study. This is because another study might measure the same conceptual measure in a different manner.

Therefore, the tabulations in table 3.2 shows the operational indicators used during the study on the Influence of Staff training and development fund project on job performance in Kenyan public universities: A case of University of Nairobi non-teaching staff. It presents a summary of the different variables, indicators, their operational definition and instruments used to assess each of the variables.

**Table 3.2: Operationalization of Variables**

| Objectives  | Variable   | Indicators  | Measurement Scale | Data collection instrument | Data analysis   |
|---|--|---|-------------------|----------------------------|---|
| To establish the extent to which amount awarded influence job performance of non-teaching staff | <u>Independent Variable</u><br>Amount of funds disbursed | <ul style="list-style-type: none"> <li>• Adequacy of funds</li> <li>• Timeliness of disbursement</li> </ul> | Ordinal           | questionnaire              | Mean, standard deviation, frequencies and percentages |

|   |   |  |         |               |   |
|---|---|--|---------|---------------|---|
| To identify how relevant, the training taken influence job performance of non-teaching staff.               | <u>Independent Variable</u><br>Relevance of training  | <ul style="list-style-type: none"> <li>• Job efficiency</li> <li>• Motivation</li> <li>• Promotion</li> <li>• Re-designation</li> </ul>                    | ordinal | questionnaire | Mean, standard deviation, frequencies and percentages |
| To ascertain how study duration influence job performance on non-teaching staff.                            | <u>Independent variable</u><br>Duration taken   | <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Productivity</li> </ul>  | Ordinal | questionnaire | Mean, standard deviation, frequencies and percentages |
| To establish the extent to which training needs assessment influence job performance on non-teaching staff. | <u>Independent variable</u><br>Training needs assessment  | <ul style="list-style-type: none"> <li>• Organization need</li> <li>• Task need</li> <li>• Individual need</li> </ul>                                      | Ordinal |               | Mean, standard deviation, frequencies and percentages |
| To identify how University staff development fund policy influence job performance on non-teaching staff    | <u>Independent variable</u><br>Policy on Staff Development Fund<br><u>Dependent variable</u><br>Job performance | <ul style="list-style-type: none"> <li>• Qualification</li> <li>• Availability of funds</li> <li>• Staff bonding</li> <li>• Terms of employment</li> </ul> | ordinal | questionnaire | Mean, standard deviation, frequencies and percentages |



**CHAPTER FOUR**  
**PRESENTATION OF FINDINGS, ANALYSIS, AND INTERPRETATION OF**  
**FINDINGS**

**4.1 Introduction**

This chapter presents data analysis, findings, and interpretation. It clearly establishes the influence of staff training and development fund project on job performance in Kenyan Public Universities: A case of University of Nairobi non-teaching staff. Both descriptive and inferential statistics are provided. The findings are presented in tables and figures according to the research objectives.

**4.2 Questionnaire Return Rate**

Table 4.1 shows the response rate. The response rate measures the statistical power of a research and the higher the rate the better. In this study, 70 questionnaires were administered to the target respondents, out of which 44 questionnaires were appropriately filled and returned while 26 were never returned. From the returned questionnaires, it gave a response rate of approximately 62.9% which was inside what Sekaran (2003) endorsed as a huge reaction rate for factual investigation and built up at the very least estimation of 50%.

**Table 4.1: Response Rate**

| <b>Response</b> | <b>Total</b> | <b>Percent (%)</b> |
|-----------------|--------------|--------------------|
| Returned        | 44           | 62.86              |
| Unreturned      | 26           | 37.1               |
| <b>Total</b>    | <b>70</b>    | <b>100</b>         |

**4.3 Presentation of Research Analysis and Findings**

This section consists of information that describes basic respondent's characteristics. They include gender, age category, level of education, as well as experience working with the university. This section also analyses and offers the findings on some program related factors such as type of programme funded.

### 4.3.1 Gender of the Respondents

Results from the study indicated that 41% of the respondents were male while the majority 59% were female. This shows that non-teaching staff is dominated by female employees, and this is as a result affirmative action taken by the university.

**Table 4.2: Gender**

| <b>Gender</b> | <b>Total</b> | <b>Percent (%)</b> |
|---------------|--------------|--------------------|
| Female        | 26           | 59                 |
| Male          | 18           | 41                 |
| <b>Total</b>  | <b>44</b>    | <b>100</b>         |

### 4.3.2 Age of the Respondents

Table 4.2 shows the age distribution in years. The respondents were asked to indicate their age bracket. It was revealed that majority forming about 64% of the respondents were between the ages of 41-50 years, followed by 21% of the respondents who were between the ages 31-40 years. Also 3% belonged to above 50 years of age bracket. The remaining portion that is 2.3% who was one individual was below 30 years. From this finding, it can be concluded that most of non-teaching staff are currently above 40 years.

**Table 4.3: Age of Respondents**

| <b>Age Bracket</b> | <b>Freq.</b> | <b>Percent</b> |
|--------------------|--------------|----------------|
| Below 30 years     | 1            | 2.3            |
| 31-40 years        | 9            | 20.5           |
| 41-50 years        | 28           | 63.6           |
| Above 50 years     | 6            | 13.6           |
| <b>Total</b>       | <b>44</b>    | <b>100.00</b>  |

### 4.3.3 Education Level

Table 4.3 shows distribution of education levels. The respondents were asked to indicate their highest level of education. The findings indicated that more than a half, 55%, of the respondents had attained postgraduate level of education whereas 43% had undergraduate or bachelor's qualification (degree). Only 2.3% of the respondents had

diploma qualification. This shows that most non-teaching staff had embraced high academic qualifications as it becomes easy to transit from non-teaching to teaching.

**Table 4.4: Educational Qualification**

| <b>Level of education</b> | <b>Freq.</b> | <b>Percent</b> |
|---------------------------|--------------|----------------|
| Diploma                   | 1            | 2.3            |
| Undergraduate (Degree)    | 19           | 43.2           |
| Postgraduate              | 24           | 54.5           |
| <b>Total</b>              | <b>44</b>    | <b>100.00</b>  |

#### **4.3.4 Experience Working with the University**

Table 4.4 shows distribution of work experience in the University. The respondents were asked to reveal their operation period or duration in which they had served in the university. From the results it was clear that about 43% of the respondents had been in the university for a period of more than 15 years whereas 30% of the respondents had served the university for a period 11-15 year with 25% of the respondents operated for a period of between 5 and 10 years. Only one staff (2.3%) had served for a period of less than 5 years. It is evident that the huge portion of the non-teaching staff had served the university for a considerable period of time that is more than a decade or 10 years implying that most of them could be employed on a permanent basis.

**Table 4.5: Operation Period**

| <b>Time period (years)</b> | <b>Freq.</b> | <b>Percent</b> |
|----------------------------|--------------|----------------|
| Less than 5 years          | 1            | 2.3            |
| 5 – 10                     | 11           | 25.0           |
| 11 – 15                    | 13           | 29.5           |
| More than 15 years         | 19           | 43.2           |
| <b>Total</b>               | <b>44</b>    | <b>100.00</b>  |

#### **4.3.5 Funded Programme**

Table 4.5 shows programme funded. The respondents were required to reveal the programme that they were funded. It was revealed that, about 55% of the respondents were funded for

postgraduate education while 39% were funded for undergraduate studies. Additionally, just 2% of the respondents were funded for diploma. However, 4.5% were lucky to be funded right from diploma, undergraduate and postgraduate studies. This implies that most of non-teaching staff at the University of Nairobi had benefited from funding programme to secure the prestigious postgraduate studies. This could be correlated with the fact that some or majority of them had served the university for over 15 years.

**Table 4.6: Programme Funded**

| <b>Type of programme</b> | <b>Freq.</b> | <b>Percent</b> |
|--------------------------|--------------|----------------|
| Diploma                  | 1            | 2.3            |
| Undergraduate (Degree)   | 17           | 38.6           |
| Postgraduate             | 24           | 54.5           |
| All of the above         | 2            | 4.5            |
| <b>Total</b>             | <b>44</b>    | <b>100.00</b>  |

#### **4.4 Descriptive Statistics**

The study was guided by the main theme of establishing the influence of Staff Training and Development Fund project on job performance among the non-teaching staff in the University of Nairobi, Kenya. The study further went ahead to determine the importance of staff training and development fund project and the results are tabulated per objective. The descriptive results were consequently analyzed. The key aspects of staff training and development fund project comprised of amount awarded, relevance of the training taken, study duration, training needs assessment and lastly, University staff development fund policy.

Measures of central tendency as earlier explained were adopted; that is, Mean, and the standard deviation indicating how far from the mean the distribution is.

##### **4.4.1 Amount of Funds Disbursed**

Table 4.6 shows the responses related with the extent to which respondents concurred with the following statements on amount of funds disbursed where; 1=Strongly Disagree (SD), 2= Disagree (D) 3= Neutral (N), 4= Agree (A), 5= Strongly Agree (SA).

**Table 4.7: Amount of Funds Disbursed**

| Statement  | Percentages (%) |      |      |       |       | Mean        | STD         |
|--|-----------------|------|------|-------|-------|-------------|-------------|
|  | SD              | D    | N    | A     | SA    |             |             |
| I feel that if the amount of funds disbursed is more than 40% my job performance will be on upward trend | 8.79            | 6    | 12   | 39.2  | 34.01 | 4.02        | 1.18        |
| If the amount of fund allocated is disbursed in time, I will be more motivated to work                   | 3.2             | 7.6  | 12.8 | 38.4  | 38    | 4.05        | 1.40        |
| I have benefited from Staff Training and Development Fund in the past.                                   | 5.59            | 8.8  | 7.5  | 57.81 | 20.3  | 4.42        | 1.23        |
| I experienced delay in disbursement such that I had to use other resources to finance my study           | 4.86            | 4.23 | 8.21 | 68.21 | 14.49 | 4.75        | 1.22        |
| I was able to pay the 60% of my tuition fees before applying for STDF                                    | 6.4             | 14.4 | 13.6 | 37.6  | 28    | 3.89        | 1.20        |
| <b>Average Mean Score</b>  |                 |      |      |       |       | <b>4.23</b> | <b>1.25</b> |

The study sought to establish how the amount awarded influence job performance of non-teaching staff. The responses were rated on a Likert scale and the results presented in table 4.6. The study findings indicated that about, 73%, of the respondents (agreed and strongly agreed) with less than 15% disagreeing that they felt that if the amount of funds disbursed is more than 40% their job performance will be on upward trend. The mean for the statement was 4.02 while the standard deviation was 1.18. Approximately 76% of the

respondents concurred (agreed and strongly agreed) with the statement that if the amount of fund allocated is disbursed in time, they will be more motivated to work. The mean and the standard deviation for this statement was 4.05 while the standard deviation was 1.4 implying that there was some variation in responses.

The study also confirmed that about 58% of the respondents agreed with the statement that they have benefited from staff training and development fund in the past. Their mean was 4.42 while the standard deviation was 1.23. It was found that most of the respondents that is 68% agreed with the statement that they experienced delay in disbursement such that they had to use other resources to finance their studies. Their mean score was 4.75 while the standard deviation was 1.22. Lastly 37.6% of the respondents, agreed with the statement that in the previous year, they were able to pay the 60% of their tuition fees before applying for STDF. This led to a mean of 3.89 and standard deviation of 1.2.

The average mean for the constructs was 4.23, indicating that majority of the respondents to a great extent agreed that amount awarded influence job performance of non-teaching staff at the university of Nairobi. The standard deviation was 1.25, indicating that there was some variation in responses. The following factors: that the respondents benefited from Staff Training and Development Fund in the past and secondly, the respondents experienced delay in disbursement such that they had to use other resources to finance their studies were positively associated with job performance of non-teaching staff at the university. This is because their means were more than the average mean score. On the other hand, statement including respondents felt that if the amount of funds disbursed is more than 40% their job performance would be on upward trend, also if the amount of fund allocated is disbursed in time, they would be more motivated to work as well as they were able to pay the 60% of their tuition fees before applying for STDF were negatively associated with job performance of non-teaching staff.

#### **4.4.2 Relevance of the Training**

Table 4.7 shows the responses on relevance of training. Respondents were required to indicate the extent to which they concurred with the following statements on

relevance of the training where; 1=Strongly Disagree (SD), 2= Disagree (D) 3= Neutral (N), 4= Agree (A), 5= Strongly Agree (SA).

**Table 4.8: Relevance of Training**

| Statements  | Percentage (%) |      |      |      |      | Mean        | SD          |
|---|----------------|------|------|------|------|-------------|-------------|
|   | SD             | D    | N    | A    | SA   |             |             |
| The course I undertook has enabled me to be more efficient as far as service delivery is concerned                              | 1.6            | 10.4 | 3.2  | 49.6 | 35.2 | 4.06        | 0.97        |
| Since I completed my course am able to do more challenging work and create time to do some work beyond the normal working hours | 1.6            | 8    | 6.4  | 28.8 | 55.2 | 4.28        | 1.00        |
| I am motivated as far as my work is concerned   | 5.6            | 16   | 9.6  | 36   | 32.8 | 3.74        | 1.23        |
| Am rewarded for the extra work I do   | 3.2            | 12.8 | 4.8  | 41.6 | 37.6 | 4.08        | 1.11        |
| I feel the organization utilizes my developed skills well   | 1.6            | 10.2 | 11.2 | 36.8 | 40.2 | 4.01        | 1.10        |
| The course I did was necessitated by changes in my new roles and responsibilities   | 3.2            | 13.6 | 2.4  | 37.6 | 43.2 | 4.04        | 1.14        |
| Pursuit for promotion propelled me to undertake the course  | 7.2            | 22.4 | 5.6  | 26.4 | 38.4 | 3.66        | 1.37        |
| <b>Average Mean Score</b>   |                |      |      |      |      | <b>3.98</b> | <b>1.13</b> |

The study sought to establish the relevance of training on job performance of non-teaching university staff. The responses were rated on a Likert scale and the results presented in table 4.6. The study results on the course they undertook has enabled them to be more efficient as far as service delivery is concerned had 49.6% of the respondent just agreeing with this statement whereas 35.2% strongly agreeing with the same. Only 12% disagreed with that statement. The mean of 4.1 implies that

most of the respondents just agreed with this statement. Also the standard deviation of 0.97 showed that there was less variation.

The study asked respondents to give their opinion on whether since they completed their course, they were able to do more challenging work and create time to do some work beyond the normal working hours, was associated with majority of respondents that is 28.8% and 55.2% just agreed and strongly agreed respectively with this statement leading to a mean of 4.3 and a standard deviation of 1.0. This implies that there was little variation in responses although it was clear that this statement was strongly supported.

Also, 36% and 32.8%, of the respondents just agreed and strongly agreed with the fact that staff are motivated as far as their work is concerned. Only 21.6% disagreed with the statement. This made the mean for the statement to be 3.7 with a standard deviation 1.2 indicating some variation in responses. Similarly, the majority of the respondents, 79.2%, supported the fact that staff are rewarded for the extra work they did. The mean and the standard deviation for this statement was 4.1 while the standard deviation was 1.1.

On the other hand, 77% of the respondents agreed with the statement that they feel the organization utilizes their developed skills well. Only 11.8% of the respondents disagreed with this statement. The mean response for the statement was 4.0, showing that majority of the respondents just agreed with the information. The standard deviation was 1.1 showing some variation in responses. Further, the study revealed that 80.8% of the respondents agreed with the statement that the course they did was necessitated by changes in their new roles and responsibilities. Only 16.8% of the respondents disagreed with this statement. The mean response for the statement was 4.0, showing that majority of the respondents just agreed with the information. The standard deviation was 1.1 showing some variation in responses.

Lastly, the study established that approximately 64.8% of the respondents supported the statement that the pursuit for promotion propelled them to undertake the course whereas about 29.6% disagreed with this statement. On the other hand, only 5.6%



were neutral on this statement. The mean response for this statement was thus 3.7 indicating that majority of the respondents just agreed with the statement. However, there was some variation in responses on this statement given the standard deviation of 1.4.

The average mean score for the whole construct was 4.0, indicating relevance of training had a moderate effect on job performance of non-teaching university staff. The standard deviation was 1.1 indicating that there was some variation in all responses. The study however concludes as follows; that the statements on: the course they undertook had enabled them to be more efficient as far as service delivery was concerned; Since they completed their course, they were able to do more challenging work and create time to do some work beyond the normal working hours; they were rewarded for the extra work they did; they felt the organization utilizes their developed skills well; and also the course they did was necessitated by changes in their new roles and responsibilities had a positive influence on job performance of non-teaching university staff. On the other hand, the findings concluded that the following statements: staff are motivated as far as their work is concerned and the pursuit for promotion propelled them to undertake the course negatively impacted job performance of non-teaching university staff. This is because their means were less than the average mean.

#### **4.4.3 Duration Taken**

Table 4.8 shows responses related to the duration taken on the study. Respondents were required to indicate the extent to which they concurred with the following statements on duration taken where; 1=Strongly Disagree (SD), 2= Disagree (D) 3= Neutral (N), 4= Agree (A), 5= Strongly Agree (SA).

**Table 4.9: Duration Taken**

| Statement  | Percentages (%) |       |       |       |       |             | Mean        | STD |
|--|-----------------|-------|-------|-------|-------|-------------|-------------|-----|
|  | SD              | D     | N     | A     | SA    |             |             |     |
| My work output was not affected by my studies                        | 11.30           | 7.02  | 10.00 | 48.57 | 23.11 | 3.50        | 1.18        |     |
| My head of department gave me time off during my examinations period | 8.82            | 34.03 | 7.15  | 22.69 | 27.31 | 3.26        | 1.40        |     |
| I understand how my work impact the organization's operations        | 7.56            | 17.65 | 7.98  | 44.54 | 22.27 | 3.56        | 1.23        |     |
| I feel that my organization encourages innovative thinking           | 9.66            | 20.59 | 29.83 | 22.69 | 17.23 | 3.17        | 1.22        |     |
| <b>Average Mean Score</b>  |                 |       |       |       |       | <b>3.37</b> | <b>1.26</b> |     |

The study sought to determine the influence of duration of the study on job performance of non-teaching university staff. The responses were appraised on a Likert scale and the results presented in table 4.8. The study results indicate 49% of the respondents concurred with the statement that their work output was not affected by their studies while 7% disagreeing with the fact. The mean for the statement was 3.50 while the standard deviation was 1.18. The findings showed that 34% of the respondents disagreed with the statement that their head of department gave them time off during their examinations period whereas over half (54%) of the respondents concurred with the statement. The mean for this statement was 3.26 while the standard deviation was 1.40.

In addition, the study established that about, 67% of the respondents agreed with the statement that they understood how their work impact the organization's operations. Their mean was 3.56 while the standard deviation was 1.23. On the other hand, 39.92% supported

the statement that they felt that their organization creates an environment that encourages innovative thinking while about 30% were neutral. The mean was 3.17 and standard deviation was 1.22 implying little variation.

The average mean score for the construct was 3.37, indicating that majority of the respondents just agreed that duration taken moderately influenced job performance of non-teaching university staff. The standard deviation was 1.26, indicating that there was some variation in responses. In this construct, statements that is: their work output was not affected by their studies and the fact that they understood how their work impact the organization’s operations supported job performance of non-teaching university staff. This is because their means were more than the average mean score. On the other hand the statements; their head of department gave them time off during their examinations period, and they felt that their organization creates an environment that encourages innovative thinking had a negative effect on job performance of non-teaching university staff. This is because their means were less than the average mean score.

#### 4.4.4 Training Needs Assessment

Table 4.9 shows responses on the training needs assessment. Respondents were required to indicate the extent to which they concurred with the following statements on training needs assessment where; 1=Strongly Disagree (SD), 2= Disagree (D) 3= Neutral (N), 4= Agree (A), 5= Strongly Agree (SA).

**Table 4.10: Training Needs Assessment**

| Statement   | Percentages (%) |       |       |       |       | Mean | STD  |
|---|-----------------|-------|-------|-------|-------|------|------|
|   | SD              | D     | N     | A     | SA    |      |      |
| The course I did was proposed by my organization  | 3.36            | 12.61 | 13.03 | 29.40 | 41.6  | 3.94 | 1.16 |
| My organization discusses areas of my job in which I would like to receive further training | 2.94            | 5.50  | 8.40  | 50.84 | 32.32 | 4.59 | 1.01 |

|   |       |       |       |       |      |             |             |
|---|-------|-------|-------|-------|------|-------------|-------------|
| Training evaluation is carried out to determine whether training and development objectives are being met | 14.71 | 48.74 | 24.37 | 10.08 | 2.10 | 2.18        | 1.17        |
| My organization carries Training Needs Assessment (TNA) regularly   | 27.73 | 57.98 | 7.98  | 2.52  | 3.79 | 2.03        | 0.93        |
| My organization works with employees to identify their development needs                                  | 4.20  | 14.71 | 50.06 | 27.25 | 3.78 | 2.93        | 1.14        |
| Training evaluation is carried to determine whether training and development program justify the cost     | 32.80 | 44.79 | 12.81 | 2.40  | 7.20 | 2.04        | 1.10        |
| <b>Average Mean Score</b>   |       |       |       |       |      | <b>2.95</b> | <b>1.09</b> |

The study also explored the contribution of training needs assessment on job performance of non-teaching university staff. The responses were rated on a Likert scale and the results presented in table 4.9. The study results indicated that about 42% of the respondents agreed with the fact that the course they did was proposed by their organization whereas 16% disagreed. The mean for the statement was 3.94 while the standard deviation was 1.16. Majority of the respondents, 51%, agreed that their organization discusses areas of their job in which they would like to receive further training while 32% strongly agreed with the statement. Less than 15% disagreed with the statement. The mean and the standard deviation for this statement was 4.59 and 1.01 respectively.

The study also established that over 85% of the respondents disagreed with the statement that their training evaluation is carried out to determine whether training and development objectives are being met while less than or about 7% either agreed or were neutral. Their mean was 2.18 while the standard deviation was 1.17. In addition, the fact that their

organization carries Training Needs Assessment (TNA) regularly was opposed by the majority (that is 63.45%) of the respondents whereas less than 10% disagreed. The mean was 2.03 while the standard deviation was 0.93 implying that the statement had little variation in responses.

Further, the fact that their organization works with employees to identify their development needs was only supported by about 31% of the respondents whereas the majority that exactly half of the respondents being neutral. Also, less than 20 percent that is 18.91% disagreed with the statement. The mean was 2.93 while the standard deviation was 1.14 implying that the statement had little variation in responses. Lastly majority of the respondents, 78%, opposed (strongly disagreed and others just agreed) with the statement training evaluation is carried to determine whether training and development program justify the cost. The mean for this statement 2.04 while the standard deviation was 1.10 implying some variation in responses.

The average mean score for the construct was 2.95, indicating that majority of the respondents were neutral to most of the items and the whole fact that that training needs assessment influenced job performance of non-teaching university staff. The standard deviation was 1.1, indicating that there was some variation in responses. In this construct, the study established that statements including training evaluation is carried out to determine whether training and development objectives are being met; my organization carries Training Needs Assessment (TNA) regularly; their organization works with employees to identify their development needs; and training evaluation is carried to determine whether training and development program justify the cost. This is because their means were more than the average mean score. On the other hand, the statements; the course they did was proposed by their organization; and their organization discusses areas of their job in which they would like to receive further training had a negative effect on job performance of non-teaching university staff. This is because their means were less than the average mean score.

#### **4.4.5 Policy on Staff Development Fund**

Table 4.10 shows responses relating to the policy on staff development fund. Respondents were required to indicate the extent to which they concurred with the following statements

on policy on staff development fund where; 1=Strongly Disagree (SD), 2= Disagree (D) 3= Neutral (N), 4= Agree (A), 5= Strongly Agree (SA).

**Table 4.11: Policy on Staff Development Fund**

| Statement   | Percentages (%) |       |       |       |       | Mean        | STD         |
|---|-----------------|-------|-------|-------|-------|-------------|-------------|
|   | SD              | D     | N     | A     | SA    |             |             |
| I feel that bonding period should be reviewed downwards               | 3.36            | 12.61 | 13.03 | 29.40 | 41.6  | 3.97        | 1.16        |
| Eligibility of funding should be revised to include staff on contract | 2.94            | 10.50 | 8.40  | 50.84 | 27.32 | 3.89        | 1.01        |
| The criteria of awarding STDF is fair                                 | 2.10            | 14.71 | 10.08 | 24.37 | 48.74 | 4.03        | 1.17        |
| <b>Average Mean Score</b>   |                 |       |       |       |       | <b>3.96</b> | <b>1.11</b> |

The study also explored the contribution of policy on staff development fund on job performance of non-teaching university staff. The responses were rated on a Likert scale and the results presented in table 4.10. The study results indicated that about 42% of the respondents agreed with the fact that they feel that bonding period should be reviewed downwards whereas 16% disagreed. The mean for the statement was 3.93 while the standard deviation was 1.16. In addition, 51% of the respondents agreed that their eligibility of funding should be revised to include staff on contract while 27% strongly agreed with the statement. The mean and the standard deviation for this statement was 3.89 while the standard deviation was 1.02. The study further established that almost half, (49%) of the respondents strongly agreed with the statement that the criteria of awarding STDF is fair while 10% were neutral. Their mean was 4.03 while the standard deviation was 1.17 implying some level of variation. The average mean score for the construct was 3.95, indicating that majority of the respondents to a great extent agreed that policy on staff development fund affected job performance of non-teaching university staff. The standard deviation was 1.11, indicating that there was some variation in responses. In this construct, the study established that statements that is: the respondents feel that bonding period should be reviewed downwards and also the criteria of awarding STDF is fair had a positive effect on job performance of

non-teaching university staff. This is because their means were more than the average mean score. On the other hand, the statement; eligibility of funding should be revised to include staff on contract had a negative effect on job performance of non-teaching university staff. This is because their means were less than the average mean score.

#### 4.4.6 Job Performance

Table 4.11 indicates responses on job performance. Respondents were required to indicate the extent to which they concurred with the following statements on job performance where; 1=Strongly Disagree (SD), 2= Disagree (D) 3= Neutral (N), 4= Agree (A), 5= Strongly Agree (SA). The findings are as shown in table 4.11.

**Table 4.12: Job Performance**

| Statement  | Percentages (%) |       |       |       |       | Mean | STD  |
|--|-----------------|-------|-------|-------|-------|------|------|
|  | SD              | D     | N     | A     | SA    |      |      |
| I always discharge my duties professionally and in a timely manner with little or no supervision | 5.05            | 5.5   | 10.92 | 50.98 | 27.55 | 3.98 | 1.02 |
| I feel encouraged to come up with new and better ways of working                                 | 2.95            | 10.92 | 6.66  | 52.94 | 25.53 | 3.89 | 1.01 |
| The training I undertook has helped me improve my job performance                                | 4.63            | 10.92 | 8.4   | 45.38 | 30.67 | 3.87 | 1.11 |
| My skills and abilities are always put in good use in my working environment                     | 9.66            | 6.64  | 7.98  | 17.23 | 58.49 | 4.01 | 1.45 |
| My direct manager/supervisor provided the support I needed during my study                       | 6.73            | 9.24  | 6.34  | 41.18 | 36.51 | 3.82 | 1.17 |

|  |      |       |      |       |       |      |             |             |
|--|------|-------|------|-------|-------|------|-------------|-------------|
| There is a clear career progression plan for every worker within my organization | 3.41 | 10.00 | 9.59 | 25.40 | 51.61 | 4.42 | 1.33        |             |
| <b>Average Mean Score</b>  |      |       |      |       |       |      | <b>4.00</b> | <b>1.18</b> |

The study sought to establish job performance levels of university non-teaching staff. The responses were rated on a Likert scale and the results presented in table 4.11. The study findings indicated that majority that is 51%, of the respondents just agreed with the fact they always discharge their duties professionally and in a timely manner with little or no supervision while about 11% disagreed with that fact. The mean for the statement was 4.03 while the standard deviation was 1.02. From the findings, more than half of the respondents 53%, agreed with the statement that they felt encouraged to come up with new and better ways of working. The mean and the standard deviation for this statement was 3.89 while the standard deviation was 1.01 implying some variation in responses.

The study also established that a greater number, 76% of the respondents concurred (agreed and strongly agreed) with the statement that the training they undertook has helped improve their job performance. Their mean was 3.87 while the standard deviation was 1.11. Additionally, the study found out that about, 75.7%, of the respondent concurred (agreed and strongly agreed) with the statement that their skills and abilities are always put in good use in their working environment while only 16.3% disagreed and their mean was 4.01 and standard deviation 1.45 implying higher variation in the response. On the other hand, majority of the respondents, 77.7%, agreed with the statement that their direct manager/supervisor provided the support their needed during their studies. The mean for this statement was 3.82 while the standard deviation was 1.17 implying some variation in responses. Further, the study found out that about, 77.01%, of the respondent concurred (agreed and strongly agreed) with the statement that there is a clear career progression plan for every worker within my organization. However, 13.41% disagreed leading to a mean of 4.42 and standard deviation 1.33 implying somehow higher variation in the response.



The average mean score for the constructs was 4.00, indicating that majority of the respondents moderately agreed that non-teaching university had performed. The average standard deviation was 1.18, indicating that there was some variation in responses.

#### 4.5 Correlation Analysis

Table 4.12 shows the results of the Pearson’s correlation analysis. The correlation approach is used to explore the degree or extent of association between two variables. The correlation ranges from 1 to -1 where 1 indicates a strong positive correlation and a -1 indicates a strong negative correlation and a zero indicates lack of association between the two variables.

**Table 4.13: Pearson’s Correlation Analysis**

|                           |                     | Job Performance | Amount of Funds Disbursed | Relevance of Training | Duration Taken | Training Needs Assessment | Policy on Staff Development | Fund |
|---------------------------|---------------------|-----------------|---------------------------|-----------------------|----------------|---------------------------|-----------------------------|------|
| Job Performance           | Pearson Correlation | 1               |                           |                       |                |                           |                             |      |
|                           | Sig. (2-tailed)     |                 |                           |                       |                |                           |                             |      |
|                           | N                   | 44              |                           |                       |                |                           |                             |      |
| Amount of Funds Disbursed | Pearson Correlation | .052            | 1                         |                       |                |                           |                             |      |
|                           | Sig. (2-tailed)     | .737            |                           |                       |                |                           |                             |      |
|                           | N                   | 44              | 44                        |                       |                |                           |                             |      |
| Relevance of Training     | Pearson Correlation | .586**          | .175                      | 1                     |                |                           |                             |      |
|                           | Sig. (2-tailed)     | .000            | .255                      |                       |                |                           |                             |      |
|                           | N                   | 44              | 44                        | 44                    |                |                           |                             |      |
| Duration Taken            | Pearson Correlation | .663**          | -.011                     | .550**                | 1              |                           |                             |      |
|                           | Sig. (2-tailed)     | .000            | .944                      | .000                  |                |                           |                             |      |
|                           | N                   | 44              | 44                        | 44                    | 44             |                           |                             |      |
| Training Needs Assessment | Pearson Correlation | .653**          | -.081                     | .699**                | .416**         | 1                         |                             |      |
|                           | Sig. (2-tailed)     | .000            | .603                      | .000                  | .005           |                           |                             |      |
|                           | N                   | 44              | 44                        | 44                    | 44             | 44                        |                             |      |
|                           | Pearson Correlation | .050            | .133                      | -.164                 | -.207          | -.163                     |                             | 1    |

|                                  |                 |      |      |      |      |      |    |
|----------------------------------|-----------------|------|------|------|------|------|----|
| Policy on Staff Development Fund | Sig. (2-tailed) | .748 | .389 | .287 | .177 | .291 |    |
|                                  | N               | 44   | 44   | 44   | 44   | 44   | 44 |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results show that all variables had significant relationship in their respective pairs. Job performance was positive and significantly related to Relevance of Training ( $r=0.586$ ,  $p<0.05$ ), Duration Taken ( $r=0.663$ ,  $p<0.05$ ), and Training Needs Assessment ( $r=0.653$ ,  $p<0.05$ ). However, it was not significantly correlated with Amount of Funds Disbursed ( $r=0.052$ ,  $p>0.05$ ) and Policy on Staff Development Fund ( $r=0.050$ ,  $p>0.05$ ). The other relationships are as indicated in table 4.12. In general it can be observed that all pairs of the variables were fairly or moderately correlated and that there was no coefficient that was above the absolute value of 0.8 implying that further analysis can be undertaken.

#### 4.6 Relationship between Staff Training and Development Fund Project and Job Performance

The purpose of the study was to establish the influence of Staff Training and Development Fund project on job performance in Kenyan Public Universities: A case of University of Nairobi non-teaching staff. The study used multiple linear regression model to explore the extent to which amount awarded influenced job performance of non-teaching staff; identified relevance the training taken influence job performance of non-teaching staff; assessed how study duration influence job performance on non-teaching staff; established the extent to which training needs assessment influenced job performance on non-teaching staff, and lastly, determined how University staff development fund policy influenced job performance on non-teaching staff. Both model summary, ANOVA and coefficient tables were examined.

##### 4.6.1 Model summary

Table 4.13 shows the results of the model summary.

##### Table 4.14: Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .817 <sup>a</sup> | .668     | .625              | .4068245                   |

a. Predictors: (Constant), Policy on Staff Development Fund, Amount of Funds Disbursed, Training Needs Assessment, Duration Taken, Relevance of Training

The study used coefficient of determination to evaluate the model fitness. From the results, the model had an average coefficient of determination ( $R^2$ ) of 0.668 and which means that 66.8% of the variations in job performance of non-teaching staff were explained by staff training and development fund project.

#### 4.6.2 Analysis of Variance (ANOVA)

Table 4.14 show the ANOVA results. This technique was used to test the significance of the model.

**Table 4.15: ANOVA**

| Model |            | Sum of Squares | df | Mean Square | F      | Sig.              |
|-------|------------|----------------|----|-------------|--------|-------------------|
|       | Regression | 12.664         | 5  | 2.533       | 15.304 | .000 <sup>b</sup> |
| 1     | Residual   | 6.289          | 38 | 0.166       |        |                   |
|       | Total      | 18.954         | 43 |             |        |                   |

From the statistics of analysis of variance, the study the regression model was significant at five percent level since the overall p value of 0.000 was less than 0.05, a sign that the data employed was fit for arriving at a conclusion on the parameters of the population as the p-value was significant. This implied that amount awarded, relevance of training taken, study duration, training needs assessment and lastly, University staff development fund policy all had a significant effect on job performance of non-teaching staff at the University of Nairobi, Kenya. The significance value indicated that the model fitted the data well.

### 4.6.3 Regression Coefficients

Table 4.15 indicates the coefficients of the determinants (factors) evaluated. The study employed table of the coefficient produced from the regression to establish the estimated model.

**Table 4.16: Coefficients of Staff Training and Development Fund Project**

| Model                            | Unstandardized coefficients |           | Standardized coefficients | t      | Sig.  |
|----------------------------------|-----------------------------|-----------|---------------------------|--------|-------|
|                                  | B                           | Std.Error | Beta                      |        |       |
| (Constant)                       | -1.073                      | 0.665     |                           | -1.615 | 0.115 |
| Amount of Funds Disbursed        | 0.062                       | 0.088     | 0.071                     | 0.703  | 0.486 |
| Relevance of Training            | -0.021                      | 0.174     | -0.019                    | -0.122 | 0.903 |
| Duration Taken                   | 0.601                       | 0.133     | 0.515                     | 4.530  | 0.000 |
| Training Needs Assessment        | 0.452                       | 0.125     | 0.494                     | 3.617  | 0.001 |
| Policy on Staff Development Fund | 0.161                       | 0.069     | 0.224                     | 2.318  | 0.026 |

a. Dependent Variable: Job Performance

The estimated model obtained from this outcome was represented as shown below.

$$JP = -1.073 + 0.062AFD - 0.021RT + 0.601DT + 0.452TNA + 0.161PSDF$$

From the estimated model, the magnitude indicates extent to which the identified factors influence job performance of non-teaching staff in the university. From the model, we have values in terms of magnitude, significance or direction. Holding all factors constant, job performance will decline by 1.073. This was shown to be a non-significant rise.

The first objective was to determine the effect for amount of funds disbursed on job performance of non-teaching staff at the university. It was found that amount of funds disbursed had a positive and non-significant influence on job performance ( $\beta=.062$ ,  $p>0.05$ ). It was revealed that amount of funds disbursed led to 0.062 increase in job performance of no teaching university staff holding other factors constant. From the inferential statistics, correlation analysis revealed a positive association between amounts of funds disbursed and job performance of university non-teaching staff. Also, the regression analysis indicated that amount disbursed had a positive and non-significant influence on job performance of university non-teaching staff holding other factors constant.

The second objective was to determine the influence of relevance of training on job performance of non-teaching university staff. It was found that relevance of training had a negative and non-significant influence on job performance ( $\beta=-.021$ ,  $p>0.05$ ). It was revealed that relevance of training led to 0.021 decline in job performance of university staff at public universities in Kenya holding other factors constant. In estimating the empirical relationship, it was found that relevance of training had a negative and non-significant influence on job performance of university non-teaching staff at the University of Nairobi.

The third objective was to establish the influence of duration of training on job performance of university non-teaching staff in public universities in Kenya. It was found that study duration had a positive and significant influence on job performance ( $\beta=.601$ ,  $p<0.05$ ). It was revealed that an increase in study duration led to 0.601 unit increase in job performance of non-teaching university staff holding other factors constant.

The fourth objective was to explore the influence of training needs assessment on job performance of non-teaching university staff. It was found that training needs assessment had a positive and significant influence on job performance ( $\beta=.452$ ,  $p<0.05$ ). It was revealed that training needs assessment led to 0.452 unit increase in job performance of non-teaching university staff holding other factors constant.

The fifth objective was to explore the influence of policy on staff development fund on job performance of non-teaching university staff. It was found that policy on staff development fund had a positive and significant influence on job performance ( $\beta=.161$ ,  $p<0.05$ ). It was shown that policy on staff development fund led to 0.161 unit increase in job performance of non-teaching university staff holding other factors constant. Policy on staff development fund is geared towards providing all employees with development opportunities that support their ability to effectively and efficiently deliver departmental mandates, to innovate, and to grow in their careers. The findings from the correlation analysis where policy on staff development were shown to be positively correlated. Also, the regression analysis revealed that policy on staff development had a positive and significant influence on job performance of non-teaching university staff.

**CHAPTER FIVE**  
**SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This section presents the summary of the study findings obtained in the previous chapter. Conclusions are thus drawn based on the findings regarding influence of staff training and development fund on job performance of non-teaching staff in the university. In addition, recommendations are provided relating to the study objectives.

**5.2 Summary of Main Findings**

The purpose of this study was to determine the influence of staff training and development fund on the performance of non-teaching University staff. The study was guided by the following theories; andragogy and reinforcement theories. A descriptive survey research design was used to examine the relationships between variables. When integrating all variables of staff training and development fund as reviewed in this study, amount of funds disbursed, and relevance of training led to a positive influence on job performance of non-teaching University staff.

In the first objective, the study explored the extent to which amount awarded influence job performance of non-teaching staff at the University of Nairobi. From the descriptive analysis, statements including staff feeling that bonding period should be reviewed downwards and also the criteria of awarding STDF is fair had a positive effect on job performance of non-teaching university staff. From the regression analysis, the model shows that amount of funds disbursed positively impacts the job performance of non-teaching university staff. The model revealed that for a unit increase in amount of funds disbursed, leads to an increased job performance of non-teaching university staff insignificantly by 0.062 units holding other factors constant.

In the second objective, the study was focused at establishing how relevance of training influence job performance of non-teaching university staff. From the descriptive statistics, respondents rated highly that the course they undertook had enabled them to be more efficient as far as service delivery was concerned; Since they completed their course, they were able to do more challenging work and create time to do some work beyond the normal working hours; they are rewarded for the extra work they do; they felt the organization utilizes their developed skills well; and also the course they did was necessitated by changes in their new roles and

responsibilities had a positive influence on job performance of non-teaching university staff compared to other statements. From the regression analysis, the study revealed that inventory management had a positive and insignificant influence on performance. It was revealed that relevance of training led to 0.021 decline in job performance of non-teaching university staff holding other factors constant.

In the third objective, the study explored the link between duration of training and job performance of non-teaching university. From the descriptive analysis, statements including; staff work output was not affected by their studies and the fact that they understood how their work impacted the organization's operations supported job performance of non-teaching university staff. Also, from the regression, it was revealed that study duration led to 0.601 unit increase in job performance of non-teaching university staff holding other factors constant.

The fourth objective was used to explore the association between training needs assessment and job performance of non-teaching university. From the descriptive analysis, statements such as staff organization discusses areas of their job in which they would like to receive further training; training evaluation was not carried out to determine whether training and development objectives were being met, and their organization carries Training Needs Assessment (TNA) regularly supported per job performance of non-teaching university. Based on model findings, the study found that training needs assessment related positively to job performance of non-teaching university. It was revealed that training needs assessment significantly led to 0.452 significant increase in job performance of non-teaching university staff holding other factors constant.

Lastly, the fifth objective was used to explore the relationship between policy on staff development fund and job performance of non-teaching university staff. From the descriptive analysis, statements such as; the respondents feel that bonding period should be reviewed downwards and also the criteria of awarding STDF was fair had supported job performance of non-teaching university. Based on the regression model, the study found that policy on staff development fund related positively and significantly to job performance of non-teaching university staff. It was shown that policy on staff development fund led to 0.161 unit increase in job performance of non-teaching university staff holding other factors constant.



### 5.3 Discussion of the findings

The first objective was to determine the effect for amount of funds disbursed on job performance of non-teaching staff at the university. It was found that amount of funds disbursed had a positive and non-significant influence on job performance. From the inferential statistics, correlation analysis revealed a positive association between amounts of funds disbursed and job performance of university non-teaching staff. Also, the regression analysis indicated that amount disbursed had a positive and non-significant influence on job performance of university non-teaching staff holding other factors constant. This finding concurred with findings of Aarti and Gelb (2018) who revealed that sometimes, many organizations do not put adequate funds in the training kitty due to the budgetary constraints and brews some kind of discontent among the employees who apply for such funds and this may go along in derailing their commitment as far as job performance is concerned.

The second objective was to determine the influence of relevance of training on job performance of non-teaching university staff. It was found that relevance of training had a negative and non-significant influence on job performance. In estimating the empirical relationship, it was found that relevance of training had a negative and non-significant influence on job performance of university non-teaching staff at the University of Nairobi. This finding differed with findings of Acton and Golden (2002) who established that the prominence of training from an institutional perspective enhanced both organizational operations and organizational advancement. From an employee stand point, training and development undertakings are vital for both skills development and career advancement. Further, literature from scholars like Brannick et.al. (2002) differed with our study findings as they acknowledged that extensive training practices, act as a vital channel to enhance realization of desired service performance standards in the public sector space. This is same as well with the conclusions arrived at, by other studies that confirmed and supported both positive and significant association between training opportunities and practices and employee commitment (Karia & Assari, 2006; Boon & Arumugam, 2006 and Bartlett, 2001). The study findings indicated that relevance of training was not a significant factor in promoting job performance among non-teaching staff at the University of Nairobi.

The third objective was to establish the influence of duration of training on job performance of university non-teaching staff in public universities in Kenya. It was found that study duration had a positive and significant influence on job performance. Literature indicates that duration taken for any training may go along in motivating employees to put more efforts in their work hence increase in job performance. The study sought to determine the influence of study period on job performance of staff at the University of Nairobi. From inferential analysis, the correlation findings revealed a positive and significant correlation between duration of training and job performance of non-teaching University of Nairobi staff whereas the regression analysis found that duration of training had a positive and significant influence on job performance of non-teaching university staff. This finding differed with the conclusions arrived at, by HRD Policy (2015) that there are courses, especially those lasting for more than one year whereby the individuals may take a longer period of time due to supervision process in their academic work or due to less effort from the student. Literature suggests that whenever the course is completed on time and the concerned individuals promoted accordingly, many employees would be willing to engage in furthering their education and skills and this will act as a motivator hence making them to have increased performance.

The fourth objective was to explore the influence of training needs assessment on job performance of non-teaching university staff. It was found that training needs assessment had a positive and significant influence on job performance. Literature alludes that training need exists when there is a gap between what is required of a worker to perform his or her work competently and what he or she actually know. The study sought to determine the influence of training needs assessment on job performance of non-teaching University of Nairobi staff. From inferential analysis, the correlation findings revealed a positive and significant correlation between training needs assessment and job performance of non-teaching university staff whereas the regression analysis found that training needs assessment had a positive and significant influence on job performance of non-teaching staff. This finding differed with the study results obtained by Swist (2001) who concluded that it is important to identify a method of determining if a training need exists and if it does what training is required to fill the gap. Literature suggests that needs assessment is of great significance since it facilitates in the evaluation of whether training is a viable option for a given organization based on its resources and policy. According to Boydell (1979) training needs identification involves analysis of

corporate team, occupational and individual needs to acquire new skills or knowledge or to improve existing competence. Further, training assessment is an essential requirement for effective development of an organization's human resources Kenney (1979). Organizations would need to conduct in-depth needs analysis to determine what the real training issues are and the appropriate level.

The fifth objective was to explore the influence of policy on staff development fund on job performance of non-teaching university staff. It was found that policy on staff development fund had a positive and significant influence on job performance. Policy on staff development fund is geared towards providing all employees with development opportunities that support their ability to effectively and efficiently deliver departmental mandates, to innovate, and to grow in their careers.

The findings from the correlation analysis where policy on staff development were shown to be positively correlated. Also, the regression analysis revealed that policy on staff development had a positive and significant influence on job performance of non-teaching university staff. This finding concurred with Kagiko (2006) that the policy is the Commission's commitment to promoting an environment of structured and systematic training, learning and continuous professional development of public servants to enable them deliver quality services to the citizens. Proof of successful completion of an educational program is a policy required before the employee is reimbursed or to continue to qualify for funding or leave. Employees who do not successfully fulfil the requirements of a course or fail to complete their program of study may no longer be eligible for funding

#### **5.4 Conclusion**

The purpose of the study was to establish influence of Staff Training and Development Fund project on job performance of non-teaching staff in Kenyan Public Universities. Staff training and development fund project components plays a vital role in job performance and thus there is a need to be analyzed and considered well. This is in line with literature that all individual components of staff training and development fund contributes significantly to the employee job performance of any organization. The study thus concludes as follows.

- i. Amount of funds disbursed had a positive and insignificant influence on job performance of non- teaching staff at the University of Nairobi, Kenyan.

- ii. Relevance of training had a positive and insignificant influence on job performance of non- teaching staff at the University of Nairobi, Kenyan.
- iii. That study period had a positive and significant influence on job performance of non-teaching staff at the University of Nairobi, Kenyan.
- iv. That training needs assessment had a positive and significant effect on job performance of non- teaching staff at the University of Nairobi, Kenyan.
- v. Lastly, policy on staff development fund had a positive and significant influence on job performance of non- teaching staff at the University of Nairobi, Kenyan.

### **5.5 Recommendations**

Job performance can be explained in terms of what the employees contribute to achieve the overall organizational goals. To address problem of job performance of non-teaching employees in public universities, the study recommends the following:

First, there is need to consider optimal duration that studies could take especially for corporate staff. There is also a need to review courses, especially those that are likely to last for a longer period of time. The supervision process as well as their academic work should be reviewed. Such action will enhance staff motivation. Whenever the course is completed on time and the concerned individuals promoted accordingly, many employees would be willing to engage in furthering their education and skills. This will further act as a motivator hence making them to have increased performance. This suggestion is based on the finding that duration taken positively and significantly influences job performance of non-teaching employees in public universities.

Second, the study suggests for continuous needs assessment for staff working at public universities. A need is identified when there is a shortage of skills at any level. The major goal of needs assessment from strategic viewpoint is to have a relationship with the general goals of the institution. Public universities are thus required to have regular schedule of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. The management in these institutions ought to build the required competence levels among non-teaching staff so that they may perform well to achieve the goals of the respective universities. This can be made possible if public universities identify need when there is a shortage of skills at the organizational level, task level and individual level. The major goal of needs assessment from strategic viewpoint is to have a relationship with the general goals of an organization. This recommendation is based on the finding that training

needs assessment positively and significantly influences job performance of non-teaching employees in public universities.

Third, the study for review of policy on staff development fund to go hand in hand with needs assessment. The study recommends for a policy that commits government agencies including public universities to have a comprehensive policy requiring development employees' potential. There is need to have a policy that encourage staff, through organizational support, to train and upgrade their knowledge, skills, attitudes and competencies for performance improvement, effective service delivery and career progression. This suggestion is based on the finding that policy on staff development fund has a positive and significant influence on job performance of non- teaching staff at the University of Nairobi, Kenyan.

### **5.6 Areas of Further Study**

The study was meant to establish the empirical relationship between staff training and development fund project, and job performance in Kenyan Public Universities. The study focused on the five aspects of staff training and development fund project that is amount of funds disbursed, relevance of training, duration of study taken, training needs assessment, and also policy on staff development fund failing to consider other aspects of staff training and development fund project such as suitability of the curriculum employed. There is need to study the contribution of other significant aspects of STDF. On the other hand, the study focused on public universities in particular, University of Nairobi only, and considering the heterogeneity of the education sector, the findings may not be representative of the entire population of public universities in Kenya. Thus, there is need to have a study covering a wider population across other universities including private universities in Kenya.

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## APPENDICES

### APPENDIX 1: LETTER OF INTRODUCTION

Naomi Wangui Kamwana  
P.O. Box 30197-00100  
Nairobi  
Kenya

Dear Respondent,

#### **RE: LETTER OF REQUEST TO CONDUCT RESEARCH**

I am a postgraduate student at the University of Nairobi currently pursuing Master of Arts Degree in Project Planning and Management. I am undertaking a research on the Influence of Staff Training and Development Fund project on job performance in Kenyan public Universities: A case of University of Nairobi non-teaching staff.

I am pleased to inform you that you have been selected to participate in the study as one of the beneficiary of the fund and request you to provide information through the provided questionnaire. I further request your honesty and goodwill as this will make the research data more useful.

The information provided will be treated with most confidence and will be used for academic purposes only.

I thank you in advance for your participation.

Yours sincerely

Naomi Wangui Kamwana  
L50/10028/2018  
0723811977  
naomikamwana@gmail.com

## APPENDIX II: QUESTIONNAIRE

### Instructions

Kindly fill your response in the space provided or a tick (✓) as appropriate. All the information provided here will be considered private and confidential for the purpose of this research **ONLY**.

Department/Section \_\_\_\_\_

Job Designation \_\_\_\_\_

### SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender? (tick)      Male ( )      Female ( )
2. What is your age?  
Below 30 years ( )  
31-40 years ( )  
41-50 years ( )  
Over 51 years ( )
3. What is your highest level of education?  
Diploma ( )  
Undergraduate ( )  
Postgraduate ( )
4. For how long have you worked at the University of Nairobi?  
Less than 5 years ( )  
5-10 years ( )  
11-15 years ( )  
More than 15 years ( )
5. Which programme were you funded to study?  
Diploma ( )  
Undergraduate ( )  
Masters ( )

### SECTION B: Amount of Funds Disbursed

6. This section is concerned with the amount of funds disbursed on job performance. Please indicate the extent to which you agree with the following statement on a scale of

1-5, where 1=strongly disagree 2 = disagree 3 = Neutral 4= agree and 5= strongly agree

| Statement  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| I feel that if the amount of funds disbursed is more than 40% my job performance will be on upward trend |   |   |   |   |   |
| If the amount of fund allocated is disbursed in time, I will be more motivated to work                   |   |   |   |   |   |
| I have benefited from Staff Training and Development Fund in the past.                                   |   |   |   |   |   |
| I experienced delay in disbursement such that I had to use other resources to finance my study           |   |   |   |   |   |
| I was able to pay the 60% of my tuition fees before applying for STDF                                    |   |   |   |   |   |

7. Which other means (if any) did you use to finance your studies other than STDF \_\_\_\_\_

### SECTION C: Relevance of Training

8. This section is concerned with the relevance of training on job performance. Please indicate the extent to which you agree with the following statement on a scale of 1-5, where 1=strongly disagree 2 = disagree 3 = Neutral 4= agree and 5= strongly agree

| Statement  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| The course I undertook has enabled me to be more efficient as far as service delivery is concerned |   |   |   |   |   |
| Since I completed my course am able to do more challenging work and create                         |   |   |   |   |   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| time to do some work beyond the normal working hours                              |  |  |  |  |  |
| I am motivated as far as my work is concerned                                     |  |  |  |  |  |
| Am rewarded for the extra work I do   |  |  |  |  |  |
| I feel the organization utilizes my developed skills well                         |  |  |  |  |  |
| The course I did was necessitated by changes in my new roles and responsibilities |  |  |  |  |  |
| Pursuit for promotion propelled me to undertake the course                        |  |  |  |  |  |

9. Since you completed your course, have you been promoted? Yes ( )

No ( )

10. If your answer is No, what has caused delay in your promotion? \_\_\_\_\_

\_\_\_\_\_

11. After completing your course, has the University re-designated your job?

Yes ( ) No ( )

#### SECTION D: Duration taken

12. This section is concerned with the duration taken to complete a training and job performance. Please indicate the extent to which you agree with the following statement on a scale of 1-5, where 1=strongly disagree 2 = disagree 3 = Neutral 4= agree and 5= strongly agree

| Statement  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| My work output was not affected by my studies                        |   |   |   |   |   |
| My head of department gave me time off during my examinations period |   |   |   |   |   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| I understand how my work impact the organization's operations                          |  |  |  |  |  |
| I feel that my organization creates an environment that encourages innovative thinking |  |  |  |  |  |

13. Was your course done during the day or evening? \_\_\_\_\_

14. If you studied during the day, how were you balancing work and studies? \_\_\_\_\_

15. Were you able to attend the classes on time? Yes ( ) No ( )

16. Did you compromise on the office working hours? Yes ( ) No ( )

### SECTION E: Training Need Assessment

17. This section is concerned with the training needs assessment and job performance. Please indicate the extent to which you agree with the following statement on a scale of 1-5, where 1=strongly disagree 2 = disagree 3 = Neutral 4= agree and 5= strongly agree

| Statement  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| The course I did was proposed by my organization   |   |   |   |   |   |
| My organization discusses areas of my job in which I would like to receive further training                |   |   |   |   |   |
| Training evaluation is carried out to determine whether training and development objectives are being met. |   |   |   |   |   |
| My organization carries Training Needs Assessment (TNA) regularly  |   |   |   |   |   |
| My organization works with employees to identify their development needs                                   |   |   |   |   |   |
| Training evaluation is carried to determine whether training and development program justify the cost      |   |   |   |   |   |



**SECTION F: Policy on Staff Development Fund**

18. This section is concerned with the policy on staff development and job performance.

Please indicate the extent to which you agree with the following statement on a scale of 1-5, where 1=strongly disagree 2 = disagree 3 = Neutral 4= agree and 5= strongly agree

| <b>Statement</b>  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| I feel that bonding period should be reviewed downwards               |          |          |          |          |          |
| Eligibility of funding should be revised to include staff on contract |          |          |          |          |          |
| The criteria of awarding STDF is fair                                 |          |          |          |          |          |

**SECTION G: Job Performance**

19. In your opinion, how would you rate the following statements on the influence of staff training and development fund project on job performance? Use a scale of 1-5, where (1=strongly disagree 2 = disagree 3 = Neutral 4= agree and 5= strongly agree)

| <b>Statement</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| I always discharge my duties professionally and in a timely manner with little or no supervision |          |          |          |          |          |
| I feel encouraged to come up with new and better ways of working                                 |          |          |          |          |          |
| The training I undertook has helped me improve my job performance                                |          |          |          |          |          |
| My skills and abilities are always put in good use in my working environment                     |          |          |          |          |          |
| My direct manager/supervisor provided the support I needed during my study                       |          |          |          |          |          |
| There is a clear career progression plan for every worker within my organization                 |          |          |          |          |          |

20. To what extent does STDF influence your job performance?

- a. Very great extent ( )
- b. Great extent ( )
- c. Moderate extent ( )
- d. Little extent ( )
- e. Not at all ( )

21. What recommendation would you give to the management of the UON in regard to management of STDF?

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22. What other factors would you say in your own opinion affects job performance?\_\_\_\_\_

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**Thank you**

## APPENDIX III: DATA COLLECTION LETTER FROM THE UNIVERSITY



**UNIVERSITY OF NAIROBI**  
OPEN, DISTANCE AND e-LEARNING CAMPUS  
SCHOOL OF OPEN AND DISTANCE LEARNING  
DEPARTMENT OF OPEN LEARNING  
NAIROBI LEARNING CAMPUS

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

REF: UON/ODEL/NLC/32/260

Main Campus  
Gandhi Wing, Ground Floor  
P.O. Box 30197  
N A I R O B I

2<sup>nd</sup> November, 2020


TO WHOM IT MAY CONCERN

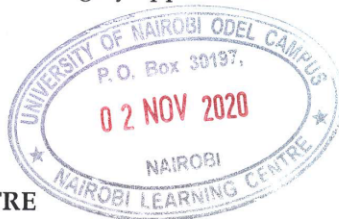
RE: NAOMI WANGUI KAMWANA - REG NO: L50/ 10028/2018

This is to confirm that the above named is a student at the University of Nairobi, Open Distance and e-Learning Campus, School of Open and Distance Learning , Department of Open Learning pursuing Masters of Art in Project Planning and Management.

She is proceeding for research entitled "*Influence of Staff Training and Development Fund Project on Job Performance in Kenyan Public Universities: A Case of University of Nairobi Non- Teaching Staff.*"

Any assistance given to her will be highly appreciated.

for:   
CAREN AWILLY  
CENTRE ORGANIZER  
NAIROBI LEARNING CENTRE



**APPENDIX IV: RESEARCH AUTHORIZATION LETTER**



REPUBLIC OF KENYA

RefNo: 504860



**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Date of Issue: 11/November/2020

**RESEARCH LICENSE**



**This is to Certify that Ms., NAOMI KAMWANA of University of Nairobi, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF STAFF TRAINING AND DEVELOPMENT FUND PROJECT ON JOB PERFORMANCE IN KENYAN PUBLIC UNIVERSITIES: A CASE OF UNIVERSITY OF NAIROBI NON-TEACHING STAFF for the period ending : 11/November/2021.**

License No: BAHAMAS ABS/P/20/7634

504860

Applicant Identification Number

Director General  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**