

**INFLUENCE OF TRAINING ON EMPLOYEE PERFORMANCE
IN KENYA'S PUBLIC UNIVERSITIES: A CASE OF
UNIVERSITY OF NAIROBI**

**BY
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2023

DECLARATION

I declare that this project is my original work and has not been submitted elsewhere for examination, award of a degree in any other university, or publication. Where other people's work, or my own work, has been used, this has properly been acknowledged and referenced in accordance with the University of Nairobi requirements.

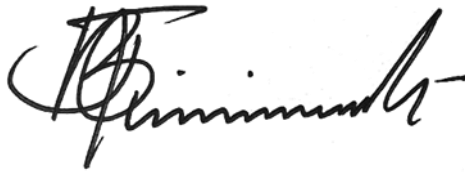
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ABBREVIATIONS AND ACRONYMS

HCT	Human Capital Theory
KSAOs	Knowledge, Skills, Abilities and other characteristics
PhDs	Doctor of Philosophy
SC	Social Learning
UoN	University of Nairobi

ABSTRACT

The study's goal was to determine how training affected University of Nairobi personnel' performance at state universities in Kenya. The University of Nairobi's 8,175 personnel from various departments were the focus of a descriptive study design that was used. 200 respondents were selected at random from among them and included in the study. Data was gathered through questionnaire and the analysis was done through means and standard deviation and regression analysis and presented through tables. The various aspects on employee training that were practiced at UON starting from the highly to the least adopted one were training policies (M=3.83), training design (M=3.80), training programs (M=3.76) and training perception (M=3.74) and all of them had significant effect on employee performance. It was concluded that that employee training has significant effect on employee performance. The study recommends the human resource managers working at the University of Nairobi should review the existing training designs, policies and programs to ensure they are guided by adequate and relevant contents. The employees working at UON should change their perceptions in regard to the existing training policies and programs available at the place of work so that they can master the contents. The policy makers working at UON should put in place and review the current training policies in place to ensure they are relevant.

CHAPTER ONE: INTRODUCTION

1.1 Background of Study

Employee training has emerged as a crucial issue for businesses' human resources departments in the current competitive and dynamic corporate environment (Robbins & Decenzo, 2015). As they strive to improve their organizational performance through their employees' enhanced creativity and innovativeness, which would help them identify answers to existing and upcoming difficulties, businesses throughout the world have realized the need and value of employee training. According to Nassazi, 2013; Elnaga & Imran, 2013, training helps in meeting the current and future needs of an organization by filling the gap between the present-day and expected employee performance. Over the past ten years, employee training has received a lot of attention, notably in the education sector.

Organizations function in a very unstable environment. Every facet of university supply and the environment in which universities function is influenced by political, environmental, technological, social, and legal considerations. For instance, rising student enrollment, expanding public institution capacity, expanding private sector, increased government funding in research, a more varied student loan program, and rising income-generating projects all have an impact on how the institutions run (Kulik and Perry, 2012). Elnaga & Imran (2013) observed that training assists individual employees in decreasing anxiety brought about by changing work environment. Therefore, because of these progressions in the climate wherein the institutions of higher learning work, there is need to underscore the importance of honing employee skills to be in line with changes in the dynamic business environment. Numerous Colleges and other institutions of higher learning all over the world particularly state funded colleges are experiencing serious staff skill gap difficulties, subsequently execution of duties is impacted. Employee performance is estimated through better efficiency, expanded income age, augmented benefits and consumer loyalty (Menz, 2012).

A lot of scientists have concentrated on researching about the state funded colleges with an end goal to elicit the association among training and worker execution Githinji (2014). In their exploration on how training adds to better job execution in State financed institutions of higher learning in Dar es Salaam, Tanzania, Jagero, Komba and Mlingi, (2012) found out that, although

training through on the job methods prompts better work execution, it isn't the fundamental support behind better execution of duties but it takes a mix of factors like proficient solidness, positive work environment, livelihood improvement, compensation and genuine hierarchical administration. These situations could increase an employee's job performance either directly or indirectly and the survey assumed that overall execution of staff duties is subject to staff training.

1.1.1 Employee Training

Training, according to Armstrong (2010), is the process of facilitating learning through systematic, planned instruction activities. Training is also defined as a planned, systematic activities carried out by a company to improve employees' KSAOs, which are necessary for successful job performance. It seeks to systematically modify people's attitudes and actions in order to help people execute their jobs more effectively (Raja & Gupta, 2013). The purpose of training is to change an employee's behavior at work in order to increase effectiveness and performance standards (Divya & Gomathi, 2015).

Training is one of the fundamental pieces of Human Resources Management (HRM) in any affiliation. It is the same as putting an investment in the highly valued asset of the organization which is the worker. It impels employee capacities, changes their attitude towards work and fabricates their loyalty to the organization as such effective execution of duties (Wang, Xiu and Yu, 2014). Training helps in the reviving of organization's performance performance and prompts extended chance, accomplishment, and impression of having a niche in the competitive world, as such directly supporting the organizational strength (Vandenberghe, Mignonac and Manville, 2014). Training aides in achieving an equilibrium for work and enhancement of staff affirmation through developments which prompts work satisfaction. Training enhances employee's own qualities that lead to high organizational productivity (Khan, Abbasi, Waseem, Ayaz and Ijaz, 2016).

Training is intended to assist employees with getting information and abilities expected in performing and furthermore empower them to foster their capacities without limit, inside the areas that are applicable to the organization. Abdulhameed, 2013 proposed that, for training to be successful, it ought to work on the exhibition and capacity of the prepared trainee. Job specification

helps in identifying training and development needs. Active training programs help employees in familiarizing with the desired new technology advancement as well as mastering the competencies and abilities necessary to do a certain task, which helps to decrease errors and mistakes on the job (Robinson-Easley, 2013). The growth of personnel through appropriate training and development programs is one of the primary duties of human resource management. Employee development is the total improvement of a person's performance as well as the performance of the entire organization in order to meet the desired performance level (Hausknecht & Holwerda, 2013). Employee satisfaction increases the productivity and profitability of the company when they are well-developed (Finlay et al., 2011). The current study will focus on training design, training policies, training programs and training perception as indicators of training.

1.1.2 Employee Performance

Employees are the most valued assets in any organization. The organization's general front will be impacted by the singular execution of duties by its workers. Employee work execution, according to Ellinger et al. (2003), is the accumulated result of the skills, efforts, and competencies of the many members of staff who contribute to the organization's improved efficiency in pursuit of its goals. The efforts made in the direction of goal achievement are demonstrated by further developed authoritative execution, and this calls for additional efforts in the direction of further developed employee performance. It is therefore very important that organizations invest in their employees to ensure positive performance. The active part by workers towards a company's prosperity couldn't possibly be more significant. As a result, training these elite resources through viable training becomes basic to expand their work execution abilities. An organization's management ought to situate itself to adapt to the situations of the present serious business environment through advancement and execution of training strategies.

To ensure that staff are centered around their work, top organization managers ought to offer a work space with strong staff performance analysis and entryways for collaboration so the specialists are less disposed to move to other organizations and will undoubtedly perform at high levels (Sullivan, 2012). As ensured by Bernadine (2010), execution of duties by employees is the after effect of work as it gives the most grounded linkage to the fundamental targets of the affiliation. Execution is how much a solitary compares the presumptions concerning how he/she

should work or act in a particular setting, situation, work or conditions (Ostrom, Melchers, Ingold and Kleinmann, 2015). Execution of duties by staff is influenced by hierarchical principles. It likewise suggests the assessments partner with how a specific mentioning is managed or the appearance of performing or accomplishing something, as a matter of fact; including information as seen from simply dealing with it (Nagayoshi, 2014). Execution is something that the singular leaves and which exists outside the said reason. Execution of duties by staff affects directly how affiliation, gatherings and individuals can display the work done (Lee and Bang, 2012). The audit focused on staff productivity, work satisfaction and quality administrations as extents of laborers execution.

1.1.3 Employee Training and Employee Performance

Employee performance is one of the most important factors that contribute considerably in the realization of an organizational goal. It includes accumulation of exercises, productivity, viability and lateness at work; their estimation and ensuing result of the work exercises (Dessler 2018). It tends to be estimated by the manner in which workers offer administrations to their bosses as well as clients. Every organization has a way of evaluating employee performance which may include appraising employees current and past performance relative to their performance goals. It might likewise adopt a bound together objective situated strategy that might include relegating, preparing, evaluating and remunerating worker execution. Execution estimation and the board frameworks are key help instruments for upgrading execution and responsibility (Abraham et al. 2000).

Regardless of the developing affirmation of the value of staff performance assessment and the leaders structures in affiliations (Hatry, 1999), a number of institutions have not embraced their application and use. Worker's job execution assessment structures are used to screen and ensure that there is an organizational control and that an organization follows approaches that lead to the achievement of its overall targets and objectives (Nani et al, 1990). In an effort to move an organization's performance to higher levels, Belcher (1997) suggested that performance assessment is an essential change specialist. The expansive craving to expand quality and administration while likewise expanding process efficiencies calls for the advancement of staff performance estimation in administration.

Many directors and organizational managers in numerous institutions have recognized that an absence of reasonable execution estimation techniques can go about as obstacle to change and improvement of organizations. Execution assessment or staff performance appraisal, according to Bititcti et al. (2012), should have the going with qualities: be open to changes in an affiliation's inside and outer; study and reprioritize inside objectives when those changes are enough basic; pass the movements on to interior targets and needs to key locale of the affiliation, ensuring course of action reliably; and ensure consistency.

1.1.4 University of Nairobi

University of Nairobi began as Royal Technical College of East Africa (RTCA) in 1956. It was established to give business and specialized instruction to learners. Afterward, in 1960, it became associated with the College of London and started to give degrees from that organization in a couple of disciplines. Today, the University of Nairobi enjoys being the foundation that has created the best number of researchers and scientists from Kenya. It has been and keeps on being a center point for scholarly development, an information contributing exploration organization, and a huge entertainer in the worldwide organization of grant. Report by Kagiko (2006).

Before the presentation of Module II exercises at the University, the teaching staff of the University of Nairobi remained at 2,220 staff with PhDs, 450 professors and 5,525 non-teaching staff (University of Nairobi HR Press Manual, 2022). The university has around 98,713 students who are learning in various grounds in Kenya. The university receives a typical of 10,000 students each insightful year and thus getting ready to ensure that staff can meet the limit and to rely upon task on the changing cases in the educational business environment.

1.2 Statement of the Problem

The importance of training has been gaining recognition in the recent years due to increased competition and the need to improve the overall organizational performance thus making employee development very vital (Sultana, Irum, Ahmed and Mahmood, 2012). To provide a sufficient supply of employees with the requisite knowledge, skills, abilities, and other qualities (KSAOs) and who advance in their careers into specialized departments or managerial roles, training is required. Therefore, ongoing employee training is necessary to fulfill and surpass company goals (Sultana et al. 2012).

Universities all over the world are going through a time of huge changes. This has been driven by changing business climate which is impacted by both internal and external factors. A portion of the internal elements are association culture, objectives, system, scaling back while the outside factors are political, financial, mechanical and lawful variables. The patterns are worldwide and sweeping in their effect. These elements influence every one of the parts of college schooling arrangement, climate in which colleges work, what they will be expected to convey in future and how they will be organized and financed. The universities in Kenya will continue to extend at a quick speed because of various uniting issues: expanded enlistment, presentation of new projects, expanded limit in state funded colleges, a developing confidential area, greater government interest in study and differentiated understudy loan program and expanding pay producing projects (Kulik and Perry, 2012). Numerous state funded colleges in Kenya for example the universities of Nairobi are confronting serious staff preparing issues, consequently execution is impacted.

Different research have been done all around and locally to study the effect of staff getting ready on execution of State financed universities. For instance, Chowdhury, Alam and Ahmed, (2014) finished an investigation to endeavor to understand what spikes educational staff in a state subsidized school in Bangladesh. The results uncovered that staff getting ready and a respectable work system prompts better work execution. Githinji (2014), in his study on the impact of staff preparing on authoritative execution noticed that staff traing is the main practice in any organization. College training looks for not exclusively to create, send, store and recover information yet additionally structure people of goodness and uprightness. College instruction trains students who are undeveloped, inventive and creative. Kitonga, (2013) contends that colleges are seeking clients (understudies) in addition to staff. The Kenyan state funded colleges ought to thusly have a convincing Worker Offer (EVP) to draw in and hold staff who are the main resources in any association and can give upper hand. Planning makes an affiliation more interesting to potential novices who attempt to chip away at their capacities and significant entryways related with those new capacities. Armstrong (2016) postulated that a good training strategy enables an organization to gain competitive advantage because unlike technology and other factors of production, people are difficult to imitate.

From the preceding study, it is clear that there are huge holes that should be tended to. There isn't sufficient data to the best information on scientists zeroing in explicitly on the impact of training on worker execution in the state funded colleges in Kenya: An instance of the University of Nairobi. In an effort to close the research gap, the current project aims to address the following research questions; what is the effect of training design on employees' performance in the public university in Kenya: A case of the University of Nairobi? What is the effect of training policies on employees performance in the public university in Kenya: A case of the University of Nairobi? What is the effect of training programs on employees performance in the public university in Kenya: A case of the University of Nairobi? What is the effect of perception of training on employees performance in the public university in Kenya: A case of the University of Nairobi?

1.3 Objective of the study

The goal of the study is to determine how training affects employees' performance at Kenya's public universities, specifically the University of Nairobi.

1.4 Specific Objectives of the Study

- i. To determine the influence of training design on employee performance at the University of Nairobi, Kenya
- ii. To establish the influence of training policies on employee performance at the University of Nairobi, Kenya
- iii. To assess the influence of evaluation of training programs on employee performance at the University of Nairobi, Kenya
- iv. To determine the relationship between perception of training on employee performance at the University of Nairobi, Kenya.

1.4 Significance of the Study

The study might help the University of Nairobi supervisory group in taking vital choice to lay out a structure for checking and assessing the exhibition of employees who have profited from the preparation and furthermore figure out a strategy on criticism system. It is likewise expected that the University would see the value in the significance of doing a money saving advantage examination to decide the economic benefits utilizing bookkeeping techniques that would see preparing expenses and advantages.

This research will be appropriate to controlling bodies like the Commission of Advanced education Board, the Service of schooling and other schooling administrative bodies as it will propose different approaches to controlling worker execution through setting up guideline and strategies on employee training that are compelling to develop representative execution.

The result of this survey will be used by future analysts and academicians to get different things done examinations with regards to how specialist periods of arrangement can be finished to upgrade agent execution. The review will add more writing and hypothesis to the current one concerning worker preparing and how it assists associations with enhancing their representative exhibition.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This section analyzes the literature on employee training, employee performance, and the theoretical foundation upon which employee training is founded. Along with a conceptual framework tying various aspects of employee training to employee performance, a review of actual studies is also offered.

2.2 Theoretical Literature Review.

The study's theoretical underpinnings—the Fredrick Hertzberg Two Factor Theory, the Human Capital Theory, and the Reinforcement Theory—are presented in this section.

2.2.1 Herzberg Two-Factor Theory

Frederick Herzberg directed an analysis on 200 bookkeepers and designers during the 1950s as per Herzberg's Two-Variable Hypothesis, likewise alluded to as the Double Component Hypothesis, to decide their positive and negative mentalities about their positions. Two discoveries from the overview stood out as affecting the staff inspiration and fulfillment, which thus propels them to really buckle down (Boxall, 1996). The variables included motivators, which were thought to increase job satisfaction and drive people to perform more, for instance, by providing staff training and workplace recognition. The other criteria were those related to hygiene, which were likewise seen to be elements that, if absent from an employee's life, could contribute to discontent and a lack of motivation (Ramazani & Jergeas, 2014). Some of the hygiene factors are salary, work conditions, company policy, supervision, employee's relationship with their boss, and relationships with peers.

To apply the Herzberg speculative view on motivation, there ought to be two-way activity organized strategy which will engage and set off specialists to perform more in their dispatched attempts. In any case discard the blunder individuals are going through in the affiliations like skeptical workspace, prohibitive association rules and techniques and long working hours to give a few models. Later give a critical affiliation culture, accommodative modalities of playing out the undertakings serious solid areas for and, and non-make a road of worker confirmation and appreciation, staff training. The hypothesis is pertinent to the ongoing concentrate as it

demonstrates the representatives' background as a variable that advances workers' greatness in their work.

2.2.2 Human Capital Theory

Schultz first presented the idea of human capital in 1961, and Becker further developed it in 1964, classifying expenditures on human capital as investments as opposed to consumption. According to Marimuthu el Tal's 2009 definition, human capital is simply the processes that involve education, training, and other professional initiatives that are meant to raise the levels of knowledge, skills, abilities, and other competencies of an employee and will ultimately lead to the employee's job satisfaction and performance. As indicated by the human resources hypothesis, schooling and preparing increment laborers' efficiency by giving them pragmatic information and abilities, which upgrades their future pay by expanding their lifetime compensation (Becker, 1964). As per Becker, one can put resources into human resources (by means of education and training), and one's results are to some extent impacted by the pace of return on the human resources one claims. This is equivalent to "actual method for creation," like manufacturing plants and equipment.

Under this hypothesis, workers are seen as resources as opposed to costs in the association. The human resources sees address components of the HR, for example, mastery, knowledge and different ranges of abilities that guarantee a predictable quality across the firm (Bontis, 2008). It underscores on the worth added to individuals which they can be switched over completely to a result in an association. Boxall (1996) contended that for an association to acquire upper hand and perform successfully, it requirements to coordinate immaterial resources in type of human resources. Successful administration with respect to the firm that claims HR is expected since human resources is immaterial in nature. To ensure that the human capital is effective in discharging its mandate, the management should design and implement training programs that help to improve their knowledge and skills. The theory is essential in the current study as it stipulates employees as assets in organization hence the need to train and develop their skills in order to effectively and efficiently discharge their duties for the benefit of the organization.

2.2.3 Social Learning Theory

The social learning hypothesis, which Albert Bandura proposed in 1977, emphasizes the importance of witnessing and modeling the behaviors, attitudes, and emotional responses of others, according to Braton

et al. (2007). This means that people learn by observing others. In his study of human interaction and cognitive processes, Bandura (2004) found that people learn about the effects of other people's behavior through observation, which gives them a better understanding of the possible outcomes of their own actions. It is believed that internal cognitive has some influence on behavior and that a person's expectations for the results of a given behavior reflect these effects (Mckenna, 2006).

Merniam & Caffarella (1991) noted that training would be a key aspect of observational learning and that the typical example of social learning circumstances is the television advertisements. Some important learning principles are presented by social learning theories, and their application to training may help to motivate learners and facilitate their learning. This idea is thus pertinent to the current study since it stresses the value of employee training, as it will improve knowledge and skills and assure excellent employee performance.

2.3 Empirical Review

Odinga (2010) found that staff development has a favorable influence on employment performance in her investigation of the impact of staff development programs on the performance of professors at Moi University. The productivity of lecturers is anticipated to increase with the creation of training possibilities. The researcher employed interview schedules and defended the decision, saying that choosing interview schedules for data collection allowed for the acquisition of clear, comprehensive information that would have been omitted from questionnaires. Interviews can be more prone to bias and interference than the stratified random sampling utilized in this research, which can result in the loss of important information due to time constraints. Furthermore, if a good pilot research had been carried out, the need for transparent and thorough information that was readily excluded from the questionnaires would not have been present. There is a research hole here.

Mohammad and Al-Momany, (2011) researched because of preparing on the introduction of Jordanian Colleges designates, a setting focused assessment of Yarmouk School in which they utilized two surveys; one to get perspectives towards the bits of the readiness programs and the second to fan out the relationship among planning and execution of workers. The defense for the overview was to inspect authoritative pioneers' outlooks with respect to the game plan programs for specialists and their effect on execution at Yarmouk School. The revelations of the survey

revealed that arranging affected the presentation of laborers at the school. The examiners used two surveys while they would have joined the two layouts into one with segments like the case in this study where one outline was used. There is a likelihood of a respondent penchant that filling in two studies for one review is pointlessly tedious.

In his examination on the impacts of instructive projects in organizations, Nafziger (2015) found that the parts of a preparation program affected how well employees proceeded as well as how diversely the workforce acted following the preparation. Shahzadi et al. (2014) focused in on the impact of model motivation on expert execution and guessed that model inspiration influences worker perspective on getting ready reasonableness. Tanveer (2015) found that planning and improvement very much impacted delegate execution in Pakistani banks while breaking down the impact of availability and movement on expert execution in banks. The audit used outline reviewing to assemble data. A model size of 150 was singled out the reason on sense and normal philosophies. Mohamud (2019) reviewed the effect of preparing on delegate execution in open region relationship in Kenya. The objectives of the audit were to choose the effect of preparing anticipate laborer execution; to spread out the impact of preparing systems on delegate execution; to overview the effect of evaluation of preparing programs on specialist execution; explore planning troubles that impact agent execution; and spread out getting ready positions and its relationship with delegate execution. The audit used an illuminating outline research plan and found that appraisal should happen already, during and after the preparation programs. This should be commonly wrapped up by the managers, the coach and the real understudies. Appraisal contrasts from endorsement in that it tries to evaluate the overall cash saving benefit of the arrangement program and notwithstanding the achievement of its put down targets. The audit affirmed that the appraisal has not been finished and is subsequently ineffectual except if remedial activities are made to redress any inadequacies following the preparation. A fundamental part of preparing is appraisal, however it tends to be trying since characterizing quantitative goals can challenge.

Elnaga and Imran (2020) conducted research on the impact of training on employee performance in Saudi Arabia with the goal of making recommendations for how businesses can boost employee performance through efficient training initiatives. This was made possible by looking into the applicability, significance, and relationship between training and performance, as well as the

development of standards for evaluating employee performance. Using a qualitative research methodology, they found that managers either don't understand the importance of training and how it affects employee performance, or they think it drives up the expense of the business. The clever mediation known as powerful preparation intends to convey the learning expected for further developed worker execution. As per the review, training ought to be arranged around the necessities and objectives of every individual organization. The review upheld the possibility that worker execution is worked on through training.

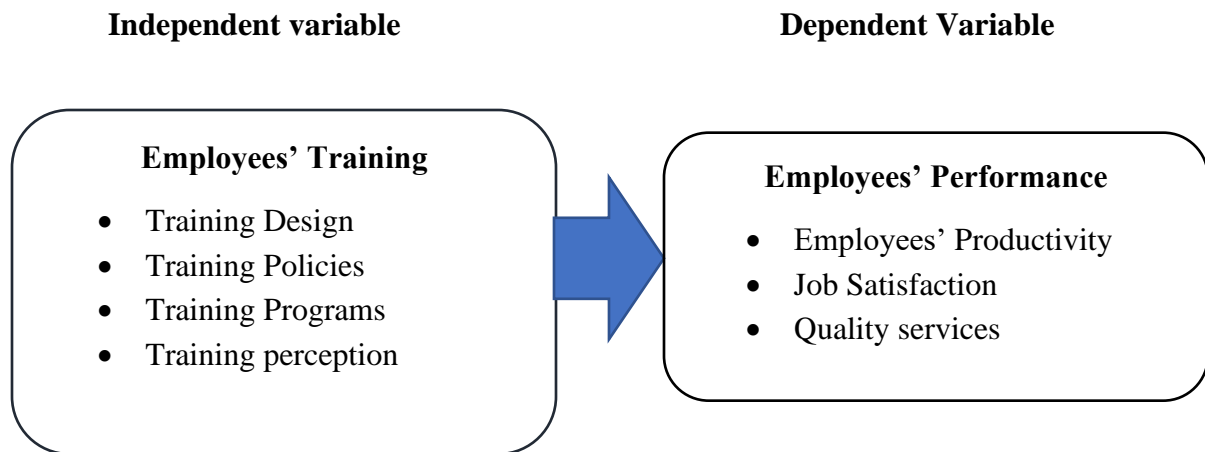
2.4 Summary of Literature Review and Research gap

The study was anchored towards the Herzberg Two-Factor theory, the human capital theory and Social learning theory which formed the basis of this research study. Through the empirical studies it is expressed that a precise methodology is required on the off chance that training inside an association is to be viable both in expenses and results. A preparation strategy ought to meet in general hierarchical targets. It ought to connect training to goals, show reason, needs of training and assets to be committed, people liable for training, kinds of learning created, open doors accessible to staff and general organization. Training programs should have goals of the training program and should also have a schedule, give the techniques and the faculty in question and furthermore the strategies for survey to be applied. Besides, a large part of the research done is summed up with the scientists picking to take a gander at the variables that influence the general presentation of the firm as opposed with the impact of training on worker execution. This is a serious problem that also pertains to internal training initiatives at work. In light of this, the study looks at the University of Nairobi as a case study to determine the relationship between employee performance and employee training at Kenya's public universities.

2.5 The Conceptual Framework.

Employees' training are the independent variables which include training design, training policies, training programs and training perception. Worker execution is the reliant variable for this study is estimated utilizing three builds to be specific representatives' efficiency, work fulfillment and quality administrations. It is estimated that representatives' preparation will prompt better workers' presentation. This connection is portrayed diagrammatically in theoretical system underneath.

Figure 2.1: The Conceptual Framework



Source: Researcher (2022)

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The study's methods will be described in detail in this chapter. It will disclose the research design, the intended audience, the information collection procedures, data analysis, and findings presentation.

3.2 Research Design.

This review's elements required both qualitative and quantitative investigation, hence a descriptive research design was used. A descriptive research design aims to determine and represent how things are while thoroughly understanding every aspect of a unit in its surroundings (Kothari, 2004). The researcher's decision to utilize a descriptive research methodology was reasonable on the grounds that it empowered her to assess staff training's effect on execution in all cases.

3.3 Population of Study

8,175 University of Nairobi staff members from various departments made up the study's target group. The information from University of Nairobi staff members is displayed in table 3.1.

Table 3.1: Population Frame Category

Population Category	Number of Staff
Academic Staff	2,650
Administrative Staff	5,525
Total Population Size	8,175

Source: University of Nairobi Human Resource Manual (2022)

3.4 Sample Size and Sampling Technique

A sampling frame, as per Frankfort-Nachmias (2008), is a list of all the things from which a representative sample is taken in order to conduct a study. Because convenience sampling was used, the sampling frame for this study was produced from a list of all the staff stationed at the University of Nairobi's main campus as of October 31, 2022. Given that the target population was huge and putting into account time and cost factor, the sample population working 200 employees working at main campus. Data collected from University of Nairobi-Main Campus staff members was evaluated, and the results were extrapolated in order to reach conclusions. According to Table

3.2, the academic and administrative employees of the University of Nairobi's Main Campus comprised the sample for this study.

Table 3.2: Sample Size Category

Population Category	Number of Staff
Academic Staff	100
Administrative Staff	100
Total Sample Size	200

Source: University of Nairobi Human Resource Manual (2022)

3.5 Pilot study

Before launching the initial survey, a pilot study helps a researcher gauge progress, particularly with the study instrument (2010). According to Singh (2014), the outcomes of the pre-checking of the study using a small group of workers will aid in identifying the problems specific to the examination apparatus, analyze the errors and blunders that should have been avoided, and confirm the reasonable response rate for the basic survey process. Kothari's pilot study involved 20 professionals who read questionnaires from 10% of the target population (2004). Participants in the pilot trial were barred from the previous review.

3.6 Validity & Reliability Tests

As demonstrated by Mugenda and Mugenda (2003), the degree to which an examination instrument (study) accurately assesses the thing it was designed to measure is the validity of the review instrument. According to Singh (2014), the dependability nature of the survey instruments will keep in mind the consistency for the evaluation of the study materials and producing identical results in any instance, when the tests are successfully completed essentially twice or more. The reliability of the information collection tool was evaluated using the Cronbach's Alpha, and an alpha of between 0.6 and 0.7 is commonly considered to be acceptable. A value of 0.8 suggests that knowledge is highly durable (Mugenda and Mugenda, 2003).

3.7 Data Collection

Essential information was gathered utilizing surveys; the polls will be controlled through messages, due to the Coronavirus pandemic conventions. Respondents of the examination were

directors or their identical in each division in principal grounds. While the principal segment will detail general data, data on representative preparation and execution were definite last.

3.8 Data Analysis & Presentation Techniques

The data was checked for issues and mistakes, coded, and afterward brought into SPSS. Both quantitative and subjective systems were utilized to examine the information that had been accumulated. The analyst utilized distinct measurements, like mean and standard deviation, to help with depicting the information. The outcomes will consequently be shown utilizing tables and figures. This simplified it to appreciate and break down the review's discoveries. Numerous relapse investigation models were used to discover the connection between the important factors. This was the manner by which the model looked.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where

Y = Employees' Performance as measured by:

X₁ = Training Design

X₂ = Training Policies

X₃ = Training Programs

X₄ = Training perception

ε = Error term

β₀ is the constant or intercept of the regression,

β₁, β₂, β₃, and β₄ and β₅ are parameters that are unknown i.e. the coefficients of regression.

The research findings were presented by using tables for interpretation to be easy

Table 3: Data Collection and Analysis Methods' Summary

Objectives	Questionnaires'	Analysis of Data
General Information	Section A	Descriptive Statistics
To establish the scope to which employees training practices have been employed by the University of Nairobi	Section B	Descriptive statistics

To determine the correlation between employees' training and employees' performance of the University of Nairobi	Section C	Correlation and regression analyses
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Source: Researcher (2022)

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Introduction

The section documents the outcomes of study based on objectives. It details the response rate, presentation of descriptive and inferential statistics.

4.2 Response Rate

143 of the 200 questionnaires that were given to participants were done and returned. This corresponded to a response rate of 71.5%, which was sufficient and supported Babbie's (2010) claim.

4.3 Descriptive Statistics

The findings of descriptive statistics on the variables of the study were determined and summarized as shown in the subsequent sections.

4.3.1 Training Design

Table 4.1 is a summary of the descriptive statistics on training design

Table 4.1: Training Design

Statements on training design	Mean	Std. Dev
There is a written training design in your organization	3.76	.711
The organization has in place a detailed plan guiding the training session	3.68	.786
The training design of the organization is relevant	3.66	.826
The training design of the organization is detailed	4.09	.708
Average	3.80	0.758

Table 4.1 shows that training design was practiced in the studied institution (M=3.80). It was shown that the training design of the organization was detailed (M=4.09) and that there was a written training design in the organization (M=3.76). There were detailed plans guiding the training session (M=3.68) and that training design of the organization was relevant M=3.66).

4.3.2 Training Policies

The findings on training policies were determined and summarized as shown in Table 4.2.

Table 4.2: Training Policies

Statement on training policies	Mean	Std. Dev
The organization has implemented relevant training policies	3.86	.851
There are clear training policies in your organization	3.90	.678
The organization reviews the training policies every now and then	3.87	.582
I understand the training policies of this organization	3.68	.799
Average	3.83	.728

The findings in Table 4.2 indicate that there were training policies in the studied organization (M=3.83). This had led to existence of clear training policies (M=3.90) and reviewed of the training policies every now and then (M=3.87). The organization had implemented relevant training policies (M=3.86) and that respondent understood the training policies(M=3.68).

4.3.3 Training Programs

As stated in Table 4.3, the conclusions about training programs were determined and summarized.

Table 4.3: Training Programs

Statement on training programs	Mean	Std. Dev
Training programs in your organization focus on identification of the training needs	3.76	.840
The training programs in your organization are guided by clear learning objectives	3.83	.649
The training programs in your organizations have relevant contents	3.65	.827
Regular evaluations are conducted to the training programs of your organization	3.78	.879
Average	3.76	.799

Table 4.3 shows that training programs were in place in the studied organization (M=3.76). It was shown that the training programs in the studied organization were guided by clear learning objectives (M=3.83) and that regular evaluations were conducted to the training programs of the organization (M=3.78). The study observed that training programs in the organization focus on

identification of the training needs (M=3.76) and that the training programs in had relevant contents (M=3.65).

4.3.4 Training Perception

The results of descriptive statistics on training perceptions were determined and summarized as shown in Table 4.4.

Table 4.4: Training Perception

Statement on training perception	Mean	Std. Dev
The perceptions of trainers influence the training effectiveness in this organization	3.79	.728
The perceptions of employees influence mastery of the training content	3.61	.869
Employees hold different perceptions of the training activities in your organization	3.75	.587
I value the skills from the training that this organization offers me	3.80	.931
Average	3.74	.779

The outcomes in Table 4.4 indicate that there were underlying training perceptions in the studied organization (M=3.74). Respondents shared that they valued the skills from the training that the organization offered them (M=3.80) and that the perceptions of trainers influenced the training effectiveness in the organization (M=3.79). Employees held different perceptions of the training activities in the organization (M=3.75) and that the perceptions of employees influenced mastery of the training content (M=3.61).

4.4 Regression Results

The findings of regression analysis were determined and summarized in this section. Table 4.1 is a breakdown of the regression model summary.

Table 4.5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.925 ^a	.856	.852	.33897

Table 4.5 shows that on average, 85.2% change in employees' performance of University of Nairobi is explained by employee training. This means that aside from employee training, there

are other additional factors with an influence on employee performance which should be the focus of future studies. The ANOVA findings were determined and summarized as shown in able 4.6.

Table 4.6: ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Regression	94.619	4	23.655	205.866	.000 ^b
Residual	15.857	138	.115		
Total	110.476	142			

The findings of ANOVA were determined where it emerged that the regression model adopted in the study was significant (F=205.866, p<0.05). The beta coefficients and significance results were resolute and summarized as shown in Table 4.7.

Table 4.7: Coefficients and Significance

	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	
(Constant)	1.244	.550		2.463	.035
Training Design	.455	.143	.623	3.182	.000
Training Policies	.530	.073	.172	7.260	.016
Training Programs	.332	.143	.040	2.322	.041
Training perception	.202	.101	.257	2.000	.028

The findings in Table 4.7 results into the following predicted equation:

$$Y = 1.244 + 0.455X_1 + 0.530X_2 + 0.332X_3 + 0.202X_4$$

Where

Y = Employees' Performance as measured by:

X₁ = Training Design

X₂ = Training Policies

X₃ = Training Programs

X₄ = Training perception

As per Table 4.7's translation of the beta coefficient, a unit expansion in preparing configuration would bring about a 0.455-unit expansion in representative execution at UON. An expansion in worker execution of 0.530 units would result from a unit improvement in preparing strategies. Worker execution would increment by 0.332 units for each unit expansion in preparing programs.

Improving preparation discernment by a unit would prompt 0.202 unit expansion in representative execution. At 5% importance level, it was shown that preparing configuration, preparing strategies, preparing projects and preparing discernment were completely found to significantly affect worker execution ($p < 0.05$).

4.5 Discussion

The study recognized that there was employee training at the University of Nairobi through training policies, design, programs and training perception. It emerged from analysis that eighty five point two percent change in employees' performance of University of Nairobi is explained by employee training. As indicated by Chowdhury, Alam, and Ahmed (2014), staff improvement and a sound work plan lead to worked on delegate execution. Githinji (2014) expressed that the principal practice in any affiliation is staff training. It further arose that training configuration, training approaches, training projects and training discernment were completely found to affect worker execution. Mohammad and Al-Momany, (2011) uncovered that training meaningfully affected the presentation of representatives at the college. Nafziger, (2015) in his concentrate on impacts of instructional courses in associations, his discoveries demonstrated that the items in the training program affected the worker execution including likewise the difference in conduct of the labor force after the preparation. Shahzadi et al., (2014) saw that representative saw training viability has a negative relationship with inspiration. Tanveer (2015) spread out that preparation and progression emphatically affected agent execution in the banks of Pakistan. Elnaga and Imran (2020) confirmed the suggestion that training decidedly affects representative execution.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The section is set out to document the summary and conclusion based on the objectives. It also focuses on conclusion and recommendations, limitations and areas that require further studies.

5.2 Summary of the Study

The study established that there was employee training at the University of Nairobi. The various aspects on employee training that were practiced at UON starting from the highly to the; least adopted one were training policies, training, training programs and training perception. The individual effects of each of these aspects on employee performance were determined through regression analysis. It emerged from analysis that eighty five point two percent change in employees' performance of University of Nairobi is explained by employee training. It further emerged that training design, training policies, training programs and training perception were all found to have important effect on employee performance.

5.3 Conclusion

At the University of Nairobi, the training design was detailed. There was a written training design. There were detailed plans guiding the training session. Training design of the organization was relevant. At UON, there existed clear training policies that were reviewed every now and then. The University of Nairobi had implemented relevant training policies. Employees understood the training policies.

Training programs at UON were guided by clear learning objectives. Regular evaluations were conducted to the training programs of the organization. Training programs at UON focused on identification of the training needs. The training programs had relevant contents. Employees at UON valued the skills from the training that the organization offered them. The perceptions of trainers influenced the training effectiveness in the organization. Employees held different perceptions of the training activities in the organization. The perceptions of employees influenced mastery of the training content. Regression results result into a conclusion that employee training has significant effect on employee performance.

5.4 Recommendations for Management, Policy and Practice

The human resource managers working at the University of Nairobi should review the existing training designs, policies and programs to ensure they are guided by adequate and relevant contents. The employees working at UON should change their perceptions in regard to the existing training policies and programs available at the place of work so that they can master the contents. The policy makers working at UON should put in place and review the current training policies in place to ensure they are relevant.

5.5 Limitations of the Study

The ongoing review was restricted to an instance of UON. This is an impediment as it constraints generalization of results across every one of the state funded colleges in Kenya. The review was restricted to data that was accumulated through poll and consequently it was gotten in its essential structure. The hypothetical constraint of this study emerges from the way that Fredrick Hertzberg Two Variable Hypothesis, the Human resources hypothesis and Support hypothesis were the anchoring theories.

5.6 Suggestions for Further Research

In the present research, it emerged that eighty five point two percent change in employees' performance of University of Nairobi is explained by employee training. This means that there are other additional factors aside from employee training that have an effect on employee performance at UON and future studies should therefore endeavor to establish them.

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Appendix I: QUESTIONNAIRE

Introduction

This questionnaire is intended for use in collecting data in pursuit of the objectives of the study titled “influence of training on employees’ performance of public universities in Kenya: A case of the University of Nairobi”. It has three sections each containing questions on general survey participant information, employee training and employees’ performance. Kindly complete the questionnaire as per the instructions. Your participation is highly appreciated.

SECTION A: GENERAL INFORMATION

1. Kindly indicate your gender

Male () Female ()

2. Kindly indicate your highest level of Education

Certificate () Diploma () Undergraduate degree () Master’s degree () PhD ()

3. How many years have you worked at the University of Nairobi

Less than 3 years () 4-7 years () 8-10 years () Over 11 years ()

SECTION B: EMPLOYEE TRAINING

4. Below are a number of statements on employee training. Kindly indicate the extent of your agreement with each of them. Using the Likert scale of 1-5, where 1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree.

Statements on Training Design	1	2	3	4	5
There is a written training design in your organization					
The organization has in place a detailed plan guiding the training session					
The training design of the organization is relevant					
The training design of the organization is detailed					

Statement on Training Policies	1	2	3	4	5
The organization has implemented relevant training policies					
There are clear training policies in your organization					
The organization reviews the training policies every now and then					
I understand the training policies of this organization					

Statement on Training Programs	1	2	3	4	5
Training programs in your organization focus on identification of the training needs					
The training programs in your organization are guided by clear learning objectives					
The training programs in your organizations have relevant contents					
Regular evaluations are conducted to the training programs of your organization					

Statement on Training Perception	1	2	3	4	5
The perceptions of trainers influence the training effectiveness in this organization					
The perceptions of employees influence mastery of the training content					
Employees hold different perceptions of the training activities in your organization					
I value the skills from the training that this organization offers me					

SECTION C: EMPLOYEE PERFORMANCE

5. Below are a number of statements on employee performance. Kindly indicate the extent of your agreement with each of them. Using the Likert scale of 1-5, where 1-strongly disagree, 2-disagree, 3-neutral, 4-agree and 5-strongly agree.

Statements on Training Design	1	2	3	4	5
I am a productive employee					
I am generally happy with my work place					
I am satisfied with this job					
Given a similar role in another organization, I will perform highly					
I deliver quality services to customers					

THANK YOU