



**THE INFLUENCE OF EMPLOYEE TRAINING IMPLEMENTATION ON JOB
PERFORMANCE: A CASE OF THE NON-TEACHING STAFF OF THE UNIVERSITY
OF KABIANGA, KENYA**

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Abstract

The study aims to assess the Influence of Employee Training Implementation on Job Performance. The specific objectives of the study include; examine the influence of Learning Styles on employee Job Performance; to establish the effect of Training Methods on employee Job Performance. The target population was non-teaching staff members of the University of Kabianga, Kenya. The study adopted descriptive survey design. Because of the small number of the population under study, the sample size was all the targeted 342 non-teaching employees. The study relied on primary data which was collected by use of a questionnaire containing closed questions. The validity of the questionnaire was tested by using research professionals and the supervisors. The reliability of the questionnaire was tested by computing Cronbach's alpha. The Statistical Package for Social Sciences (SPSS) program was used to process the data which was then analyzed using both descriptive and inferential statistics. Descriptive statistical methods used were the mean, mode and percentages. The inferential statistical method used was the regression model. The data was presented in form of frequency tables, pie-charts and bar-graphs. The study findings revealed that there is a significant relationship between learning styles and training methods on job performance. This study recommended that training methods should be improved in order to enhance job performance. The study finding also shows that there is need to enhance learning styles to motivate learners to acquire knowledge and skills for better job performance.

Keywords: Learning Styles, Training Methods, Employee Job Performance

1.0 Introduction

Currently, employees are a very valuable asset in any organization as they build the organization's goals in improving productivity (Elnaga & Imran, 2013). In order for an organization to utilize and benefit fully through this very valuable asset, human resource practices should be well implemented. (Ombego & Makori (2015) noted that human resource policies are derived from the organizational business strategy and are likely to be problematic if not properly matched with the expectations of the workers. Training is one of the most important and necessary human resource practices when striving for the productivity of an organization. It has become one of the basic needs of all organizations that have growth and development as one of their objectives Mozael (2015).

Ahmed, & Talukder, (2012) observe that Malaysian Management support those strategic determinants of training that influence job performance, effectiveness and efficiency. They further assert that training is a planned procedure that raises the experience, expertise and perceptions required for employees to perform their duties proficiently. It further improves the competencies of workers by inspiring them and changing them into well organized and well-mannered persons, eventually impacting on the performance of the organization. They similarly recommend that training is a key activity of human resources development.

According to Niazi (2011) training is beneficial to both the worker and the organization. He also opined that trained employees easily fit into the organizational system and are able to curb any upcoming challenges thus helping the organization to attain competitive advantages. Nader & Shahroz (2011) observed that the most

significant effect of training on staffs and organization performance is enhanced quality and quantity of the organization's productivity, protecting organization stability, decreasing the organizational general expenditure, improving organizational management and establishing the organization as a national and international entity.

According to Ghana perspectives, Abonam, (2011) highlighted the role of motivation on employee performance in Kwame Nkrumah University of Sciences and Technology and increasing emphasis has been put on competitive advantage while enhancing the overall effectiveness of the organization. In Ugandan situations, Nassazi (2013) noted that leadership styles and cultural values among managers and subordinates influence job performance. Hammed & Shadare (2009) gave the following among performance indicators of an employee: personal appearance/grooming, quality of work, quantity, adherence to policy, timeliness, cost effectiveness, innovation, management by objectives, creativity, *etc.* Consequently, Opeke & Madukoma (2013) resonate that job performance has become one of the significant indicators in measuring organizational performance in many studies.

1.1 Statement of the Problem

One of the recent problems in organizations is that workers are not offered training opportunities to grow within the organizational structure by their management but instead they struggle to train themselves, an indication that not much has been done on worker training for organizations' performance. Workers not trained to deal with the advanced management approaches and practices may never ever work towards better business performance. Singh (2012) found that human resource is among the key factors that underwrite performance of effective organizations. Training

is supreme to the success of any organization; hence it is important that it be properly implemented. Quite a large number of researchers have written on employee training and its positive effects on Job Performance. However, very minimal research has been done on the effects that implementation of each stage of the training process can have on employee performance. It was in this view that this study sought to assess the influence of employee training implementation on individual Job Performance.

1.2 Objectives of the Study

The study sought to assess the influence of employee training implementation on Job Performance of the non-teaching staff in University of Kabianga with the following specific objectives:

- i. To assess the influence of Learning Styles on employee Job Performance
- ii. To establish the effect of Training Methods on employee Job Performance

2.0. Literature Review

2.1 Reinforcement/ Operant Conditioning Theory

Madhumita, (2012), a well-known promoter of behavioral psychology contributed significantly to the understanding of the process of learning and developed the operant conditioning theory. The operant conditioning theory was based on the assumption that learning is concerned with transformation in overt behavior. Operant conditioning implies a systematic programme of rewards and punishments to change and guide behavior. In this theory, learning is said to occur when trainees observe appropriate reinforcement of a connection between particular responses Azarashaheen (2013).

2.2 Employee Job Performance

Organizational success depends on employee Job Performance because the human resource capital plays a significant part in the development of organizations. Employee performance is a building block which increases the overall organization performance. Employee performance however is determined by various factors of which training is the most important. Training enhances the capabilities of the workers. Employees with more experience perform better on their jobs due to the increase of skills & competencies, (Ghufli, 2012).

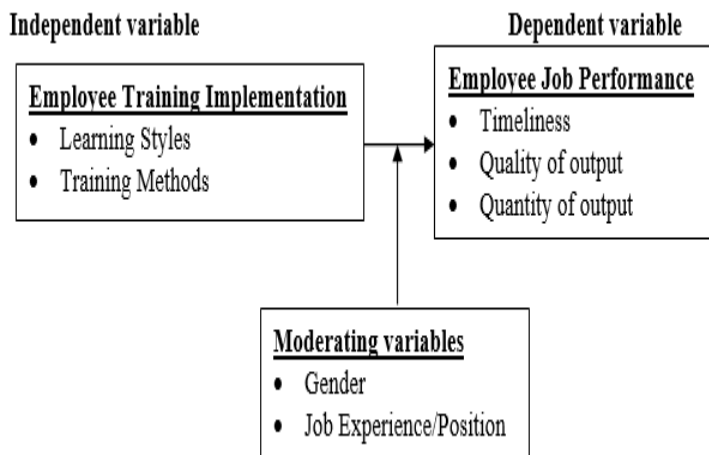
2.3 Training Methods

Nassazi, (2013) highlighted on Internal Training Methods; On-the-job training - is delivered to employees while they perform their usual jobs. Through this training method, employees do not loose time while they are learning; Job Rotation - This is an on-the-job training method in which employees are moved between two or more jobs in a planned manner. It involves moving an employee through a series of jobs so that he or she can get a good feel of the tasks that are associated with varying jobs. This method is mostly used in training for supervisory positions; Learning by Observation/ learning - explains that it is not possible to observe someone's knowledge, but it is possible to observe the behavior of an expert or the expertise of a person. Observing the behavior of another person when he or she is applying knowledge in daily situations is a source of learning in small firms where learning takes place since the intended effect is to transfer knowledge from one person to another. Saleem & Mehwish (2011) identified and explained coaching/Mentoring methods that involve having the more experienced employees coach the less experienced ones. Mentoring offers a wide range of advantages to development of

responsibility and relationship building. This practice is often applied to new recruits in the organization by being attached to a mentor who might be their immediate manager, supervisor, or any other senior manager.

Nelson (2012) identified External Training Methods; Outsourcing of training - Many employers of all sizes outsource training from external training firms, consultants and other entities. Recent research however shows that outsourcing of training is declining reasons being the high costs involved, a greater emphasis linking training to organizational strategies among several other issues. A common way for some employers is to use vendors and providers to train employees. Many suppliers including software providers host users' conferences where employees from a number of firms receive detailed training on using the product and new features being added. Some vendors will conduct the training inside an organization as well if sufficient numbers of employees are to be trained. However, companies curb this by not agreeing to provide the opportunity for everyone; they offer the arrangement only to those with several years of employment and potential to move up in the organization.

2.4 Conceptualized framework



Source: Researcher, (2016)

3.0. Method and Tools

Descriptive research design was used for this research work. The study was carried out in the University of Kabianga that is located in Kabianga Division, Kericho West Sub-County, Kericho County, in the Rift Valley Region in Kenya. It is situated approximately 26 km from Kericho Town and is about 6.2 km off the Kericho - Kisii highway. The targeted population for this research was 342 non-teaching staff members of the University of Kabianga. Data was analyzed using descriptive and inferential statistics.

4.0 Data Analysis and Discussion

4.1 Job Performance Indicators

The respondents were requested to rate their level of agreement to the various Job Performance indicators. The results are presented in Table 1.

Table 1: Frequency Counts and Weighted Averages for Job Performance

| | SD 1 | D 2 | U 3 | A 4 | SA 5 | $\sum f_i$ | $\frac{\sum f_i w_i}{\sum f_i}$ |
|---|---------|--------|--------|--------|---------|------------|---------------------------------|
| I have enhanced my Job Performance | 32 | 73 | 45 | 59 | 30 | 239 | 2.92 |
| My productivity levels are high | 29 | 58 | 59 | 60 | 33 | 239 | 3.04 |
| I do perform my duties effectively | 29 | 73 | 58 | 51 | 28 | 239 | 2.90 |
| I am able to complete my assigned responsibilities on time | 24 | 63 | 66 | 59 | 27 | 239 | 3.01 |
| I am able to utilize the institution's available resources efficiently after training | 25 | 53 | 66 | 64 | 31 | 239 | 3.10 |
| I understand the culture of the institution very well | 16 | 59 | 63 | 73 | 28 | 239 | 3.16 |

With regard to the employees having enhanced Job Performance, 105 respondents disagreed (scores 1 and 2 on the Likert scale) while 89 agreed (scores 4 and 5 on the Likert scale). The results suggest that on the average, the respondents were undecided as to having

enhanced Job Performance as indicated by a weighted average of 2.92 indicating ‘Undecided’. With regard to their productivity levels being high, 87 respondents disagreed (scores 1 and 2 on the Likert scale) while 93 agreed (scores 4 and 5 on the Likert scale). The results suggest that on the average, the respondents neither agreed nor disagreed to their productivity being high as indicated by a weighted average of 3.04.

With regard to the employees performing their duties effectively, 102 respondents disagreed (scores 1 and 2 on the Likert scale) while 79 agreed (scores 4 and 5 on the Likert scale). The results suggest that on the average, the respondents were undecided as to performing their duties effectively as indicated by a weighted average of 2.90 indicating ‘Undecided’. With regard to being able to complete assigned responsibilities on time, 87 respondents disagreed (scores 1 and 2 on the Likert scale) while 96 agreed (scores 4 and 5 on the Likert scale). The results suggest that on the average, the respondents neither agreed nor disagreed that they are able to complete their assigned responsibilities on time as indicated by a weighted average of 3.01.

With regard to the employees being able to utilize the institution’s available resources efficiently, 78 respondents disagreed (scores 1 and 2 on the Likert scale) while 95 agreed (scores 4 and 5 on the Likert scale). The results suggest that on the average, the respondents were undecided as to being able to utilize the institution’s available resources efficiently as indicated by a weighted average of 3.10 indicating ‘Undecided’.

4.2 Analysis of Learning Styles Indicators

The Learning Styles indicators were first analyzed using weighted averages and the results are presented in Table 2.

Table 2: Weighted Averages for the Indicators of Learning Styles

| | SD | D | N | A | SA | $\sum f_i$ | $\frac{\sum f_i w_i}{\sum f_i}$ |
|--|----|----|----|-----|----|------------|---------------------------------|
| | 1 | 2 | 3 | 4 | 5 | | |
| The trainers take time to know and understand their audience | 11 | 31 | 28 | 105 | 64 | 239 | 3.75 |
| The trainers use different training styles to accommodate all the learners | 10 | 29 | 29 | 158 | 13 | 239 | 3.56 |
| The management ensures that the learners know why they are being trained | 8 | 23 | 24 | 134 | 50 | 239 | 3.82 |
| Trainees are allowed to bring more work-related experiences into the learning process for better understanding of the new concepts | 9 | 34 | 42 | 89 | 65 | 239 | 3.70 |
| The employees are motivated to attend the trainings for extrinsic rewards | 11 | 23 | 44 | 138 | 23 | 239 | 3.58 |
| Employees are requested to copy the performances and behaviors of the best workers | 10 | 28 | 28 | 114 | 59 | 239 | 3.77 |

Source: Field Work (2016)

With regard to the trainers taking time to know and understand their audience, 42 respondents representing 17.6% disagreed (scores 1 and 2 on the Likert scale) as compared to 169 representing 70.7% who agreed (scores 4 and 5 on the Likert scale). The results suggest that on the average, the respondents agreed as to trainers taking time to know and understand their audience as indicated by a weighted average of 3.75 indicating agree.

4.3 Training Methods and Job Performance

The 2nd objective sought to determine the relationship between Training Methods and the Job Performance of employees of University of Kabianga.

The indicators of Training Methods were first analyzed using frequency counts and weighted averages whose results are presented in Table 3.

Table 3: Analysis of Training Methods Indicators

| | SD | D | N | A | SA | $\sum f_i$ | $\frac{\sum f_i w_i}{\sum f_i}$ |
|---|----|----|----|-----|----|------------|---------------------------------|
| | 1 | 2 | 3 | 4 | 5 | | |
| Trainers are outsourced | 13 | 18 | 20 | 134 | 54 | 239 | 3.83 |
| The best workers are selected and assigned with the responsibility of coaching and mentoring others | 19 | 16 | 41 | 148 | 15 | 239 | 3.52 |
| Trainers selected understand the background of their trainees | 21 | 42 | 14 | 114 | 48 | 239 | 3.53 |
| Some training sessions are held outside the University | 20 | 24 | 28 | 106 | 61 | 239 | 3.69 |
| Most of the training is on-the-job | 20 | 32 | 24 | 134 | 29 | 239 | 3.50 |
| Some employees are trained to handle several tasks | 11 | 26 | 48 | 103 | 51 | 239 | 3.66 |
| Training for new employees is through observation | 16 | 14 | 20 | 139 | 50 | 239 | 3.81 |

Source: Field Work (2016)

On whether Trainers were outsourced, 31 employees disagreed (scores 1 and 2 on the Likert scale) as compared to 188 who agreed (scores 4 and 5 on the Likert scale). With regard to best workers being selected and assigned with the responsibility of coaching and mentoring others 35 employees disagreed (scores 1 and 2 on the Likert scale) as compared to 163 who agreed (scores 4 and 5 on the Likert scale). On whether trainers selected understand the background of their trainees 63 employees disagreed (scores 1 and 2 on the Likert scale) as compared to 162 who agreed (scores 4 and 5 on the Likert scale). In regard to whether some training sessions are held outside the University; 44 employees disagreed (scores 1 & 2 on the Likert scale) as compared to 167 who agreed (scores 4 & 5 on the Likert scale). As to whether Most of the training is on-the-job, 52 employees disagreed (scores 1 & 2 on the Likert scale) as compared to 163 who agreed (scores 4 and 5 on the Likert scale). With regard to employees being trained to handle several tasks, 37 employees disagreed (scores 1

and 2 on the Likert scale) as compared to 154 who agreed (scores 4 and 5 on the Likert scale). Finally, with regard to training for new employees being through observation 30 employees disagreed (scores 1 and 2 on the Likert scale) as compared to 189 who agreed (scores 4 and 5 on the Likert scale).

On aggregate respondents agreed that trainers are outsourced ; that the best workers are selected and assigned with the responsibility of coaching and mentoring others ; that trainers selected understand the background of their trainees; that some employees are trained to handle several tasks; that most of the training is on-the-job; that some training sessions are held outside the University and that training for new employees is through observation as indicated by weighted averages of 3.83, 3.52, 3.53, 3.69, 3.50, 3.66 and 3.81.

4.4 Employee Training Implementation

The study sought to establish the influence of employee training implementation on job performance and found out that there was need for employee training implementation on job performance. Thus, there was a relationship between employee training implementation and job performance.

Regression Analysis

The regression model provides information about the regression line's ability to account for the total variation in the dependent variable. The R² is 0.203, which is 20.3% of the total variance in Job performance.

Table 4: Regression model Summary

| Model | R | R Square | Adjusted Square | R Std. Error of the Estimate | | |
|-------|------------|----------------|-----------------|------------------------------|--------|------|
| 1 | .451 | .203 | .190 | 3.74806 | | |
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| | Regression | 839.762 | 4 | 209.941 | 14.945 | .000 |
| | Residual | 3287.217 | 234 | 14.048 | | |
| | Total | 4126.979 | | | | |

a. Predictors: (Constant), TED., LS, TM

Table 5: Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | | Sig. |
|----------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | T | |
| Constant | 9.152 | 1.687 | | 5.424 | .000 |
| LS | .361 | .076 | .348 | 4.732 | .000 |
| TM | -.206 | .067 | -.237 | 3.066 | .002 |

a. Dependent Variable: Job Performance

Source: Field Work (2016)

The results of multiple linear regressions indicate that job performance (Combined) is influenced by Learning Styles, and Training Methods. Learning Styles is the most influential (B) (0.361), and (4.732, 0.000). The result indicates a variation influential on Job Performance through LS, and TM. The findings suggest further that training is done by the identification of the performance gap through, delivery and evaluation phases. These findings concur with studies conducted by Armstrong, M., (2009), who indicated that adopting a systematic approach to training ensures that employees get the most out of themselves and the employees. Therefore, this

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suggests that the management need to increase the staff effectiveness by scrutinizing training needs through organizational evaluations, job analyses, and establishing training objectives and priorities.

On training methods, the findings show that majority of workers agreed trainers were outsourced and also best workers are selected and assigned with the responsibility of coaching and mentoring others. From the results, it is clear that majority of the employees feel motivated to work after training. Motivation generally boost employee's morale to work hard and thus increase productivity.

5.0 Summary of the Findings

5.1.1 Learning Styles

On determining the influence of Learning Styles on employee Job Performance, the findings from the study indicate that the staff agreed that the trainers took time to know and understand their audience, trainers were using different training styles to accommodate all the learners, that the management ensured that the learners knew why they were being trained, the trainees were allowed to bring more work-related experiences into the learning process for better understanding of the new concepts, the employees were motivated to attend the trainings using extrinsic rewards.

5.1.2 Training Methods

In finding out the effect of training methods on job performance, the staff agreed that; trainers are usually outsourced, the best workers are selected and assigned with the responsibility of coaching and mentoring others, the trainers selected understand the background of their trainees, some employees are trained to handle several task,

most of the training is on-the-job, some training sessions are held outside

5.2 Conclusions

5.2.1 Learning Styles

The study concludes that there is a significant and direct relationship between Learning Styles maintained by the university of Kabianga and Job Performance. Most staff agreed with Learning Styles' procedures of the university. Learning styles will be beneficial to the institution as the employees will understand their work leading to greater services to the students and clients. Most employees are trained to handle several tasks about the jobs they do in the university. Most of these trainings are held outside the university. It was observed that the new employee trained mostly through observation. The study concludes that there is no relationship between Training Methods and Job Performance of employees in University of Kabianga.

5.2.2 Training Methods

The study concludes that training methods influence Job performance, since most employees are trained to handle several tasks about the jobs they do in the university. Most of these trainings are held outside the university. It was observed

that the new employee trained mostly through observation. The study concludes that there is no relationship between Training Methods and Job Performance of employees in University of Kabianga.

5.3 Recommendations

5.3.1 Training methods

This study recommends that the University of Kabianga should improve on their Training methods to improve their employee productivity. It should also improve its formal training methods to assess the effectiveness of the training undertaken by employees. The University should encourage employees to disseminate and share acquired knowledge and skills with their colleagues geared towards Job Performance.

5.4 Suggestions for future studies

The study concentrated on influence of Training implementations and Job Performance of employees in University of Kabianga. Therefore, another study should be done on the influence of learning institutions and universities replicated with the teaching staff of other Universities.

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