

Relationship Between Training Needs Assessment and Performance of Non-Teaching Employees at Management Level at Kenya School of Government

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Abstract— The purpose of the study was to investigate the relationship between training needs assessment and performance of non-teaching employees at the Kenya School of Government. The study was founded on two theories namely theory of social learning and goal setting theory. This study adopted descriptive survey research design. The researcher targeted all the five campuses of Kenya school of government in Kenya. The target respondents comprised of the 150 non-teaching employees at the management level from which a sample size of 110 respondents was selected using stratified sampling technique. The study collected both primary and secondary data. Secondary data was obtained from KSG reviews in publications and journals. Structured questionnaires were used to collect primary data. The collected data were quantitative and qualitative in nature. Statistical SPSS version 21 and MS Excel helped the researcher to describe the data. After carrying out regression analysis, the research established that training needs assessment was statistically significant in explaining employee performance at KSG. The study concluded that Training Needs Assessment was conducted before acquisition of new skills and helped to improve use of New Technology. Additionally, TNA enabled the staff to undergo courses which enhanced Legislation, and policies that were introduced by Government.

Keywords— Training Needs Assessment and Performance

I. INTRODUCTION

Kenya Vision 2030 intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy. To achieve this much needs to be done through life-long training and education (Republic of Kenya, 2007). Human Resource must be invested in and leveraged efficiently in order for it to generate returns, for the individuals involved as well as an economy as a whole. World Economic Forum reported that the global economy is entering an era of talent scarcity that, if left unaddressed, will hinder

economic growth worldwide (Anjum & Angelina, 2015). Human capital investment is one of the key factors in combating high and persistent unemployment and problems of low pay and poverty (Amitabh, 2017). Employee training is an envied undertaking in institutions of higher learning, and it is believed that training will aid performance output due to acquired skills, technology and knowledge (Amitabh, 2017). Organizations that extensively train their employees create a reputation for valuing and developing employees and are able to attract a cadre of highly skilled employees (Christian & Simone, 2017). It is imperative that the institutions of higher learning whose goals are to survive and prosper invest in training and development to improve production and acquire great returns in the investment of human capital (Truitt, 2011). Human capital model is based on the premise that additional non-compulsory training increases the productivity of labor in a perfectly competitive market (Brinia & Pefanis, 2013). Employee performance in this study context referred to how well employees perform on the job and assignments given to them against the accepted performance standards set by the organization (Baranik et al., 2013).

1.1.1 Employee Performance Concept

"A common term in the Human Resource discipline, employee performance involves all area affecting and relating to employees' work". It is crucial for organizations to ensure low performers are doing well. Performance constitutes five elements that include planning, monitoring, developing, rating and rewarding. Planning is all about goal setting, strategies development, and tasks and schedules outlining to achieve goals. Monitoring involves comparing set goals and what has been achieved (Grohmann & Kauffeld, 2013). Monitoring refers to constantly measuring performance and giving response to employees regarding their progress towards reaching organizational goals. Constant monitoring offers the opportunity to confirm how employees are meeting set goals and to make adjustments to intolerable standards. The development phase involves an employee seeking to improve any poor results noted within the predesigned

time frame. During planning and monitoring of work, deficiencies are addressed and employee rating is done for the long term benefit of the company (Brad Harris, Chung, Frye & Chiaburu, 2014).

1.2 Statement of the Problem

Non-teaching employees (Senior Assistant registrars', Deputy Registrars and Registrars) at management level are some of the employees whose training programs have been decreased or discontinued because of budgetary constraints. This means that training programs for enhancing skills on administration, support for the work of teaching staff, dealing with student non-academic matters, and working in administrative functions such as finance, HR, Marketing, Corporate Department and many other sections has been affected and in turn affected individual and organizational performance ((Brad Harris, Chung, Frye & Chiaburu, 2014). Non-teaching employees are likely to fail in accomplishing targets due to lack of advanced technology, as such, timely feedback coupled with exposure to relevant training may minimize negative training outcomes (Grohmann, Beller, & Kauffeld, 2014). There is need to establish the influence of training on the performance of non-teaching employees at management level at Kenya school of government. The study seeks to establish the effect of training on employee performance. Although there are some local studies that have been done on training, none has focused on the effect of training on performance. For instance, there have been studies on: Training methods and techniques (Clarke, 2012), training needs of agricultural project managers in the Ministry of Agriculture (Christian & Simone, 2017), the relationship between training and development programs and job satisfaction in micro finance institutions in Nairobi (Clarke, 2012). It is against this background that this study was undertaken to ascertain the relationship between training needs assessment and performance of non-teaching employees at management level at Kenya school of government.

II. LITERATURE REVIEW

A. 2.1 Theoretical Review

1) 2.1.1 Goal Setting Theory

Harris *et al.*, (2014) stated that a person's conscious goals and intentions stems their behavior. People's behaviors are influenced by goals which direct their vigor and attention, creating a sustaining effect on their effort over time and stimulating the development of strategies for goal attainment. The Goal setting theory is applicable in a training program design (Noe, 2010). It has been agreed that specifically challenging goals result in improved performance than vague unchallenging goals. The goals ought to be relatively difficult to enable the employees strive towards their attainment. Easy goals do not stir any incentive. Harder goals that push employees to new levels of

performance will greatly benefit the employee by confirming to them that they are capable (Harris *et al.*, (2014)

Goals usually lead to improved performance especially when employees are committed to the goals. Successful attainment of a goal depends on the level of commitment the individual places towards achievement of the goal. (Harris, Chung, Hutchins, & Chiaburu, 2014) argued that goal commitment is the degree of determination one uses to achieve an accepted goal. The degree of determination is pegged on the importance the individual's places on the attainment of the goal as well, the belief that they can achieve the goal coupled with hard work. Goal theory implies that collaborative setting of objectives, feedback and engagement, which all constitute the managerial approach, can improve motivation (Harsh, 2014). When objectives are explained to employees their motivation increases. As such, goals must be specific, measurable, and attainable and time bound (Iqbal, & Khan, 2011).

2) 2.1.2 Theory of Social learning

According to Joshua *et al.*, (2012) Social learning theory has been developed in the last 15 years primarily to describe and predict how people learn from observation of models. Learning from models has been shown to be more efficient than trial and error learning under many conditions. According to social learning theory, observational learning is controlled by the processes of attention, retention, and reproduction. Rewards operate to affect performance of behavior not learning. In addition to motivating behavior by directly rewarding it, a person may perform behavior that he observes another is rewarded for (extrinsic reward), and he may learn to reward himself for appropriate behavior.

From social learning theory, a number of rules can be derived for optimal training conditions. Twenty statements about conditions for effective training are given to illustrate the application of social learning theory to industrial training. For example: "When modeling a task, give the learner a verbal model to guide performance. The best verbal models will give rules for the responses of that task, but will be as simple as possible and easy to remember. "The trainee is most likely to learn to reward himself for a good job performance if he comes to feel that the work he is performing is very important to him and to the company and that he has significant control of the work outcomes." Social learning theory has been applied to industry in two ways: a training method based on social learning theory has been used to teach managers to deal more effectively with human relations problems occurring on the job and social learning theory have been used to predict which subordinates will imitate the behavior of their supervisors. It is against this background that the current study seeks to adopt this theory as it relates to the study topic.

B. 2.2 Empirical Review

Conducting a needs assessment is vital to the success of a training program (Khalil, 2012). Training needs assessment aims at assess/evaluate the trainees' level of acquaintance with or understanding of a science, art or technique (Knowledge), possession of means (ability) to complete a task and proficiency (skill) in doing a task. The acclimatized prerequisite of knowing something with familiarity is acquired either through association, experience or training ((Khalil, 2012). Training needs assessment entails personal analysis, organizational and task analysis. Organizational analysis involves defining the usefulness of training given a company's business strategy, available training resources and executive and peer support from training activities. Personal analysis involves determining whether performance deficiencies result from lack of knowledge, ability, or skills or from a motivational or work-design problem, recognizing who needs training, and determining an employees' inclination to training. Task analysis aims to identify the important tasks and skills, knowledge and behavior that need to be focused on during training in order for employees to complete their tasks ((Khalil, 2012). Due to globalization with many changes in world economies and dynamism at workplace, it is imperative that organizations develop their employees. At times the individuals fund their development by acquiring more knowledge, skills and competencies required at work place (Koskela & Palukka, 2011).

TNA is the first step in the process which culminates into an educational and training strategy for the staff in an organization. TNA is therefore about understanding the nature of the need and strategizing how to solve it. Well planned training programs will give value to organizations in terms of increased productivity, increased morale, reduced costs, increase organization stability and flexibility to adapt to changing external requirements (Lancaster *et al.*, 2013). Needs assessment can help improve the quality of policy or program decisions and may lead to improvements in performance and accomplishments of desired results (Khalil, 2012). A well-developed development system enables organizations source from their in-house talent for staffing and promotion purposes. This gives assurance that the knowledge, skills, experience and aspirations available are matched with needs of the organization. Koskela and Palukka, (2011) admit that education serves a critical role in promotion of socio-economic development of a country. Universities therefore have a role of equipping employees with advanced knowledge, skills and competencies (Koskela & Palukka, 2011). After training needs assessment has been conducted, the employees may be promoted or enrolled for further training to acquire more skills, knowledge and competencies to enable them improve on performance.

Michelle (2013) did a study on the need for effective training needs assessment in Christian organizations with special focus on the ELCT Konde Diocese as a case study. A sample of 63 respondents from a total number 165 of the population was selected: some randomly and others on non- random basis. All respondents were given questionnaires to fill. Direct interviews were also administered to cross-check with the findings in the questionnaire. The findings indicated that the ELCT-Konde Diocese has no clear understanding of the concept of Training Needs Assessment. Consequently, the Diocese had no bench- making of Training in its organization. On the other hand, the respondents showed the need for effective training of which they meant Training Needs Assessment in the Diocese so as to equip them in the dynamic world.

Marcia *et al.*, (2015) for instance, has done the research on factors hindering the effectiveness of the staff training function at the University of Dar-es Salaam. He found that there was no balance between staff training and employees' performance. A study done by Michelle, (2013) in the National Social Security Fund (NSSF) has revealed that training programme in the institution is done unplanned and without training evaluation. Also, the budget for training programme has been regarded as peripheral function. A study by Muhammad *et al.*, (2013), on Training Needs Assessment and its Contribution to the organizational Performance discovered that in the past, the Immigration Department it was irregular to conduct training needs assessment despite of few staff training in different fields of studies which has been conducted. Also, it was individual employees who used to apply directly or in the areas they were interested. The trainers did not take into account that training was an important component toward improved organization performance. Haji's study (2009) on the identification of training needs assessment in the immigration department has discovered that training needs are not related to the specific needs of the organization, rather it is based on individual desire.

3.0 RESEARCH METHODOLOGY

C. 3.1 Research Design

The study used a descriptive design, descriptive studies can answer questions such as "what is" or "what was." Experiments can typically answer "why" or "how." The research often involves collecting information through data review. This type of research best describes the way things are.

D. 3.2 Population and Sample Size

A target population, according to Mugenda and Mugenda (2012) is that group to which a researcher desires to take a broad view in a study. In this study, the target population was the KSG while the target respondents (Unit of observation) were the 155 non-teaching staff at KSG (KSG, human report 2017) (see Table 3.2).

Table 3. 1: Target Population

KSG Campuses	Number of Non-Teaching Employees	Percentage
KSG Baringo	31	20.0
KSG Mombasa	32	20.6
KSG Embu	29	18.7
KSG Lower Kabete	32	20.6
KSG Matuga	31	20.0
Total	155	100.0

Source: KSG Human Resource Job Evaluation Report (2017)

From Table 3.2 a population size of 155 gave a sample size of 110. The study employed stratified sampling procedure for the selection of the sample size for every category as shown in Table 3.2. From every institution (Table 3.1) a sample size equivalent to 71.9% was applied. The advantage of using this method is that it minimizes errors that occur during sampling therefore increasing the accuracy (Yin as cited by Tim, Michael, Brnich & Jason, 2016).

Table 3. 2: Sample Size

KSG Campuses	Number of senior staffs	Ratio	Sample Size
KSG Baringo	31	0.719	22
KSG Mombasa	32	0.719	23
KSG Embu	29	0.719	21
KSG Lower Kabete	32	0.719	23
KSG Matuga	31	0.719	22
Total	155		110

Source: Authors (2017)

E. 3.3 Data Collection

Data collection deals specifically with the type of data to be collected and the techniques used. The type of data that was collected for this study was Primary data. Primary data was obtained through self-administered questionnaire so as to collect the required data.

F. 3.4 Data Analysis and Model Specification

The data that was mostly quantitative and was analyzed using the descriptive statistical method. Statistical Package for Social Sciences (SPSS) Software was used to describe the data and determine the extent used. Analysis of Variance (ANOVA) will be performed to determine the impact of independent variables on the dependent variable in the linear regression analysis.

$Y = \alpha + \beta_1 X_1 + \varepsilon$ Where; Y = the dependent variable (employee performance)

α - Is a constant and it's the Y value when all the predictor values (X_1) are zero, β_1 - Are constants regression, X_1 = Training need assignment and ε - (Extraneous) is the error term.

III. 4.0 FINDINGS

A. 4.1 Response Rate

A total of 110 questionnaires were distributed, 3 were completely destroyed and illegible, 80 questionnaires were returned in sound condition, representing 72.72%. In this case the response rate of 72.72% was considered acceptable as supported by Mugenda and Mugenda (2003) who posit that a response rate of 70% and above is excellent. Bell and Bryman, (2011) also agree that a response rate of 60-70 is acceptable; 70-85 is very good, and 85 and above is excellent.

B. 4.2 Descriptive Analysis for Training Needs Assessment

TNA refers to a process of identifying performance requirements and the knowledge, skills, and abilities needed by an organization's workforce to achieve the requirements (Naweed, 2014). This will facilitate the organization's development of relevant trainings which lead to achievement of objectives and goals. It is important to conduct a needs analysis before mounting trainings to avoid launching trainings that are irrelevant to the needs of employees (Piyali *et al.*, 2015). The study sought to ascertain the relationship between training needs assessment and performance of non-teaching employees at management level at Kenya school of government, the study analyzed the descriptive statistics for the variable. The respondents' level of agreement was tested using a five point Likert scale of 1-5 where 1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree and 5 - strongly agree. To establish the index of training needs assessment, the means of individual ranking on the items were calculated. The mean obtained were therefore used as an index for training needs assessment.

Table 4. 1: Descriptive Analysis for Training Needs Assessment

			1	2	3	4	5	Me an	St d de v
TN A1	Training needs assessment was conducted before my acquisition of new skills	%	9.7	27.8	29.2	13.9	19.4	3.1	1.27
TN	Training	%	16	19	27	31	4	2.9	1.

A2	needs assessment has helped to improve my use of New Technology		.7	.4	.8	.9	2		16
TN	Training	%	6.	36	27	9.	19	3.1	1.
A3	needs assessment enabled me to undergo courses which enhanced Legislation, and policies that are introduced by Government		9	.1	.8	7	.4		22
TN	I was	%	8.	23	26	20	19	3.2	1.
A4	assessed by administration on Training needs assessment before undertaking training		3	.6	.4	.8	.4		25
TN	Training	%	22	15	18	33	11	3.0	1.
A5	needs assessment helped me to gain higher standards in performance		.2	.3	.1	.3	.1		36
Average								3.0	1.25

agreed, 29.2% did not give any opinion while a few (7.9%) strongly disagreed with the sentiment. From the findings 33.3% of the respondents agreed that they were assessed before TNA was administered to them. The results of the study clearly indicate that assessment by administration is conducted before TNA is carried out among non-teaching staff in management cadres at KSG. The study agrees with Rick and Sue, (2013), as he contends that personal analysis and task analysis are helpful in enhancement of organizational needs on training. Adherence to this practice leads to proper and correct training administered to employees.

The study also sought to establish the extent to which training needs assessment helped in improving the use of new technology. The study found out that 31.9% agreed, 4.2% strongly disagreed, 27.8% did not give any opinion, 19.4% disagreed while 16.7% strongly disagreed with the sentiment. The study agrees with Rasli et al., (2012), who alluded that online technology can be used to monitor and track employee performance and is a skill used to provide feedback to employees. Seetha, (2014) concur that training is important due to the complex work environment, rapid change in organizations and advancement in technology, especially in Nigeria and Zimbabwe municipalities, where they studied the relationship between training and employee performance. The study therefore established that training needs assessment helped employees improve in the use of new technology.

The study sought to determine how training needs assessment help employees to undergo required courses, which enhanced which enhanced legislation and policies introduced by government. According to Table 4.11, 36.1% disagreed, 27.8% did not give any opinion while 19.4% strongly agreed as shown by a mean score of 3.1 indicating that majority of the respondents were not sure that TNA helped them to undergo required courses introduced by the government. The study disagreed with Valerij & Tomaž, (2013) who revealed that the government of Libya trained 98 graduates in 1953-54 in universities. These graduates underwent training of between six months to one year at national institute for administration. As a result, 84 Libyan manpower increased from 454,100 in 1975 to 678,400 in 1985, to 861,800 in 1989. This was a result of government policy and initiative. Concerning the question as to whether training needs assessment helped to gain higher standards in performance, 33.3% of the respondents agreed while 22.2% strongly disagreed. The study agreed with Salas et al., (2012) who revealed that employees are, evaluated to ensure they understand tasks and duties, smooth cooperation with supervisors and are aware of set targets.

According to Table 4.1, the study revealed that 19.4% strongly agreed training needs assessment was conducted before their acquisition of new skills, 13.9%

C. 4.3 Regression Analysis Results

4.3.1 ANOVA

The ANOVA analysis in Table 4.2 presents the relationship between training and performance of non-teaching employees of the Kenya School of Government. The results presented a p-value of 0.000 which was less than 0.05. This indicated that the model was statistically significant in explaining the impact of the independent variables on the performance of non-teaching employees at KSG. It is therefore concluded that the independent variables had significant combined effects on performance of non-teaching employees. The model was for the estimation of the contributions of the independent variables on performance of non-teaching employees at KSG.

Table 4.2: ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	85.182	2	42.591	63.819	.000(a)
	Residual	21.689	7	.2816		
	Total	106.871	9			

Goodness of fit model summary

The significance of the model was reaffirmed by the goodness of fit tests in Table 4.3, whereby the coefficient of determination (R square) of 0.893 confirmed that the model explained 89.3% of the variation or change in the dependent variables. The adjusted R square of 0.785 did not make a significant difference since the model now explained 78.5% of the variations. The standard error of estimate was .57765. The goodness of fit test in Table 4.1 presents the goodness of fit of the model:

$$Y = \alpha + \beta_1 X_1 + \varepsilon$$

Being the linear model involving independent variables; Y = Performance of non-teaching employees and X1 = Training Needs Assessment. The coefficient of determination (R square) of 0.893 indicated that the model explained 89.3% of the variations in the dependent variable. This meant that the linear model was a good fit in explaining the relationship between the dependent and independent variables. A further 10.7% of employee performance was attributed to other factors not investigated in this study.

Table 4.3: Fitness Test for the Overall Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.893(a)	.797	.785	.57765

Coefficient of Determination

The study conducted a multiple regression analysis and from the above regression model, holding Training Needs Assessment constant at zero, the employee performance at KSG will be 1.147. A one percent (1%) change in Training Needs Assessment will lead to zero point four eight eight percent (0.488%) variation in performance of non-teaching staff at KSG.

Table 4.41: Regression Analysis Results

	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Beta		
(Constant)	1.147		2.915	.000
Training Needs Assessment	.488	.663	1.908	.001

a Dependent Variable: Employee performance at KSG

The Unstandardized beta coefficients column in Table 4.4 below were used to obtain the overall equation as suggested in the conceptual framework. When these beta coefficients are substituted in the equation, the model becomes:

$$Y = 1.147 + 0.488X_1 + \varepsilon \text{ where}$$

Y = Performance of non-teaching staffs, X1 = Training Needs Assessment

IV. 5.0 CONCLUSION AND RECOMMENDATIONS

The study established that training assessment had a statistically significant relationship with employee performance at KSG. Training Needs Assessment was conducted before acquisition of new skills and helped to improve use of New Technology. Additionally TNA enabled the staff to undergo courses which enhanced Legislation, and policies that were introduced by Government.

Kenya School of Government should continue administering TNA to employees to help identify areas affecting staff and recommend for them trainings accordingly to help bridge the gap between what is happening and what is expected to be done. This is because trainings which are irrelevant to employees, would lead to waste of time and financial resources. Through trainings need assessment, Kenya School of Government will realize many new job opportunities for various employees and employees will therefore be happy, satisfied and stay focused in their appropriate jobs.

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