

## MANAGEMENT TRAINING AND DEVELOPMENT: A LEADERSHIP STRATEGY TO PERFORMANCE MANAGEMENT AND JOB SATISFACTION IN KENYAN UNIVERSITIES

**Dr. Henry Kiptiony Kiplangat**

Vice Chancellor

Kabarak University

P.O. Box Private Bag - 20157 Kabarak, KENYA

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**ABSTRACT:** *Kenya's university lecturers are generally highly educated. Their capacity to carry out their mandate effectively and their recognition as essential assets to society and world - class institutions depend on their training, experience, commitment and quality of their productivity (Republic of Kenya, 2007). Specific mechanisms ought to be put in place to address the lecturers' wellbeing, to ensure their motivation, retention and productivity. The author of this paper opines that university management is tasked with the responsibility of facilitating their staff training and development in order to bridge any existing gaps or shortcomings and sharpen their skills. The rationale for training in the work context being to better hone the abilities or skills of the individual and satisfy the short and long term manpower requirements of the organisation. This paper thus focuses on management training and development as a strategic tool to performance management and job satisfaction among Kenyan universities. The study employed convergent parallel mixed methods design with census, random and systematic sampling techniques to select the respondents. Purposive sampling was also used to select information-rich cases. A target population of 2,773 members of university management and lecturers in the chartered public and private universities with their main campuses in Rift Valley Region of Kenya was considered from which a sample of 605 participants was obtained. Questionnaires, interview and document analysis guides were used for data collection. Qualitative data was thematically analysed while quantitative data was analysed using descriptive statistics, Pearson correlation coefficient, independent-samples t-test, One-way ANOVA and regression coefficients, with the use of the Statistical Package for Social Science (SPSS) version 20. The study found that training and development exhibited a strong association with lecturers' job satisfaction and performance management in the selected Kenyan Universities. For attainment of higher levels of job satisfaction and performance, the study recommended enhancement of training and development programmes in the Universities.*

**KEYWORDS:** Training, Development, Leadership Strategy, Job satisfaction, Performance Management.

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### INTRODUCTION

In Kenya, education and training are highly ranked in the country's national development Plans. These priorities are essential for the provision of globally competitive quality education, training and research to the citizens of Kenya, for development and enhanced well-being (Government of the Republic of Kenya, 2007). The Country educates and prepares its people to fill middle and high level positions, in

the formal and informal public and private economic sectors, through higher education, particularly university education. It has been argued that:

The role of universities in the provision and development of manpower required for the social economic and technological advancement of any nation cannot be over-emphasized. By their unique nature universities are expected to be a repository of the most specialized and skilled intellectuals. They serve as storehouses of knowledge for nurturing the manpower needs of the nation and hence for satisfying the aspirations of the people for a good and humane society (Ng'ethe *et al.*, 2012, p. 205).

### **LITERATURE UNDERPINNING**

University Education plays a great role in national development in Kenya. This education sector is responsible for developing a sustainable pool of highly trained, skilled and competent human resource capital. Universities are charged with the provision of relevant quality education and ought to foster national cohesion and integration. University education is also charged with the crucial responsibility of promoting skills, knowledge and attitudes required by the country (Nangulu, 2015). It is due to the recognition that university education, as pointed out by Kosgey *et al.* (2014), is essential for socio-economic and political transformation of society that Kenya has invested heavily in this sector. This investment occurred in Kenya during both pre-independence and post-independence periods. Training, on one hand, is viewed as a type of human capital investment whether it is made by an individual or an organisation. It provides workers with specific skills and corrects shortcomings in their performances. On the other hand, development is a move to provide workers with abilities the institution will require in the future (Chew, 2004 cited in Ng'ethe *et al.*, 2012). According to Ng'ethe, *et al.*, training and development opportunities are among the fundamental reasons why workers are retained, particularly the young and enthusiastic employees. Indeed, investment in training is a way of showing employees how significant they are (Dockel, 2003).

Ng'ethe *et al.*, (2012) observe that one of the factors that Herzberg singles out as a key satisfier is the opportunity to develop and grow. Consequently, by providing training and development opportunities, the lecturers, for instance, will feel that the university is investing in them and there are chances for growth within the institution such that the present job is given meaning. Professional development is the strongest factor that keeps universities true to their mandate as citadels of innovation and ideas (Tetty, 2006). Also, training is necessary to assist staff keep pace with rapid changes in the technological, legal and social environments (Salas & Cannon - Bowers, 2001). From the viewpoint of the organization, training is an investment in staff, so understanding which staff benefits most is very important (Brown *et al.*, 2006). According to the Public Universities Inspection Board (PUIB) Report (Republic of Kenya, 2006), the objective of staff training and development in universities is to make sure that there are adequately trained, qualified and skilled staff members in position to support the various programmes. Universities require to continue training and developing staff for better performance in teaching, research, service and administration. Training should aim at replacing staff members who exit for a variety of reasons; and cater for new technological and socio-economic demands, succession, new disciplines, new academic programmes. In addition, according to the PUIB Report, training should cater for individual career development and fulfilment for personal staff and focus on attaining general posterity for teaching, research, service and university education management in the nation. More so, training and development programmes should provide for benchmarking; cater for staff exchange programmes, attachment to industry and sabbaticals in other

centres of excellence within and outside the country. Such exposure, as reported by PUIB, is useful for upgrading the knowledge, skills and worldview in the developments of university education.

In Canada, Terrion (2006) evaluated the impact of Management Leadership Programme (MLP), which the University of Ottawa had delivered since 2001, on the university's management. The objective of the study was to assess the impact of MLP on the participants in terms of learning, behavioural change and achievement of core competencies. The core administrative competencies included in the study were management and leadership, self and time management, project management, and managing change and employee satisfaction, among others. Terrion found that informal learning programmes were the main means by which university administrators developed core competencies. The implication of this is that management training is important to better polish the skills of university management. One may then ask whether the training needs of the University of Ottawa administrators were similar to those of Kenya's chartered universities. This paper thus finds out the level of training and development in Kenya's chartered universities and its relationship to academic staff job satisfaction and performance.

## **METHODOLOGY**

The author adopted convergent parallel mixed methods design which involves both quantitative and qualitative research methods. A target population of 2,773 university management staff and lecturers in the chartered public and private universities with their main campuses in Rift Valley Region was considered. A sample size of 605 participants was then drawn using census, random and systematic sampling. Purposive sampling was also used to select information-rich cases. Data collection instruments were questionnaires, interview and document analysis guides whose reliability was assessed by use of Cronbach alpha test while validity was done by help of experts' review and pilot testing. Data analysis was done by coding and categorizing qualitative data into themes while quantitative data was analysed using descriptive statistics, Pearson correlation coefficient, independent-samples t-test, One-way ANOVA and regression coefficients, with the use of the Statistical Package for Social Science (SPSS) version 20.

## **RESULTS**

The study sought to find out from the respondents their opportunities for training in their universities and their subsequent job satisfaction and performance levels. To determine whether deans were satisfied with their own performance, they were asked to rate various aspects of training and development, and the results are displayed in Table 1.

**Table 1: Deans' Attitude on Training and Development (N=120)**

	<b>SD</b>	<b>D</b>	<b>Av.</b>	<b>A</b>	<b>SA</b>	<b>Av.</b>
<b>Training and Development aspects</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	
Management supports academic staff development	5.9	7.6	7	41.5	29.7	36
The training programmes I have attended are relevant to my job and position	5.9	6.8	6	40.7	40.6	
						41
I have enough training to improve my administrative skills	8	16.9	12	40.7	16.1	28
I have the opportunity to learn useful skills at our university	8	6.8	7	51.7	20.3	36
My university undertakes training needs assessment	2.5	15.3	7	38.1	12.7	25
In my university, training is based on the training needs assessment undertaken	3.4	11.9	8	30.5	12.7	22
My University organises workshops, seminars, conferences and symposia for academic staff from time to time	3.4	7.6	6	46.6	27.1	37
I have been trained on self-management	16.1	24.6	20	29.7	9.3	20
I have been trained on time-management	13.6	22.9	18	36.4	12.7	25
My University provides research grants to the academic staff	7.6	17.8	13	36.4	21.2	29
Management allows academic staff time to carry out research	8.5	8.5	9	43.4	22.9	33
I have undergone refresher courses	21.2	20.3	21	29.7	11.9	21
I have undergone training to improve my professional skills	16.1	12.7	14	42.3	16.1	29
I have undergone on the job training and certification	15.3	20.3	18	37.3	11.9	25
Elaborate orientation and induction programmes are provided to new lecturers	9.3	24.6	17	37.3	12.7	25
Local and overseas attachments are provided to academic staff	16.1	24.6	20	23.7	11	17
<b>Total Average</b>	<b>10</b>	<b>16</b>	<b>13</b>	<b>37</b>	<b>17</b>	<b>28</b>

Majority of the deans rated themselves very highly. This shows a good mastery of the skills on training and development by management. This raises staff motivation, hence, job satisfaction and performance. Lecturers' responses were also sought to determine whether they were satisfied with management's performance in training and development. The results are displayed in Table 2.

**Table 2: Summation of Lecturers' Attitude on Training and Development(N=258)**

	SD	D	Av.	A	SA	Av.
<b>Training and Development aspects</b>	%	%	%	%	%	
Management supports academic staff development	5.9	7.6	7	41.5	29.7	36
The training programmes I have attended are relevant to my job and position	5.9	6.8	6	40.7	40.6	
						41
I have enough training to improve my administrative skills	8	16.9	12	40.7	16.1	28
I have the opportunity to learn useful skills at our university	8	6.8	7	51.7	20.3	36
My university undertakes training needs assessment	2.5	15.3	7	38.1	12.7	25
In my university, training is based on the training needs assessment undertaken	3.4	11.9	8	30.5	12.7	22
My University organises workshops, seminars, conferences and symposia for academic staff from time to time	3.4	7.6	6	46.6	27.1	37
I have been trained on self-management	16.1	24.6	20	29.7	9.3	20
I have been trained on time-management	13.6	22.9	18	36.4	12.7	25
My University provides research grants to the academic staff	7.6	17.8	13	36.4	21.2	29
Management allows academic staff time to carry out research	8.5	8.5	9	43.4	22.9	33
I have undergone refresher courses	21.2	20.3	21	29.7	11.9	21
I have undergone training to improve my professional skills	16.1	12.7	14	42.3	16.1	29
I have undergone on the job training and certification	15.3	20.3	18	37.3	11.9	25
Elaborate orientation and induction programmes are provided to new lecturers	9.3	24.6	17	37.3	12.7	25
Local and overseas attachments are provided to academic staff	16.1	24.6	20	23.7	11	17
<b>Total Average</b>	<b>10</b>	<b>16</b>	<b>13</b>	<b>37</b>	<b>17</b>	<b>28</b>

Table 1 and 2 show that majority of the deans with an average of 36% agreed that lecturers' training and development is supported by management. The lecturers' attitudes on training and development were examined and the practice of whether management supported lecturers' development and training was put to the test with the following results: Those who indicated strongly disagree and disagree got scores of 4.7% and 13.5%, with an average of 9% while the agree and strongly agree had 47.1% and 13.5% respectively, with an average of 30%. The study therefore established that management supported lecturers' development and training, which is a source of motivation.

The lecturers and the deans were surveyed on their rating of management's performance in the area of staff development and training. The lecturers and deans posted the following results, as shown in Table 2, given grade choices of poor, satisfactory, very good and excellent: 9% rated management as poor, 36% found the efforts to be satisfactory, the majority, 41%, gave a rating of very good while 10% indicated excellent performance. On the side of the deans, 3.3% rated management as poor, 24% found

the efforts to be satisfactory, the majority, 46%, gave a rating of very good while 25% indicated excellent performance.

The relevance of training programmes to the dean's jobs and positions was evaluated and the reactions from the deans depicted a minority not thinking the programmes were relevant. A larger percentage with an average of 41% however opined that training programmes to the dean's jobs and positions were relevant. Majority (average of 38%) of the lecturers were also of the opinion that training programmes they had attended were relevant to their job. Interview input from a Deputy Vice Chancellor, responding positively to the inquiry about the adequacy of on-going management and leadership training for management revealed an array of training opportunities as follows:

The university facilitates attendance to short courses and seminars on aspects of management. I have attended negotiation skills seminar sponsored by FKE in Nairobi. Financial Seminar on IPSAS was attended by the Finance Officer (FO) and Deputy Finance Officer (DFO). I will be attending one on PPP from 28<sup>th</sup> to 29<sup>th</sup> January 2015 in Boma Hotel in Nairobi. We have lined up training UMB in the Five-Day Corporate Governance course. In the month of July 2015, we shall send two senior management members to Kenya School of Government (KSG) for a one-month Public Administration course. We have had two trainings in Naivasha for three days on Human Rights. The Deans, Directors and Senior Management participated. The CoDs, Deans, Directors and members of Senior Management participated in Human Rights training for one week. We are the only university in the world offering Human Rights course as a core unit for all students, (DVC4, personal communication, January 15, 2014).

Interview contribution highlighting the recommended courses for Registrars that lead to satisfaction of lecturers had one of the Registrars responding thus:

Courses or trainings which I recommend include Corporate Governance, Transformative Leadership and Team Work because you are dealing with very many people. Training on how to build teams is very important. Strategic Management Training is also crucial for comprehending how to develop strategies that are workable as well as the intricacies involved. Furthermore, I highly recommend training programmes on Finance for non-Finance Managers and Performance Management. Training and development of academic staff in, say, courses on pedagogy to improve teaching skills, computer presentations and how to write fundable research proposals lead to satisfaction (R1, personal communication, February 23, 2015).

The aspect of deans having enough training to improve administrative skills was considered and attracted the following reactions: 8% and 16.9% of deans showed strongly disagree and disagree on the likert scale in that order, with an average score of 12% while 40.7% and 16.1% showed agree and strongly agree respectively, with an average of 28%. Hence, the study found that there was enough training to improve administrative skills. To support this finding was interview contribution from a Deputy Vice Chancellor who revealed that he had attended a Leadership Training at the Kenya School of Government which addressed management and leadership styles pertaining to the university level of education, and the Universities Act, 2012. "This training improved my performance of duties and responsibilities on a daily basis. The workshops on Anti-Corruption as well as Public Procurement and Disposal Act greatly assisted me in ensuring that honesty and high levels of integrity are upheld in my

division and by extension the entire institution (DVC1, personal communication, December 8, 2014). It was evident that the universities performed a training needs assessment. This is seen in the responses from the deans which portrayed an average of 7% disagreeing while an average of 25% agreed that a training needs assessment was done. The lecturers also gave similar responses as majority with an average of 21% agreeing that there was a training needs assessment performed at the universities.

The aspect of training based on the training needs assessment undertaken by management was considered and attracted the following reactions; 3.4% and 11.9% of deans showed strongly disagree and disagree in that order, with an average score of 8% while 30.5% and 12.7% showed agree and strongly agree respectively, with an average of 22%. The lecturers' opinion on whether the university undertook training needs assessment was examined with the following results: The indicators of strongly disagree and disagree got scores of 6.9% and 20.9%, with an average of 14% while the agree and strongly agree had 33.6% and 6.3%, with an average of 20%. The study therefore established that training was based on the training needs assessment the university undertook. Interview contribution from one Vice Chancellor confirmed the finding thus:

There is a vote for training. We conduct training needs assessment in order to determine the training programmes to be rolled out with a view to developing the required skills. In the year 2014, two Deputy Vice-Chancellors were sent for training. One went to Strathmore University to do a Leadership Course for a month and another to Swaziland for a similar course under ESAMI for a month also. These courses are costly (VC1, personal communication, December 3, 2014).

The study also sought to find out the weather deans had been trained on self-management. Those who indicated strongly disagree and disagree were 16.1% and 24.6% in that order, with an average of 20%. A similar average was found with those who indicated agree and strongly agree at 29.7% and 9.3% respectively, with an average of 20%. The study therefore found that there was divided opinion on weather deans had been trained on self-management. Whether lecturers had been trained on self-management was also scrutinized by seeking the lecturers' responses to it. 11.6% and 35.5% indicated strongly disagree and disagree respectively, with an average of 24% while 31.1% and 6.1%, agreed and strongly agreed respectively depicting an average of 19%. The study therefore established that lecturers and deans had not been trained on self-management. Self-management involves setting goals, managing time, avoiding procrastination, stress and providing more opportunities to accomplish tasks. It is therefore imperative that training on this subject be organised as it will obviously make the staff to be more productive and motivated. It is also clear from the findings that the deans had been trained on time-management. The majority responses were found with those who indicated agree and strongly agree at 36.4% and 12.7% respectively, with an average of 25%. On whether lecturers had been trained on time management, the indicators of strongly disagree and disagree got scores of 11% and 28.9% respectively, with an average of 20% while the agree and strongly agree had 34.2% and 8% respectively, with an average of 21%. The study therefore established that lecturers and deans had been trained on time management. This is a good practice because the staff will accomplish more, remain focussed, make better decisions, reduce stress, have time to unwind and as a result get promoted, hence job satisfaction.

The aspect of management's provision of research grants to the academic staff was considered and received the following reactions; 7.6% and 17.8% of lecturers showed strongly disagree and disagree in that order, with an average score of 13% while 36.4% and 21.1% showed agree and strongly agree respectively, with an average of 29%. The study also sought to find out if the university provided research grants to the academic staff. 12.7% and 17.9% indicated strongly disagree and disagree in that order, with an average of 15% while 36.4% and 13.5% showed agree and strongly agree respectively, with an average of 25%. Hence, the study found that the universities provided research grants to the academic staff. According to one of the Registrars, "academic staff requires state-of-the-art equipment for teaching and research. Their availability enhances their job satisfaction and their lack causes job dissatisfaction" (R2, personal communication, December 9, 2014). In addition, interview data from a different Registrar revealed the following: "In our university, we encourage academic staff to pursue further studies by giving them tuition waivers for those studying within, (50% for spouse, 70% for staff pursuing Masters Degrees and 100% for staff doing PhD studies)" (R1, personal communication, February 23, 2015).

The study also sought to find out whether management allowed academic staff time to carry out research. Those who indicated strongly disagree and disagree were 8.5% and 8.5% in that order, with an average of 9%. The majority responses were found with those who indicated agree and strongly agree at 43.4% and 22.9% respectively, with an average of 33%. Whether management allowed academic staff time to carry out research was also scrutinized by seeking the lecturers' responses to it. Those who indicated strongly disagree and disagree got scores of 8.5% and 20.9%, with an average of 15% while the agree and strongly agree had 38.6% and 12.7%, with an average of 27%. The study therefore established management allowed academic staff time to carry out research. This is a great motivator.

**Table 3: Management Performance Rating of Training and Development by Lecturers and Deans**

Performance	Scale	Lecturers		Deans	
		Frequency	Percent	Frequency	Percent
Poor	16 - 31	35	9	4	3.3
Satisfactory	32 - 47	134	36	29	24
Very Good	48 - 63	149	41	55	46
Excellent	64 - 80	39	10	30	25

The deans and the lecturers concurred that the university management was doing a very good service in provision and facilitation of training and development of academic staff, which implied job satisfaction with room for improvement. As a result, the study found that there was very good performance of management in the area of staff training and development. The University job satisfaction was found to be at the level of satisfied and very satisfied according to the deans (58) and lecturers (139) respectively as shown in Cross tabulation Tables 4 and 5.



**Table 4: Training and Development and Deans' Job Satisfaction**

Performance	Scale	Lecturers		Deans	
		Frequency	Percent	Frequency	Percent
Poor	16 - 31	35	9	4	3.3
Satisfactory	32 - 47	134	36	29	24
Very Good	48 - 63	149	41	55	46
Excellent	64 - 80	39	10	30	25

**Table 5: Academic Staff Job Satisfaction and University Staff Training and Development Cross Tabulation**

Academic job satisfaction (categorized) * Staff Development & Training Cross tabulation						
		Staff Development & Training				Total
		Poor Training	Satisfactory Training	Very Good Training	Excellent Training	
Academic job satisfaction (categorized)	Very Dissatisfied	3	2	0	1	6
	Dissatisfied	16	23	5	0	44
	Satisfied	9	64	36	3	112
	very satisfied	4	45	76	14	139
<b>Total</b>		<b>32</b>	<b>134</b>	<b>117</b>	<b>18</b>	<b>301</b>

Moreover, the study sought to determine whether training and development had a significant effect on staff job satisfaction. It found a moderate positive significance ( $r = .573$ ,  $\alpha = 0.00$ ). Using the 5% significance level, the p value of training and development was 0.000 showing that the above mentioned variable plays a significant role in the university staff job satisfaction, with  $p < 0.05$ . Therefore, the null hypothesis  $H_0$  which stated that there is no significant relationship between training and development and lecturers' job satisfaction failed to be accepted, hence the alternative hypothesis was accepted.

## DISCUSSION

Kipkebut (2010) observed that employees who receive support from their universities in developing their skills and knowledge, become more satisfied with their jobs as this improve their chances of getting promoted, resulting in better pay and improved status in the universities. This aligns with Tetey's (2006) observation that professional development is the engine that keeps the universities true to their mandate as centers of ideas and innovation. According to the Public Universities Inspection Board (PUIB) Report, the objective of staff training and development in universities is to make sure that there are adequately trained, qualified and skilled staff members in position to support the various programmes (Republic of Kenya, 2006).

Marangu (2005) observed that those running universities should be enhanced through appropriate tailor-made training programmes; as a result, university administrators ought to be prepared to acquire relevant competencies. These competencies should encompass the critical skills required in the management of the organization. They provide the university administrators with the capacity to forecast future institutional needs and strategize for new development of and within the university. The management of public universities develop or revise their training policies which guide their training and development activities, and therefore enable the university to identify skills that may be needed for it to respond to its environment (Kipkebut, 2010). The main problem with training activities in public universities was the lack of training needs analysis. She observed that people were enrolling for courses that were not even relevant purely for promotional purposes. She also found that training and development in private universities was quite systematic and well planned (Kipkebut, 2010).

Some of the courses and degrees recommended by the Registrars and Vice Chancellors interviewed included the following: Masters in Business Administration; Masters in Business Management; Psychology and Human Relations; Corporate Governance; Human Resource Management (HRM); Financial Management; Strategic Management; communication training on the New Labour Laws; Negotiation Skills; Performance Management and Customer Satisfaction; the six-month Leadership Management Course for senior managers of public institutions by Kenya School of Government; Servant Leadership Training; Corporate Management courses; courses on Higher Education such as the one in Israel; Performance Management; Management and Leadership courses; Finance for Non-Finance Managers; Transformative Leadership; Corporate Governance; Audit and Risk Management; Leadership training by Kenya School of Government; Workshops on Anti-Corruption as well as Public Procurement and Disposal Act. In addition, Management and Leadership Styles and Universities Act 2012 courses, Diploma in Law and workshops on Integration of Faith and Learning were recommended.

The practice of organising workshops, seminars, conferences and symposia for academic staff from time to time was examined and received the following reactions: 3.4% and 7.6% of deans showed strongly disagree and disagree in that order, with an average score of 6% while 46.6% and 27.1% showed agree and strongly agree respectively, with an average of 37%. The study also sought to find out the lecturers' opinion on whether universities organised workshops, seminars, conferences and symposia. 6.3% and 19.8% indicated strongly disagree and disagree, with a total average of 13% while 43.3% and 9.6% showed agree and strongly agree respectively, with an average of 26%. Hence, the study found that the universities organised workshops, seminars, conferences and symposia for academic staff from time to time which acts as a motivator. Universities require to continue training and developing staff for better performance in teaching, research, service and administration (Republic of Kenya, 2006). Confirming this finding was an input from a Deputy Vice Chancellor: "We have a training committee. In every department, we have sponsored members of staff to attend short-term courses. Right now, there is a group in Naivasha undergoing training by KEBS on maintenance of records, documentation and maintenance of our ISO. Also, KEBS has trained our internal auditors to maintain our ISO" (DVC6, personal communication, February 3, 2015). In addition, it was found that university administrators were tasked with the responsibility of facilitating their staff training in order to bridge any existing gaps or shortcomings and sharpen their skills, and putting in place specific mechanisms that respond to the academic staff welfare issues. Interviews revealed that some universities have a staff development and training policy. It was also found that for some institutions, it

is a university policy to allow the senior management to undergo training. One interviewee had attended a management course in South Africa and another revealed that he underwent risk management training in India together with the senior financial staff. He had also undergone training in finance software, with ongoing annual update courses and that training accountants in-house was done whenever there was need. Moreover, whenever there was a conference, every senior accountant was entitled to a certain fund for attending conferences and seminars in their areas of training, annually.

Findings from interviews showed that, according to one Registrar, Masters Degree holders were encouraged to pursue PhD studies by giving them two days a week or more time whenever they requested. Management also looked for scholarship opportunities for them and provided trainings and facilitated attendance of conferences within the confines of limited resources (R5, personal communication, January 15, 2015). However, qualitative data from a different Registrar showed that teaching and research environment required improvement but due to insufficient funding, management was unable to do so (R1, personal communication, February 23, 2015). In agreement with this observation, Kipkebut (2010) observed that promotion for lecturers' is dependent on teaching, research and publications but due to financial constraints, non-prioritization of research by government and inadequate publishing facilities, publishing of refereed articles has become a monumental challenge in Kenya and other African academics. In addition, interview contribution from a Registrar revealed that "academic staff were granted study leave according to government regulations so long as the courses were relevant and Leave of Absence to those appointed to senior positions in government as well as in the private sector as one way of enhancing academic staff job satisfaction" (R1, personal communication, February 23, 2015). This differed from a finding by Mapesela and Hay (2005) who observed that concerns about academics not having sufficient time to publish and engage in research activities - aspects which are crucial for promotion and for building stature as an academic loom in academic debates.

The practice of undergoing refresher courses was also examined and the following reactions were noted: 21.2% and 20.3% of deans showed strongly disagree and disagree in that order, with an average score of 21% while 29.7% and 11.9% showed agree and strongly agree respectively, with a similar average of 21%. Hence, the study found that opinion was divided on refresher courses, but established that refresher courses were available. The study also sought to find out from lecturers if universities organised short refresher courses. 12.7% and 33.3% indicated strongly disagree and disagree respectively, with an average of 23% while 24% and 5.5% showed agree and strongly agree respectively, with an average of 15%. Hence, the study found that the universities did not organise short refresher courses. This implies that the academic staff were not operating from the cutting edge of new practices in their fields, leaving them dull and demotivated. In contrast to this finding, a Deputy Vice chancellor confirmed the following:

We have Staff Development and Training Policy. We normally allocate funds for development and training of staff. It is upon the various divisions to identify the staff to be trained and developed. There is a committee to identify the staff to be trained under some conditions such as having served for a number of years. We authorize somebody to take leave of absence if he or she has fulfilled certain conditions. There is also availability of fee waiver (50% for first dependant, 40% and 30% for the second and third dependants, respectively). This is one way of

building the university. We have also been allowing the staff to attend conferences and workshops. There is a vote for these activities (DVC 2, personal communication, December 9, 2014).

These findings are also in tandem with Odor (1995) who stated that seminars and conferences provided opportunities for professionals to enrich themselves or get abreast with new knowledge and ideas. The ultimate goal of management training is improvement in individual, institutional effectiveness and the quality of service through improved performance. Maicibi and Nkata (2005) observed that training involves both learning and teaching and there is improved employee job performance and productivity derived from short-term and long term training.

The study is also relevant to theoretical assertions such as that of Tiberondwa (2000) who confirmed that attendance of seminars, workshops, conferences and short courses, postgraduate diploma, Master degree, Ph.D programs and sabbatical leaves, within and outside the institution, lead to effective performance in activities. These learning programmes were the means by which university administrators developed core competencies. Schneider and his colleagues carried out ground-breaking studies in this area, showing how employee attitudes about various human resources practices correlated with customer satisfaction measures, thus indicating key levers to improve customer satisfaction. For example, they found that when employees reported higher satisfaction with work facilitation and career development, customers reported higher service quality (Schneider & Bowen, 1985). The deans' opinion on whether they underwent training to improve their professional skills was sought. Those who indicated strongly disagree and disagree were 16.1% and 12.7% in that order, with an average of 14%. The majority responses were found with those who indicated agree and strongly agree at 42.3% and 16.1% respectively, with an average of 29%. The study therefore established that deans underwent training to improve their professional skills. One interviewed Deputy Vice Chancellor confirmed that "this training improved my performance of duties and responsibilities on a daily basis. The workshops on Anti-Corruption as well as Public Procurement and Disposal Act greatly assisted me in ensuring that honesty and high levels of integrity are upheld in my division and by extension the entire institution" (DVC1, personal communication, December 8, 2014).

The practice of deans undergoing on-the-job training and certification was examined and received the following reactions: 15.3% and 20.3% of deans showed strongly disagree and disagree in that order, with an average score of 18% while 37.3% and 11.9% showed agree and strongly agree respectively, with an average of 25%. Hence, the study found that deans underwent on-the-job training and certification. Terrion (2006) found that informal learning programmes were the main means by which University Administrators of the University of Ottawa, Canada, developed core competencies.

The study also established that the universities provided as much on-going training as affordable to the lecturers. Contribution from an interviewed Deputy Vice Chancellor confirmed this through the following revelation:

We have a training vote for staff in both administration/management and academic areas. For example, in economics lecturers can apply for courses in Econometrics or HR. When the application is received, the university looks at the available resources and sponsors them. Senior

Management goes for training in different areas - teaching, training and extension/community service (DVC5, personal communication, February 2, 2015).

Training and development was a positive predictor of job satisfaction (Kipkebut, 2010). She pointed out that provision of adequate training opportunities sends a message to employees that they are valued by their universities resulting in strong psychological bonding and a willingness to contribute more to the achievement of their universities' objectives. Whether elaborate orientation and induction programmes were provided to new lecturers was also scrutinized by seeking the deans' responses to it. The strongly disagree and disagree got scores of 9.3% and 24.6% respectively, with an average of 17% while the agree and strongly agree had 37.3% and 12.7% respectively, with an average of 25%. Whether elaborate orientation and induction programmes were provided to new lecturers was also scrutinized by seeking the lecturers' responses to it. The indicators of strongly disagree and disagree got scores of 9.3% and 24.6% respectively, with an average of 17% while the agree and strongly agree had 37.3% and 12.7% respectively, with an average of 25%. The study therefore established that elaborate orientation and induction programmes were provided to new lecturers. This finding showed that new lecturers are given special attention and so they do not feel frustrated. Wallace (2007) observes that skipping orientation leaves new employees unnecessarily confused and sends the message they are not important. Orientation should express the importance of the new employees' role in achieving the organization's mission. This will in turn create a conducive environment, hence building up job satisfaction.

The study also sought to find out the dean's opinion on whether local and overseas attachments were provided to academic staff. 16.1% and 24.6% indicated strongly disagree and disagree in that order, with a total average of 20% while 23.7% and 11% showed agree and strongly agree respectively, with an average of 17%. The study also sought to find out from lecturers if local and overseas attachments were common practice in the universities. 25.6% indicated strongly disagree while 29.8% indicated disagree respectively, with a total average of 29% while 17.6% and 4.1% showed agree and strongly agree respectively, with an average of 11%. Hence, the study found that local and overseas attachments were not common practice in the universities.

Kipkebut (2010) observed that although public universities lack funds to sponsor employees for external training, employees have been awarded tuition waiver to study within their universities. However, interview input from a Registrar revealed that overseas training was common in the university; "a lecturer attended a conference in China. Some lecturers attended a conference on Agriculture in Israel. Others went to Germany and U.S.A. for different conferences. Moreover, exposure polishes or better hones the skills of lecturers and leads to personal growth and better service delivery" (R4, personal communication, December 11, 2014). In addition, apart from attending a leadership training course at Eldoret, one Registrar explained more on the availability of training opportunities abroad as follows:

I attended administrative courses in Britain, University of Amsterdam, Netherlands and Management course at ESAMI, Tanzania. In Britain, we compared the administrative problems of the Developing Countries and developed Countries. We exchanged notes which were mind-opening, especially on issues in the academic areas. We visited various universities and saw how universities set science parks within the universities and actualized research in their

laboratories before they rolled out to industry. We observed how industry-university links and industry-funded research in various areas generate ideas which can be shared/disseminated (R8, personal communication, February 20, 2015).

A Deputy Vice Chancellor added weight to confirmation of availability of training abroad by discussing the following experiences:

Due to our location, we cannot attract qualified/competent and experienced academic staff. Thus, first of all, we purpose to build capacity of our academic staff through seminars, workshops and conferences. We support our staff for exposure. Secondly, we build capacity through exchange programmes or collaboration with other universities. For example, we have exchange programmes with Karlstaad University in Sweden where we get our leading lecturers to go to teach there in exchange with others from Karlstaad who come to teach in our university. This leads to exposure and better performance. Thirdly, we have long-term training. When we get scholarships we give to the most destitute departments. We also give paid leave to those undertaking further training/studies. And fourthly, internal seminars are held in the university. For example, on the Dairy Value Chain, we got experts from the Dairy Training Centre in Netherlands who came to train ten of us so that we can train our own university human resource as well as others from our country and countries within the region (DVC4, personal communication, January, 15, 2015).

Without efforts in this direction, intellectual capital can stagnate and the relevance of universities to society may diminish. Faculty members thrive on intellectual and collegial stimulation from their peers when they attend professional activities and national and international research meetings. Management skills of those running universities should be enhanced through appropriate tailor-made training programmes (Marangu, 2005). Training and development programmes should provide for benchmarking, cater for staff exchange programmes, attachment to industry and sabbaticals in other centres of excellence within and outside the country. Such exposure, as reported by Public Universities Inspection Board, is useful for upgrading the knowledge, skills and worldview in the development of university education (Republic of Kenya, 2006).

## **IMPLICATION TO RESEARCH AND PRACTICE**

The findings in this paper may be a basis for university management development -related factors in Kenyan Universities and other parts of the world. Consequently, they add knowledge to the field of Human Resource Management (HRM). For university management (VCs, DVCs, Registrars, Deans and HoDs), the findings indicated the areas in which they should be trained to better hone their leadership practices for effective and efficient university management. The results of the study will lead to better management of universities in Kenya. Thus, Kenya's universities will develop to become world-class institutions.

## CONCLUSION

The study established the following positive findings concerning staff training and development: management supported academic staff development, training programmes attended were relevant to jobs and positions held, there was enough training to improve administrative skills, training was based on the training needs assessment undertaken by management, management organised workshops seminars, conferences and symposia for academic staff from time to time, deans had been trained on self-management, deans had been trained on time-management, management provided research grants to the academic staff and, management allowed academic staff time to carry out research. Furthermore, refresher courses were available, deans underwent training to improve their professional skills, deans underwent on-the-job training and certification and, elaborate orientation and induction programmes were provided to new lecturers. However, the study found that local and overseas attachments were not provided to academic staff, lecturers had not been trained on self-management, and, universities did not organise short refresher courses for lecturers. These were areas that management will need to look into so as to enhance self-confidence and academic staff job satisfaction.

From the interviews, the following were established as the recommended courses for members of management: Corporate Governance, Strategic Management Training, Training Programmes on Finance for Non-Finance Managers, courses on pedagogy to improve teaching skills, how to write fundable research proposals, Master of Business Administration, Master in Business Management and Psychology and human relations degrees. Moreover, some of the courses attended were found to be: Leadership Training at the Kenya School of Government, Corporate Governance Leadership, Transformative Leadership Course, Industrial Relations Training, Enterprise Risk Management, Soft Skills Training on Communication, Teamwork and Empathy, Inter-Personal Skills Training and, Culture and Management of Change Training. In addition, some universities were found to have a staff development and training policy, others had university policy that allowed the senior management to undergo training and lastly, it was also found that there were specific management training courses intended to improve leadership skills for management. The study also found that there were a variety of courses that could improve the performance of management, thus ensuring staff job satisfaction. Examples of such courses were: Leadership Training at the Kenya School of Government, Workshops on Anti-Corruption, Public Procurement and Disposal Act, Human Resource Courses by KIM, Kenya School of Government Risk Management courses and, Communication Strategy (FKE) Workshops.

## RECOMMENDATION

Further research should be done on how promotional requirements hinder academic advancements and what can be done to ensure fairness and make it a sure source of job satisfaction.

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