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## Influence of In-Service Training on Employee Performance in Baringo County, Kenya

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### **Abstract:**

*In-service training plays a critical role in ensuring the employees remains effective, efficient and competitive. Therefore, is a need to establish the influence of in-service training and employee performance of in Baringo County, Kenya. The influence of induction and on-job training on employee performance were the objective of the study. The study adopted a descriptive survey design. The target population was 210 employees and a sample size of 70 respondent used in the study. The simple random sampling was used to select respondents. Data was collected using questionnaires and analyzed using descriptive and inferential statistics. From the regression results, R-square is .674 and in-service training explained 67.4% of the employee performance. Induction training on-job training influenced the employee performance positively. There is need to review the induction programme in Baringo county to target all new employees in the county to mitigate against negative employee attitude and behavior that leads to poor performance of the County and dissatisfied customers. The County government should initiate a tailor made in-service programmes to enhance skills of employees.*

**Keywords:** *In-service, training, employee, performance*

### **1. Introduction**

Employee performance related in-service training in various ways. Employees use In-service training to enhance and develop their skills. Abtahi (2009) affirms that employees become better equipped and more prepared to do their particular tasks and take their higher and more current duties in the organization due to improved education and human resources.

Jagero (2012) further states that trained employees are more skilled in performing diverse assignments. Moreover, it entails implementation of relevant training involvement for the sake of enhancing employee performance and developing particular abilities and skills of the workers in order to bridging the performance gap (Swart *et al.*, 2005). Wright & Geroy (2001) further confirm that through effective training programs employee competencies are improved. The future needs, wishes and interests of the organization are specifically coordinated by in-service training. Therefore, it has a significant influence on the employee's performance.

According to Foot and Hook (2008) new employee becomes productive and efficient through Induction training which also helps them to settle quickly into their job. Mullins (2002) asserts that induction introduces the environment and culture of the organization to a new member of staff, its practices and policies to different individuals from staff. However, Bailey (2002) keenly notes that most induction trainings are equipped primarily to achieving the objectives of the organization and tends to be loaded with formal legislative information. Most employees retain less and absorbs little as affirmed by the author. Goyal (2007) compares the effects of attrition against a bad induction program. As highlighted by the author, it leads to stress de-motivation and puzzlement of employees. Despite the stated views, induction process plays a crucial role to create a favorable image of the organization for the new employee and familiarize them with the accepted practices, performance standards and culture of the organization. This highlights the need to develop a well-structured induction training programme that benefits both the employees and the organization.

Most employees join organizations with academic knowledge but with no knowledge and skills about the job. The employees therefore require specific training to face their workplace, learn new technologies to be more competitive. Salas *et al.*, (2001) further adds that training develops employee skills and increases the firm's overall performance. Holzer (2007) argues that employers believe that productivity increases through advanced skills and training. Kraiger *et al.*, (2004) also notes that the training process is expensive as it requires more time and money. For on-job training to be effective, they should be well planned, thorough and proper consistency between trainers. Organizations need to dedicate their efforts to on-job training to remain competitive in the technologically changing world.

Globally government agencies are at each level under steady pressure to ensure that they have an educated and proficient workforce. In the event that a government is to keep pace with transforms they face of a globalized world with fast development and evolving innovation, educating and training their workforce is a basic mission. Ballot *et al* (2002) asserts that French and Swedish organizations have 82 % and 67 % return on investment on training respectively. In-service training has now surfaced as a strategy for sustaining and improving the efficiency, competitiveness and effectiveness, and of the present public sector workers. Therefore, changing the framework and strategies of work

performance is an undeniable mission which has been focused on as often as possible and requires more serious efforts. However, Alvani, (2011) notes that the scarcity of governments attention to in-service training.

Malaolu (2013) confirms that in Nigeria, in order to enhance productivity and overall performance of their employees. To enhance performance and become more competitive, organizations need to train their employees to be skilled, creative, innovative, and inventive. Employee training is therefore an important aspect of human resource practice that is closely linked to performance. On the other hand, those organizations which do not provide in-service training for their employees have suffered immensely in terms of service delivery. Aruna (2012) insists that such organizations are faced with decreasing performance levels of their employees. Studies have shown that low level of in-service training in the public sector affects performance levels.

In Kenya, Wamalwa & Balogun (1992) recommended training of civil servants in modern management practices to enable them cope with post-independence requirements for service delivery. The Government of Kenya has encouraged Ministries and Public Corporations to adopt and implement high performance work place strategies in the public service. GOK (2009) further recommends strategies such as the Rapid Results Initiative (RRI), Performance Contracting (PC), ISO Certification and Total Quality Management (TQM) in order to enhance service delivery. The strategies are expected to impact positively on economic and social development agenda leading to greater customer satisfaction in public institutions.

The key strategy strengthening of service delivery is to accomplish the Kenya Vision 2030 (KV 2030) the main purpose of this state development blue-print is to present inhabitants with high quality of life in protected and clean surroundings through country transformation into a middle-income, recently industrializing state by 2030 (GoK, 2007). An efficient and productive public service has been achieved through application of key public-sector reforms initiatives in the Kenya regime, with focused on changing it into an outcome-oriented system, superficial looking and more pro-active (GoK, 2008). In order to progress efficiency and responsibility the introduction of contract performance has encouraged the government to line up correctly the departmental and ministerial deliberate plans. Employee capacity building has been taken up by public organizations in Kenya as a means advancing speed of public service delivery, competence, and superiority (UNDP, 2013). The present study in this manner tries to build up of how employees' performance is impacted on by in-service training in the County Government of Baringo.

### 1.1. Statement of the Problem

The KSG, a government training agency had various programs for public servants urbanized. The Kenya School of Government is Vision 2030 project of former Kenya Learning Development Center, and former GTIs Matuga, Mombasa, Embu and Baringo (KSG, 2013). Some of the courses offered are: Senior Management Course for senior Public Officers, Secretarial Management, Public Relations and Customer Care, Records Management and Skills Improvement (GOK, 2008). Kenya School of Government also offers Strategic Leadership Development Program aimed at transforming Senior Managers into Leaders. In Kenya there are hardly any investigations on impacts of in-service training on County employees' performance. In order to meet the consistently varying roles in their line of duty, the County government of Baringo has invested a lot of resources in training of their employees in order to enhance their performance being improved.

### 1.2. Theoretical Framework

Gilbert (1978) propounded the Theory of Performance Improvement. It builds on the theory of social learning. The theory is related to Gilbert (1978) who noted his work on human competence that worthy performance is due to human competence; that potential for performance improvement is conversely relative to human competence; that for any achievement, performance deficiency exists in few organization levels.

Rosenberg (1996) gives a six performance factors that may improve employee performance in the organization. The performance factors include: incentives, rewards and consequences; information and data; the feedback and standards of performance; environmental support, tools and resources; capabilities of an individual's performance and individual capacity. Nadler *et al.*, (1992) as proposed the most important issue underlying this theory is high performance work system.

This theory is relevant in this current study in that it links performance with outcomes. In this study employee performance was linked to performance indicators namely; customer satisfaction, low labor turnover and less absenteeism. In service training improves human competencies thus influencing employee performance. In service training is carried out in forms such as induction training and on-job training. Induction training plays a key role to introduce staff to organization & other staff, lead to cost effective material utilization and contributes in changing staff attitudes and behavior towards the organization. On-the Job training the workers skill level are increased to be more productive and therefore gain higher demand in the market. On-job training is implemented through mentoring, coaching, job rotation and apprenticeship.

## 2. Literature Review

### 2.1. Employee Performance

Organizations meet its objectives by investing in specific human resources. High performing organizations rely on employees knowing their roles in different structures and work processes as well as their willingness to learn (Guest, 2006). The initial drive is that employees have when recruited to work in an organization tend to wane with time.

Cronje (2011) says that for the employees to maintain the drive, they require to be revitalized through expanded exposure to complementary roles, refresher training and assignment and changing organization. For Dowling (2008) employees must be able to work with new technologies in changing environments. Improving the employee's skills and knowledge contributes to producing quality goods and services leading to organizational success. The knowledge and skills acquired can be transferred to a variety of jobs. This means increasing worker involvement in training.

Birdi *et al.*, (2008) also supports the notion that employee involvement in training is positively related to actual and perceptions of organization's success. However, Guest (2006) is of the view that it's important to focus on skills utilization. He further views no advantage on having highly competent, de motivated staff and underutilized staff or highly motivated but incompetent workers or workers who are neither competent nor motivated. However, Alvani (2011) notes that their lack of knowledge about the brilliant results of in-service of training is due to lack of authorities' attention to this type of training. Mshila (2012) conducted a study on secondary school teachers in Kiambu West District with focus on impacts of in-serving training on their performance. The result of this study discovered that in-service training has a few beneficial outcomes on the secondary teachers' performance in Kiambu District. The effects included the teachers' self-development, gaining new expertise that enhances them to perform their duties better and finish syllabuses on time. These effects were found to have an immediate contribution towards better performance of teachers. The current study differed from the reviewed study in that while the reviewed study investigated the effect of in-service training of teachers who had undergone in-service training, the current study investigated the influence of in service-training from a different system and context, that is, the County government in Kenya.

### 2.2. In-Service Training

Training can expand or make responsibilities, future developing of employee's self-confidence, diminishing contrasts, job satisfaction, and stresses (Alavi, 2000). The feeling of job satisfaction and being wealthy in workers is expanded by in-service training. Employees' fulfillment in the job environment has been driven by staff development. High and attractive quality settings in-service trainings can enable changes in state of mind of the workers (Aithen, 2000). The findings illustrated that the nature of in-service terms can be related to organizations. Aithen (2000) concludes that training should be given to the workers by specialized people with the objective to learn and get higher ability to extend the nature of organization. In-service training refers to how organization's interests, future needs and wishes are coordinated through a systematic effort, in terms of what individuals anticipate.

Ghanbari (2003) instead using academic media, communication of students' parents and colleagues, class managing, job satisfaction and students' learning evaluation he concentrated on the efficiency of teacher's In-service training. The researcher found that in-service training builds communication with parents and colleagues, teaching skills, supervisory skills, and class room management (Ghanbari, 2003). Self-confidence for provision of reliable solution and problem-solving abilities can be built through training as illustrated by the research findings (Yahya & Goh, 2002). Problem solving capacities is a crucial part in enhancing worker performance.

According to (Kamal, 2003) other than inspiring them to work in-service training is building the employees to overcome their weaknesses and advance their self-assurance. Employee's self-competence scan be improved by in service training to work towards attaining employee performance (Yahya & Goh, 2002). Art performance of more techniques on the advanced scores on written skills test of organizations are shown through training of technical skills (Remmen *et al.*, 2001); also, presentation of employees is improved (Bradley and Bligh, 1999). The tutor or trainer in technical training engages in recreation projecting an uplifting mentality towards the positive attitude towards the method of role playing, which accomplished better outcomes in employee's presentation and obligation (Nikendei *et al.*, 2005).

### 2.3. Induction Training and Employee Performance

Induction process helps new employees to become productive and efficient as they settle quickly into their job. (Foot and Hook, 2008). Induction course helps to create a good representation of the organization for the new worker. Mullins (2002) further states that induction involves a new employee being introduced to the setting of the organization, culture, its practices and policies and to other colleagues. However, employee induction, which is one of the primary methods of main ways of acquainting workers to their organization, is often the missing ingredient in most organizations. Effective orientation programmes is not only precursor to good performance but also help in retention of employees, reduces costs and enhances performance.

A study carried out in Nigeria by Odunayo (2014) sought to examine the knowledge of staffs on the importance and advantages of induction, the main employees' attitudes towards induction to work. Using two hundred and seventy-one (271) questionnaires they adopted a descriptive research method and administered to non- academic and academic staff of Olabisi Onabanjo University in Nigeria. The study found out that induction notably influences staff's mind-set and behavior towards organizational effectiveness. It also revealed that a positively influenced staff attitude was due to well packaged induction programme.

Odunayo (2014) study compares with the study by Kebenei (2014) on impacts of induction programs on employee job performance. The study established that induction programs is effective in that it provides a new employee with information, paints a precise picture of departments, conveys employee expectations, relieves the new employees' anxieties about the job, and inspires the new member of staff to have a good mind-set towards the organization. According to this study, induction is conducted on the job by the immediate supervisors.

The studies by Odunayo (2014) and Kebenei (2014) on the influence of in-service training on performance of the employee. The study however differed from the two studies as it utilized the descriptive research methods. Further the

current study differed from the reviewed study in that it focused on employees' performance in County government. The study by Saif (2014) on the effects of effective induction on employee performance and satisfaction. The results indicated that organizations need quality orientation programmes for its employees for better performance and customer satisfaction.

The reviewed studies clearly show that induction has a direct influence on employee performance. Induction aims to maximize effectiveness of new staff while allowing them to fit in the organization quickly thereby achieving both organizational and individual goals. The organizations however need to establish induction policy, develop effective induction programs and courses. The line managers should take the fundamental duty of induction training in conjunction with the Human Resource (HR). Organization should ensure active cooperation of managers and supervisors for effective induction training.

#### 2.4. On-Job Training and Employee Performance

On-job training involves inexperienced or new employees who try to imitate the behavior learnt through observing managers or peers performing their jobs. One of the manifestations of OJT is job rotation. The employee is evaluated based on the different work experiences. The worker's final job assignment is determined by evaluation. Another manifestation of OJT is coaching. Mentoring is another form of OJT that is fundamentally the same as training in that it requires a larger amount of beginning expertise and employment information (Hansson, 2008). The mentor is for the most part a manager or supervisor instead of an associate.

Aidah (2013), in his study to assess the in-service training impacts on performance of the employee in the telecommunication industry in Uganda attempted. The obtained results indicate that in-service training have clear effects on the employee's performance with regard to their jobs. The study also showed a significant increase in productivity among the employees trained.

It is evident therefore, that on-job training influences employee performance. The current study differed further from the revealed studies as it was carried in Baringo County.

Ismail *et al.*, (2012) examine the impacts of On-job training (OJT) on job performance in Islamabad. Database of 10 telecom companies was used where each of the company was considered as a stratum. It was found out that training had a positive impact on both job performance of employees. The study also found out that trainings that are financed by the employer is positively related to job performance and wage growth. The current study contrasted since it sought the influence of training on employee performance in Baringo County.

### 3. Research Methodology

A descriptive survey design was used where collecting of data occurs through socialization from other people or documents or through measurements of some items (Orodho, 2004). The target population was 210 employees' from Baringo County. They include administrators, accountants, ICT officers and human resource officers. Simple random sampling was used. The sample size was selected based on 30% representation (Borg & Gall, 2007). In order to participate 70 employees.

Questionnaires was used. A questionnaire is a group of questions which are deliberately designed and structured to gather information from respondents (Orodho, 2005). The questionnaire was preferred as it can gather data over a large sample. The researcher prepared structured and open-ended questions. The questionnaire consisted of closed and open-ended items that aimed at obtaining data from the respondents.

Validity can be defined as the meaningfulness and accuracy of inferences that are with respect to results. The face validity and contents of research instruments in the study were validated by expert judgment. Mugenda and Mugenda (2013) defined reliability as the extent of measure to which steady data or results is yielded by a tool of research subjected to repeated trials. When an instrument has the ability obtain similar result over a certain period and can measure accurately a variable then it is deemed as reliable. Cronbach's alpha method was used to compute reliability. According to George and Mallery (2003), questionnaires is deemed reliable if the values obtained falls within the standard levels of above 0.5. A reliability of 0.808 was obtained.

The analysis of data done based on the objectives of the research. The inspecting and editing of pieces of data came first in the process of analyzing data so as to identify mistakes, the left blank spaces which unfilled and the wrongly responded items by the respondent. The themes, patterns and categories of coding data for quantitative data were created by the researcher. SPSS version 22 was used in analyzing data using descriptive analysis after coding quantitative data from the questionnaires. Considering the percentages and frequencies in data presentation was mainly illustrative in quantitative approach. The data was summarized in form of tables. The inferential analysis was used to make inferences.

### 4. Results

In order to establish the influence of induction and on-job training on employee performance. Pearson Correlation Coefficient was employed to establish the influence of in-service training on employee performances as shown in Table 1. From the study there was an influence of induction training ( $r=.686, n=70, p<.05$ ) and on job training ( $r=.773, n=70, p<.05$ ) on employee performance in Baringo county.

		Performance	Induction	On Job
Performance	Pearson Correlation	1	.686**	.773**
	Sig. (2-tailed)		.000	.000
Induction	Pearson Correlation	.686**	1	.600**
	Sig. (2-tailed)	.000		.000
On Job	Pearson Correlation	.773**	.600**	1
	Sig. (2-tailed)	.000	.000	

Table 1 Correlations<sup>b</sup>

\*\* Significant at the 0.01 level (2-tailed)

b. Listwise N=70

This shows that induction had positive effect on employee’s performance. The organization considers induction for management was more crucial than for the employees. This shows that while on-job training increases skills of employees it does not necessary lead to wage increment for the employee. On-job training also offers an avenue to put skills learnt in classroom into practical experience. Most of the employees have undertaken on-job training in form of mentoring, coaching and job rotation. These were found to influence performance by increasing skill levels, productivity and affects customers satisfaction positively.

4.1. Relationship between In-Service Training and Employees Performance

Multiple Regressions were used to determine relationships between independent variable (induction and on job training) dependent variable performance employees at Baringo County. The prediction was based on the effect of the two independent variables. From the regression results, the R coefficients were .821, and the R-square is .674. Thus, the predictor variables have explained 67.4% of the variance in the dependent variable employee performance as shown in Table 2. This suggests that the predictor’s investigated determined 67.4% of the employee performance.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.821 <sup>a</sup>	.674	.665	.25311	.674	69.361	2	67	.000

Table 2 Model Summary

a. Predictors: (Constant), on Job, Induction

4.2. Coefficients of Employee performance

The coefficient shown in Table 4 presents the standardized Beta coefficients between the predictor variables and the dependent variable employee performance. The β value for induction and on job training had a positive coefficient thus positive relationship with employee performance as shown in the model as:

$$\text{Employee Performance} = .116 + .334\text{In} + .622\text{Oj} + \alpha \dots \dots \dots \text{Equation 4.0}$$

The Beta coefficient (β) of the induction (0.334) and on- job (0.622), was significant at (p>0.05). This indicates that the induction and on job training significantly predict employee performance.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	.116	.349		.331	.742					
	Induction	.334	.084	.347	3.980	.000	.686	.437	.277	.640	1.563
	On Job	.622	.096	.565	6.477	.000	.773	.621	.452	.640	1.563

Table 3 Coefficients of Employee Performance

a. Dependent Variable: Performance

β1 = 0.334 (p < 0.05) therefore the null hypothesis was rejected This indicates that for each unit increase in induction, there is up to 0.334 units increase in employee performance.

This study found induction training to be a critical element of in-service training that influences employee performance. Induction training has a positive effect on employee’s attitude and behavior and introduces the employee to the organization. The findings align to a study by Mullins, (2002) that found out that induction training introduces new employees to the organization’s environment and culture, its practices and policies and to other staff members. Foot and Hook (2008) further observe that induction training helps new employee to settle quickly into their job to become efficient and productive.

β2 = 0.622 (p < 0.05) therefore reject the null hypothesis. For each unit increase in on job training, there is up to 0.622 units increase in employee performance. The study established job rotation, coaching and mentoring as the most common forms of on-job training conducted in the county. It also established that on-job training contributes to increase in skill levels, customer satisfaction and employee performance. It concurs with Jagero *et al*, (2012) on the correlation between employee performance and on-job training courier companies in Tanzania. However, the study also established that on-job training does not necessarily lead to wage increment in the county.

## 5. Conclusion

Induction training influenced the employee performance Baringo County. Most workers have undertaken on-job training in form of coaching, mentoring or job rotation. On-job training have resulted in increase in skills levels and productivity and created a positive effect on customer satisfaction. Induction and on job training predicted 67.4% of employee performance in Baringo county.

## 6. Recommendations

The study recommends the following:

- There is need to review of the induction programme in Baringo county to *target all* new employees in the county to mitigate against negative employee attitude and behavior that leads to poor performance of the County and dissatisfied customers.
- The County government should initiate a tailor made in-service programmes aimed at develop skills and abilities of the employees.
- There is need for induction programme for all employees irrespective of cadre including those not inducted on upon employment.
- There is a need to structure in-service training programs such that Training Impact Assessment and follow – up is incorporated by the County Governments. This will help in understanding the performance of workers after the in- service training.

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