INFLUENCE OF TRAINING ON EMPLOYEE PERFORMANCE IN THE EDUCATION SECTOR IN KENYA: CASE OF THE TEACHERS’ SERVICE COMMISSION

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ABSTRACT
Organizational performance depends on the employee performance besides other factors. In this respect, the performance of the employees is very paramount. The performance of the employees can be improved through improving their skills, knowledge and competence. These three can be improved through training among others. The main purpose of this study was to examine the influence of training on employee performance in the education sector in Kenya and with specific reference to the Teacher Service Commission. This study was guided by the following research objectives: to examine the influence of employees’ skills, knowledge and competence on employee performance. Descriptive research design was used in the study. The target population comprised of 1379 employees working at the Teacher Service Commission. The sample size was 150 respondents. The collected data was analyzed using descriptive analysis with the use of Statistical Package for Social Sciences (SPSS) computer software. The findings revealed that there is strong positive correlation between employee skills (0.7), knowledge (0.6) and competence (0.7) and employee performance. The study recommends that there is need for a review to be made in the form of training which is being provided by TSC to its employees. The institute should ensure that the training sessions are structured in a way that they fully address the overall needs of its employees so as to avoid the situations whereby there are some employees who feel they are totally left out in the training programs since they do not obtain any benefit. There is need for evaluations to be carried out by the TSC on the training needs of the employees.

Key Words: Employees’ skills, Employees’ knowledge, Employees’ competence, Employee performance, Teacher Service Commission
Introduction

Employee Training

Training is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner (to enhance a learner's knowledge, attitudes or skills). The learner can better perform a current task or job. Training is focused and evaluated against the job that an employee currently holds (Tahir & Sajjad, 2013). Research conducted in Pakistan points out that training ensures randomness can be reduced and learning or behavioral change taking place in structured format (Afaq, Sardar, Raja, Mohsin, & Moazzam, 2016). In human resource management, training is the area concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Similarly, training is known by several names which include employee development, human resource development, and learning and development. Research done in Nigeria shows training as the generator of new knowledge and is placed within a broader strategic context of human resources management (Falola, Asibanjo & Ojo, 2014). To reserve its positions and enhance competitive advantage, the organization needs to be able to create new knowledge and not only to rely solely on utilization of the existing knowledge (Falola, Asibanjo, & Ojo, 2014). Consequently, employee training has an important role in the development of employee and organizational performance. The organization strategic procedure of employees’ training needs to encourage creativity. Ensure originality and shape the organizational knowledge that provides the organization with uniqueness and differentiates it from the others.

As mentioned by Muhammad and Aiman (2015) in their research, training serves to improve the skills, knowledge and competence of the employees in an organization. A skill is one’s ability to carry out a particular task in a competent manner. The other aspect determining employee performance is knowledge which is defined as a dynamic process of justifying personal believes towards the truth. Finally, competence is the ability to apply a set of related knowledge, skills and abilities required to perform a particular task successfully. Therefore, employee skills and knowledge influence the employees’ competences which in return influence the performance of the employee (Raja, Furqan, & Muhammad, 2011). In a research conducted in Siaya County, Kenya, on the effects of training on employee performance, points out that training improves the morale of employees. Further, employee training helps the employees to get job satisfaction and security (Onyango & Wanyoike, 2014). Therefore, in this respect employee training proves to be paramount in any organization.

Employee Performance

In a research conducted in Sauti Arabia on the effects of training on employee performance points out that employee performance which is achieved through training, refers to improvements in skills, knowledge and abilities to carry out job related work. This leads to achieving more employee commitment towards the organizational goals (Elnaga & Imran, 2013). Employee’s performance is a very important aspect for any company. It makes it to find every effort to help low performers. The researchers explain
that performance is classified into five elements which include planning, monitoring, developing, rating and rewarding. Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the objectives. Monitoring is the segment in which the objectives are looked at to see how healthy one is doing to meet them. Monitoring involves continuously measuring performance and providing ongoing feedback to the employees and work groups on their progress toward achieving their objectives. Progressive monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or challenging standards. During the developing stage, the employee is supposed to upgrade any poor performance that has been seen during the time frame one has been working at the company. In the process of planning and monitoring, deficiencies in performance become apparent and can be addressed (Elnaga & Imran, 2013).

Ramya (2016) points out that employee performance is a product of employee competence and training. Further, he adds that employee performance is everything about the performance of employees in a firm or an organization. Similarly, employee performance is a product of employee training as pointed out by Kuranchie and Amponsah (2016) in their research conducted in Ghana on employee motivation and work performance. In a research conducted by Gitonga, Kingi & Jean (2016) in Kenya Ports Authority, Kenya, on the determinants of employee performance explains that employee performance in any organization is vital for the growth of the organization as well as the growth of the employee.

Statement of the Problem

Modern business requires more knowledge, skills that are still inadequately present in the formal school education. The gap between business requirements and the knowledge acquired at school is growing (Rida & Faiza, 2015). In a more global, complex and turbulent environment, knowledge is the only reliable source of competitive advantage in organizations. Organizations can consider coming up with training programs tailor-made for their employees’ that are non-immutable. Traditional factors of manufacturing as the land, labor and capital did not disappear, but their significance is not primary anymore. Knowledge and skills are viewed as the keys of realization of a competitive advantage. Since the organizational knowledge and skills are largely located inside the human mind, the head of employees, as carriers of knowledge and skills, human resources are becoming the key factor of business success.

The development of an organizational is accustomed by human knowledge and skills. Modern organizations pay more attention to the development of their employees. Thus, employee education and training are becoming an optimal answer to complex business challenges, and the management of human resources is taking central role in modern management. The management provides knowledge and skills innovation through employee training. Consequently, it creates conditions for mutual knowledge and experience exchange and proactive behavior hence contributing to competitive advantage and satisfaction of all participants in business procedures (Khalil, Wajid & Maria, 2014). In organizations, performance of employees determines the performance of the organization (Raja, Furqan, & Muhammad, 2011). When the organization performs poorly, it means that then the employees are performing poorly. The employee
performance can be improved through improving the employee skills, knowledge and competence (Ugbomhe, Osagie, & Egwu, 2016). In this respect, skills, knowledge and competence of the employees can be improved through training of the employees. TSC as an organization also faces similar performance challenges and therefore not an exception.

**Research Objectives**

1. To examine influence of employee skills on employee performance at TSC
2. To examine the influence of employee knowledge on employee performance at TSC
3. To examine the influence of employee competence on employee performance at TSC

**Theoretical Literature Review**

**Cognitive Theory**

The cognitive theory was pioneered by Piaget (Zhou & Brown, 2014). While developing the theory, Piaget identified four stages of cognitive development of children. The four stages include; sensorimotor, preoperational, concrete operational and formal operational. At every stage, one demonstrates new intellectual abilities and increasingly complex understanding of new things. Based on this theory, the author pointed out that intellectual development always follows this sequence. In the study of Ahmad, Jehanzeb and Alkelabi (2013) explained that the theory describes the way in which people learn to recognize and define problems and experiment to find solutions. According to this theory, if people can discover things for themselves, they are likely to retain the skill and knowledge and use it when required. The cognitive theory is the basis for discovery; self-managed learning or “do-it-yourself” process. It provides the rationale for workshop, participative and case study training and these help people to win solutions, rather than something they have been forced to accept by the trainer.

**Social Learning Theory**

Social learning theory was formulated by Bandura (1969) and it assumes that modeling influences produce learning through informative functions. In this case the observers acquire symbolic representations of modeled activities rather than specific stimulus-response associations. Bandura explains that in this formulation, modeling phenomena are governed by four interrelated sub-processes which include attention processes, retention processes, motoric reproduction processes and finally reinforcement and motivational processes. The theory focuses on the assumption that learning occurs by observing the behavior and practices of the renowned people who are perceived to be the role model at the work place. In this case, employees acquire knowledge and skills by observing other members of staff whom they have confidence in (Bratton, 2007), (McKenna and Supyk, 2006).

**Reinforcement Theory**

The reinforcement theory was pronounced by Skinner (1974). In this theory, Skinner explains that a properly designed environment motivates an individual. He explained that people are motivated by what happens in their environment other than the internal factors such as impressions, attitudes and feelings. Further, Skinner contended that the internal needs and drives of people can be overlooked since people learn to parade certain
manners based on what happens to them as a result of their behavior. In addition, Skinner explained that the work environment must be made worthy to the individuals and punishments result to de-motivation and frustration. Therefore, motivation comes as a result of making positive changes in the environment of the organization. Further, in their research, Ahmad, Jehanzeb and Alkelabi (2013) pointed out that the reinforcement theory emphasizes on reinforcing a desirable behavior or impeding an undesirable behavior through some stimuli or motivators.

**Experiential Learning Theory**

The experiential learning theory was introduced by David Kolb in 1975 (Kimvy, 2012). In this theory, Kolb believed that learning process and appreciated knowledge are increased by transformation of experience. Green (1995) believes that there is a distinctive difference between learners who watch the educator while learning and the learners who react and participate in the learning process. The researcher asserts that there must be some level of understanding, engagement, application and reflection that occur during the learning process. This makes the lesson more relative and useful. This experimental theory involves a four-stage learning process with a model often referred to in describing experiential learning (Bett, 2015). The four stages include; concrete experience putting it into practice, reflective observation objectively analyze the outcome, abstract conceptualization reviewing ones conceptual understanding and active experimentation experimenting to find solutions.

**Human Capital Theory**

Human capital theory developed swiftly since Schultz (1960), Mincer (1958), Ben-Porath (1967) and Becker (1962), placed their foundations. As training is viewed as an investment, it involves costs as well as benefits, which can be evaluated by using financial criteria such as present value and the internal rate of return. At the outset, Becker (1962) investigated on the impact on wage levels of two types of human capital operating in an effortlessly competitive labor market that had no inadequacies and distortions. One type of human capital can be relocated to other organizations, which inspires employees to cover the costs and to gain all the benefits of training. The second type of human capital is regarded as specific to a given company and cannot be shifted to other companies, which incentivizes employers and employees to share the costs and benefits of training (Becker, 1962).

**The Expectancy Theory**

The expectancy theory was proposed by Victor Vroom (Parijat & Bagga, 2014). Parijat and Bagga in their research point out that the expectancy theory provides a mechanism of determining motivation through carrying out some calculations. In this case, based on the expectancy theory, motivation is a product of expectancy, instrumentality and valence. Robbins and Judge (2013) in their book, explains that the expectancy theory points out that the power of a tendency to act in a particular way is based on the strength of an expectation that the act will be followed by a given result. Also on the attractiveness of that result to the individual. This theory has four variables under which it operates. The variables include personal effort, individual performance, organizational reward or work outcomes and personal goals (Pranav & Shilpi, 2014). The employee’s personal goals can
be achieved through the organization giving rewards to the employees or the employee’s work outcomes. Therefore, the relationship between the organizational rewards or work outcomes and the employee’s personal goals is very paramount.

**Theoretical Framework**

*Independent Variables*

- **Employee Skills**
  - Conceptual skills
  - Time Management skills

- **Employee Knowledge**
  - Use of IMIS
  - Use of Schools Management Systems

- **Employee Competence**
  - Client complaints
  - Use of ICT related systems

*Dependent Variable*

- Employee performance
  - Productivity

**Figure 1: Theoretical Framework of Training and Employee Performance**

*Source: Own Formulation based on Human Capital Theory Schultz (Rida & Faiza 2015)*

**Empirical Review**

Ritu (2015) highlighted the effects of the specific training on skills on employee performance. The researcher concluded that training for employees is an essential component in an organization. The recommendation was that since there was no much literature on soft skills, then more research need to be done on the area. Ramya (2016) study on the effect of training on employee performance pointed out that employee skills are paramount in carrying out his current job and at the same time for promotion purposes to higher levels. Githinji (2014) researched on effects of training on employee performance argued that knowledge helps in managing new and future situations. Further, researcher pointed out that knowledge empowers staff so as to contribute to more effective and result oriented organization.

Kun, Cowden and Karodia (2014) research conducted in Singapore on the impact of training and development on employee performance pointed out that knowledge is a paramount component required to perform effectively at their places of expertise. A research conducted by Jabbouri and Zahari (2014) on the role of core competencies on organizational performance, expounds that employee competence plays an important role in creating synergy between organizational units. Employee competency has some benefits which include and not limited to reduced training costs and employee turnover hence leading to better organizational performance (Kolibacova, 2014). The author points out that employee competence plays an important role in promoting ones morale while performing his duties at the job place. Further, Jabbouri and Zahari (2014) pointed out
that competence improves organizational performance and its effectiveness. Researchers used descriptive statistical research where questionnaires were used to collect data. Analysis of data was done using SPSS and presented the findings using tables.

Based on the research conducted by Partlow (1996), Tihanyi et al. (2000) and Boudreau et al. (2001) cited in Raja et al. (2011), organizations which develop a good training design based on the needs of the employees and the organization, always get good results. This means that training design plays a vital role in the employee as well as organizational performance. Research showed that good training design, on-the-job-training and training delivery style lead to positive performance of the employees and the organization.

**Research Methodology**

Donald (2006) notes that a research design is the structure of the research, it is the ‘‘glue’’ that holds all the elements in a research project together. For the purposes of this study, the researcher employed descriptive design using qualitative methodology. The target population comprised of 1379 employees including the managers, non-management staff and support staff from TSC head office in Nairobi, Kenya. The study used a structured questionnaire to collect quantitative primary data. Data analysis involved one type of statistics: descriptive statistics. Descriptive statistics was used to analyze the data by way of percentages and proportions for all variables in the questionnaire. The study used correlation method by Spearman’s rank correlation to determine the association between training and employee performance. Spearman’s rank correlation coefficient is a statistical measure of the strength of a linear relationship for ordinal data, given by the formula:

\[ r_s = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)} \]

Where; \( d_i \) is the difference between paired ranks, \( n \) is the number of cases, \( r_s \) is the Spearman’s rank correlation coefficient. The Statistical Package for Social Sciences (SPSS) tool was used to generate descriptive statistics.

**Results**

During the data collection process, one hundred and fifty questionnaires were issued out to the respondents. However, those who were able to return their instruments that were fully completed were one hundred and forty two which gave a response rate of 95%.

**Demographic Information**

This section presents the basic information of the employees. The information includes gender, age, and service in years, education level and mode of employment.
Table 1: Demographic Characteristics

<table>
<thead>
<tr>
<th>Demographic Characteristic</th>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Male</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>65%</td>
</tr>
<tr>
<td>Age Bracket</td>
<td>34 Years and Below</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>35-39 Years</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>40-44 Years</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>Over 44 Years</td>
<td>23%</td>
</tr>
<tr>
<td>Level of Education</td>
<td>O Level</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Undergraduate</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Post Graduate</td>
<td>15%</td>
</tr>
<tr>
<td>Work Experience</td>
<td>Below 2 Years</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>2-4 Years</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>5-7 Years</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Over 7 Years</td>
<td>85%</td>
</tr>
</tbody>
</table>

Whether quality education is provided

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>45%</td>
</tr>
<tr>
<td>Yes</td>
<td>55%</td>
</tr>
</tbody>
</table>

Employee Skills and Performance

This study was set to examine how employee skills influenced their performance in the teaching sector. To answer this objective, there are a couple of items that were looked into. The respondents were asked to indicate whether they were being provided with training on new skills that they could use at their places of work. The responses provided are as summarized by Figure 2.

Figure 2: Whether Training on New skills is provided by the TSC

As shown by the figure, an overwhelming majority (83%) of the respondents indicated they were being provided with training on new skills that they could use in their places of work. This was however not the case among a few (17%) who indicated that they were not provided with training on new skills. This is an indication that there are still a few people who lack training on new skills so as to improve the services they offer at their places of work.

Types of Conceptual Skills Taught

The researcher went on ahead and asked the respondents to indicate the types of conceptual skills that they were being taught. The conceptual skills were categorized into the following; problem analysis skills, communication skills, creative thinking skills,
leadership skills and problem solving skills. The summary of the responses provided is as summarized by the Table 2.

### Table 2: Types of Conceptual Skills Learned by the Respondents

<table>
<thead>
<tr>
<th>Type of Conceptual skills</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving and analysis skills</td>
<td>53</td>
<td>37</td>
</tr>
<tr>
<td>Communication skills</td>
<td>40</td>
<td>28</td>
</tr>
<tr>
<td>Leadership skills</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>Creative thinking skills</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>142</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results show that slightly more than a third (37%) of the respondents indicated that problem solving and analysis skills were the key conceptual skills that they were being taught to utilize in their places of work. Other key conceptual skills include communication (28%) and leadership skills (27%) respectively. This implies that for employees to improve their performance they need to be trained with proper problem solving and analysis techniques and this is given some consideration by the TSC in enhancing the performance of their employees.

**Time Management Skills at the Place of Work**

How time was managed at the place of work by the respondents was asked. The key areas of time management skills looked into included prioritizing of things, scheduling of events, keeping a To-Do list, resting and delegating. Figure 3 presents the results.

**Figure 3: Time Management Skills Utilization at the Place of Work**

Slightly more than a third (35%) of the respondents indicated that they utilized their time management skills through prioritizing of things. On the other hand, a few indicated that their time management was utilized through delegating and scheduling of events respectively. This implies that prioritization of things, delegation and scheduling of events is given more attention in time management so as to improve the performance of employees.
Application of the Newly Learned Skills at the Place of Work

The respondents were given some statements to indicate whether they agreed with them or not. The statements generally were about the application of the newly learned skills at the place of work. Table 3 presents the results.

Table 3: Application of the Newly Learned Skills at the Place of Work

<table>
<thead>
<tr>
<th>Statements</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The training that we are provided with helps in improving our existing skills.</td>
<td>94</td>
<td>6</td>
</tr>
<tr>
<td>We are able to apply the skills learned in our departments.</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>We are always provided with an opportunity to apply the newly learned skills in the work place.</td>
<td>78</td>
<td>22</td>
</tr>
</tbody>
</table>

An overwhelming majority (94%) of the respondents indicated that the training that they were provided with helped in improving their existing skills. This was however not the case among a few (6%) of them who were in disagreement. This is an indication that despite some of the respondents benefiting from the training offered, there are those who are still not satisfied and require extensive training so as to improve their skills or other methodologies of training to be applied so as to improve their existing skills.

With regards to new skills being applied in the departments, 80% of the respondents indicated that they were able to apply the newly learned skills in their departments. A few (20%) however indicated that they were not able to apply the skills in their departments. This implies that not all the employees are able to apply the skills which they acquire from the training offered by the TSC. Majority (78%) of the respondents agreed that they were provided with opportunities to apply their newly learned skills in their work place. However, slightly less than a quarter (22%) of them disagreed that they had no opportunity to apply their newly learnt skills at their work place. According to these findings, this implies that the employees have an opportunity to improve their performance by applying the skills they have learned.

Extent to which Training Improves the Skills of Employees

The respondents were asked to indicate the extent to which training improved their skills. The response provided is as presented by Figure 4.

Figure 4: The Extent to Which Training Improves Employee Skills
Slightly more than half (55%) of the respondents were positive by agreeing that the training provided improved their skills to very great extent and great extent. This was further supported by a third (33%) of them who agreed that it improved skills to a moderate extent. On the other hand, a few (12%) were negative by indicating that the training provided to them improved their skills to a less extent and/or no extent at all. This is a clear indication that training offered at times improves others whereas others do not get to benefit from it. This study was set to establish the influence that employee knowledge had on their performance in the teaching industry. The respondents were asked to indicate whether the training offered had any influence on their utilization of ICT for improving work performance. The response provided is shown by Figure 5.

**Figure 5 : Whether the Training Offered Influence Employees’ Knowledge on Utilizing ICT for Improving Work Performance**

An overwhelming majority (89%) indicated that the training provided impacted the knowledge they had on using ICT such as Integrated Management Information System and School Management Systems to improve their work performance. However, a few (11%) were not in agreement. This implies that there is still a slight loophole in the impact of training on knowledge acquisition especially in the utilization of ICT towards enhancing performance. The researcher went on ahead and asked the respondents to indicate whether the knowledge they had was of any relevance in their place of work. Figure 6 shows a summary of the response provided.

**Figure 6: Whether Knowledge acquired is of Relevance at the Place of Work**

As shown by the figure, an overwhelming majority (92%) indicated that the knowledge they had was of relevance at their place of work. This was however not the case among a few (8%) who indicated that their knowledge had no relevance at their place of work. This implies that despite some employees benefiting from the training provided, there are still those who are not able to benefit and thus they do not see the relevance of the knowledge acquired from their training towards improving the performance at the place.
of work. Lastly, the respondents were asked to indicate the extent to which the knowledge acquired affected their performance in the place of work. Figure 7 presents the results.

**Figure 7 : Extent to Which Knowledge Acquired Affects the Performance of Employees**

Slightly less than half (47%) indicated that the knowledge acquired through training affected their performance to a great extent. This was further supported by 39% of them who agreed that their performance was influenced by the knowledge to a moderate extent. A few (4%) however indicated that it affected them to a lesser extent. This implies that not all of the knowledge acquired from the training has an influence on the performance of employees in their place of work. As it has been observed in this section, indeed the training provided has some influence on the knowledge acquired by some of the employees. However, there are those who still feel like their knowledge is not being influenced by the training offered and this has no influence on their performance in the education sector.

**Employee Competence and Performance**

Another objective of this study was to examine how training influenced the performance of the employees at their place of work through influencing their competencies. The researcher asked the respondents whether through the employee training they had competence at the place of work. Figure 8 shows the responses provided.

**Figure 8: Whether Employees Have Competence through Employee Training**
An overwhelming majority (95%) indicated that they had competence at work. A few (5%) however had no competence. This may be a representative of those few who in the previous sections have been showing that the training provided is not having any effect on their knowledge and/or skills. The researcher examined the competence of the respondents in handling complaints from the clients. As such, they were asked to indicate whether through the training they had been able to reduce complaints among the clients. Figure 9 shows the response provided.

Figure 9: Whether through the Training Complains Have Reduced Among the Clients

An overwhelming majority (91%) indicated that indeed complaints among the clients had reduced. A few (8%) however indicated that there had been no change with regards to the reduction in complaints among the clients. This implies that the training provided has not fully addressed on the competence of the employees in handling complaints among the clients. Further, the respondents were asked to indicate whether through the employee service focus, their competencies had been able to improve productivity. In response, 97% indicated that the training on employee service focus had influence the competence of the employees and thus increased their productivity. A few (3%) however indicated that there was no influence on the productivity of the employees through employee service focus type of training (See Figure 10).

Figure 10: Whether Through the Employee Service Focus, Employees’ Competence Has Improved Productivity

With regards to competence and performance, it may be observed that there are some few mixed reactions. This is despite the fact that majority of the respondents have agreed that their competency has been able to improve productivity. There are a few who are still in disagreement. They show that the training offered has no influence on their competency...
as well as productivity. As such, more needs to be looked into with regards to the styles of training and point of focus so as to improve the performance and productivity of the employees in the educational sector.

Correlation analysis

Given that employee skills, knowledge and competence were the independent variables while performance the dependent variable, the investigation of their relationship was very paramount. The extent to which the three variables influence employee productivity was investigated. Correlation analysis was carried out to establish the relationship between the variables. Specifically, the spearman’s rank correlation analysis was utilized. The results are presented in table 4.

**Table 4: Spearman’s Rank Correlation Analysis**

<table>
<thead>
<tr>
<th>Marks (M)</th>
<th>Skills (S)</th>
<th>Knowledge (K)</th>
<th>Competence (C)</th>
<th>Rank M</th>
<th>Rank S</th>
<th>Rank K</th>
<th>Rank C</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>20</td>
<td>21</td>
<td>14</td>
<td>5</td>
<td>3</td>
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<td>3</td>
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<td>4</td>
<td>80</td>
<td>76</td>
<td>75</td>
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<td>3</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Skills Spearman’s Rank Coefficient 0.7
Knowledge Spearman’s Rank Coefficient 0.6
Competence Spearman’s Rank Coefficient 0.7

The values of the Spearman’s rank correlation shown in Table 4.4 were generated by the SPSS software used during analysis. The same analysis was done using the formula below;

\[ r_s = 1 - \frac{6 \sum d_i^2}{n\times(n^2-1)} \]

Table 5 was generated to help in the Spearman’ rank correlation analysis using the formula.

**Table 5: Spearman’s Rank Correlation coefficient calculations**

<table>
<thead>
<tr>
<th>Rank M</th>
<th>Rank S</th>
<th>Rank K</th>
<th>Rank C</th>
<th>(M-S)^2</th>
<th>(M-K)^2</th>
<th>(M-C)^2</th>
</tr>
</thead>
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Using the formula and considering the employee skills, the following was found;

\[ r_s = 1 - \frac{6 \sum d_i^2}{n\times(n^2-1)} = 1 - \frac{6}{6(6-1)} = 1 - \frac{36}{6 \times 24} = 1 - 0.3 = 0.7 \]

Similarly, the coefficients for knowledge and competence were computed as follows;
Comparing the SPSS generated coefficients and the computed coefficients; it is evident that they were the same. As such, it can be concluded that skills (0.7), knowledge (0.6) and competency (0.7) of the employees do have a significant influence on their performance at the place of work. It may further be noted that based on the Spearman’s rank correlation coefficients, negative and positive coefficients indicate negative and positive correlations respectively. Therefore, in this case, since the coefficients were positive, the variables had positive correlation with the employee performance. This showed that the three variables; skills, knowledge and competence affect employee productivity positively. Spearman’s rank correlation $r_s$ can take values from +1 to -1. $r_s$ of +1 indicates a perfect association of ranks, $r_s$ of zero indicates no association between ranks. Finally $r_s$ of -1 indicates perfect negative association of ranks. The closer $r_s$ is to zero the weaker the association between the ranks.

**Discussion of the Findings**

This section tries to link the findings made in this study with the literature which had been previously reviewed in the study. From the analysis, a good percentage of the respondents indicated that training was fairly improving their skills to work better in the place of work and thus improving the overall performance. This is in line with a number of studies. For instance, the study carried out by Swart et al., (2005) showed that to bridge the performance gap, implementing relevant training interventions was vital. It is through the training aspect that particular skills and abilities of the employees are developed as well as their performance enhanced. 55% indicated that quality training was provided where 45% disagreed. This implies that some respondents were not satisfied by the training programs offered in the organization. Reja et al. (2011) concurs with the study that organizations need to develop a good training design based on the needs of the employees. The result will lead to all employees’ involvement in the training and their morale enhanced. According to the findings made in this study, an overwhelming majority of the respondents indicated that the training offered had an influence on their skills and knowledge (89%). This is in line with the study by Falola, Osibanjo and Ojo (2014) on effectiveness of training and development on employee’s performance and organization competitiveness which showed that professional training improves employee skills and competencies. The researcher pointed that computer based training is most effective off- the-job training techniques to train employees’ to gain competitive advantage. This study concurs with the researcher that the employees need to be equipped with knowledge on ICT such as IMIS and SMS in order to improve their performance. This study also found that the knowledge acquired through training (86%) influenced the performance of employees to a greater extent. This is in line with Githinji (2014) who found out that training inspires employees towards achievement of organizational goals at 90.1%. In the study by Ramya (2016) shows that the skills that employees have are very
important in improving job performance. This is further supported by a study carried out by Wright & Geroy (2001) which showed that employee competencies change through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. This implies that organization embarks on knowledge management and better utilization of resources. Tahir and Sajjad (2013) explained that training of employees helps to fill some specific skill deficits in the performance of the employees. This is evident in the current study whereby the respondents pointed out some specific skills which they had acquired through training which include problem solving and analysis skills (37%), communication (28%) and leadership skills (27%). According to Ritu (2015) training enhances the soft skills of the trainees from all professionals. However the researcher found that communication skills were perceived to be least important by the respondents.

The study has established that there is a significant corelation between skills, competency and knowledge acquired through training and employee performance. This is in line with the study carried out by Kum, Cowden, & Karodia, (2014) in singapore showed that there was a positive effect of employee training. The effect was pointed out as to create an opportunity for long-term productivity in an organization. Another study which supports this finding is that of Raja, Furqan and Muhammad (2011) which explained that training has some positive impact to the performance of the organization through the improved performance of the employees. A research conducted by Jabbouri and Zahari (2014) on the role of core competencies on organizational performance, expounds that employee competence plays an important role in creating synergy between organizational units. Further, competence improves organizational performance and its effectiveness. This study concurs with 97% agreeing that employee competence improved productivity and 3% disagreed. The implication is that the respondents’ competence enhanced their service delivery in the organization. Competence in the use of ICT related technology boosts the organization efficiency and effectiveness. The Spearman’s rank correlation analysis showed that the employee skills, knowledge and competence had some influence to the employee productivity. The correlation coefficients obtained after the analysis were 0.7, 0.6 and 0.7 for the employee skills, knowledge and competence respectively. Spearman’s rank correlation recommends 0.05 significant levels. The coefficients indicate that the three variables have a strong positive relationship with the dependent variable. Based on the Spearman’s rank correlation coefficients, negative and positive coefficients indicate negative and positive correlations respectively. Therefore, in this case, since the coefficients were positive, the variables had positive correlation with the employee performance. This showed that the three variables; skills, knowledge and competence affect employee productivity positively. The three variables were closer to +1 depicting a very strong association with employee performance.

**Conclusion**

It is concluded that the training offered by the institution is not fully addressing the needs of all the employees. This is whereby there are those few who feel that their interests are not met through training so as to improve their performance. With regards to the skills, it
is concluded that indeed the skills of the employees is vital for the overall performance. Trainings are expected to improve the skills of the employees so as to improve their performance. 55% indicated that quality training was provided while 45% indicated otherwise. This shows that there are those few who feel that their interests are not met through training so as to improve their performance.

It can also be concluded that knowledge did have some influence on the performance of employees. It is as a result of providing knowledge that trainings are provided to the employees in the place of work. However, this study has concluded that the training offered is not adequately meeting the knowledge needs of some of the employees and this in return is affecting their performance. It was also concluded that the competence of the employees did have an influence on their performance. A challenge however, is that the training provided was not really meeting the competency needs of some of the employees and thus their performance remained the same.

It can also be concluded that there is a significant relationship between employee skills, knowledge and competence and the performance of employees in the educational sector. The findings from Spearman’s Rank correlation show that there is a strong positive association between the independent variables and dependent variable. As such, emphasis needs to be placed on capturing these elements fully in the training process so as to increase the productivity of the employees and the overall performance of the organization.

**Recommendations**

The researcher has derived from the findings a number of recommendations to improve the efficiency of training on employee performance in the education sector of Kenya. These recommendations include: There is need for a review to be made in the form of training which is being provided by TSC to its employees. The researcher found that there is need to involve the employees in designing training programs. The institute should ensure that the training sessions are structured in a way that they fully address the overall needs of its employees so as to avoid the situations whereby there are some employees who feel they are totally left out in the training programs since they do not obtain any benefit. The results on whether quality training was provided to the employees’ show clearly the dissatisfaction of some respondents.

There is also need for an increase in the frequency of training. To promote consistency in growth and development among the employees, TSC should be frequently organizing training opportunities which continue to improve the skills, knowledge and competency of the employees. Various approaches should be involved such as on-job training. This makes the employee to be more in touch with the work while at the same time learning more. There is need for evaluations to be carried out by the TSC on the training needs of the employees. This is important in that it helps the team to establish the exact needs which can be focused on during the training sessions. Having particular training needs promotes time and cost saving and thus improving the efficiency of the trainers and employees as well. It is also important that professional trainers to be used rather than casual trainers who have no deeper knowledge on the various areas of employee performance improvement techniques. Changing venues once in a while will also boost
the effectiveness of the training programs on improving the performance of the employees.

References


