Effects of Employee Training on Employee Performance: A Case of the Judiciary of Kenya

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Abstract: The purpose of the study was to investigate the effects of employee training on employee performance: a case of the Judiciary of Kenya. The study used descriptive research design. The target population were the non-judicial staff based at Milimani Law Courts comprising of 400 employees. Both stratified sampling and simple random sampling were used in the study to select a sample of 210 employees. The data were analyzed using both descriptive statistics and inferential statistics to investigate the effect of employee training on employee performance at the Judiciary of Kenya. The study revealed that transfer of knowledge has a significant relationship with employee performance and was ranked as the first and most significant independent variable while instructional media has a significant relationship with employee performance and was ranked as the second highest significant variable in predicting employee performance. Another finding was that training resources have a significant relationship with employee performance and was ranked as the third highest predictor of employee performance while policies have a significant relationship with employee performance. However, the relationship between policies and employee performance was not significant in predicting employee performance. The study also revealed that there was no significant different between employees’ position and performance at the Judiciary of Kenya. The study recommends that during budgetary allocation, the organization should allocate adequate resources for employee training. It is also recommended that the training organizers should adopt other instructional methods like teleconferencing, videoconferencing and the internet. Another recommendation is that before embarking on any training programme, the HR Department should carry out a training needs assessment to ensure that the right trainees are selected for training and that the appropriate content is delivered at the training.

Keywords: Employee Training, Training Resources, Instructional Media, Transfer of Knowledge, Policies, Employee Performance

I. INTRODUCTION

According to Burley (2018), when an organization trains its employees it makes them a treasured asset in the organization. Organizations should therefore strive to entrench training programmes in their human resource practices to yield important benefits for the organizations. According to Abeba, Misele and Lemessa (2015), training is conveying a precise skill to perform a particular job. Training is an educational activity aimed towards the attainment of specific skills and knowledge for the intention of a task (Atieno, 2015). Elnaga and Imra (2013) also define employee training as programs that equips employees with information, new skills, or professional development opportunities.

As highlighted by Mohamud (2014) that training is essential in an organization to ensure that an adequate supply of staff is competent and capable helping the organization to achieve its set vision, mission and objectives. Effective training is an advantage to the organization because it leads to reduction of time spent solving problems, redoing a given task, which in turn leads to saving the much-needed resources in the organization. According to Al-Nuseirat and Biygautan (2014), organizations that strive to remain competitive are required to equip their employees with the relevant skills as this will encourage them to be creative and innovative thus permitting them to contribute to the organization’s overall success and excellence in service delivery.

Training has various benefits in an organization (Qureshi, 2016). These include improving employees’ morale, job satisfaction and encouraging employees to stay longer in the organization. Motivated employees are also less likely to be absent from work, make more errors and require more supervision at their workstation. This leads to cost reduction for the organization. Training also leads to improved chances of career development for the employees through promotion as they have acquired additional skills. This becomes a benefit to the organization, as it is able to retain the well-trained employees (Onyango & Wanyoike, 2014). Employees on the other hand enjoy extrinsic and intrinsic rewards associated with skill development and performance improvement.
According to Njeru (2014), investment in training activities by organizations have in recent years improved world over. This is because organizations have noted the importance of ensuring training leads to desired results like an increase in performance. An essential objective of training is the elimination or improvement of performance problems. For a training program to be considered successful, it must have clear stated and realistic goals (David, 2010). These goals guide the training program’s content and also determine the criteria by which its effectiveness is to be judged. According to training programs provide various benefits in organizations.

A resource is a source of supply, support, or aid that can be readily drawn upon when needed. In human resource management, this includes resources that support employee participation in training, allocation of sufficient time for employees to attend the training and an adequate budget for the development, delivery, monitoring, evaluation and follow-up of the programme (European Institute for Gender Equality, 2018). Organizations should ensure that the allocation of training resources legitimate as this will ensure the sustainability of the training activities.

According to Wamalwa (2016), instructional media is a channel to communicate messages that can be audio or visual in nature to another person. This may include electronic (slides, overheads, videos, video conferencing) or non-electronic (handouts, books, real objects, chalkboards). The use of instructional media in training has various objectives such as visual elaboration, sprouting interest, grasping attention or support learning. The training media can also help the trainer turn the learning experience more enjoyable (Sadiasyed, 2011).

According to Ofobruku and Yusuf (2014), transfer of knowledge is a tool used to improve the skills of employees in an organization. It also used to build the organization’s knowledge, strengthen its capabilities and help it in gaining competitive advantage in the market. Transfer of knowledge may either be positive, negative or zero. Positive transfer of knowledge is the extent to which a trained employee is able to apply the skills and knowledge gained at the training back at the work place. When there is negative or zero transfer of knowledge it means that the trained employee did not grasp anything that can improve their performance at the workplace. Therefore, for any employee training to be considered as a success, there must be positive transfer of knowledge (Njeru, 2014).

Employee performance is the interrelationship of the job activities that an employee is expected to perform and how well the said activities are implemented. Amadi (2014) postulates that apart from the external influences on individual behavior and personal traits, organizations can be able to influence all factors affecting performance of an individual employee through formal and informal means. Employees can greatly be influenced formally through the management style, communication and the organizational culture (Heerwagen, 2016). Those selected to offer training to the employees can therefore provide feedback on employees’ performance and financial performance of their organization (Amadi, 2014).

In India, according to Zahid (2013), organizational performance is extensively determined by training offered to the employees. His study shows that performance of an organization depends on the employee commitment, which in turn relies on the HR policy of training activities. In Malaysia, Al-mzary, Alrifai and Almomany (2015) show that there is positive attitude towards training needs identification through those who develop training programs, design the training programs and the selection of employees to take part in the training.

According to Ofobruku (2015), in the past years, Nigerian organizations have consistently experienced low levels of training and development for its employees’. Furthermore, Ofobruku (2013) states that the training system in Nigeria as a source of supply of skilled labour to both public and private industries over the years is a point of concern. In another study, Ofobruku (2015) established that productivity among employees varies based on how they are trained to handle responsibilities in the organization, and employees showed better performance when trained. Furthermore, training had a relationship with employee productivity.

In Kenya, Githinji (2014) established that training influences employee performance by positively influencing employee engagement to be more innovative, change work processes and improve overall performance. Training further enhances employee performance by positively influencing employee motivation level through the motivation of the workforce, positive leadership styles and employee recognition. Finally, training enhances employee performance by influencing positively job satisfaction by enhancing customer relationships as well as the employer – employee relationships.

The Judiciary of Kenya has been established as an independent custodian of the justice system in Kenya. It exercises judicial authority in the country and has been mandated to deliver justice in line with the constitution and other laws. The Judiciary of Kenya together with other legal institutions performs the functions of formulation and implementation of judicial strategies. They also compile and disseminate case laws and other legal information for the administration of justice in the country (www.judiciary.go.ke). The Judiciary operates at two levels – the superior and subordinate courts. Its training programs are carried out through the Judiciary Training Institute for the Judges and Magistrates through continuous legal education. The training of non-
judicial staff is normally conducted by the Institute in consultation with the Directorate of Human Resource and Administration which recommends the courses to be offered.

This study therefore sought to investigate the effect of employee training at the Judiciary Training Institute on employee performance at the Judiciary of Kenya with a special focus on the how access to training resources, instructional media used and transfer of knowledge - influences employee performance at the Judiciary of Kenya.

Statement of the Problem

Training is a strategic component for any employee who strives to excel in their career. It is meant to prepare employees to keep abreast with an organization as it changes and grows. Perhaps one of the most serious problems noted is that organizations are realizing a trend where learning from a formal training programme is not transferred and or applied on the job. This has also been exacerbated by many organizations which meet their needs for training in a disorganized way due to unplanned and unsystematic trainings they conduct for their employees. Furthermore, some researchers (Dettetman, 2003; Fuller, Munroe and Rainbird, 2004) have documented that while some organizations allocate funds for employee training purposes, only a meagre 10 – 20 percent of training translates to some organizational benefits or is effectively transferred to the workplace. Other organizations for example governmental, private organization and international seem not to recognize the significance and influence training has on their employee's productivity. Employee training budgets always face setbacks through reduction when there is an economic slump or when profits decline.

The Judiciary of Kenya is an arm of government which has been mandated to deliver justice as well as perform functions of formulation and implementation of judicial strategies. Currently there are only seasonal training programs and new employees training only which are offered through the Judiciary Training Institute. The training systems put in are not effective because they are poorly designed. There is a general feeling among the staff that they are left out and not given due consideration when it comes to training. This is especially so for non-judicial staff whose trainings are conducted by the Institute in consultation with the Directorate of Human Resource and Administration which recommends the courses to be offered. The employees are not involved in the selection of training resources, the instructional media to be used nor are they evaluated after the training to establish the effectiveness of the training. As a result, the perceptions and attitudes of employees head for the worst and they view training as not being able to address their needs.

It is important to find out whether training provided at the Judiciary to its employees has been utilized to transform employees’ productivity and probably the institution’s overall performance or is it that the training go to waste and/or does not achieve its intended purposes. This study will provide data that may help the Judiciary identify flaws in training policy and programme execution.

Amadi (2014), Githinji (2014) and Misiani (2013) have examined the role of employee training and its impact on performance. Indeed, in the aforementioned studies, it was posited that there exists a link between employee training and performance. However, none of these studies focused on the specific elements of training programme and employee performance. There was paucity of research undertaken to find out the efficacy of specific training programme elements. This study therefore, investigated the effects of employee training on employee performance at the Judiciary of Kenya.

Objectives of the Study

The general objective of the study was to determine the effect of employee training on employee performance: a case of the Judiciary of Kenya, whereas its specific objectives were:

i) To determine how training resources influences employee performance at the Judiciary of Kenya.

ii) To establish how instructional media influences employee performance at the Judiciary of Kenya.

iii) To determine how transfer of knowledge influences employee performance at the Judiciary of Kenya.

iv) To establish how policies influence employee performance at the Judiciary of Kenya.

v) To establish whether there was any significant difference between employees’ position and their performance at the Judiciary of Kenya.

Significance of the Study

This study would be significant to the management of the Judiciary of Kenya as it would assist them in the generation of ideas and solutions on how to run the training programmes in the organization in order to achieve desired goals and objectives. The study would also be significant to the government and other policy makers as it would assist them in the formulation of policies on training programmes. This ensures that they consider the different elements of training programmes (budget, trainers, trainees, time, media, etc) when formulating the programmes to fully maximize on the benefits of such programmes.

The study would also be significant to future researchers and academicians as it would contribute to knowledge on how training programmes could be used to improve employee performance. Finally, the study would be significant to the various training institutions as they would get views on employee perceptions on training and this would allow them to capitalize on coming up with training programmes that are beneficial to future trainees.
Conceptual Framework
The study was guided by the following conceptual framework.

Independent Variables

![Conceptual Framework Diagram]

**Figure 1: Conceptual Framework**
Source: Adopted from literature review

From the framework above, employee training was explained by three elements, namely: training resources which involved financial, human and time; instructional media under the parameters electronic and non-electronic; and transfer of knowledge which involved positive transfer. By means of arrows, these employee training elements were capable of influencing employee performance through indicators such as less hours of completing tasks and service quality. (Ofobruku & Yusuf, 2016) postulate that employee performance improves in line with the degree of knowledge transfer scheme put in place while (Mohamud, 2014) highlights that training has an impact on productivity. According to (Odhiambo, 2014), insufficient use of instructional media leads to poor performance. In this study, policies acted as the intervening variable under the parameters organizational policies and government policy. Soud, (2014) highlight that policies are positively related to employee performance.

II. LITERATURE REVIEW

Theoretical Framework

Adult Learning Theory

The most known and referenced theory of adult learning is by Knowles in the year 2005. It is a model of learning that originated through the comparison of traditional child learning models. The theory highlights six main principles of adult learning which are that adults desire to be informed early in advance why they need to learn which leads them to research on the potential benefits from the expected training. They are also able to establish what consequences they will face by not participating in the learning. The theory highlights that adults do not like things to be imposed on them but prefer to steer the way they will learn. According to the model, adults bring a wealth of experience to the training (Knowles, 2005).

This theory was related to the study because employees are adult learners and therefore they should be involved in the selection of training content and media to be used in the training as this would lead to achieving the goals of the training as well as improve their overall performance in the organization.

Resource Based Theory

The resource based theory was first conceptualized by Barney in 1991. It emphasizes that organizations are diverse as they possess diverse resources which can have different strategies as they have different resource mixes. Organizations therefore need to develop distinctive competencies and resources as they try to produce superior value goods and services. An organization that strives to have these capabilities kept extraordinary can utilize them to build up an upper hand in business (Munge, 2014). The theory is meant for use by managers especially in planning to help them determine the strategic resources that have the potential to deliver competitive advantage (Barney, 1991). The intangible resources of an organization include knowledge, skills and the organization culture. Management organizations have been advised that for them to achieve a competitive advantage they should nurture the intangible resources (Saylor Academy, 2012).

This theory was related to the study because employees are part of the intangible resources of an organization and therefore the organization should fully utilize the available resources which include financial, time and human capital to ensure that their employees are valuable, rare difficult to imitate and non-substitutable.
Theory of Performance

Egler (2000), first conceptualize the theory of performance. It stresses that for an employee to be able they must integrate skills and knowledge and at the same time be able to produce a valuable result. Developing performance is a journey that involves either an individual employee or a group of employees. Egler (2000), states that the level of performance mostly depends on six components which the levels of skills, context, level of knowledge, levels of identity, personal factors, and fixed factors. The theory notes that as an organization improves its level of performance, its employees are more effective and in turn the organization culture becomes effective too. Performing at a higher level produces results such as an increase in quality, capability, knowledge, skills, identity and motivation as well as a reduction in costs involved. Performance can be improved by engaging the performer in positive emotions through activities that can be used to elevate performance and encourage the personal growth of the employee. Another technique of improving performance is through insightful practice which involves events that help people pay attention to and learn from experiences (Egler, 2000).

This theory was relevant to this study as it highlighted the importance of looking at the performance of employees at all levels and considering the avenues that can be used in an organization to achieve higher performance.

Empirical Studies

Training Resources and Employee Performance

Sung and Choi (2014) highlights that there is a negative relationship between the investment in employee development through financial support for education outside the organization. They also postulate that the expenditure on internal training leads to interpersonal and organizational learning practices, which further led to increased innovative performance. Mohamud (2014) postulates that one of the challenges of training in the organization was inadequate financial resources to support training, lack of a compensation policy and resistance of the top management. According to Yusuph (2015), investing in human capital leads to sustainable outcomes and increases customer trust which in turn led to improved service delivery.

Instructional Media and Employee Performance

Kamal, Aghbari and Atteia (2016) study revealed that a positive and significant relationship existed between e-training (methods, efficiencies and infrastructure) and employee performance. It was also noted that the efficiency of e-training influences the job performance. Wamalwa (2016) further highlights that textbooks are the most frequently used followed by computers, charts and photocopiers.

Transfer of Knowledge and Employee Performance

According to Arsawan, Sanjaya, Putra and Sukarta (2017), knowledge transfer has a significant effect on performance. The study suggests that the process of knowledge transfer through absorptive capacity play an important role, and that they have some impact on the subsidiaries performance. Ofobruku and Yusuf (2016) postulate that the degree of knowledge transfer scheme put in place in the organization was very significant as it affects employee performance. They recommend that for organizations to sustain improved employees’ performance, they should put in place knowledge transfer mechanism so as to achieve their objectives.

Policies and Employee Performance

Greta, (2011) postulates that the private employee practices lessons learnt do not necessarily lead to positive effects in governments, since their organizational context, their culture and their environment play an important role affecting public personnel policy formulation and implementation. Pogach, et. al., (2004) highlight that although the policies result in extremely high rates of adherence to performance measurement, there remains opportunities for improvement in the development of coordinated, technology-supported, data-driven programs. According to Bakari (2015), until new policies and practices become established, organizational performance may be affected, often negatively, as employees become accustomed to new ways of performing job tasks or different expectations for personal behavior.

III. RESEARCH METHODOLOGY

This study used descriptive survey design as it was appropriate in establishing the relationship between variables and also facilitated the collection of current information. The researcher used this method because it is used when a researcher wants to describe specific behavior as it occurs in the environment.

The target population comprised of employees working at the High Court Divisions at Milimani Law Courts.

<table>
<thead>
<tr>
<th>Table 1: Target Population</th>
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<tbody>
<tr>
<td>Category</td>
</tr>
<tr>
<td>Secretaries</td>
</tr>
<tr>
<td>Court Assistants</td>
</tr>
<tr>
<td>Process Servers</td>
</tr>
<tr>
<td>Court Bailiffs</td>
</tr>
<tr>
<td>Accounts Assistants &amp; Accountants</td>
</tr>
</tbody>
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http://indusedu.org
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Table 2 shows that majority of the respondents 36.5% neither agreed nor disagreed that the organization allocates adequate financial resources for employee training while 20.8% either agreed or disagreed with the statement. As was established in the study, 45.2% of the respondents agreed that the organization pays the trainers accordingly while 34% of the respondents neither agreed nor disagreed with the statement. The study further established that majority of the respondents 33% agreed that the organization allocates adequate financial resources to enable the training organizers acquire all the training materials while 25.9% disagreed with the statement. In relation to whether the organization hires competent trainers for employee training programmes, 46.2% of the respondents agreed. When asked to state whether the organization hires enough trainers for each training session, 33% of the respondents agreed. The study further established that 30.5% of the respondents disagreed that the time allocated for the training sessions was adequate. This implied that in the organization, there was a feeling among the employees that the resources allocated for employee training is not adequate and this in turn influenced the training outcome. These results are supported by those by Mohamud (2014) which revealed that one of the challenges of training in the organization were inadequate financial resources to support training, lack of a compensation policy and resistance of the top management. The results are however contradicted by those of Sung and Choi (2014) who established that there was a negative relationship between the investment in employee development through financial support for education outside the organization.

Cross Tabulation Analysis

The study was interested in knowing whether there was a significant relationship between employees’ position and their performance at the Judiciary of Kenya. The results are as shown in Table 3 and Table 4 below.

| Table 3: Chi-Square for Relationship between Employee Training and Employee Performance |
|-----------------|---------|-----------------|
|                 | Value   | df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 1.930∗ | 2  | .381 |
| Likelihood Ratio   | 3.479   | 2  | .176 |
| N of Valid Cases   | 197     |    |     |

| Table 4: Contingency Table for Employee Training and Employee Performance |
|-----------------|---------|-----------------|
|                 | P      | Total          |
|                 | Strongly agree/agree | strongly disagree/disagree |
| Senior level staff | Count | % within Position in the organization | 100.0% | 0.0% | 100.0% |
| Position in the Middle level staff | Count | % within Position in the organization | 93.5% | 6.5% | 100.0% |
| Support staff | Count | % within Position in the organization | 100.0% | 0.0% | 100.0% |
| Total | Count | % within Position in the organization | 94.4% | 5.6% | 100.0% |

Chi-square test results (X² = 1.930, p = .381) in Table 3 drawn from results in Table 4 indicate that there was no significant relationship between the employees’ position and their levels of performance. This is further illustrated by the descriptive data on Table 4 which indicated that irrespective of the employees’ position, employee training was relevant. For example, 100% of senior level staff agreed/strongly agreed that employee training was relevant, 93.5% of the middle level staff further agreed/strongly agreed that employee training was relevant and 94.4% of support staff also agreed/strongly agreeing that employee training was relevant. Based on these results, the study concluded that the level of employee performance was not significantly related to their employment position. This shows that the Judiciary of Kenya should offer employee training to employees at all levels of employment as it significantly influences their performance.

Statistical Analysis for Multiple Regressions

To help in determining the relationship between training resources, instructional media and transfer of knowledge as independent variables and employee performance as dependent variable, the study carried out regression analysis. The results are presented in the form of model of summary, Analysis of Variance (ANOVA) and regression coefficients. The findings are shown in the subsequent sections.
Table 5: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.603(a)</td>
<td>.364</td>
<td>.350</td>
<td>.74496</td>
</tr>
</tbody>
</table>

a Predictors: (Constant), training resources, instructional media, transfer of knowledge, policies

The R value (multiple correlation coefficients) of 60.3% indicates that there is a relationship between the independent variables and the dependent variable. The R square (coefficient determination) value of 36.4% of the variance in the dependent variable is explained by the independent variables in the model of the variability in the success of the employee performance is accounted for by the explanatory variable in the organization while the remaining percentage could be attributed to the random fluctuation on other unspecified variables (i.e. stochastic error term). The model was therefore significant at p<0.05.

Table 6: Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.566</td>
<td>.277</td>
<td>5.652</td>
</tr>
<tr>
<td></td>
<td>Training resources</td>
<td>-.350</td>
<td>.096</td>
<td>-.337</td>
</tr>
</tbody>
</table>

a Dependent Variable: Employee Performance

The coefficient results in table 4 above shows that a unit increase in strategic resources would lead to improvement in employee performance by a factor of -0.337 having a p-value of 0.000 which is less than the confidence level of 0.05. At 5% level of significance and 95% level of confidence.

Summary of Findings

Effect of Training Resources on Employee Performance

Based on the results, according to the coefficient results, training resources was the third variable predicting employee performance (t=-3.660; p=.000; Beta=-.337). Majority of the respondents 36.5% neither agreed nor disagreed that the organization allocates adequate financial resources for employee training while 45.2% of the respondents agreed that the organization pays the trainers accordingly. The respondents 33% disagreed that the organization allocates adequate financial resources to enable the training organizers acquire all the training materials while 46.2% agreed that the organization hires competent trainers for employee training programmes. The respondents 31% neither agreed nor disagreed that the organization hires enough trainers for each training session 30.5% of the respondents disagreed that the time allocated for the training sessions is adequate.

V. CONCLUSION

From the findings, training resources have a significant relationship with employee performance and was ranked as the third highest predictor of employee performance. The respondents somewhat agreed that the organization allocates adequate financial resources for employee training and that trainers are paid accordingly. The study concluded that the organization does not allocate adequate financial resources to enable the training organizers acquire all the training materials. Further, it was concluded that the organization hires competent trainers for employee training programmes while the respondents somewhat agreed that the organization hires enough trainers for each training session. The study also established that the respondents disagreed that the time allocated for the training sessions was adequate.

Reccommendations

Having concluded that the organization does not allocate adequate financial resources for employee training, it is recommended that during budgetary allocation, the organization should allocate adequate resources for employee training. This will enable the department responsible for employee training acquire adequate training materials, hire qualified trainers and be able to pay them accordingly. The organization will also be able to choose the most appropriate instructional media for the cadre of staff being trained and also allocate adequate time for the training sessions. This will ensure that the trainings are not rushed but are able to achieve the objective. It is also recommendation that the training policy at the Judiciary of Kenya should be reviewed to encompass all employees who should be trained after training needs assessment.

VI. REFERENCES


