STAFF DEVELOPMENT PROGRAMS AND JOB PERFORMANCE OF LECTURERS OF MOI UNIVERSITY

BY

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DECLARATION

This research dissertation is my original work and has not been presented to any other institution for examination.

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APPROVAL

This dissertation has been submitted with the approval of the two supervisors under which supervision it was written:

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DEDICATION

To my mother, Christine Odinga, the driving force in my academic pursuits.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

The purpose of this study was to investigate the effects of staff development programs on the job performance of lecturers of Moi University, Main campus. The study was carried out at three selected Schools/faculties namely; School of Education, School of Engineering and School of Human Resource Development. The study objectives were: to examine the influence of training on the job performance of lecturers of Moi University and to establish the effect of promotion on the job performance of lecturers of Moi University. A sample of one hundred and fifty two respondents was randomly chosen from the three selected schools to take part in the study. However, due to time constraints and collision with the University closure calendar with this study period, only 51 respondents were accessed. A 41- item structured questionnaire with open and closed –ended questions was used to collect data. The data gathered from the field was organized and presented quantitatively in form of frequency schedules, counts and percentages for the purposes of analysis. Interview responses were reported qualitatively and were used to compare and enrich the responses in the structured items. It had been presumed that in spite of the staff development programs which have been on-going, the performance of lecturers has not been satisfactory and thereby making it difficult for the institution to achieve its goals for which it was set in 2004.

The results of the study were analyzed using the Pearson's linear correlation method in SPSS. The analysis showed that there is very significant relationship between job performance and staff development programs. Promotion was found to be very significantly related to job performance and so was the number of training programs attended by the

lecturers. The findings and conclusions were that training has a positive effect on job performance and that promotion, followed by a clear promotion criterion enhances job performance of lecturers. The researcher recommends that there is need to recognize, acknowledge usefulness and support both short and long term training opportunities, develop a clear promotion criteria that recognizes teaching, research and service, academic qualifications, and experience, and to improve the staff development programs policy that all staff shall be encouraged through training and promotion to develop their potential and enhance their efficiency on the job. Suggestions for future studies and researches were proposed.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

With the rapid global workforce changes, staff development programs have been fully recognized as a dream in enhancing job performance. It is imperative therefore, that to achieve institutional performance and enhance credibility, institutions should emphasize the effective acquisition and utilization of their human resources by investing in them either through training or promotion on their jobs. The role of faculty members in higher education is multifaceted (Ssebuwufu, 1994). They are always under great pressure to conduct research, publish articles, teach classes, advise students and serve on committees. Staff development has therefore become the vehicle for meaningful change which plays an integral part in developing the university's philosophy, goals and expectations. It is through promotion and training and development activities which differ in breadth in relation to the needs and resources of the university, that professionalism, productivity and individual and organizational effectiveness and individual performance can be increased (Kaczynski, 2002). However, job performance of staff sometimes fall below the expected levels and the case of lecturers' performance of Moi University in this regard needs proper scrutiny. This Chapter presents the background of the study, the problem statement, purpose, specific objectives, research questions, scope and significance of the study.

1.1 Background

This background is broken down into four sections; historical, theoretical, conceptual and contextual perspectives discussed in relation to the two variables: Staff development programs and job performance.

1.1.1 Historical perspective

Teachers' efficacy and teaching performance are often in the center of attention in educational institutions. The challenges experienced by universities currently, such as large student enrollments, globalization of education with inherent competition for staff and students has called for more current expertise in delivery of quality education, need for recognition and prestige. The recent introduction of performance contract requires that staff productivity is assessed annually both on teaching excellence and research output (Bigambo, 2004). The emerging issues of university staff turnover, brain drain, have now placed pressure on academic staff to perform and improve the status of the University in the global academia. Thus, each academic staff is required to prove their credibility and continued retention in university employment based on the strength and magnitude of their research activities, teaching and consultancy services among other capabilities. Job performance has been a contended issue in most countries due to poor work ethics, which have developed gradually, poor co-ordination between departments among other factors. There are always gaps between the expected and actual performance. In view of the many shortcomings, several studies have been conducted on job performance but in different contexts. For example, Ng'ongah (1991) assessed the comparison between the performance of trained and untrained teachers in the

teaching of English in selected Ugandan secondary schools and his analysis showed that there is a strong significant relationship between performance and training of teachers.

Moi University has been making it imperative to assess its performance from time to time against strategic goals as an integral part of performance oriented management. There have been on-going initiatives to build satisfactory job performance of lecturers in the institution. A research conducted by Bigambo (2004) on the output of Moi University academic staff and found out that the performance of lecturers was below expectations and set standards, characterized by inadequate training and poor performance measurement. Lubega (1998) looked at training programs and workers performance at Uganda Posts & Telecommunications Cooperation, and found that despite the several attempts that were made to improve on the workers' performance through training of employees in various fields, there were very many complaints about the services offered by employees. Cheptoek (2000) in his investigation carried among non-academic staff of Islamic International University in Kampala, concurred that in the local Uganda University context, both hygiene factors and motivators indeed influence performance. Since his research dwelt on motivation, this research purposed to investigate into the other factors that affect job performance. None of these studies however, attempted to relate short and long term training as factors in employee performance and none was on the Moi University context, which gaps this proposed study sought to fill. Omanga (2008) studied motivation as a factor in employees' performance in Moi University, finding out that indeed the organization has a laid down strategy for motivating the employees, the mechanisms are not effective. However, although this study

was on the Moi University context, it did not attempt to link staff development programs majorly training and promotion as factors in job performance among lecturers, a gap this study attempted to close.

1.1.2 Theoretical Perspective

The study rests on the Human Capital Theory developed by Adam Smith (1776) and re-invigorated by Schultz (1961) which postulates that education and training are a form of investment in human beings. It argues that both knowledge and skill are a form of capital, and that this capital is a product of "deliberate investment''. Acquisition of knowledge and skills is compared to acquiring the "means of production". For Smith, however, the concept of human capital implies an investment in people. Advantageously, workers no longer have to be at the mercy of others, instead they can be in control of increasing their own productivity and earnings through education. Davenport (1999) suggests that the human capital perspective is also illustrative of the employee's point of view. He contends that employees are not costs, factors of production, or assets, but rather investors in a business. People invest their own human capital, and they expect a return on their investment. This research uses Schultz's theory as a guide and proposes that by instituting staff development programs such as training, Moi University as an institution, can be able to enhance its daily operations and thus job performance of their staff.

1.1.3 Conceptual Perspective

The dependent variable in this study is job performance. Performance is the execution of an action, Merriam (2009). Performance is often viewed in terms of results and in

this study, job performance was measured in terms of annual average number of research projects undertaken by individuals and departments, teaching roles, supervision and the average number of publications, number of outreach programs and number of clients served on the community and international university related projects.

The independent variable in this study is staff development programs, and according to Pigors and Myers (1981), they are all efforts, strategies and courses of action deliberately taken to help and/or facilitate employees to achieve technical, academic and psychosocial development to enhance their contribution to the achievement of organizational goals and for mutual benefit. The two authors contend that, staff development programs encompass training, promotion, motivating and rewarding staff. To them, the process also involves a wide range of situational training forms, attendance at regional conferences and seminars although the needs of the work unit must be met first. Tiberondwa (2000) on the other hand, points out that staff development programs include training, attendance of seminars, workshops, conferences and short courses within and outside the institution. They also include sabbatical leaves, promotions which are expected to lead to effective performance in activities and in tertiary institutions, staff development programs primarily aim at improving employee competence as to ensure transfer of quality knowledge, skills are required attitudes of trainees, as well as improved performance on the job in the various work situations. In this study, staff development programs are training and promotion that are instituted by Moi University for academic staff to undertake to lead them to the desired performance.

1.1.4 Contextual Perspective

The study focused on Moi University, Main Campus, Kenya, where job performance among lecturers had still been noted to be very low and unsatisfactory (Moi University, 2007). This was evident by grievances among students regarding delay of examination results, poor supervision, missing marks, poor completion courses, no course outlines, poor assessment of examinations, poor lecturer-student interaction, and deteriorating academic performance and reduced levels of research and publications (Campus press, September 2008, IGERD Brief, June 2008). The persistent failure to hit annual performance targets (Moi University, 2004) suggested that Moi Universities' policies on promotion and training were unproductive. It is against this background therefore, that the need for the study was envisaged.

1.2 Statement of the Problem

Management of universities has, over time been a contentious issue but more contentious however, has been the performance of lecturers at work. Unfortunately, Moi University lecturers do not perform to the expected standards and neither do they seem to address the needs of students and other stakeholders. Their performance is still less satisfactory than the expected standards and consequences have been predictable as there are rising concerns over poor coverage of term projects and course content, delayed examination results and missing marks, poor assessment of examinations, poor lecturer-student interaction, deteriorating academic performance and reduced levels of research and publications and as a result, academic standards and performance among

students have been adversely affected and are still the daily complaints in the local university press (Campus press, 2008*)*. With these problems, the University is losing credibility as students are no longer applying to study there while a good number of them are resorting to other universities and colleges. This unsatisfactory performance of lecturers has in turn posed a threat on the quality of education offered by the institution and service delivery. This study therefore, sought to investigate the staff development programs and the effects of such programs on the performance of lecturers at Moi University.

1.3 Purpose

The purpose of this study was to assess the relationship between staff development programs and job performance of lecturers of Moi University.

1.4 Objectives

The specific objectives of this study were:

i) To examine the relationship between training and job performance of lecturers of Moi University.

ii) To establish the relationship between promotion and job performance of lecturers of Moi University.

1.5 Research Questions

This research sought to answer the following questions:

i) What relationship does training have with job performance of lecturers of Moi University?

ii) What relationship does promotion have with job performance of lecturers of Moi University?

1.6 Hypotheses

The study was guided by the two hypotheses below:

i) Training is positively related to job performance of lecturers in Moi University

ii) Promotion is positively related to job performance of lecturers in Moi University.

1.7 Scope

The study concentrated on the School of Education, School of Human Resource Development and School of Engineering, Moi University, Main campus, Eldoret, Kenya: the largest of all the Moi University's campuses. It has fifteen schools, eight faculties, one institute and thus large enough and of great importance as a model campus in Kenya. Lecturers in all the three schools served as respondents. In content, the study was limited to training programs and promotion and their relationship with job performance among lecturers.

1.8 Significance

The study could help Moi University identify staff development programs that may be positively or otherwise affecting job performance among lecturers in the University and hence be in position to adjust those programs that are in their power to adjust to positively enhance job performance in the University. The research findings can also be an invaluable information base for the heads of department, deans, principals of

Moi University to revise and improve policies on training and promotion opportunities for the improvement of lecturers' job performance. Theoretically, the study will also prompt more researches in the area having contributed to literature related to staff development programs and serves as a reference for private and public universities interested in the dynamics of job performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this Chapter, the researcher critically analyzes works of other people related to variables under study. The theoretical review constitutes the theory underlying the relationship between the two variables: staff development programs and job performance. Additionally, it presents the conceptual framework and related literature.

2.1 Theoretical Review

The Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (1961) postulates that education and training are a form of investment in human beings. The underlying belief then is that education creates assets in the form of knowledge and skills, which in turn increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of staff development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization for example seminars, workshops, conferences, and by creating conducive environment through appropriate welfare care like promotion. According to Flamholtz & Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes.. The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects. Thus, the human capital perspective at the level of the University,

due to its emphasis on skills and performance, appears to offer more support for generalized investments in the human resources.

Davenport (1999) suggests that the human capital perspective is also illustrative of the employee's point of view. He contends that employees are not costs, factors of production, or assets, but rather investors in a business. They invest their own human capital, and they expect a return on their investment. Davenport further indicates that the predisposition for an employee to invest their time in an organization is based on sense of commitment. Nevertheless, staff development programs may be viewed as generalized investments in human capital. Such investments can reassure employees that the expenditure of their time in the organization will contribute to their development and thus improve employee commitment and loyalty. Staff development programs can give organizations a competitive advantage by linking the strategic interests of the organization with the interests of their employees (Ginn & Terrie, 2001). For the employee, human capital theory justifies time spent at the workplace on regenerative activities. Training has thus, added value to human resource hence become skilled. If Moi University is to enhance the job performance of lecturers, then, more effort should be made to facilitate these programs if they perceive that this would be valuable.

2.2 Conceptual Framework.

Figure 2.1 gives a framework illustrating how variables in the study are conceptualized and related:

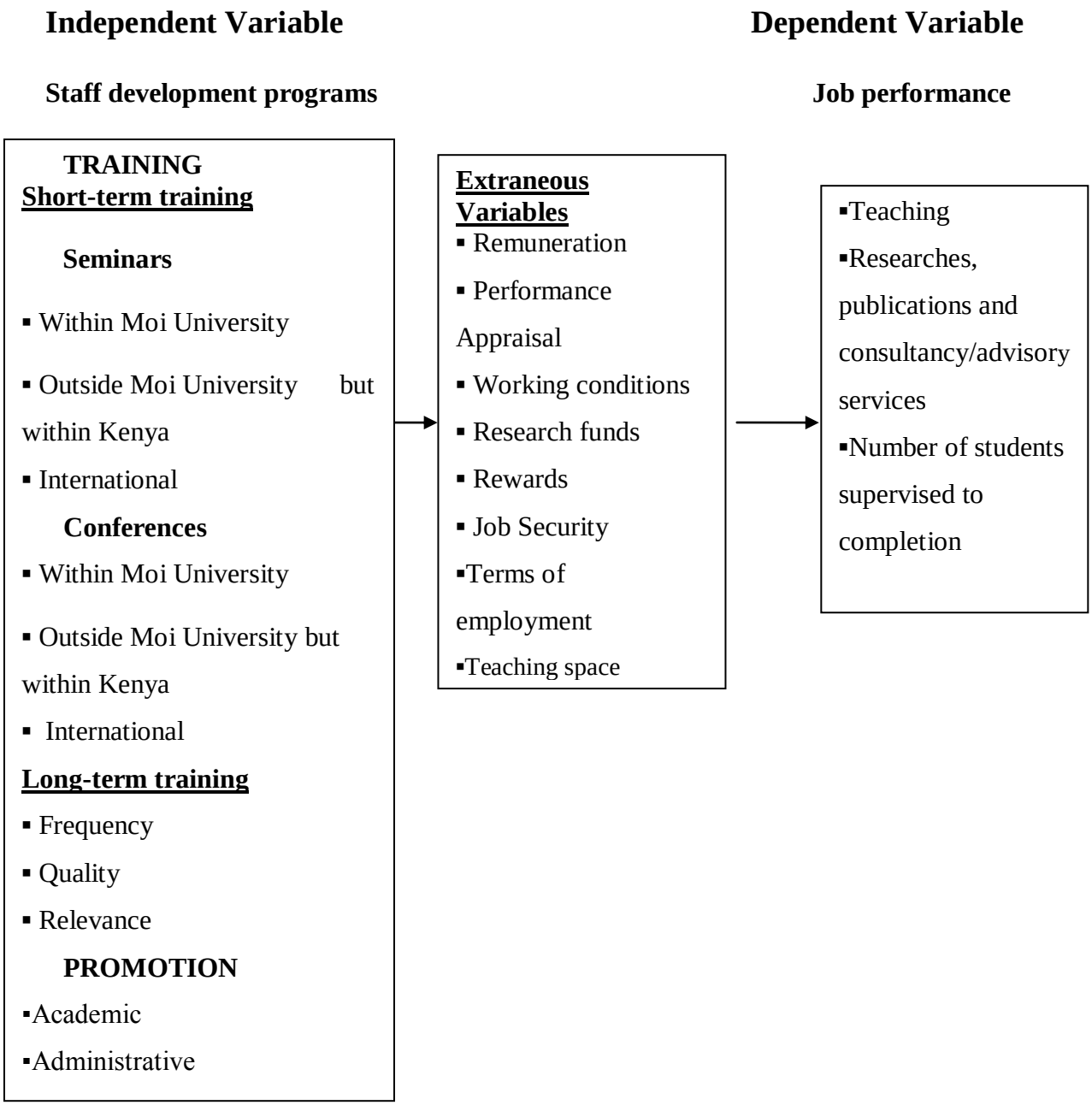

Fig 2.1 Conceptual framework relating staff development programs and job performance

Source: Developed basing on Onen & Oso (2008), Writing Research proposal and report,(2nd ed.)Kampala: Makerere university printery, p.50

The conceptual framework in Figure 2.1, illustrates two independent variables, namely training and promotion, all conceptualized to have effects on the level of job performance. Training has been conceptualized as short and long term training. Training and promotion have been hypothesized as directly influencing teaching, research, publications, consultancy services and supervisory roles. However, the results might be confounded by remuneration, performance appraisal, working conditions, culture, rewards, job security and terms of employment.

2.3 Related literature

2.3.1 Training and job performance

Institutions of higher learning, monthly or annually organize training programs, whose major goal is to enable the teachers and professors improve teaching methods and enhance their performance. Buckley and Caple (2000) in a comprehensive definition, looked at training as ‘‘a planned and systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in an activity or range of activities’’. Mclagan (1989) also observes that training focuses on identifying, assuring and helping develop through planned learning, the key competencies that enable individuals to perform current jobs. From the above definitions, it is clear that training in a work situation is concerned with extending and developing employees’ capabilities and enabling an individual acquire abilities for better performance in their jobs and given tasks. Lecturers need constant training both on the job and off-the job in order to understand new changes taking place within their learning and teaching environment. This is because the efficiency of any institution depends on

how well its members are trained and through training, more skills would be acquired and lecturers themselves would become great resources to the university. (Akuezuilo, 2000; Bramley, 1991). Training has been argued by many authors as a component of staff development and if carried out effectively, it can lead to improvement in the performance of employees and it can either be on short or long term basis. Short term training encompasses a wide variety of programs such as seminars, workshops, conferences, symposiums, continuing education, personal enrichment courses, attachments, and college diploma or certificate programs varying from one to six months. Ambetsa (2006) on the contribution of technical and vocational training to sustainable development found out that short term training contributes to individuals' personal development, increases their productivity and income at work and facilitates everybody's participation. According to Ambetsa, investing in education and training, adds light to the human theory used in this study, which is an investment in the future.

Birungi 2002),in his study on approaches of academic staff development and the perceived performance of lecturers at Uganda Martyr's university, found out that some approaches of academic staff development have emerged at UMU and that in spite of gaps in the endeavors to put them in place and to manage them, they are generally perceived as contributing to improved performance of lecturers who undertake them. Likewise, a study undertaken by Greenwald, Hedges & Laire (1997) found out that student achievement goes up more for every $500 spent on increased teacher professional training than for spending the same amount on raising teacher salaries. It is evident therefore, that staff development is a contributing factor towards performance

of lecturers, however, the above studies dwelt on different issues of staff development, which none of them attempted to relate short and long term training as factors in employee performance and none was on the Moi University context, which gaps this proposed study sought to fill. Meanwhile, Carl (1990) through in-service training as staff development component, strongly advocates that teachers are enabled to make desirable change in their teaching Secondly ,that peer observations may be a more powerful training activity than trainer-provided coaching. Sparks & Hirsh (2000) support this position adding to it the element of "peer observation" which would lead to peer-review. The researcher believes that people tend to grasp well under the dynamics of peer-group environment.

However, Meggison, et al (1999) argue that short term training is just one, may not be the most important factor in determining a person's level of job performance especially when under peer observation, which also agrees with Burke's (1998) point, who in his study, found that short term training reveal short-comings in the light of long-term vision, but in the light of short term vision, they are of necessity to only meet the immediate pedagogical needs of practicing lecturers but at the same time, motivating them to master the basic skills of teaching and to provide better professional service to students and the general stakeholders. According to Bogonko & Saleemi (1997), training is effective only when it is properly planned and effectively executed. Training methods must be appropriate to the level of employees, the nature of tasks and purpose of training. The effectiveness of a training program should be evaluated so that necessary improvements may be made in it from time to time. Hence, training must be carefully planned and

evaluated and staff development fellows must be purposively selected (Tiberondwa, 2000). However, Larti (1975) cautions that teachers and administrators have worked in relatively isolated environments and faculties have relatively little experience in cooperative planning of school improvement or training programs. He is therefore of the view that training, both short and long term could break down the isolation and increase the collective strength of community educators who staff the school. Likewise, Burke (1998) observes that the challenge to ministries of education, as teachers become professionally competent, will be to give them more autonomy and ownership of their area, to gradually withdraw the tight controls that are usually considered necessary when teachers are trained or untrained. Moi University (2006) distinguishes different categories of training, ranging from induction, certificate courses, degree training, as well as workshops, seminars and conferences. Bigambo (2004), in his study on the output of Moi University academic staff and basing on the educational theory, found out that the performance of lecturers was below expectations and set standards, characterized by inadequate training and poor performance measurement. He adds that training is directly related to performance requirements of the employee's current assignment and should respond to organizational or operational need as defined by the University.

Tiberondwa (2000) and Ahuja (1986) have similarly identified short term training programs to include induction, which is locally organized through seminars and workshops for new staff in the organization. These courses can be done within section units and departments. Robinson (1996), discussing the form and use of conferences, which the researcher adopted as one of the elements under training, recognized its

strength for conveying a message to a large audience, while seeking opportunity to hear and comment on views of recognized authorities. Thus, conferences provide tentative answers to critical questions. They let people taste and experience their ideas for themselves and are usually dominated by a few. Ebau (2001), in conceptualizing the seminars, states that, one is not only at the receiving end, but exchanges views and ideas, which is good for one's professional development. At the same time, they are more flexible in the organization and touch on broad but cross-cutting issues and are compatible with different work schedules, which provoke an input from at least all participants. In the era of constant changes and dynamism, staying competitive is the key to sustainable performance. It is in this context that training seminars for the staff in an institution, becomes relevant in order to keep them motivated and up-to-date with organizational trends and new technologies, teaching, research methods. These training seminars are in a way almost essential for maintaining the relevance of the workers' contribution to the organization.

Kroehnert (1995), in an in depth analysis, found out that through seminars, a problem may be defined and then given to the participants to rectify, under the supervision of the seminar leader. Training seminars bring direct benefits to the business and for this very reason can be calculated as a return on investment, which the researcher strongly agrees with the Human capital theory that this study anchors on. Kroehnert (1995) conclusively states that performance among the employees of the organization increases even while the training seminar takes place. Most times, staff who receive formal training are found to be up to more productive than their untrained colleagues who might be working on the

same role. Horsley and Matsumoto (1999) concluded short term training as staff development, which includes workshops, conferences, action research projects and graduate programs and can be initiated for a variety of reasons for an employee or group of employees. Long-term training meanwhile, has been defined as administrative, managerial, scientific, or technical training of a full-time or part-time nature extending longer than 120 calendar days (960 hours) that have been specifically equipped and staffed for training (Webster, 2009).

Long term staff training includes distance learning, case study, sabbaticals, Master degree training and Ph.D programs. Long term training may be a formal course or degree given for academic credit by an accredited college, university, technical/vocational school or institute, a postgraduate diploma, Master degree, Ph.D programs and sabbaticals laying special emphasis long-duration program (Webster, 2009). Emojong (2004) in his study on in-service training programs and their effects on performance of staff at Ugandan Revenue Authority found out that the training courses the organization offers to its employees have been on immense significance on their performance at work. Some of the training courses URA centre offers as brought out by Emojong (2004) are taxation courses i.e. postgraduate diploma in taxation, for eighteen months, diploma in taxation revenue administration, a nine month program for non-graduate offices, which have all been beneficial to the staff at URA at different lengths.

Maicibi (2003) in his discussion on sabbaticals defines sabbatical as the period of time, say a year or on special situation, even more, normally granted to staff to rest. This must be a staff who has worked for the organization for a minimum of seven

continuous years of unbroken service applicable mainly to higher education institutions' academic staff. Many beneficiaries use the period to expose themselves to practices in other organizations, yet others use the period to carry our researches and write books. In this regard also, the Human resource manual (Moi University, 2006) posits that before going on training, staff members must have offered "three years of uninterrupted service to the University". "Staff members proceeding on study leave must be bonded for an equivalent period of study leaves".

Buckley and Caple (2000) in their book working on training of teachers in elementary schools in North London, added that training at whatever level, has both intrinsic and extrinsic benefits to the individual resulting from the ability to perform a task with better skills and from extra earnings accrued to increased job performance coupled with promotion prospects. Maicibi and Nkata (2005) established that training involves both learning and teaching. With improved employee job performance and productivity derived from short-term and long term training (e.g. conferences and sabbaticals, the organization is bound to benefit in terms of shorter learning time, decreases in wastage, fewer accidents, less absenteeism, lower labour turn-over and greater customer satisfaction). Criticism has however been placed on the emphasis on training with authors like Hannagan (2002) arguing that there is no guarantee that trained employees actually benefit from participation in training and that employees are usually unproductive especially while undergoing long term training let alone the additional expenses.

To this end, the Human Resource Manual for Moi University, (2006), points out that

in its training policy, that all staff shall be encouraged through training to develop their potential and enhance their efficiency on the job in the present and in the future which agrees with Buckley and Caples definition of training as 'a planned and systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in an activity or range of activities. Although most of the empiricism posits that training is a correlate of individual job performance, few are on the benefits as a motivator and none is in the context of Moi University, a gap this study sought to fill. Training was looked at in this study in terms of learning experiences undertaken by lecturers at the University or away from work, which included long or short duration courses to modify or develop their knowledge, skills and attitudes in order to achieve effective job performance. All employees, regardless of their previous training, education and experience, must be given further training, short and long term. This is because the competence of workers will never last forever, due to such factors as curriculum and technological changes, transfers and promotions.

2.3.2 Promotion and Job Performance

Promotion refers to the advancement in gaining higher positions (Doeringer & Piore ,1971). According to Okumbe (1999), promotion refers to the advancement of a worker to a better job in terms of more skill, responsibilities, status and remuneration. Promotions should be used by the educational management to place the most competent and productive worker on each job. It is for this reason still, that the study seeks to establish whether promotion should be based on accumulated seniority or extra relevant qualifications and whether based on the right criterion, leads to job performance.

Doeringer & Piore (1971), say that in order to develop skills and abilities specific to the company, its significant from an organizational perspective to retain employees for a long period of time and promote them in accordance with their company's specific skills and abilities.

Decenzo & Robins (2002) in their definition of promotion as 'a sequence of positions occupied by a person during the course of a lifetime, state that every employee has once been or will be promoted. However, this is a narrow view of looking at promotion because, although promotion looks at upward movement along the career curve, there are cases when individuals occupy positions less favorable than their previous jobs and it does not follow then that their performance will be enhanced. Jacoby (1984) and Morishima (1986), indicate that promotion opportunities increase the level of individual performance and organizational commitment among workers in their career advancement, influences the workers behaviours and attitudes such as motivation and organizational commitment, particularly in the case of stable employment. In upholding the views of Jacoby (1984) and Morishima (1986), Pigors and Myers (1981), submitted that, not only seniority of long service or experience that deserves promotion but promotions should be a reward to encourage those employees who make a successful effort to increase their knowledge or skill. They continue to say that in a case where the promotion criteria for promotion is not clearly defined, management needs records of performance appraisal, if it is fairly to administer a promotion policy based upon employee competence. Universities for example, peg promotions to higher positions to academic and/or professional achievements, Muya & Kang'ethe (2002).

The two authors in their investigation, recognize the need to promote University staff depending either academically or administratively, depending on the needs and policies of the institution.

Tournament Theory propounded by Lazear & Rosen, (1981), states that when an organization insufficiently monitors its employees behaviors such that it possesses imperfect information regarding employees skills and abilities, it is effective to administer a competition of career advancement based on the indication of their exhibited abilities (i.e. through the rank order of job performance that reflects employees' skills and abilities demonstrated on the job).If tournament participants recognize that rewards presented to winners (i.e. prestigious positions),they will work hard in pursuit of the prizes. In other words, winnings from career competition between promoted and non-promoted employees are incentives to work hard and perform well. It further states that it is effective to administer a competition of career advancement based on the indication of employees' exhibited abilities (i.e. through the rank order of job performance that reflects their skills and abilities demonstrated on the job). In addition, employees are promoted solely on the basis of their tenure and experiences in the organization. According to the tournament theory, the effectiveness of promotion depends on the presence of job security (i.e. promotion opportunities motivate employees whose job security is maintained while are motivated by wages when employment is unstable).

Mottaz (1988*)* holds the view that in an effort to uplift the quality of performance of employees, the staff development programs should intend to base the

promotion of employees on the results of their performance. Musaazi, cited by Maicibi and Nkata (2005) observe that as for promotion, we see advancement into positions with greater challenges, more responsibility and more authority than in the previous job. According to them, promotions bring about an increased feeling of self-worth, high salary and higher status in the organization. They however, warn that promotion is neither transfer nor downward or upward movement. Many employees decide to leave an organization rather than accept a transfer and in order to ensure that employees accept transfers, promotions and downward movements as development opportunities, organizations can provide information about the content, challenges and potential benefits of the new job ad location. Muya & Kang'ethe (2002), add that since promotion whether academic or administrative is very appealing regardless of the consequential wage increase, it acts as a strong incentive mechanism provided employees value the higher positions in the context of long-term employment which is common. However, the speed of advancement is lagged because slow promotion causes employees to stay in the promotion competition for a long time and maintains a high level of motivation and job performance. In general, employees are willing to work hard in pursuit of promotion and it is through the provision of promotion that majority see their performance being enhanced.

Kaguhangire (2000), in her study on staff development programs and promotional procedures at Makerere University, found out that the criteria for promotion of academic staff is not clear and non-academic staff are marginalized in accessing the program. While upholding the view by Kaguhangire (2000), Pool et al (1996), in

their investigation on Australian women and careers, further advanced the justification for promotion criteria. They found out that though older dons were more likely to express satisfaction with position on pay scale, it was then useful to note that no overriding age differences in academic performance with remuneration. By contrast, age showed predictive influence on job performance with promotion. Relative to gender and promotion, women dons more than men, were highly disenchanted with promotion criteria and was said that no evidence was revealed to show a gender difference with academic promotion. This study however, did not reveal to what extent promotion influenced job performance, which gap this research intended to fill.

It was expected that from the study, lecturers whose expectations are met by the university, most of the time, will tend exhibit to higher performance than those who find a mismatch between the institution and their expectation. Pool et al (1996) found that, promotion, an intrinsic aspect of academic work, contributed to don's academic work. There are striking persistent differences between senior and junior dons, however, to suggest that promotion among women academics was dependent on rank. Previous studies suggest that promotion opportunities are important determinants of performance. For example, Mottaz (1988*)* has shown that promotion opportunities for advancement have a positive effect on employee job performance and organizational commitment. The importance of promotion opportunities as a significant determinant of organizational commitment was also identified by Quarles (1994) who in his study on the commitment of internal auditors, Inter alia, the strength of organizational commitment states that promotion was one of the principle determining factors of propensity to stay. However,

performance-based promotion has the potential to undermine supportive relations amongst workers; hence, it represents a “two-edged sword” (Kaczynski, 2002).

While many of the above studies observed an actual positive impact on promotion especially on personal needs on individual basis, others came to a mixed bag of positive and negative impacts, while others actually suggested negative ones. This means that promotion on the job is still debatable, more so in the case of Moi University where no study of the same has been done. Kaguhangire (2000) points out that the approved criteria for promotion of academic staff at Makerere University, clearly outlines the requirements of promotion of academic staff. Their guideline for promotion include; academic and professional qualifications, teaching experience, research carried out ,supervision of postgraduate students, conferences /workshops/ seminars attendance ,service to the University and the community, membership of professional bodies and lastly conduct. According to the researcher, this study did not assess the effects and contribution of promotion to job performance and this is a gap which this proposed study sought to fill. Training and promotion in this context become relevant as they are the drivers through which that gap between performance of the lecturers and the organization and the felt need of a changing society can be neutralized. They reduce the gap by increasing employees, knowledge, skill ability and change in attitude.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This Chapter presents the design, population, sample, research methods and instruments, quality of instrument, procedure and data analysis techniques that were employed in the study.

3.1 Design

This study took both the quantitative and qualitative approach or paradigm. It used the quantitative approach in that it was based on variables with numbers and analyzed with statistical procedures (Creswell, 2003). It also took the qualitative approach because it aimed at obtaining data expressed in non-numerical terms (Amin, 2005). In particular, it was a cross-sectional design because it was used to gather data from a sample of a population at a particular time (Amin, 2005) and in so far as pertinent data was collected from all respondents once and for all to reduce on time and costs involved (Creswell, 2003). The study was also a survey in that it involved a large number of respondents at one point in time (Best & Kahn, 1993).

3.2 Population

The target population to which the study results were generalized was all the 250 lecturers (Planning Unit of Moi University, 2004) in the School of Human Resource Development, School of Education and School of Engineering, Moi University. This category was chosen because it was intended to investigate the effects of training and

promotion on the job performance of lecturers since they are the staff who directly determine the quality and credibility of education output in the institution. However, due to time, cost and other constraints, the researcher believed that sampling was useful in the study. The accessible population was constituted by lecturers in the three schools. Of these, School of Education was selected because it is the unit that has majority of teaching staff; School of Engineering was selected because it's a science department and also because it is the department that has held several training courses and School of Human Resource Development. According to available data, Education, Engineering and Human Resource had 143, 75 and 32 teaching staff respectively (Planning Unit of Moi University, 2004). However, due to time constraints and collision of the University closure calendar with this study period, only 51 respondents were accessed. Thus, the lecturers in the selected schools constituted 20% and were deemed representative of the lecturers in Moi University, Main Campus.

3.3 Sample size

Of the target population of 250 lecturers, the minimum sample size according to Krejcie and Morgan's (1970) Table of Sample Size Determination was 152. However, due to time constraints and collision of the University calendar with this study period, only 51 respondents were accessed. Thus, the lecturers in the selected schools constituted 20% and were deemed representative of the lecturers in Moi University, Main Campus.

3.4 Sampling strategies

The researcher purposively selected the departments from which the sample was drawn since the target population in which the results was drawn, was generalized to Education, Engineering and Human Resource Departments. This involved selecting a sample from each category of lecturers, assistant lecturers and Professors. Simple stratified random sampling was employed in the study to ensure that all individuals in the defined population have an equal and independent chance of being selected, (Gay, 1996). This involved obtaining the departments register for lecturers and selecting randomly the names to constitute the sample. This gave those units to be selected an equal and unbiased chance of being selected.

3.5 Data collection methods

Primary data was collected by contacting respondents using self-administered questionnaires. Survey method was used to gather data from a sample of the population at a particular time (Amin, 2005). This was done to find out the opinions, preferences, attitudes, concerns of a cross-section of the population about staff development programs and job performance. Interviews were also conducted to give free responses by subjects from whom the researcher gathered more perspectives.

3.6 Instrumentation

Open and structured questionnaires (see Appendix A) were used to ensure that all respondents reply to the same set of questions and also, to elicit data on respondents' background, independent and dependent variables. In addition, interview schedules

(see Appendix B) were also used to interview institutional administrators mainly the Deans and the Heads of departments to supplement findings from the questionnaires. Three administrators, one from each school and Deans from the mentioned schools, were interviewed over the period of study and their responses were analyzed and incorporated in the study findings. The choice of interview schedules for the collection of data was justified by the fact that an interview is the single best tool to be used for its flexibility and ability to probe and obtain opinions from respondents. (Gay, 1996). They were also considered necessary as it helped in securing clear and detailed information that could have easily been left out in the questionnaires.

3.7 Quality of research instruments

3.7.1 Validity

Kothari (2004) defines validity, as the degree to which an instrument measures what it is supposed to measure. The validity of the questionnaire (section 3.5) was determined by ensuring that questions or items in it conform to the study's Conceptual Framework (Fig 2.1). The researcher also used expert judgment which was done by contacting supervisors and lecturers to ensure the relevance, wording and clarity of the questions or items in the instrument. The content validity index (CVI) was used to calculate the validity of the questionnaire. Twenty nine (38) items out of forty one (41) were judged by both judges to be relevant. Hence 38/41 =0.92 rendering validity as high. The instrument was considered valid because the computed CVI of 0.92 was more than 0.7, the least recommended CVI on survey studies (Amin, 2004; Gay, 1996).

3.7.2 Reliability

Gay (1996) defined reliability as the degree of consistency that the instrument demonstrates. After pilot testing in the field at Moi University Chepkoilel Campus, an institution with similar characteristics to those in this sample, reliability of the instrument, on multi-item variables (i.e. Staff development programs and job performance) was tested via the Cronbach Alpha Method provided by Statistical Package for the Social Scientists (Foster, 1998). The researcher used this method because it was expected that some items or questions would have several possible answers. The researcher established reliability of the questionnaires by computing the alpha coefficient of the items (questions) that constituted the dependent variable and that of the items that constituted the independent variable. The results are as on Table 3.1:

Table 3.1 Reliability indices for the respective sections of the questionnaire

Variable	Description	Construct	No. of items	Cronbach Alpha
Independent	Training	Short term	6	.894
		Long term	4	.811
	Promotion		4	.669
Dependent	Job performance	Teaching	9	.922
		Research, publications and consultancy services	11	.905
		Supervision	5	.864

According to Cronbach Alpha Coefficient Test (Cronbach, 1971), the questionnaire was considered reliable since all the coefficients in Table 3.1 were above 0.5 which is the least recommended CVI in survey studies (Amin, 2004; Gay, 1996).

3.8 Procedure

After the approval of the proposal, the researcher designed the questionnaire, validated it then tested its reliability using the Cronbach Alpha method. After modifying the instrument, the researcher secured a letter of introduction from the Dean of School of Education, (see Appendix C) to assist the researcher proceed with the study. Two research assistants were selected from the undergraduate classes to help in distribution and collection of questionnaires to and from respondents.

3.9 Data analysis

The raw data from the questionnaires was analyzed quantitatively using descriptive statistics like frequency counts provided by SPSS. Data was processed by editing, coding ,entering and then presented in comprehensive tables showing the responses of each category of variables. At bivariate level, staff development programs were correlated with the individual job performance using Pearson's Linear Correlation Coefficient. Pearson's was selected because the study entailed determining correlations or describing the association between two or more variables (Oso & Onen 2008).The data recorded from the interviews with the management staff was qualitatively analyzed. All the responses were recorded and incorporated in Chapter four and five.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter presents the description of respondents' personal data, dependent and independent variables and verification of the hypothesis.

4.1 Description of respondents' personal data

Description of respondents' personal data is given in terms of school, academic rank, sex, age, highest achieved professional qualification, years of service worked for the University and terms of employment.

Table 4.1 Distribution of respondents by school

School/Faculty	**Frequency**	**Percentage**
School of Education	26	51.0
School of Engineering	16	31.4
School of Human Resource Development	9	17.6
Total	**51**	**100.0**

Table 4.1 shows that 51% of the respondents were from the School of Education, 31% from School of Engineering while less than 18% from School of Human Resource Development. This suggests that School of Education has more teaching staff than the Schools of Engineering and Human Resource, further supported by available data from the Planning Unit of Moi University, 2004, that indicated it has 143 teaching staff.

Table 4.2 Distribution of respondents by academic rank

Academic rank	Frequency	Percentage	Cumulative %
Other (Graduate assistants)	2	3 .9	3.9
Assistant lecturers/ tutorial fellows	5	9.8	13.7
Lecturers	20	39.2	52.9
Senior lecturers	13	25.5	78.4
Associate professors	5	9.8	88.2
Professors	6	11.8	100.0
Total	**51**	**100.0**	

Table 4.2 shows that the modal category of staff was lecturers with over 39% followed by senior lecturers at almost 26%. The other categories comprised of about 20%. Cumulatively, 53% were lecturers and below, a finding which is in agreement with available data from Moi University (2007) which indicates that lecturers and below make the highest population of staff. This variety of rankings may reflect on the various tasks involved in the job positions held by different categories of staff.

Table 4.3 Distribution of respondents by sex

Sex	Frequency	Percentage
Male	38	74.5
Female	13	25.5
Total	**51**	**100**

Table 4.3 shows that majority (75%) of the respondents, were male. Only about a quarter (26%) of the respondents were female. This implies that males dominate this area of work, further implying that there is gender disparity in the academia.

Table 4.4 Distribution of respondents by age

Age	**Frequency**	**Percentage**	**Cumulative %**
Below 30	3	5.9	5.9
30 but below 50	28	54.9	60.8
50 plus	20	39.2	100.0
Total	**51**	**100.0**	

As shown in Table 4.4, majority, almost 55% of the respondents were aged between 30 but below 50 years, followed by those aged 50 plus at over 39%. The age bracket of 30 but below 50 may be significant since it is an active age in which people are still strong, innovative and enthusiastic. Cumulatively, almost 61% implies that majority of the respondents were around the age of 50 and below, which has implications for high academic achievers upon entering the academia.

Table 4.5 Distribution of respondents according to academic/ professional qualification

Academic / professional qualification	**Frequency**	**Percentage**	**Cumulative %**
Advanced level diploma	1	2.0	2.0
Bachelors/ equivalent	1	2.0	4.0
Master's	27	52.8	56.8
Ph.D	22	43.2	100.0
Total	**51**	**100.0**	

Table 4.5 indicates that majority (53%) of the respondents had the qualifications of a Master's degree followed by Ph.D holders at over 43%. Respondents who have a Bachelors/ equivalent and Advanced Level Diploma were equal and relatively fewer, an indication that for one to teach or lecture in the University, they must have attained a Master's degree or a Ph.D. Cumulatively, almost 57% had a Master's and below, implying that over half of the respondents are yet to attain the qualifications for teaching at the postgraduate level.

Table 4.6 Distribution of respondents by years of service in the University

Years of service	Frequency	Percentage	Cumulative %
Less than 5 years	8	15.7	15.7
5 years but below 10 years	13	25.5	41.2
10 years and above	30	58.8	100.0
Total	**51**	**100.0**	

Table 4.6 indicates that almost 59% of the respondents had spent more than 10 years working for the University, and only less 16% had worked for less than five years, an implication that the staff is experienced in the services of the University. Cumulatively, almost 85% of the respondents had worked for more than 10 years, further suggesting that the periods employees have served in this institution has depended on a number of factors, some of which are stability, good working conditions, good pay.

Table 4.7 Distribution of respondents by terms of employment

Terms of employment	Frequency	Percentage
Temporary staff	0	0
Contract staff	14	27.5
Permanent staff	37	72.5
Total	**51**	**100.0**

Results from Table 4.7 indicate that majority (73%) of the respondents are permanent employees of Moi University while almost 28% are on contract. This implies that most of the respondents in Moi University are employed on permanent terms of service which indicates that there are qualifications and experiences followed during recruitment.

4.2 Description of the dependent variable

In this study, lecturers' job performance was conceptualized using three items in the questionnaire that required each respondent to rate their performance with respect to teaching, research, publications/ advisory services and supervisory roles.

4.2.1 Teaching

Teaching roles were conceptualized using ten questions, nine of which were quantitative and one qualitative, each involving a respondent rating the extent with which they carry out their teaching roles based on the Likert scale ranging from one that represented very rarely, two rarely, three neither rarely nor regularly, four regularly to five that represented very regularly. Summary statistics on respondents rating are in Table 4.8:

Table 4.8 Summary statistics on the respondents' rating on teaching roles

Statements relating to teaching (1)	**Category (2)**	**Frequency (3)**	**Cumulative Freq. (4)**	**Mean (5)**	**Median (6)**	**Mode (7)**	**Standard deviation (8)**
I give course outlines to students	Very rarely	1 (2.0)	2(4.0)	4.4.	5.00	5	0.878
	Rarely	1 (2.0)					
	Neither rarely nor regularly	4 (7.8)	4(7.8)				
	Regularly	13 (25.5)	45 (88.2)				
	Very regularly	32 (62.7)					
I give reading materials to my students	Very rarely	0	2 (3.9)	4.3	5.00	5	0.840
	Rarely	2 (3.9)					
	Neither rarely nor regularly	6 (3.9)	6 (3.9)				
	Regularly	6 (11.8)	22 (53.2)				
	Very regularly	16 (31.4)					
In each and every course I instruct, I give my students courseworks	Very rarely	0	1 (2.0)	4.2	4.00	5	0.832
	Rarely	1 (2.0)					
	Neither rarely nor regularly	10(20.0)	10(20.0)				
	Regularly	17(34.0)	39(78.0)				
	Very regularly	22(44.0)					

I go to class on time	Very rarely	1(2.0)	2(4.0)	4.4	4.00	5	0.668
	Rarely	1 (2.0)					
	Neither rarely nor regularly	2 (3.1)	2(3.1)				
	Regularly	23 (45.1)	48(94.1)				
	Very regularly	25 (49.0)					
I allow students to participate during my teaching sessions	Very rarely	1 (2.0)	5 (10.0)	4.2	5.00	5	1.030
	Rarely	4 (8.0)					
	Neither rarely nor regularly	3 (6.0)	3 (6.0)				
	Regularly	14(28.0)	42 (84.0)				
	Very regularly	28(56.0)					
I spend a considerable percentage of my work time with students	Very rarely	2(3.9)	6 (11.7)	3.7	4.00	4	0.991
	Rarely	4(7.8)					
	Neither rarely nor regularly	8 (15.7)	8 (15.7)				
	Regularly	27 (52.9)	37(72.5)				
	Very regularly	10 (19.6)					

mark examination scripts in good time	Very rarely	0	1 (2.0)	4.3	4.00	5	0.765
	Rarely	1 (2.0)					
	Neither rarely nor regularly	6 (11.8)	6 (11.8)				
	Regularly	19 (37.3)	44(86.3)				
	Very regularly	25 (49.0					
I give feedback on course assignments and/or tests	Very rarely	1 (2.0)	2 (4.0)	4.1	4.00	4	0.863
	Rarely	1 (2.0)					
	Neither rarely nor regularly	7(13.7)	7 (13.7)				
	Regularly	24 (47.1)	43 (82.4)				
	Very regularly	19 (35.3)					
I give feedback on examinations in good time	Very rarely	1(2.0)	3 (6.0)	4.6	4.00	5	0.977
	Rarely	2(4.0)					
	Neither rarely nor regularly	10 (20.0)	10(20.0)				
	Regularly	17 (34.0)	37(74.0)				
	Very regularly	20 (40.0)					

Table 4.8 shows that respondents rated their performance with respect to all teaching roles as generally very good as shown by the cumulative percents given on the fourth column. For example on giving of course outlines to students, the cumulative frequency

of 45 (88%), shows that the majority of the respondents rated themselves highly i.e. regular. The mean of 4.4, median 5 and mode of 5 further support their regularity, where basing on the Likert scale, the 4 and 5 represented regularly and very regularly respectively. The small standard deviation of 0.878 implies that respondents had similar ratings of themselves with regards to whether they give course outlines. On whether they give reading materials to their students, the cumulative frequency of 27 (53%) indicates that majority of the lecturers give reading materials to students as opposed to two (4%) who do not. The measures of central tendency where the mean = 4.3, median = 5 and mode = 5 are in agreement with the fact that they regularly give reading materials. The median and mode of 5 indicates that majority of the respondents rated themselves highly, where basing on the Likert scale, 5 represented very regularly. The standard deviation of 0.840 which is very small implies that respondents were consistent with their responses regarding whether they give reading materials.

On the issue of whether they give their students course works in each and every course they instruct, the cumulative frequency of 39 (78%) shows that majority of the respondents regularly give enough course works as opposed to only one (2%) who does not. Basing on the likert scale where 4 and 5 represented regularly and very regularly respectively, the mean of 4.2, median 4 and mode of 5 support the fact that the respondents rated themselves as good performers, further given by the standard deviation of 0.832, which indicates that most respondents had the same opinion about giving of course works to students. The fourth question on whether the respondents go to class on time had the highest rating of all the items in this section, shown by the cumulative

frequency of 48 (94%).This implies that almost all the respondents go to class on time apart from only two (4%) who rarely do. The standard deviation of 0.668, which was the smallest from the results obtained on the eighth column, clearly indicates that the respondents were consistent in their responses. The mean of 4.4, median 4 and mode of 5 shows respondents rated themselves very highly on timing of class.

Regarding whether they allow students to participate during their teaching sessions, majority 42(84%), felt that allowing students to participate during teaching sessions was a good measure of their performance in the lecture halls than non-participation. The measures of central tendency are in agreement with this fact, where the mean = 4.2, median = 5 and mode = 5.Basing on the Likert scale, where 4 and 5 represented very regularly and very regularly respectively, the median and mode of 5 indicates that majority of the respondents rated themselves very highly. Respondents' results showed a standard deviation of 1.030, which is small implying that most respondents had similar views upon allowing students to participate during their teaching lessons. According to the results on whether they spend a considerable percentage of their work time with students, the cumulative percents show that majority 37(73%) of the respondents regularly spend their work time with students as opposed to 6(12%) who rarely do. The mean of 3.7, median 4 and mode of 4 further indicate this regularity while the very small standard deviation of 0.991 indicates that the respondents had similar views on this issue.

On marking of examination scripts, the results obtained are in agreement with those revealed by the measures of central tendency where the mean, median and mode were 4.3, 4 and 5 respectively, all indicating a regular performance. This implies that most of

the lecturers rated themselves as performing very well when it comes to marking of examination scripts. The cumulative frequency of 44 (86%), shows that majority of the respondents mark examination scripts in good time as opposed to only 1(2%) who rarely do. Besides, respondents' ratings were quite similar as shown by the small standard deviation of 0.765. The cumulative percent on whether they give feedback on course assignments/tests, shows that majority 43(82%) of the respondents rated themselves highly as opposed to only 2(4%) who rarely give feedback on course assignments. On whether they give feedback on examinations in good time, majority 37(74%) of the respondents regularly give feedback on examinations in good time. The results obtained are in agreement with those revealed by the measures of central tendency with the mean at 4.6, median 4 and mode at 5, all indicating performance at above average, basing on the Likert scale where 4 and 5 represented regularly and very regularly. The very small standard deviation of 0.977 further indicates that their rating was consistent, all had similar responses. Overall, the cumulatives on the fourth column show a very high and regular performance. Responses to the open-ended question at the end of the section on how the respondents rate their performance as teachers/ lecturers in Moi University supported the finding that the lecturer's performance with regard to teaching roles was above average. Summary of the responses have been categorized into three; poor, fair and good. Table 4.9 illustrates this:

Table 4.9 Summary evaluation of the open-ended question

Category	**Number**	**Percentage**
Poor	4	10
Fair	15	38
Good	20	51
Total	**39**	

From Table 4.9, it is clear that majority 20(51%) of the respondents rated their performance as good. Responses in this category include: "excellent, satisfactory, above average, to the required international standards." Those who rated their performance as fair, had this to say: " satisfactory; it is better if my students or colleagues rated my performance; if I say excellent or very good, I would be accused of being biased; Fair-students should be allowed to assess lecturers; Would prefer if the clients rate me, but I have a positive belief in my work." However, from Table 4.8, the cumulative frequencies and percents on the fourth column show that very few respondents rated themselves as rarely performing the roles in question. Some of the responses they gave to support of their poor performance include: "due to large numbers, it is often not possible to give results on time; in most cases, I get ready to return continuous assessment tests to students but at times, I do it during exam week due to pressure of administrative duties; administrative duties take quite a chunk of time." Overall, from the results and responses obtained, lecturers' performance is high with regards to teaching roles, however, maybe due to other factors such as administrative duties, some functions cannot be duly

performed to satisfaction. To get an overall picture of how respondents rated themselves with respect to their teaching roles in Moi University, an average index of teaching was computed for all the nine questions or items in Table 4.8. Summary statistics on the same are given in Table 4.10:

Table 4.10 Summary statistics on teaching

Mean	**Median**	**Standard Deviation**	**Range**	**Skew**
4.20	4.22	0.696	2.56	-0.715

From Table 4.10, the mean is almost equal to the median (4.20 and 4.22) implying normality despite the negative skew (skew = -0.715). In addition, the mean and median of 4 suggest good teaching basing on the scale 4 which represented very regularly. The small standard deviation of about 0.70 suggests little dispersion. The curve in Figure 4.1 confirms the suggested normality:

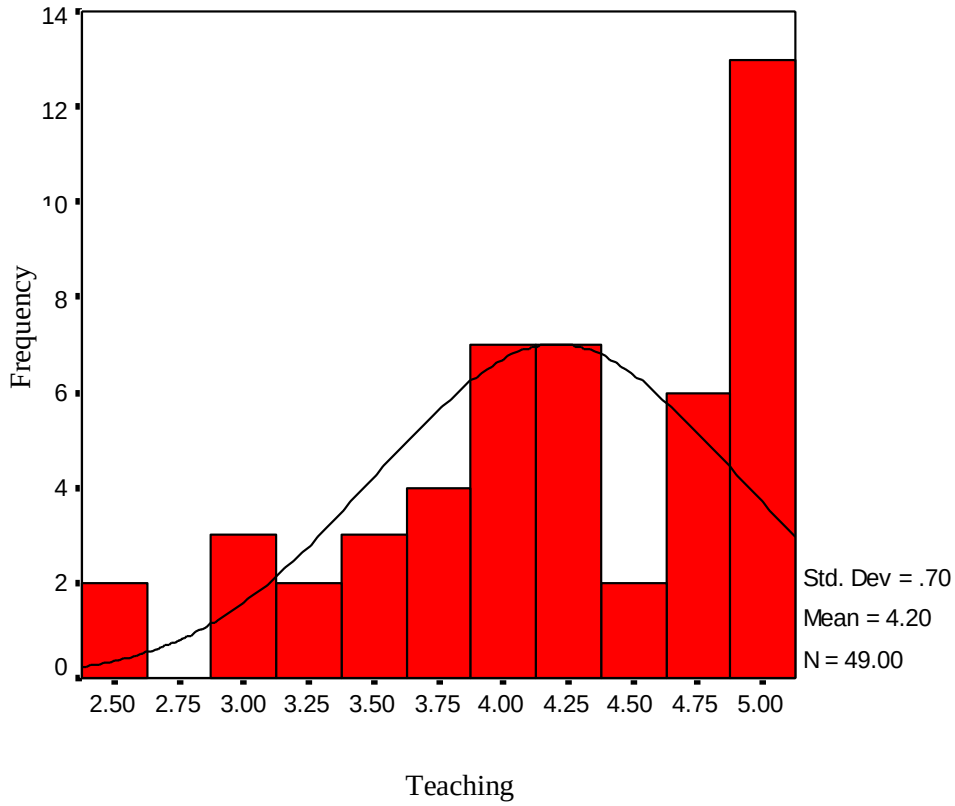

Figure 4.1 Histogram illustrating dispersion in teaching

4.2.2 Research, publications and consultancy / advisory services

Research publication and consultancy/ advisory services was conceptualized using thirteen questions, twelve of which were closed ended (quantitative) and one open ended question. In the closed ones, the respondents were asked to rate the extent with which they do research, publish and conduct consultancy/ advisory services, based on the Likert scale ranging from one that represented very rarely to five that represented very regularly. Table 4.11 gives the summary statistics on respondent's rating:

Table 4.11 Summary statistics on the respondents' research, publications and consultancy / advisory services

Statements relating to research, publications and consultancy/advisory services (1)	Category (2)	Frequency (3)	Cumulative Freq. (4)	Mean (5)	Median (6)	Mode (7)	Standard deviation (8)
I do research in my institution	Very rarely	5 (10.0)	11(22.0)	3.4	4.0	4	1.162
	Rarely	6 (12.0)					
	Neither rarely nor regularly	8 (16.0)	8 (16.0)				
	Regularly	25(50.0)	31(62.0)				
	Very regularly	6(12.0)					
I publish journal articles in local peer-reviewed and accredited scientific journals	Very rarely	11(22.0)	15(30.0)	3.0	3.0	4	1.332
	Rarely	4(8.0)					
	Neither rarely nor regularly	14(28.0)	14(28.0)				
	Regularly	15(30.0)	21(42.0)				
	Very regularly	6(12.0)					

I publish journal articles in international peer-reviewed and accredited scientific journals	Very rarely	11(22.0)	18(36.0)	3.0	3.0	4	1.385
	Rarely	7(14.0)					
	Neither rarely nor regularly	10(20.0)	10(20.0)				
	Regularly	15(30.0)	22(44.0)				
	Very regularly	7(14.0)					
I author my own books	Very rarely	14(28.6)	25(51.0)	2.5	2.0	1	1.292
	Rarely	11(22.4)					
	Neither rarely nor regularly	12(24.5)	12(24.5)				
	Regularly	8(16.3)	12(24.5)				
	Very regularly	4(8.2)					
I write papers in edited books	Very rarely	13(26.0)	23(46.0)	2.6	3.0	1	1.331
	Rarely	10(20.0)					
	Neither rarely nor regularly	12(24.0)	12(24.0)				
	Regularly	10(20.0)	15(30.0)				
	Very regularly	5(10.0)					

I present papers in conferences	Very rarely	4(8.0)	10(20.0)	3.6	4.0	4	1.208
	Rarely	6(12.0)					
	Neither rarely nor regularly	6(12.0)	6(12.0)				
	Regularly	22(44.0)	34(68.0)				
	Very regularly	12(24.0)					
I write research reports	Very rarely	6(12.0)	8(16.0)	3.5	4.0	4	1.164
	Rarely	2(4.0)					
	Neither rarely nor regularly	12(24.0)	12(24.0)				
	Regularly	23(46.0)	30(60.0)				
	Very regularly	7(14.0)					
In the last five years, I have undertaken collaborative research projects with my local academic peers	Very rarely	5(10.2)	11(22.4)	3.5	4.0	4.0	1.192
	Rarely	6(12.2)					
	Neither rarely nor regularly	6(12.2)	6(12.2)				
	Regularly	25(51.0)	32(65.4)				
	Very regularly	7(14.4)					

In the last five years, I have undertaken collaborative research projects with my international academic peers	Very rarely	6(12.5)	19(39.6)	3.1	3.0	2	1.311
	Rarely	13(27.1)					
	Neither rarely nor regularly	9(18.8)	9(18.8)				
	Regularly	12(26.0)	20(42.7)				
	Very regularly	8 (16.7)					
I conduct consultancy services and/or research contracts within the University	Very rarely	14(28.6)	23(47.0)	2.8	3.0	4	1.344
	Rarely	9(18.4)					
	Neither rarely nor regularly	8(16.3)	8(16.3)				
	Regularly	15(30.6)	18(36.7)				
	Very regularly	3(6.1)					
I conduct consultancy services and/or research contracts outside the University	Very rarely	13(27.1)	19(39.6)	2.9	3.0	4	1.402
	Rarely	6(12.5)					
	Neither rarely nor regularly	6(12.5)	6 (12.5)				
	Regularly	19(39.6)	23(47.9)				
	Very regularly	4(8.3)					

Table 4.11 shows that respondents rated their level of performance with respect to the extent with which they carry out research, publications and consultancy/ advisory services as generally good, shown by the cumulative percents in the fourth column.

For example on whether they do research in their institution, 31(62%) of the respondents rated themselves as regular researchers as opposed to 11(22%) who rarely do research. This cumulative frequency of 31(62%) shows that majority of the respondents rated their performance as good. This is further supported by the mean of 3.4, median of 4 and mode of 4, where basing on the Likert scale, the 4 represented regularly. The small standard deviation of 1.162 implies that respondents had similar ratings of themselves with regards to whether they conduct research. On whether they publish journal articles in local peer-reviewed and accredited scientific journals, 21(42 %) regularly publish while only 15(30%) rarely do. The mean of 3.0 and mode of 4 further supports this to imply that majority publish journal articles.

However, regarding whether the respondents author their own books, majority 25 (51%) admitted that they rarely author their own books as opposed to 12 (25%) who regularly do. The measures of central tendency are in agreement with the irregularity, having the mean of 2.5, median of 2 and mode of 1 which indicate that the performance was very low. The consistency in opinion is shown by the relative small standard deviation of 1.292. The cumulative frequency on whether the respondents write papers in edited books, shows that 23 (46%) of the respondents rarely write papers in edited books, only 15(30%) regularly do so. The mean of 2.6, median 3 and mode of 1 further show a poor performance with regards to writing of papers in edited books. Cumulatively, 34(68%) present papers in conferences while 10(20%) rarely do. The cumulative percents on collaborative research projects undertaken with their local academic peers, indicates that majority 32(65%) have regularly undertaken such researches, only 11(22%) have not.

The values of the measures of central tendency, where the mean = 3.5, median = 4 and mode=4 imply that their performance is very good. On how often one conducts consultancy services and/ or research contracts outside the University, 23 (48%) as opposed to 19 (40%) have conducted such consultancy services. The values of the measures of the central tendency: mean at 2.9, median=3 and mode at 4 respectively indicate their performance as fair. Overall, the cumulative frequencies and percents on the fourth column for items 1,2,3,6,7,8,9,10,11 in this section indicate that most respondents regularly perform their roles with respect to research, publishing and consultancy/ advisory services. Only responses from item 4 and 5 show a below average performance as shown by the cumulative percents. The open-ended question asked at the end of the section, to briefly comment on the usefulness of the researches they have undertaken and publications made to their work supported the finding that researches were useful. Summary of the responses have been categorized into three; Negative, fair and positive. Table 4.12 illustrates this:

Table 4.12 Summary evaluation of the open-ended question

Category	**Number**	**Percentage**
Negative	8	18
Fair	12	27
Positive	25	55
Total	**45**	

From Table 4.12 above, it is clear that majority 25 (55%) of the respondents gave positive responses on the usefulness of the researches they have undertaken. Responses to this category include: "I have been used exclusively both by students and other researchers; opening new concepts within academic disciplines; providing relevant material for learners; made my teaching simpler apart from guiding students on projects; relevant to the theory of literature; guides in policy formulation". However, a small number of respondents did not agree with the usefulness of the researches and some of the responses they gave include: "Not much; there is no time for research as we are understaffed and so I see no benefit of the two researches I have done; lack of funds has frustrated my efforts to conduct other researches and the ones have done so far have not in any way assisted me in class work". Overall, despite the lack of funds, resources and time, deemed as other factors that affect the responders research output, their performance was generally high. To get an overall picture of how respondents rated themselves on the extent with which they carry out research, consultancy/ advisory services, an average index (Research) was computed for all the eleven questions or items in Table 4.10. Summary statistics are given in Table 4.13:

Table 4.13 Summary statistics on the respondents' research, publications and Consultancy/advisory services

Mean	**Median**	**Standard Deviation**	**Range**	**Skew**
3.08	3.09	0.935	4.00	0.042

Table 4.13 shows the mean is almost equal to the median (3.08 and 3.09) suggesting a normality with a very small positive skew (skew=0.042). The mean and median of 3 indicates a fair rating based on the Likert scale where 3 represented neither rarely nor regularly. The small standard deviation (0.935) suggests little dispersion. The curve in Figure 4.2 confirms the suggested normality:

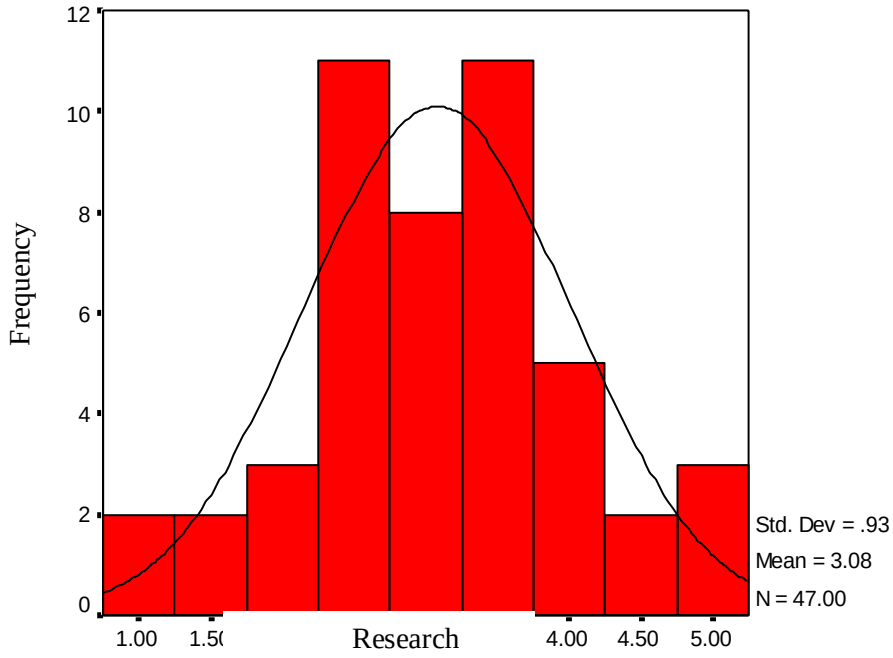

Figure 4.2 Histogram illustrating dispersion in research, publications and Consultancy/ advisory services

4.2.3 Supervision

Supervision was conceptualized using six questions, five of which were quantitative and one qualitative. In the quantitative ones, the respondents were asked to give the number of undergraduate, Masters and Ph.D students they have supervised to graduation in the last five years, based on the Likert scale ranging from 1 = one to five 2 = five to ten, 3 = ten to fifteen 4 = fifteen to twenty and 5 = twenty and above. Table 4.14 shows the pertinent summary statistics:

Table 4.14 Summary statistics on the respondents' supervisory roles

Statements relating to supervision (1)	**Category** (2)	**Frequency** (3)	**Cumulative Freq.** (4)	**Mean** (5)	**Median** (6)	**Mode** (7)	**Standard deviation** (8)
Number of PhD students graduated under my supervision	1-5	26 (72.2)	28 (79.8)	1.6	1.0	1	1.052
	5-10	2 (5.6					
	10-15	6 (16.7)	6 (16.7)				
	15-20	1 (2.8)	2 (5.6)				
	20+	1 (2.8)					
Number of PhD students externally examined from other universities than yours	1-5	20 (60.6)	24 (72.7)	1.8	1.0	1	1.061
	5-10	4 (12.1)					
	10-15	6 (18.2)	6 (18.2)				
	15-20	3 (9.1)	3 (9.1)				
	20+	0					
Number of Masters students graduated under my supervision in the last five years	1-5	17(38.6)	23 (52.2)	2.4	2.0	1	1.384
	5-10	6(13.6)					
	10-15	14(31.6)	14 (31.6)				
	15-20	1(2.3)	7(15.9)				
	20+	6(13.6)					

Masters students externally examined from other universities than yours	1-5	16 (43.2)	25 (67.5)	2.3	2.0	1	1.528
	5-10	9 (24.3)					
	10-15	2 (5.4)	2 (5.4)				
	15-20	4 (10.8)	10 (27.0)				
	20+	6 (16.2)					
Number of undergraduate students graduated under supervision	1-5	6 (12.8)	10 (21.3)	4.1	5.0	5	1.494
	5-10	4 (8.5)					
	10-15	2 (4.3)	2 (4.3)				
	15-20	4 (6.5)	35 (72.5)				
	20+	31(66.0)					

Table 4.14 indicates lecturers rated themselves as poor performers on supervision of Masters and Ph.D students. For example, the cumulative percents given in the fourth column on the number of PhD students graduated under their supervision show that majority 28 (80%) of the respondents, have not supervised Ph.D students. Only 2 (6%) of the respondents have supervised this category of students. The values of central tendency derived: mean =1.6, median=1 and mode at 1, further imply that most of the respondents rating lies below average while the small standard deviation of 1.052 indicates that respondents rate of supervision was similar on supervision of Ph.D students.

On whether they externally examine Ph.D students from other universities than their own, again, majority 24 (73%) supervise very few or do not supervise any students externally as opposed to three (9%) of those who supervise. Further, the number of Masters students graduated under their supervision in the last five years is very low with a cumulative percent of 23 (52%) as opposed to 7(16%) indicating that cumulatively over half of the respondents supervise very few Masters students. The mean = 2.4, median = 2 and mode of 1 further supports this implying that very few supervise this category of students.

On the number of undergraduate students graduated under their supervision, cumulatively, majority 35(73%) rated themselves highly to supervising more undergraduate students. This is the category with the highest number of supervisees as shown by the cumulative frequencies and percents in the fourth column. The measures of central tendency: mean = 4.1, median = 5 and mode = 5 are above average and show that the rate of supervision is very good while the small standard deviation of 1.494, implies that respondents views were consistent on the rate of supervision of undergraduate students. Overall, basing on the cumulative frequencies and percents for all the five questions, it is clear that the category of students that receive highest supervision are the undergraduates, however the overall rate of supervision is very poor as indicated by the low mean, median, and mode of the first four questions. The open-ended question asked at the end of the section, to briefly comment on their performance as a research supervisor in the past five years supported the finding that the rate of performance on supervision was poor. Summary of the responses have been categorized into three; Poor, fair and good. Table 4.15 illustrates this:

Table 4.15 Summary evaluation of the open-ended question

Category	**Number**	**Percentage**
Poor	18	45
Fair	8	20
Good	14	35
Total	**40**	**100**

From Table 4.15, it is clear that the majority 18(45%) of the respondents rated their performance as poor. Responses in this category to support the low rate of supervision of Masters and Ph.D students, include: "satisfactory performance though can do better if well-motivated and supported, as well as with better remuneration; because of high teaching load and administrative duties, research supervision suffers a lot; My efforts are frustrated due to lack of capacity for research by undergraduates; the low number of students for supervision is due to lack of funds and scholarship for the students." However, some of the positive responses that supported the finding that the rate of supervision is high, though of the undergraduates include: " excellent- all the candidates I supervise pass well; average; satisfactory; my students complain that I am too strict, but at the end of the exercise, they appreciate my work; quite to expected standards; fair." The low or poor performance with regard to supervision of Masters and Ph.D students could be attributed to other factors just as some of the respondents mentioned for example lack of funds, teaching load and administrative duties, poor remuneration and motivation. This finding is further supported by the background information

on academic/professional qualifications(Table.4.5) which indicated that majority of the respondents are yet to attain the qualifications for teaching at the postgraduate levels and therefore impacting on their ability to supervise this level of students. With all these inadequacies, supervision has suffered a lot especially of the postgraduate students. Overall, the performance of lecturers in teaching, research, publications and consultancy /advisory services was rated to be good, above average. For the purposes of getting an overall picture of supervision of Ph.D, Masters and undergraduate students, all items in Table 4.14 were aggregated into one average (supervision) whose summary statistics are given in Table 4.16:

Table 4.16 Summary statistics on supervision

Mean	**Median**	**Standard Deviation**	**Range**	**Skew**
2.42	2.40	1.107	3.80	0.117

Table 4.16 indicates that the mean and the median are almost equal (mean =2.42 and median =2.40) implying normality with a positive skew (skew=0.117). The mean and median of 2.42 and 2.40 indicate a poor rating based on the Likert scale where 2 represented rarely. The standard deviation of 1.107 further suggests fair dispersion. The curve in Figure 4.3 confirms the suggested dispersion:

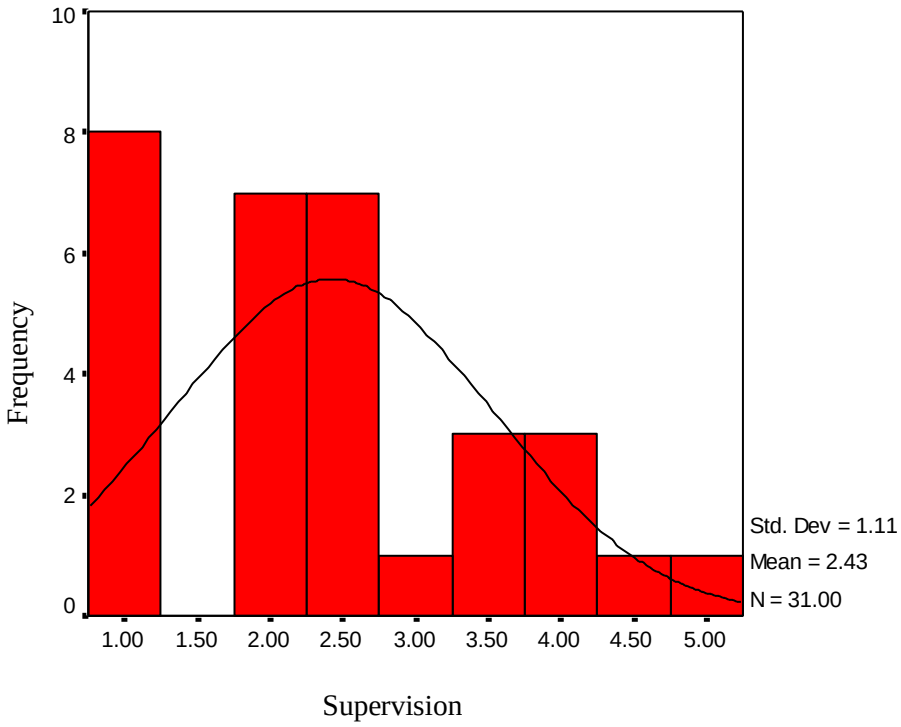

Figure 4.3 Histogram of respondents rating of supervision

4.2.4 Overall index on the dependent variable (job performance)

Job performance was conceptualized as teaching, research, publications and consultancy/ advisory services and supervision roles. From the three indices on the same, an overall index (jperf) was created to show the overall trend across all levels. Table 4.17 shows statistics on the overall index:

Table 4.17 Descriptive statistics on overall respondent's job performance

Mean	Median	Standard Deviation	Range	Skew
3.36	3.27	0.625	2.79	0.378

Table 4.17 shows the mean is almost equal to the median (3.36 and 3.27) suggesting a normality with a positive skew (skew = 0.378). In addition, the mean and median of 3 suggest fair performance, based on the Likert scale rating where 3 represented neither rarely nor regularly. However, this study was more of quantitative but it also took of the qualitative approach using interviews and some of the responses obtained from the administrators and Deans interviewed on the general performance of lecturers in their departments supported the fact that their performance was good. Of the five interviewees, three had this to say: "satisfactory, above international standards, fair but it is difficult to compare since each staff works under different conditions." The standard deviation is very small (0.625) suggesting very little dispersion. The curve in Figure 4.4 confirms the suggested normality:

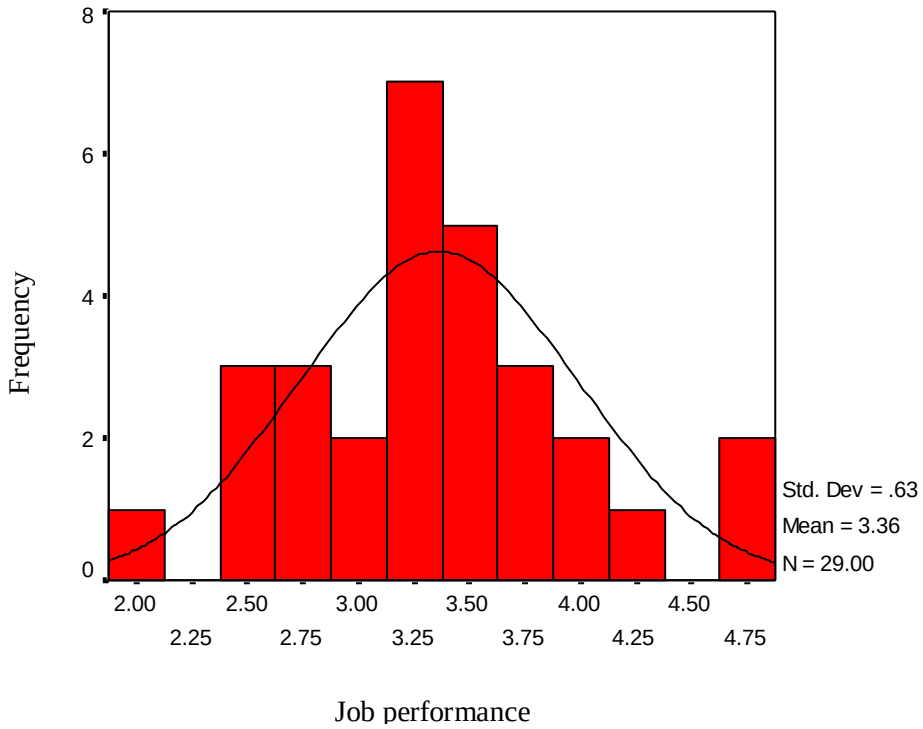

Figure 4.4 Histogram illustrating the overall index (job performance)

4.3 Testing hypotheses

This gives the verification of the two study hypotheses.

4.3.1 Hypothesis One

The first hypothesis stated that, training is positively related to job performance among lecturers in Moi University. Training was conceptualized as short and long term.

4.3.1.1 Short term training

Short term training was conceptualized using seven items on the questionnaire of which six were quantitative and one was qualitative. The closed –ended ones required each respondent to rate their level of attendance of seminars, conferences and short courses based on the Likert's scale ranging from one to five, where one represented very rarely, two rarely, three neither rarely nor regularly, four regularly and five very regularly. Descriptive statistics resulting therefrom are given in Table 4.18:

Table 4.18 Summary statistics on respondents rating on attendance of short term training

Statements relating to short term training (1)	Category (2)	Frequency (3)	Cumulative Freq. (4)	Mean (5)	Median (6)	Mode (7)	Standard deviation (8)
I attend academic seminars within Moi University	Very rarely	3 (6.0)	8 (17.0)	3.6	4.0	4	1.138
	Rarely	5 (10.0)					
	Neither rarely nor regularly	11 (22.0)	11(22.0)				
	Regularly	19 (38.0)	31(62.0)				
	Very regularly	12 (24.0)					
I attend academic seminars outside Moi University but within Kenya	Very rarely	6 (11.8)	19(37.3)	3.7	3.0	4.0	1.246
	Rarely	13 (25.5)					
	Neither rarely nor regularly	9 (17.6)	9 (17.6)				
	Regularly	17 (33.3)	23(45.1)				
	Very regularly	6 (11.8)					
I attend international academic seminars	Very rarely	5 (10.2)	19(38.8)	3.0	3.0	4	1.181
	Rarely	14 (28.6)					
	Neither rarely nor regularly	9 (18.4)	9 (18.4)				
	Regularly	17 (34.7)	21(42.9)				
	Very regularly	4 (8.2)					

I attend academic conferences within Moi University	Very rarely	3 (5.9)	10(19.6)	3.6	4.0	4.0	1.204
	Rarely	7 (13.7)					
	Neither rarely nor regularly	13 (25.5)	13(25.5)				
	Regularly	14 (27.5)	28(45.0)				
	Very regularly	14 (27.5)					
I attend academic conferences outside Moi University but within Kenya	Very rarely	8 (15.7)	17(33.3)	3.0	3.0	4	1.248
	Rarely	9 (17.6)					
	Neither rarely nor regularly	12 (23.5)	12(23.5)				
	Regularly	17 (33.3)	22(43.1)				
	Very regularly	5 (9.8)					
I attend international academic conferences	Very rarely	11 (22.0)	21(42.0)	2.8	3.0	4	1.320
	Rarely	10 (20.0)					
	Neither rarely nor regularly	11 (22.0)	11(22.0)				
	Regularly	13 (26.0)	18(36.0)				
	Very regularly	5 (10.0)					

The results from Table 4.18 reveal a fair attendance of seminars and conferences. Looking at the cumulative frequencies and percents in the fourth column, attendance of seminars within Moi University was rated highest by the respondents as compared to other items in this section. The cumulative percent show that 31 (62%) of the respondents, regularly attend academic seminars within Moi University. The measures of central tendency: mean = 3.6, median = 4.0 and mode at 4, are above average. The mode and median values (4.0) indicate that most respondents have regularly attended seminars and have rated it as good. The standard deviation of 1.138 also indicates that respondents were consistent on their rate of attendance. Regarding attendance of academic seminars outside Moi University but within Kenya, 23(45%) of the respondents admitted regular attendance of these seminars while 19(37%) admitted rare attendance. Basing on the same results, it is evident that most respondents have attended academic seminars within Moi University than outside. On the third question on whether the respondents have attended international academic seminars, the ratings of those who regularly and who rarely attend were almost equal, at 19(38%) for those who rarely attend and at 21(42%) for those who regularly attend. These results indicate that the respondents rated their attendance as fair , further suggested by the mean of 3.0, median 3 and mode of 4. The standard deviation of 1.181 suggests that their consistency upon this item was almost similar.

On whether the respondents attend academic conferences within Moi University, 28 (45%) of the respondents regularly attend these conferences as opposed to 10(20%) who rarely do. The mean of 3, median of 4 and mode of 4 show a good attendance.

Regarding attendance of academic conferences outside Moi University but within Kenya, for example, 22 (43%) admitted a regular attendance of these conferences. This cumulative percent shows that majority of the respondents rated their attendance as fair, as opposed to 17(33%) for those who rarely attend. The measures of central tendency: Mean = 3.0, median = 3.0 and mode at 4 are within average. Besides, the standard deviation of 1.248 implies that respondents' had similar ratings of their attendance of these conferences. On the last item as to whether the respondents attend international academic conferences, 21(42%) admitted a rare attendance as opposed to 18(36%) of those who regularly attend. The measures of central tendency where mean = 3, median = 3 and mode = 4 support this and further suggest an average and fair attendance. Besides, the standard deviation of 1.320 indicates that respondents had similar ratings on attendance of international academic conferences. Overall, the quantitative responses obtained from Table 4.18, show a fair attendance and the open-ended question asked at the end of the section, to briefly comment on how often they have benefited from short courses at the auspices of Moi University supports this finding. Summary of the responses have been categorized into three; benefited, somehow and not benefited. Table 4.19 illustrates this:

Table 4.19 Summary evaluation of the open-ended question

Category	Number	Percentage
I have not benefited	10	22
Somehow	20	43
I have benefited	16	35
Total	**46**	**100**

From Table 4.19, it is very clear that 20 (43%) of the respondents have neither rarely nor regularly benefited from these programs. Some of the responses include: "These has not been often, indeed not as often as it should be, I have benefited from the short courses but the frequency is too low, in the last five years, I have benefited at least once a year; not so often; very little; In the last five years, I have benefited at least once a year, prior to that, there were hardly any short courses for academic staff." In the same vain however, some felt that the training opportunities provided to them by the University have benefited them in various lengths at 16(35%). Some of the responses in this category include: "they update me on trends and practices in both academics and administration; through some of the courses, I have created networks through which I have done other projects; quite a lot especially in the area of learning and curriculum development, although they are rare; Every now and then, the short courses have been very useful; I learnt a lot especially since am planning to start presenting research papers." This was also supported by some of the administrators'' responses during the interviews. For instance, two of the three

admitted the existence of staff development programs to be seminars, fellowships and workshops taking between one week to nine months and those lecturers who have undergone such training have shown a marked improvement in the way they carry out their academic roles in the University.

However, it is clear that as much as the respondents regularly attend the seminars and conferences, some 10 (22%) felt that the training opportunities provided to them by the University did not benefit them at all. Some of the responses given include: short term courses have not been forth coming, I would hence state ‘’rarely benefited’’; not yet, not at all; no major benefit though the university funds such occasionally but implementation of findings never achieved, very rarely.” Overall, it is evident that as much as these courses are offered but in low frequencies, respondents have in one way or another benefited or not benefited, with reasons given as above. To get an overall picture of the rate of attendance of short term training while at Moi University, an average index (straining) was created from the six items, whose summary statistics are given in Table 4.20:

Table 4.20 Summary statistics on short term training

Mean	**Median**	**Standard deviation**	**Range**	**Skew**
3.20	3.16	0.994	3.33	0.140

Table 4.20 indicates that the mean and the median are almost equal (mean = 3.20 and median = 3.16), suggesting normality with a small positive skew (skew = 0.140). The mean and median of 3, further indicate that the overall performance of respondents was fair, based on the Likert scale rating where 3 represented neither rarely nor regularly. Besides, the small standard deviation of 0.994 suggests very little dispersion. The curve in Figure 4.5 confirms the suggested normality:

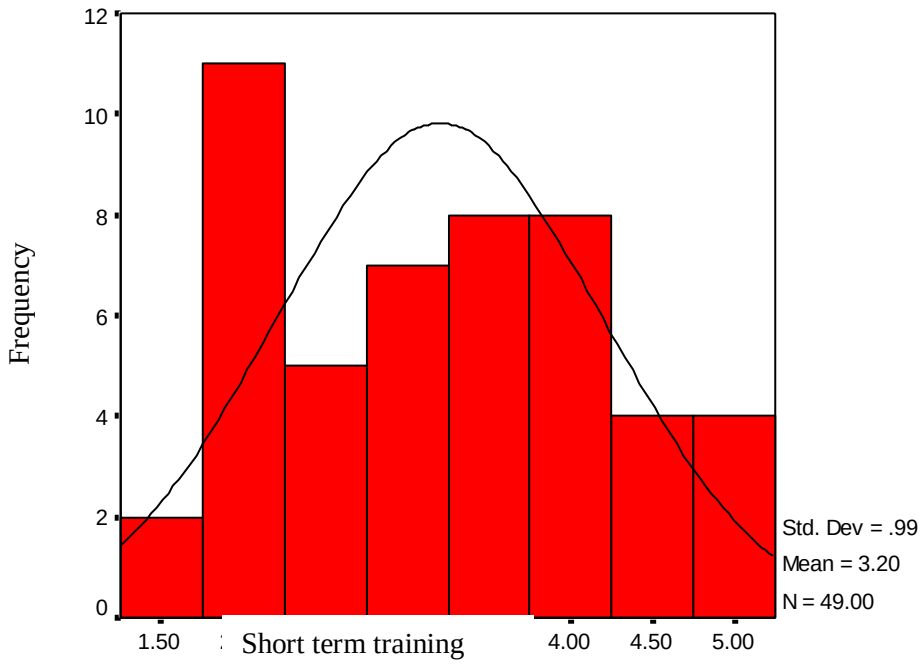

Figure 4.5 Histogram of respondents rating on short term training

4.3.1.2 Long term training

Long term training was conceptualized using six items on the questionnaire, five of which were quantitative and one qualitative. The quantitative ones required each respondent to provide their opinion about the frequency, quality and relevance of long term training courses, which included postgraduate diploma, Master degree, Ph.D

programs and sabbaticals. Respondents' rating was based on the Likerts' scale using the scale range of one to five, where one represented strongly agree, two disagree, three undecided, four agree and five strongly agree. Descriptive statistics resulting there from are given in Table 4.21:

Table 4.21 Summary statistics on respondents' opinion to the three aspects of long term training

Statements relating to supervision (1)	**Category (2)**	**Frequency (3)**	**Cumulative Freq. (4)**	**Mean (5)**	**Median (6)**	**Mode (7)**	**Standard deviation (8)**
I have attended many long term courses	Strongly disagree	11 (22.9)	24(50.0)	2.77	2.5	2	1.387
	Disagree	13 (27.1)					
	Undecided	6 (12.5)	6(12.5)				
	Agree	12 (25.0)	18(37.5)				
	Strongly agree	6 (12.5)					
The long term courses I attended, were of good quality	Strongly disagree	6(13.0)	11(23.9)	3.5	4.0	4	1.362
	Disagree	5(10.9)					
	Undecided	5(15.2)	5 (15.2)				
	Agree	15(32.6)	28(60.9)				
	Strongly agree	13(28.3)					
The long term courses I attended ,are relevant to my work	Strongly disagree	5(10.9)	11(23.9)	3.6	4.0	5	1.357
	Disagree	6(13.0)					
	Undecided	6(13.0)	6(13. 0)				
	Agree	14(30.4)	29(63.0)				
	Strongly agree	15(32.6)					

I am well trained by Moi University for the work that I am doing	Strongly disagree	11(22.9)	21(43.7)	2.77	3.0	1	1.324
	Disagree	10(20.8)					
	Undecided	11(22.9)	11(22.9)				
	Agree	11(22.9)	16(33.3)				
	Strongly agree	5 (10.4)					

Table 4.21 above indicates that the item that had the highest rating by respondents was the relevance of long term courses attended with a cumulative frequency of 29 (63%). The cumulative frequency of the first item shows that majority 24(50%) of the respondents, disagreed that they had attended many long term courses as opposed to 18 (38%) who agreed to have attended. The mean of 2.8, median 2.5 and mode of 2 all support that the frequency of attendance was poor and therefore below average. Besides, the standard deviation of 1.387 further indicates that respondents were consistent on the responses regarding attendance of these courses. On whether the long term courses they attended were of good quality, 11(24%) disagreed with the statement while the majority 28(61%) agreed with it, as shown by the cumulative frequency and percent. The mean of 4, median 4 and mode of 4 indicate that the quality of these courses as suggested by the respondents was good. This finding is supported by the background information (Table.4.5) where the few respondents who had attained a Masters and or a Ph.D indicated that the quality of the long term courses they had attended was good. Regarding whether the long term courses they attended, are relevant to their work, 29 (63%) of the respondents agreed, while 11(24%) disagreed upon its relevance.

These cumulative frequencies and percents show that the majorities who have attended long term courses rated its relevance as good. The Mean of 3.6, median 4 and mode of 5 further support the assertion that the relevance was rated as above average. Besides, the standard deviation of 1.357 implies that respondents had almost similar views on the relevance of these courses. On the issue of how well trained they are to the University they work for, 21(44%) of the respondents felt that they were not adequately trained for the work they are doing as opposed to 16(33%) who agreed that they were adequately trained while 11(22%) were undecided. This was also supported by information from the interview schedule concerning level of training.

Three deans interviewed, had this to say on item number seven: Not fully trained as per the expectations of the job requirements, I blame this on the unavailability of resources; the frequency is too low, very few are trained; the few that are trained, are in the upper cadres of leadership. The values of the mean = 2.8, median = 3 and mode = 1 support this and imply that most of the respondents rated themselves below average. Overall, the responses obtained from Table 4.21, show a poor rating of the relevance, frequency and quality of the long term courses attended. Though on the benefits, the open-ended question asked at the end of the section, to briefly comment on how often they have benefited from long term courses at the auspices of Moi University had mixed reactions. Summary of the responses have been categorized into three; not benefited, somehow benefited and benefited. Table 4.22 illustrates this:

Table 4.22 Summary evaluation of the open-ended question

Category	**Number**	**Percentage**
I have not benefited	12	32
Somehow	7	19
I have benefited	18	49
Total	**37**	**100**

From Table 4.22, it is clear that 18 (49%) of the respondents have benefited from the long term courses they have attended as opposed to 12(32%) who claim not to have benefited. Some of the responses in this category that support the finding that the courses attended were beneficial, include: " Have helped in acquisition of knowledge and development of the same in academic undertakings; Sabbatical leave has enabled me think through what I have been engaged in for many years-very fruitful experience; I have benefited a great extent and most certainly been promoted to my current position; I have benefited from study leave for my Ph.D and also been allowed to visit other institutions as a visiting lecturer; mainly leave of absence to take up my fellowships for research purposes." This was also supported by information from the interview schedule administered to three Deans in the three schools on whether there is any positive change noticed with the lecturers who undertake further training. The responses they gave include: "yes; yes, when they successfully complete and return; yes, especially in the area of research and publications."

Those who disagreed 12(32%) on their benefits had this to say: “I have attended none due to unavailability of funds and too much teaching, I have not benefited much, not adequately, not very often; not at all; Not done any long term courses with Moi University and therefore not benefited from the same; I have not benefited much.” For the purposes of getting an overall picture on the frequency, quality and relevance of long term training courses attended by respondents, all items in Table 4.18 were aggregated into an average index (Lttrainin) whose summary statistics are given in Table 4.23:

Table 4.23 Summary statistics on long term training

Mean	Median	Standard deviation	Range	Skew
3.02	3.00	1.063	4.0	-.224

Table 4.23 indicates that the mean and the median are almost equal (mean = 3.02 and median = 3.00) implying normality despite the negative skew (skew = -.224). The mean and median of 3 according to results obtained indicate that the overall performance of respondents was fair, based on the Likert scale rating where 3 represented undecided. The standard deviation 1.063 further suggests a fair dispersion. The curve in Figure 4.6 illustrates this:

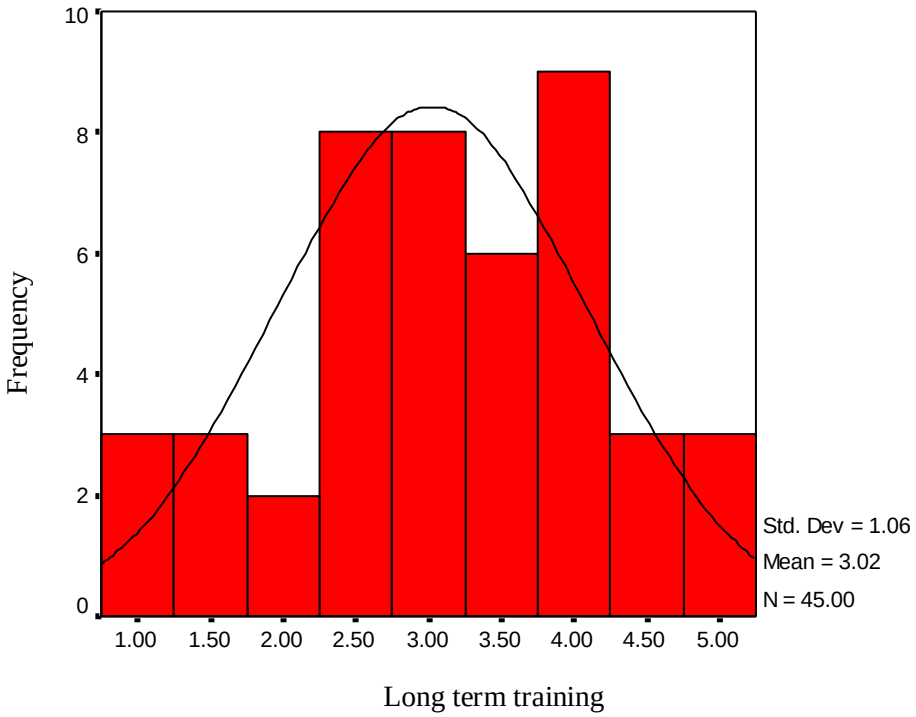

Figure 4.6 Histogram of respondents rating on long term training

4.3.1.3 Overall index on independent variable (Training)

Since training was conceptualized as short term and long term training, from the two indices and based on the results obtained above, an overall index (Training) was created to show the overall trend across all levels. For purposes of testing Hypothesis One, the aggregated index on job performance (the dependent variable), was correlated with the index on training (the independent variable) using two methods: A scatter graph and Pearson's linear correlation coefficient:

(i) Scatter graph

Figure 4.7 gives scatter graph of training and job performance.

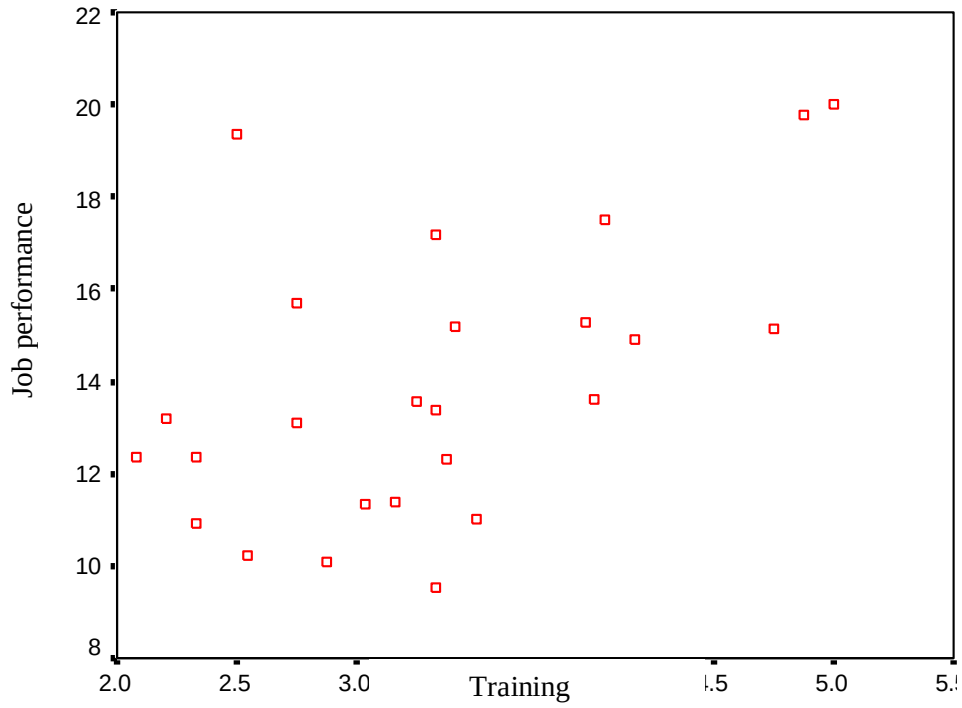

Figure 4.7 Scatter graph of training and respondent's job performance

Figure 4.7 indicates a positive relationship implying that the more the training, the better the lecturer's performance.

(ii) Using Pearson's linear correlation coefficient

Table 4.24 gives Pearson's linear correlation co-efficient for training and performance:

Table 4.24 Pearson's linear correlation co-efficient between training and job Performance of lecturers

		Job performance	Training
Job performance	Pearson correlation	1	0.541**
	Sig (2 tailed)		0.005
	N	29	25
Training	Pearson correlation	0.541**	1
	Sig (2 tailed)	0.005	
	N	25	44

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.24 shows that, Pearson's Correlation Coefficient for lecturer's performance and training was r = 0.541 which was positive meaning that as training increases, job performance of lecturers also increases. The probability value of 0.005 which is less than $\alpha = 0.01$ suggests a significant correlation. Therefore, lecturer's job performance is significantly and positively related with training of lecturers in Moi University, at the one percent level of significance.

4.3.2 Hypothesis Two

The second hypothesis stated that, promotion is positively related to job performance of lecturers in Moi University. This section had five items on the questionnaire, four of which were quantitative and one was qualitative which the researcher thereafter used to verify this hypothesis. The quantitative questions required the respondents to rate the extent with which they agreed with the statements on promotion based on the Likert's scale using the scale range of one to five where, one represented strongly disagree, two disagree, three undecided, four agree and five strongly agree. Descriptive statistics resulting there from are given in Table 4.25:

Table 4.25 Summary statistics on respondents' rating on promotion

Statements relating to promotion (1)	Category (2)	Frequency (3)	Cumulative Freq. (4)	Mean (5)	Median (6)	Mode (7)	Standard deviation (8)
I hope to get an academic promotion in this University in the near future	Strongly disagree	4(7.8)	8(15.6)	3.8	4.0	5	1.260
	Disagree	4(7.8)					
	Undecided	10(19.6)	10(19.6)				
	Agree	13(25.5)	33(64.7)				
	Strongly agree	20(39.2)					
I hope to get an administrative promotion in this University in the near future	Strongly disagree	8(16.3)	9(18.3)	3.2	3.0	3	1.307
	Disagree	1(2.0)					
	Undecided	20(40.8)	20(40.8)				
	Agree	9(18.4)	20(40.8)				
	Strongly agree	11(22.4)					
My qualifications match with my current academic position	Strongly disagree	5(10.0)	8(16.0)	4.0	5.0	5	1.332
	Disagree	3 (6.0)					
	Undecided	5(10.0)	5(10.0)				
	Agree	12(24.0)	37(74.0)				
	Strongly agree	25(50.0)					

My qualifications match with my current administrative position	Strongly disagree	4(8.0)	12(24.0)	3.4	3.0	3	1.280
	Disagree	8(16.0)					
	Undecided	14(28.0)	14(28.0)				
	Agree	10(20.0)	24(48.0)				
	Strongly agree	14(28.0)					

Table 4.25 above indicates that respondents rated the status of promotion as generally good, as shown by the cumulative percents on the fourth column. For example majority, 33(65%) of the respondents agreed that they hope to get an academic promotion in the University in the near future. Only eight (16%) disagreed on the hope of getting an academic promotion. The cumulative percent shows that respondents agreed with and rated the promotion status as good, above average as shown by the mean of 3.8, median of 4 and mode of 5. The standard deviation of 1.260 implies that majority of the respondents had similar views on the status of academic promotion. While on the hope of getting an administrative promotion in their University in the near future, the cumulative frequencies and percents of those who agreed and of those who were undecided were equal 20(41%). This further implies that respondents were consistent in their responses on its provision as shown by the standard deviation of 1.307. Cumulatively, 20 (40%) of the respondents agreed on the hope of getting an administrative promotion as opposed to 9 (18%) who disagreed on the same. Regarding whether their qualifications match with their current academic positions, 37(74%) of the respondents agreed that their

qualifications match their positions as opposed to eight (16%) who disagreed. The cumulative percent shows that respondents rated their qualifications as above required standards. This is in agreement with those revealed by the measures of the central tendency: mean =4 and median =5 and mode=5 which according to the Likert scale mean=4 median and mode of 5 represent good, above average. Their consistency in response was further supported by the standard deviation of 1.332.

On whether their qualifications match with their current administrative positions, 24(48%) agreed upon this as opposed to 12(24%) who disagreed that their qualifications match that of their current administrative positions. The mean of 3, median 3 and mode of 3 suggest that the respondents' rating of this item was fair. The standard deviation of 1.280 implies that the respondents had similar views on their qualifications regarding administrative positions. Cumulatively, the responses obtained from the Table 4.25 (fourth column), show a fair rating of the status of promotion among the respondents with the third item having the highest rating. The open–ended question at the end of the section required the respondents to comment on the promotion criteria in Moi University. Summary of the responses have been categorized into three; unfair, just and generous. Table 4.26 illustrates this:

Table 4.26 Summary evaluation of the open-ended question (promotion criteria)

Category	Number	Percentage
Unfair	16	42
Just	14	37
Generous	8	21
Total	**38**	**100**

From Table 4.26, it is clear that the majority 16 (42%) of respondents find the promotion criteria unfair and not straightforward while 21% find it fair and open. Some of the responses to support the uncertain nature of promotion criteria include: "Academic promotion is based on academic merit, however, administrative promotions are done without suitably defined criteria; the promotion criteria is very clear, but years meant to wait (4 years) is so discouraging; It is not effectively done, indeed, sometimes is irregularly done, such that factors beyond your CV contribute or impede it; and finally academic staff promotions have clearly set procedures, however, at times it takes long to be promoted even when you have required qualifications. For the respondents who felt that the promotion criteria was generous and have benefited from the same had this to say; "Satisfactory, especially in academics; in the past, the promotion criteria was papers, experience and personal connections but now it is only your papers and how you perform in your institution; both academic and administrative promotions are pegged on individual lecturer's performance and for the excellent performance I exhibit, the

promotion I received one year ago has been very significant.'' The above findings were also supported by some of the administrators' views during the interviews. For instance, one interviewee said that: "the promotion criterion is very clear, for both administrative and academic staff, publications and professional performance is the way to go." This explains the reason for the slow rate in promotion by lecturers. Another interviewee also admitted that they have noticed a considerable change in attitude, teaching and administrative, academic skills, research and general uptake of duties among lecturers who have been promoted. To get an overall picture of the status of promotion of respondents in Moi University, all items in Table 4.25 were aggregated into one average index (Promotion) whose summary statistics are given in Table 4.27:

Table 4.27 Summary statistics on promotion

Mean	Median	Standard deviation	Range	Skew
3.58	3.50	0.931	3.75	-.119

Table 4.27 shows that the mean and median are almost equal, implying normality with small negative skew (skew = -0.119). The mean and the median of 3 suggest that promotional aspects are still not clear, basing on the Likert scale where 3 represented undecided. The standard deviation is 0.931 which is big further implies very fair dispersion. The curve in Figure 4.8 confirms the suggested normality:

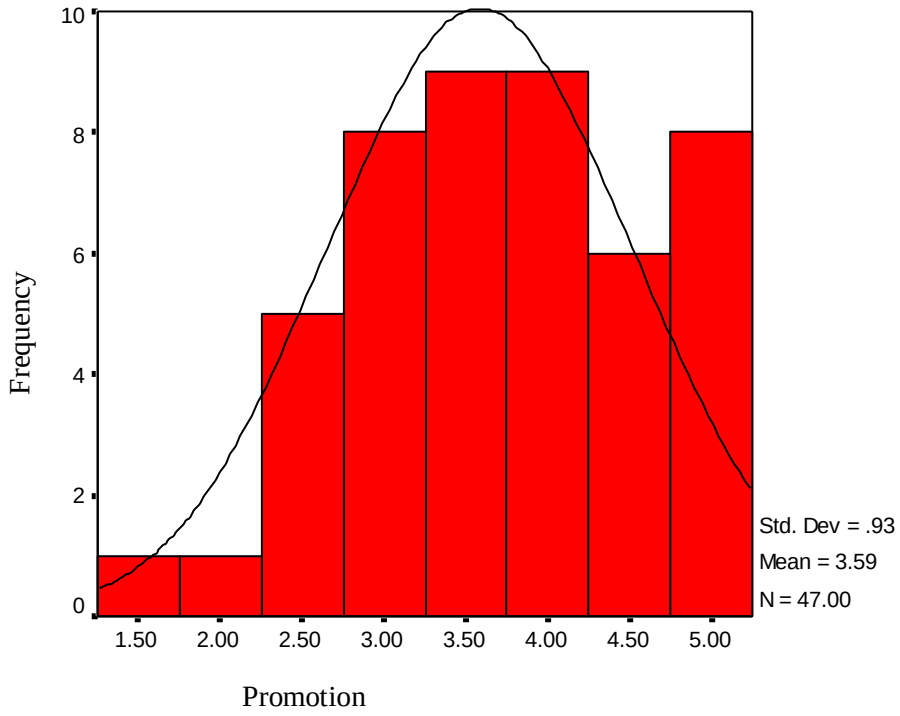

Figure 4.8 Histogram of respondents rating on promotion

For the purpose of testing Hypothesis Two, that is whether promotion is positively related to job performance of lecturers in Moi University, the aggregated index (Promo) was correlated with the index (jperf) using two methods:

(i) Using the scatter graph

Figure 4.9 shows the scatter graph of the two indices, promotion and job performance:

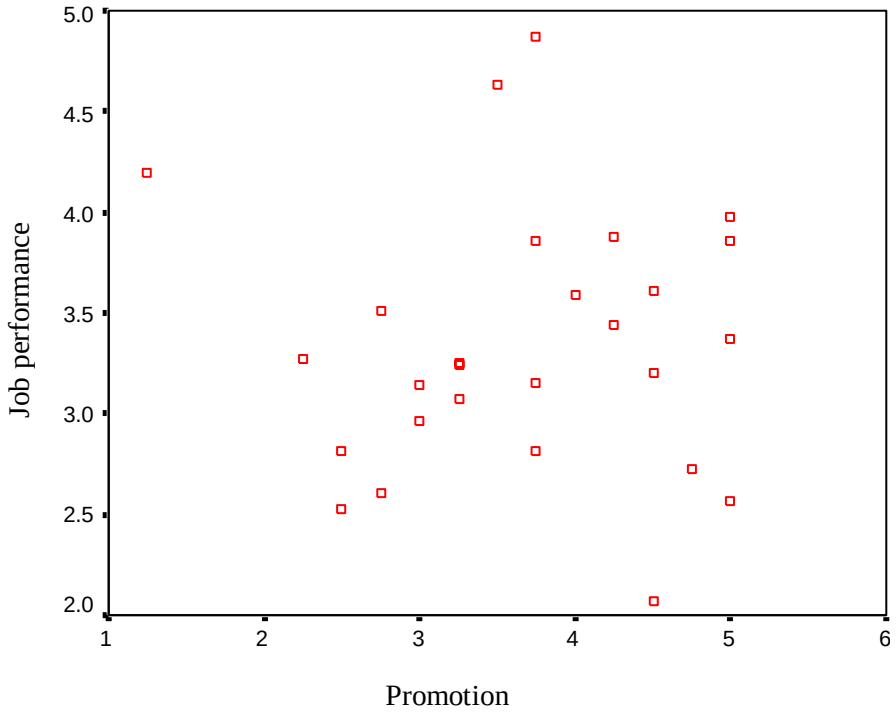

Figure 4.9 Scatter graph on the relationship between promotion and job performance

Figure 4.9 indicates a positive linear relationship implying that better the promotion opportunities for the lecturers, the better their job performance.

(ii) Using Pearson's linear correlation coefficient

Table 4.28 gives Pearson's linear correlation co-efficient for promotion and performance:

Table 4.28 Pearson's linear correlation co-efficient between promotion and job performance of lecturers

		Job performance	**Promotion**
Job performance	Pearson correlation	1	0.684**
	Sig (2 tailed)		0.000
	N	42	42
Promotion	Pearson correlation	0.684**	1
	Sig (2 tailed)	0.000	
	N	42	47

** Correlation is significant at the 0.01 level (2-tailed)

Table 4.28 shows that Pearson's Correlation Coefficient for lecturer's performance and training was r = 0.684 which was positive meaning that as promotion opportunities increase, job performance of lecturers also increases. The probability value is 0.000 which is less than $\alpha = 0.01$ suggesting a significant correlation. Therefore, job performance is significantly and positively related to promotion of lecturers in Moi University, at the one percent level of significance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This Chapter focuses on the discussion of the results, conclusions drawn from the study findings and recommendations based on the conclusions.

5.1 Discussion

This subsection looks at the discussion of results, hypothesis by hypothesis:

5.1.1 Hypothesis One

Hypothesis One stated that; training is positively related to job performance among lecturers in Moi University. Training was conceptualized as short term and long term training. The elements studied under short term training included, short courses, seminars and conferences while long term included postgraduate diploma, Master degree, Ph.D programs and sabbaticals. Pearson's Linear Correlation Coefficient was used to determine the significance of the relationship and results from the Hypothesis indicated a significant positive correlation between training and job performance of lecturers in Moi University. This implies that those who received and underwent any sort of training showed an increased job performance. This finding has been supported by Buckley and Caple (2000) who found out that training of teachers in elementary schools in North London has both intrinsic and extrinsic benefits to the individual resulting from the ability to perform a task with better skills and increased job performance. There were no significant variations in the responses of respondents on the usefulness of training

programs. The responses of each category of training were generally similar. All respondents reported that they attended short term and long term training courses. Most of them (63%) stated that the long term courses they attend were relevant to their work. All these revelations confirm that the responses in the study had similar views about the relevance of the training programs to the task performed in their jobs.

Alongside, this research finding is also in line with the assertion of Odor (1995) who pointed out that seminars, conferences, afford opportunities for professionals to enrich themselves or get abreast with new knowledge and ideas. Findings in this study are also supported by Lake (1990) who found out that short and long term training opportunities increase job performance of lecturers and are a way that both new and seasoned university employees can enhance existing skills to remain current in job-related programs, processes and procedures, exchange ideas, and network with fellow professionals. The ultimate goal of training is improvement in individual, institutional effectiveness and the quality of service through improved performance. The study is also relevant to theoretical assertions such as that of Tiberondwa (2000) who asserts that attendance of seminars, workshops, conferences and short courses, postgraduate diploma, Master degree, Ph.D. programs and sabbatical leaves, within and outside the institution, lead to effective performance in activities. Maicibi and Nkata (2005) submitted that training involves both learning and teaching and there is improved employee job performance and productivity derived from short-term and long term training. The above finding was also supported by some of the administrators' responses during the interviews. The management staff interviewed expressed very strong

feelings about the necessity of these courses because they are useful in providing knowledge, skills and attitudes needed in teaching. For instance, one interviewee said that lecturers show an improved performance when they successfully complete and return; while another one also admitted that it is seen especially in the area of research and publications.

Meggison, et al (1999) argue that short term training is just one, may not be the most important factor in determining a person's level of job performance. This presupposes that there is necessity to only meet the immediate pedagogical needs of practicing lecturers but at the same time, motivating them to master the basic skills of teaching and to provide better professional service to students and the general stakeholders. All these notwithstanding, there are still claims from students that the performance of lecturers is still unsatisfactory. This implies that training and promotion are not the problems per se in Moi University. There may be other factors in the management of human resource that affects the performance of staff for example funds and frequency of the programs. Common in their responses to support this claim when asked to state how often they benefited from these training courses was that: "I have benefited from the short courses but the frequency is too low: I have attended none due to unavailability of funds and too much teaching."

In addition, the above findings also support the Human capital theory (Schultz, 1961) on which this study anchors on, which posits that effective job performance accrues when there is a linkage between the strategic interests of the organization with the

interests of their employees through training and education. Hypothesis one therefore upheld to the effect that training has a significant positive relationship with the job performance of lecturers in Moi University.

5.1.2 Hypothesis Two

Hypothesis Two stated that, promotion is positively related to job performance among lecturers in Moi University and was conceptualized as academic and administrative. Pearson's Linear Correlation Coefficient was used to determine the significance of the relationship and results from the Hypothesis indicated a significant positive correlation between promotion and job performance of lecturers in Moi University. Findings are supported by Jacoby (1984) and Morishima (1986) who in their research on managers, unions and the transformation of work in American Industry, indicate that promotion opportunities increase the level of individual performance and organizational commitment among workers in their career advancement, influences the workers behaviors and attitudes such as motivation and organizational commitment, particularly in the case of stable employment.

Evidently thus, based on the respondents views on promotion, it is clear that both academic and administrative promotions are pegged on individual lectures performance. Majority of the respondents were quoted saying that for the excellent performance they exhibit, the better promotion opportunities they receive and vice versa. This concurs with the assertions of the tournament theory propounded by Lazear &Rosen, which stated that if tournaments participants recognize that rewards presented to winners (prestigious

positions), they will work hard in pursuit of the prizes and thus winnings between promoted and non-promoted employees are incentives to work hard and perform well.

The above findings were also supported by some of the administrators' views during the interviews. For instance, one interviewee said that: "the promotion criterion is very clear, for both administrative and academic staff, publications and professional performance is the way to go." This explains the reason for the slow rate in promotion by lecturers. Another interviewee also admitted that they have noticed a considerable change in attitude, teaching and administrative, academic skills, research and general uptake of duties among lecturers who have been promoted. Pool et al (1996) and Mottaz (1988) in their researches noted that there was a positive significant relationship to the view that promotion causes performance and organizational commitment. The causal nature of the relationship between promotion and job performance as observed by the two researchers supports the findings of this research.

The highlights from the findings on the open ended question in this section, are also supported by Kaguhangire (2000) who in an in-depth analysis observed that the approved criteria for promotion of academic staff at Makerere University clearly outlines the requirements of promotion of academic staff. Their guideline for promotion include; academic and professional qualifications, teaching experience, research carried out ,supervision of postgraduate students, conferences /workshops/ seminars attendance ,service to the University and the community, membership of professional bodies and lastly conduct. Moi University also has a laid down criteria for promotion that

concurs with the one at Makerere and probably other institutions though the study findings indicate that respondents are not satisfied with the promotion criteria, which is evident in their responses. A big portion of the respondents (42%) from the open ended question asked on promotion criteria, reported that their unsatisfactory performance was largely due to time frame upon which one is to wait for promotion, yet (37%) reported that the promotion criterion was fair, though sometimes is irregularly done, such that factors beyond your CV contribute or impede it, suggesting that promotion followed by a clear promotion criterion were significant factors in their performance. It becomes imperative therefore, that Moi University should use promotion, followed by a clear promotion criterion to enhance the job performance of lecturers.

5.2 Conclusions

From the foregoing discussions, the following conclusions were drawn from the study in order of the research hypotheses.

Training is positively related with job performance. Training opportunities like short courses, seminars, conferences, postgraduate diploma, Master degree, Ph.D programs and sabbaticals, which are within the context of individual control, tend to increase job performance of lecturers in Moi University. However, there is need for more comprehensive opportunities for training. Promotions, both academic and administrative, followed by a clear promotion criterion, is a contributing factor towards job performance of lecturers in Moi University. Promoted staff can produce more quantitative and qualitative work. Their attitudes to work are improved. However, there may be

other problems such as time, funds for research that may erode the effect of promotion on performance.

5.3 Recommendations

Based on the findings and conclusions from the study, the researcher came up with the following recommendations:

On the relationship between training and job performance of lecturers, the study recommends that, there is need for policy makers and administrators to strengthen and revise the staff development programs policy that all staff shall be encouraged through training and promotion to develop their potential and enhance their efficiency on the job. This will enable employees feel and believe that their organization believes in employee development through training and promotion and actually supports it. On the relationship between promotion and job performance of lecturers, the study recommends that the University administration should endeavor to revise and make clear the promotion criterion that recognizes teaching, research and service, academic qualifications, and experience as this is an avenue through which performance can be enhanced and promoted staff can apply what they have acquired.

5.4 Areas for further research

The researcher suggests investigation to be instituted in the following areas:

1. There is need to investigate into other factors apart from training and promotion that affect job performance of lecturers in Moi University.
2. The effect of performance contracts on academic staff introduced in Moi University, since it has apparently caused a lot of concern among the lecturers.
3. Since the study looked at performance of lecturers in Moi University Main Campus, a similar study can be done on lecturers in other satellite campuses of Moi University and other universities in Kenya.

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APPENDIX A

SELF ADMINISTERED QUESTIONNAIRE ON STAFF DEVELOPMENT PROGRAMS AND JOB PERFORMANCE OF LECTURERS OF MOI UNIVERSITY

East African Institute of Higher Education Studies and Development

School of Education

Makerere University

July 2009

Dear Prof /Dr/ Mr /Mrs /Ms,

This study is being conducted by a student of Makerere University, Kampala, towards the award of a Master of Arts degree in Higher Education Studies. The study concerns staff development programs and job performance of lecturers of Moi University. Your views, ideas, observations, opinions and experiences as participant, beneficiary and stakeholder are therefore useful in this study. Following instructions given, kindly complete this questionnaire to your utmost ability within two weeks and return it to ..... Please be assured that the data you will provide will be held confidentially.

Thank you for your cooperation,

Maryjullie Odinga

Researcher

Section A: PERSONAL DATA

To help us classify your responses, please supply the following facts about yourself by ticking, filling or circling where appropriate.

1. Your academic rank

1. Professor 2. Associate Professor 3. Senior lecturer 4. Lecturer 5.Assistant lecturer/ tutorial fellow 6. Other (specify).....

2. Your sex 1. Male 2. Female

3. Your age

1) Below 30 2) 30 but below 50 3) 50 plus

4. What is your highest achieved academic /professional qualification?

1. Advanced level diploma 2. Bachelors/equivalent 3. Masters

4. Ph.D 5. Other (Specify).....

5. Your years of service in Moi University

1). Less than five years 2). 5 years but below 10years 3). 10 years and above

6. Terms of employment

1. Temporary staff 2. Contract staff 3. Permanent Staff

4. Other (specify)……

Section B INDEPENDENT VARIABLE I: TRAINING

B1. Short term training

In the statements below, the researcher intends to know your level of attendance of seminars and conferences. Please indicate your response by circling or ticking in the appropriate box by opting from a scale where 1= Very rarely, 2= Rarely, 3=Neither rarely nor regularly, 4=Regularly, 5= Very regularly.

No.	**Statement**					
B1.1	I attend academic seminars within Moi University	1	2	3	4	5
B1.2	I attend academic seminars outside Moi University but within Kenya	1	2	3	4	5
B1.3	I attend international academic seminars	1	2	3	4	5
B1.4	I attend academic conferences within Moi University	1	2	3	4	5
B1.5	I attend academic conferences outside Moi University but within Kenya	1	2	3	4	5
B1.6	I attend international academic conferences	1	2	3	4	5
B1.7 Briefly comment on how often you have benefited from short courses at the auspices of Moi University..... …….. …….						

B2. Long term training

In this section, please provide your opinion about the frequency, quality and relevance of long term training courses, which include, postgraduate diploma, Master degree, Ph.D programs and sabbaticals. Indicate your response to the following statements by

circling, ticking or underlining in the appropriate category. Use the scale provided where 1=Strongly disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

No.	Statement					
B2.1	I have attended many long term courses	1	2	3	4	5
B2.2	The long term courses I attended, were of good quality	1	2	3	4	5
B2.3	The long term courses I attended, are relevant to my work	1	2	3	4	5
B2.4	I am well trained by Moi University for the work that i am doing.	1	2	3	4	5
B2.5 Briefly comment on how often you have benefited from long courses at the auspices of Moi University						

Section C INDEPENDENT VARIABLE II: PROMOTION

For the two questions below, please help the researcher to know about your promotion status in the university. Circle, tick or underline your choice.

C1.1 When was the last time you received an academic promotion at your place of work?

1. Not at all 2. One to two years ago 3. Three years ago 4. More than three years ago

C1.2 When was the last time you received an administrative promotion at your place of work? 1. Not at all 2. One to two years ago 3. Three years ago 4. More than three years ago.

In the section below, indicate the extent to which you agree with each of the following statements by circling, ticking or underlining your choice**.** Use the rating where 1= Strongly disagree, 2= Disagree, 3 = Undecided, 4 = Agree, 5=Strongly Agree.

No.	**Statement**					
C1.3	I hope to get an academic promotion in this University in the near future	1	2	3	4	5
C1.4	I hope to get an administrative promotion in this University in the near future	1	2	3	4	5
C1.5	My qualifications match with my current academic position	1	2	3	4	5
C1.6	My qualifications match with my current administrative position	1	2	3	4	5
C1.7	Briefly comment on the promotion criteria in Moi University.....					

Section D DEPENDENT VARIABLE: JOB PERFORMANCE

D1. Teaching

In this section, the researcher intends to know the extent with which you carry out your teaching roles. Please use the scale where: 1= Very rarely, 2= Rarely, 3=Neither rarely nor regularly, 4=Regularly, 5= Very regularly .Circle, tick or underline your choice.

No.	Statement					
D1.1	I give course outlines to students	1	2	3	4	5
D1.2	I give reading materials to my students	1	2	3	4	5
D1.3	In each and every course I instruct, I give my students enough course works	1	2	3	4	5
D1.4	I go to class on time	1	2	3	4	5
D1.5	I allow students to participate during my teaching sessions	1	2	3	4	5
D1.6	I spend a considerable percentage of my work time with students	1	2	3	4	5
D1.7	I mark examination scripts in good time	1	2	3	4	5
D1.8	I give feedback on course assignments and/or tests	1	2	3	4	5
D1.9	I give feedback on examinations in good time	1	2	3	4	5
D1.10 How do you rate your performance as a teacher in Moi University?						

D 2. Research, Publications and consultancy/advisory services

In this section, please help the researcher to know the level of your job performance by giving the extent to which you do research, publish and conduct consultancy/advisory services. Use the rating where 1= Very rarely, 2= Rarely, 3=Neither rarely nor regularly, 4=Regularly, 5= Very regularly. Circle, tick or underline your choice.

No.	Statement					
D2.1	I do research in my institution	1	2	3	4	5
D2.2	I publish journal articles in local peer-reviewed and accredited scientific journals	1	2	3	4	5
D2.3	I publish journal articles in international peer-reviewed & accredited scientific journals	1	2	3	4	5
D2.4	I author my own books	1	2	3	4	5
D2.5	I write chapters in edited books	1	2	3	4	5
D2.6	I present papers in conferences	1	2	3	4	5
D2.7	I write research reports	1	2	3	4	5
D2.8	In the last five years, I have undertaken collaborative research projects with my local academic peers	1	2	3	4	5
D2.9	In the last five years, I have undertaken collaborative research projects with international academic peers	1	2	3	4	5
D2.10	I conduct consultancy services and /or research contracts within the University	1	2	3	4	5
D2.11	I conduct consultancy services and research contracts outside the University	1	2	3	4	5
D2.12	Briefly comment on the usefulness of the researches you have undertaken and publications made to your work.....					

D3. Supervision

In this section, please help the researcher to know the number of undergraduate, Masters and Ph.D. students you have supervised to graduation in the last five years. Please circle, tick or underline your choice using the scale provided where 1=Less than 5, 2= 5 but less than 10, 3=Between 10 to 15, 4= 15 to 20, 5= More than 20.

No.	**Statement**	**1-5**	**5-10**	**10-15**	15-20	**20+**
D3.1	Number of PhD students graduated under my supervision.	1	2	3	4	5
D3.2	Number of PhD students externally examined from other universities than yours	1	2	3	4	5
D3.3	Number of Masters students graduated under my supervision in the last five years	1	2	3	4	5
D3.4	Masters students externally examined from other universities than yours	1	2	3	4	5
D3.5	Number of undergraduate students graduated under my supervision	1	2	3	4	5

3.6 Briefly comment on your performance as a research supervisor in the past five years

……

……

End of Questionnaire. Thank you for your kind assistance and cooperation

APPENDIX B

INTERVIEW SCHEDULE

FOR ADMINISTRATIVE STAFF AND DEANS

TOPIC: STAFF DECVELOPMENT PROGRAMS AND JOB PERFORMANCE OF LECTURERS OF MOI UNIVERSITY

1. Position in the University……..

2. Department /section…….

3. What kind of staff development programs exist in Moi University?.....

……

4. Is there any positive change noticed with the lecturers who undertake further training?

……

5. Are there staff training programs arranged for lecturers abroad?.....

……

6. What are the types and duration of such programs undertaken abroad?.....

……

7. Are lecturers in your department fully trained for the positions and tasks they undertake?.....

8. How would you describe the general professional performance of lecturers in your department or section?.....

9. Are their any criteria followed in promoting members of the academic staff?.....

……

10. What are some of the avenues? ……..

11. Is there any positive or noticeable change from academic staff who have been promoted with regards to their performance in teaching, research and consultancy services?.....

APPENDIX C: LETTER OF INTRODUCTION

MAKERERE UNIVERSITY
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Tel: +256-414-540733
Cables: "MAKUNIKA"

DEAN'S OFFICE
SCHOOL OF EDUCATION

Date 1/9/2009

TO WHOM IT MAY CONCERN

Mr/Mrs/Ms/Sr/Rev/Fr MARYJULLIE ODINGA

Is our M.A. (Education Policy and Planning)/M.A (Ed.Mgt.)/M.Sc. (HRM)/ M.Ed.(ICT) Degree Student who is collecting data for his/her Dissertation titled: STAFF DEVELOPMENT PROGRAMS AND JOB PERFORMANCE OF LECTURERS OF MOI UNIVERSITY.

We shall be grateful if you could render assistance to him/her in collecting the necessary data for his/her Dissertation.

Thank you in advance for your assistance.

Assoc. Prof. C.M. Ssebbunga
Dean, School of Education

MAKERERE UNIVERSITY
SCHOOL OF EDUCATION
13 MAR 2009
DEAN'S OFFICE