INFLUENCE OF STAFF TRAINING AND DEVELOPMENT ON ACADEMIC PERFORMANCE OF LECTURERS AT RONGO UNIVERSITY, KENYA

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ABSTRACT

Despite having staff training policies as well as human resource policy and procedure manual to guide and govern training and development of employees, Rongo University is still having challenges related to employee performance. Failure to attract qualified academic staff may be due to lack of opportunities for professional development in the University. This study therefore sought to investigate the influence of strategic talent management practices on academic performance of lecturers at Rongo University. To the management of Rongo University, the study provides relevant information to develop strategies in an effort to improve lecturers' academic performance. To the policy makers, the study provides information that can be used in formulation of laws and policies that enhance talent management strategies. The study adds more information to the body of knowledge on training and development and performance of lecturers. The study used a descriptive research design. The target population of this study was 102 academic staff at Rongo University: graduate assistants, tutorial fellows, assistant lecturers, lecturers, senior lecturers, associate professors and professors. The sample size was 82 staff who were selected by use of stratified random sampling. The research made use of primary data together with secondary data. The secondary data source was the annual reports and policies from Rongo University while primary data was gathered through use of semi-structured questionnaires. Thematic analysis was deployed in analyzing qualitative data then presentation of results were in a narrative form. Through the help of SPSS (version 22) quantitative data was analyzed through use of descriptive statistics and inferential statistics. The research used descriptive statistics in determining mean, frequency distribution and percentage. Inferential statistics comprised of correlation analysis as well as multivariate regression analysis. The research results were presented in tables, bar charts and pie charts. The study found that staff training and development has an insignificant effect on academic performance of lecturers at Rongo University (p-value=0.000). The study found that Rongo University provided little training to the academic staff and about half of the academic staff had received training since they got employed in Rongo University. The study recommends that the University should provide frequent training specific for academic staff. These trainings should include research training, pedagogical training, supervision training, and leadership training. In addition, the study therefore recommends that the university should develop mentorship programs where the senior academic staff can mentor the junior academic staff.

Key Words: **Academic Performance, University, Training, Development, Lecturers.**

INTRODUCTION

In the last two decades, organizations have come to understand that their employees (human resources) are the most important resource and hence they must manage their employees output and productivity. Properly managing employee performance enables an organization to consistently meet its goals and enhance efficiency and effectiveness. One way of ensuring continued employee performance is ensuring consistent training and development (Ayub, 2017). Changes in the focus from tangible assets to non-tangible assets like skills, knowledge and competence has led to an increased focus on the development of talents in many organizations around the world. The scope of training and development falls into categories such as training relevance, personal development as well as employee coaching and mentorship program. Training and development is an organized planning method used to match employee goals with the business needs of an organization. It consists of activities undertaken by the individual employees and the organization to meet career aspirations and job requirements. The most important requirement of training and development is that every employee must accept his or her responsibility for development.

In the past few years, there has been an increasing number of countries, regions and higher education institutions across the world that are now involved in the competition for academic excellence. This trend to create or enhance globally competitive universities can be observed in both developed and developing countries. Chandrachud and Athavale (2015) indicate that Higher Educational Institutions (HEI) in Germany are characterized by low professional development of staff through training and other capacity building programmes. In addition, Cickusic and Bayraktaroglu (2014) indicate that on job training (demonstration, coaching, job rotation, mentoring and orientation) and off job training (case studies, role playing, conferences, seminars, workshops and outdoor bound) have an influence on employees' performance in Bosnia And Herzegovina.

In Nigeria, Mary, Enynna and Ezinne (2015) found that talent management significantly influences lecturer performance in Nigerian higher learning institutions. It was further indicated that there is need for change in higher learning institutions sponsored by the government. Therefore Human Resource Management in these institutions require more skills concerning their talents since performance of staff as well as that of the institution can only be increased through the right strategic talent management practices. Aibieyi and Oghoator (2015) indicate that lack of talent management in higher institutions of learning leads to poor performance of academic staff in Nigeria. In Tanzania, Landa (2018) indicate that institutions such as Tanga Urban Water Supply and Sewerage Authority (Tanga UWASA) organize several training programmes and employees are systematically selected to attend those programmes to acquire knowledge and skills. The more the employee gets training, the more efficient their level of performance becomes Training programmes contributed to the increase of efficiency, productivity, rise of customers' level of satisfaction and the increase of Tanga UWASA competitive advantage over other water supply authorities. According to Kwame, Mahama, Boahen and Boahen (2017) lack of talent

management programmes leading to high employee turnover in higher institutions of learning has led to reduction in quality of education, students' dissatisfaction and increased expenses related to training and recruitment of new staff in Ghana. In addition, Ampomah and Cudjor (2015) observe that turnover had positive and negative effect on the organization while staff replacement brought new ideas together with skills in the organization; it further made it hard to recruit new staff.

In Kenya, Knott (2016) indicated that one of the key elements of talent management in higher learning institutions is training and development and it enhances lecturers' performance. It was revealed that training avails the needed skills as well as knowledge for better performance of duties by academic staff while development provides competence of lecturers in the long run which is essential for the performance of an organization. Mwangi (2014) revealed that for the young growing colleges and universities to increase their performance and remain competitive in this competitive world there must be consistent training and professional development. This process involves ensuring sustainment of both knowledge and staff competencies on the overall teaching staff.

The mission for Rongo University is to provide high quality education through teaching, research, community service and nurture innovative graduates. The University's vision is to be a world class technology driven University in learning and practice. In addition, the core values of the university include Integrity and Quality, professionalism, Innovation and Adaptability, Equity, Teamwork and Social Responsibility (Rongo University, Annual Report 2018). The university has 7 schools, namely; School of Agriculture, Natural Resources and Environmental Studies; School of Arts and Social Sciences; School of Graduate Studies; School of Business and Human Resource Development; School of Information, Communication and Media Studies; School of Education; and School of Science, Technology and Engineering. In terms of excellence Rongo is ranked at position 6,033 (Webometrics, 2019). However, despite having these policies to guide and manage the human resource, the institution is faced with the challenges of academic staff performance. This study therefore sought to examine the influence of training and development on academic performance of lecturers at Rongo University.

Statement of the Problem

There are 22 public universities, 14 chartered private universities and 13 universities with Letter of Interim Authority in Kenya. As a result competition in both private and the public institutions has increased on this has decreased that number of competent academic staff hence making it pertinent for universities to ensure continuous development of talented staff. Higher learning institutions in the past employed graduates as academic staff, but recently they have begun emphasizing on PhD holders. Employee performance and talent development through training and development have become some of the biggest issues in universities in Kenya, because lecturers are the ones who determine the academic performance of their universities. Therefore, training and development is important in

ensuring that academic staff in universities in Kenya have the right skills in place to be able to perform their duties (Nbina, 2012).

Despite having staff training policies as well as human resource policy and procedure manual to guide and govern training and development of employees, Rongo University is still having challenges related to employee performance. Failure to attract qualified academic staff may be due to lack of opportunities for professional development in the University. It was therefore important to examine the effect of strategic talent management practices on academic performance of lecturers.

Many researchers have researched on training and development and employee performance in Kenya. Odhiambo (2018) examined the effect of training and development on employee performance at Safaricom Company Limited and found that training and development measured in terms of training need assessment, training methods, training content and employee development programs considerably influences employee performance. Nonetheless, the study was limited to Safaricom Company Limited. In addition, Onyango and Wanyoike (2014) studied the effects of training on employee performance among health workers in Siaya County and found that there is a strong positive relationship between training of employees and performance. However, the research focused on health workers in Siaya County and there the results are not generalizable to public universities. Therefore, this study sought to determine the impact of training and development on academic performance of lecturers at Rongo University.

Theoretical Framework

The study was anchored on and Human Capital Theory in an attempt to explain the relationship between training and development and academic staff performance. Human Capital Theory was the underpinning theory in this study. This theory was developed by Gary Becker in (1964). Economist in the past regarded personnel and their capabilities as a capital component and the personnel value was estimated through expenses incurred during production process and capital intensive earning procedures. The theory states that organizations derive economic benefit from investing in people. The basis of this theory is in the fact that personnel and companies make investments in human capital focusing on the future benefits and not the current gains. According to the theory, investments entail several components which comprise of schooling, acquiring of information training as well as other operations that make the health of an individual better (Meichang, Wenzhong & Dan, 2017). Wolfson and Mathieu (2018) states that human capital entails the personal knowledge as well as the person's experience which is related to the person's career. The initial term of human capital seem to have a relationship with the social capital and cultural capital that emphasizes on the long-term development of inter-generational behavior such as on-job employee training, scholarship, employee coaching and mentoring programs. Regardless of the type of investment, human capital investment related to any other decision on investment which focuses on the profitability ratio of the investment in relation to other investments in another project (Holden and Biddle, 2017).

Human capital is considered to trigger the performance of workers. Frequent training is a practical example for improving employee performance. For employees, human capital investment entails direct costs as well as expenses in foregone earnings. The investment decision makers put into comparison the expenses and the future income. If the future income is more than the present expenses, the deal is implemented (Le Van et al, 2018). In relation to this study, human capital theory emphasizes on the value addition that an organization obtain through investment in its staff for future gains. Therefore, Rongo University could invest on improving the talents of their academic staff through training and development practices that can be used to generate worthwhile return and ultimately lead to improvement in performance. Based on the research questions and the theoretical framework, the following Conceptual Framework was developed to guide this study.

Conceptual Framework

The independent variable of this study was staff training and development and the dependent variables was academic performance of lecturers. Figure 1 shows the hypothesized relationships between the independent variable (training and development) and the dependent variable (academic performance of lecturers).
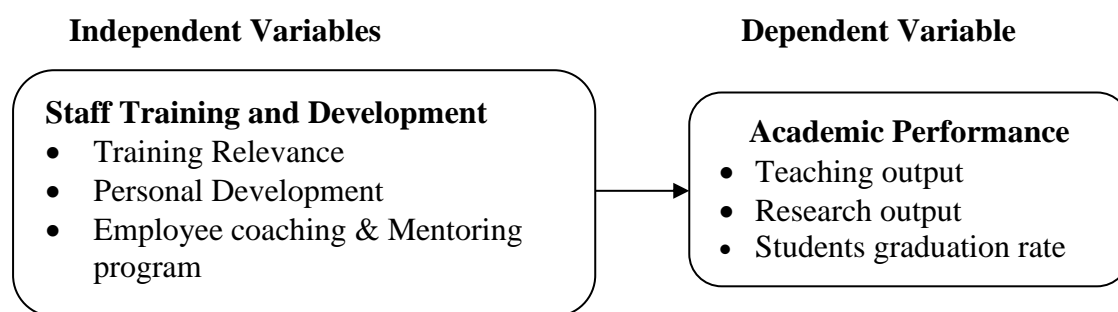
Independent Variables   **Dependent Variable**

Staff Training and Development
- Training Relevance
- Personal Development
- Employee coaching & Mentoring program

Academic Performance
- Teaching output
- Research output
- Students graduation rate

Figure 1: Conceptual Framework

LITERATURE REVIEW

Today, for employees to achieve new knowledge and technology, improved performance, organizations hold different job training, (Rahman, et al. (2011). According to the study on staff training and performance of academic staff, staff training was found to influence students' performance. Akhavan and Tracz (2016) also conducted a study on the impact of academic staff training on performance of the students in United States of America. Coaching of academic staff was found to influence performance of students positively. It is evident in the study that coaching ensures professional development of the academic staff through ensuring efficacy of the academic staff hence influencing student achievement in a positive way. In relation to the current study, it is important to establish whether Rongo University has structured programmes in training and coaching of academic members of staff to improve their job performance.

Switbert (2013) conducted a research on the influence of staff training programmes on academic performance of student in Tanzania. The research targeted 285 secondary schools in Tanzania. Case study design was adopted by the study. The study established that most of the secondary schools in Tanzania have staff training and development programmes. However, these programmes are not given priority since most of the academic staff lacks enough knowledge on the training policies in their schools. The research also revealed that most of the academic staff desires to further their studies but they are hindered by the unfavorable environment of the existing training and development programmes. On the other hand Landa (2018) conducted a study on the impact of staff training on teachers' performance in public institutions operating in Tanzania. The study targeted on 71 academic staff. Through descriptive survey design, the study findings revealed that most of the public institutions organize various staff training programmes and staff selection is done systematically to ensure the best employees attend the organized workshops and seminars to gain relevant knowledge and skills. The research concluded that staff performance is significantly influenced through employee training. However, these studies were conducted in Tanzania, whose policies for the education sector are different from these of Kenyan education sector.

Scholarship programs are one of the most popular examples of corporate social responsibility (CSR) program in recent years that strike this balance. Scholarships make a direct impact on the organization by enabling employees to access higher education and acquire more knowledge to improve their productivity. In Pakistan, Tahir et al (2017) investigated whether scholarship has impact on employees' performance and productivity. This paper is quantitative in nature. Data for the study was collected through primary source that are from questionnaires surveys. The data was checked through statistical software to find the impact of training and development on employees' performance and productivity. Eight united banks limited were selected for the study. Eighty questionnaires were distributed for the collection of data. Descriptive statistic tools SPSS were applied on the questionnaire to see the reliability and consistency. The result showed that there was significant relationship between the scholarship and employee performance. However, this study was conducted in the baking sector in Pakistan and hence its findings are not usable in the education sector in Kenya.

Ng'ethe (2013) examined the influence of both monitoring and evaluation by principles on teaching and learning in public high schools in Githunguri in Kenya. The research used cross-sectional survey design. Monitoring and evaluation was found to influence on both teacher and student performance. In addition, most of the departmental heads are always present. Moreover, evaluation processes adopted by the leaning institutions were found to influence teaching as well as learning in the academic institutions in a significant way. The research further found that academic staff advocates the necessity of improvements in monitoring and evaluation of both academic teaching and learning as well. However, the study was conducted among public high schools in Githunguri in Kenya, which are government by different policies and institutions from those governing public universities in Kenya.

Research Methodology

The research adopted a descriptive survey design. The target population of this study was 102 academic staff in Rongo University who included graduate assistants, tutorial fellows, assistant lecturers, lecturers, senior lecturers and associate professors and professors. The sample size in this research was determined through use of Slovin's Formula. The research adopted this formula as it considers the entire population.

$$n = \frac{N}{1 + NE^2}$$

Where by: n = no. of samples; N = total population; E = error margin / margin of error (0.05); *= multiplication sign

$$n = \frac{102}{1 + (102 * 0.05^2)}$$

$$n = 82$$

Table 1: Sample Size

Academic Staff	Target Population	Sample Size
Graduate Assistants	3	3
Tutorial fellows	18	14
Assistant Lecturers	9	8
Lecturers	45	36
Senior lecturers	8	6
Associate professors	14	11
Professors	5	4
Total	**102**	**82**

In this research stratified random sampling was employed to select 82 academic staff from the target population. The strata in this research was different categories of academic staff namely, graduate assistants, tutorial fellows, assistant lecturers, senior lecturers, associate professors, and professors. Stratified random sampling was used in this research since it was suitable in selecting a sample size that best depicts the entire population. This sampling technique was suitable since it has minimal chances of bias in sample selection it also ensures no over representation of some segments or under representation. The number of academic staff per category was selected through proportionate sampling. Further sample size per category was selected through proportionate stratification.

The study utilized both primary and secondary data. Secondary data was sourced from the Rongo University's annual reports. The researcher used 102 semi structured questionnaires to gather primary data from the Graduate Assistants, Assistant Lecturers, Tutorial Fellows, Lecturers and Senior Lecturers. An interview schedule was used for professors and associate professors in order to triangulate the information gathered from lecturers. Interview questions were aligned to the research objectives. A pilot study was conducted to enhance the validity and reliability of the research instrument. The research used a Document Analysis Guide for analysis of University documents namely; annual reports and policy documents including Human Resource Procedure Manual, staff training and development policy and research policy.

The research instruments generated both quantitative and qualitative data. Thematic analysis was adopted in analysing qualitative data where the findings were presented in a narrative form. The research adopted both descriptive statistics and inferential statistics with the assistance of SPSS (version 22) to analyse quantitative data. Descriptive statistics included standard deviation, mean, frequency distribution tables and percentage. Inferential statistics included Correlation Analysis together with Regression Analysis. The research results were then depicted in tables and figures (pie charts). The Multi Regression model was as follows;

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Whereby; Y = Academic performance of lecturers; B_0 = Constant; β_1 =Coefficients of determination; X_1 = Training and development; and ε = Error term

Research Findings and Discussions

The sample size of this study was 82 academic staff in Rongo University. Out of the 82 questionnaires that were distributed, 71 were filled and returned, which gave a response rate of 86.6%. However, a return rate of 100% was not achieved as some of the responses had inconsistent information while others were incomplete thus could not be used for analysis in this study. According to Kothari (2012), a return rate which is above 50% is adequate for data analysis thus the response rate of 86.6% was within the acceptable limit for drawing conclusions.

Staff Training Development

The respondents were asked to indicate their level of agreement on various statements relating to the influence of on-job training on academic performance of lecturers at Rongo University. The results are shown in Table 2. From the findings, 35.2% of the respondents were neutral that senior academic staff in Rongo University provides guidance to junior staff on job performance. This indicates that the academic staff are unsure of the support training received from the senior staff. 31% agreed with the statement that senior academic staff in Rongo University provides guidance to junior staff on job performance. These findings are contrary to Akhavan and Tracz (2016) findings that coaching of academic staff by the senior staff was key in ensuring an improvement in the academic staff performance. In addition, 32.4% of the respondents disagreed and 29.6% agreed with the statement that academic staff in Rongo University receive supervision training at their workplace. Further, 39.4% of the respondents disagreed and 35.2% agreed that the academic staff in Rongo University have received leadership training. Furthermore, 36.6% of the respondents disagreed, 23.9% were neutral and the same percent (23.9%) agreed that with the statement indicating that in Rongo University apply the knowledge and skills obtained during training to improve their performance. The respondents seem to be neutral since they had not received training. However, 42.3% of the respondents disagreed and 19.7% strongly disagreed with the statement indicating that academic staff in Rongo University receive pedagogical training at their workplace. Furthermore, 38.0% of the respondents strongly disagreed and 23.9%

disagreed with the statement indicating that academic staff in Rongo University receive research training at their workplace.

Table 2: Types of trainings Offered

Types of trainings Offered	1		2		3		4		5	
	%	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**
Research Training	38	27	23.9	17	16.9	12	16.9	12	4.2	3
Supervision training	15.5	11	32.4	23	19.7	14	29.6	21	2.8	2
Leadership training	15.5	11	39.4	28	8.5	6	35.2	25	1.4	1
Pedagogical training	19.7	14	42.3	30	12.7	9	23.9	17	1.4	1
Academic staff apply the knowledge in training to improve their performance	12.7	9	36.6	26	23.9	17	23.9	17	2.8	2

The respondents were also asked to indicate their level of agreement on various statements relating to scholarships at Rongo University. From the findings, 45.1% of the respondents agreed while 16.9% remained neutral on the statement indicating that Rongo University provides partially funded scholarship to academic staff who want to further their studies. In addition, 43.7% of the respondents agreed while 12.7% strongly agreed with the statement that the institution provide fully funded scholarship to staff who want to further their studies. This implies that Rongo University has a programme of funding staff who request. These findings agree with Babagana (2014) argument that public universities ought to provide fully funded scholarship to their academic staff so as to increase their skills and retention. In addition, 28.2% of the respondents agreed while 22.5% remained neutral on the statement that Rongo University academic staff fund their own studies. However, 31.0% of the respondents disagreed and 25.4% strongly disagreed with the statement that Rongo university provide fully funded scholarship to staff who want to further their research. Also, 50.7% of the respondents strongly disagreed and 40.8% disagreed with the statement indicating that the scholarship programs provided by Rongo University comes with monthly allowances for staff who excel in their academic studies.

Table 3: Scholarships

Scholarships	1		2		3		4		5	
	%	F	%	F	%	F	%	F	%	F
The institution provide fully funded scholarship to staff who want to further their studies	12.7	9	43.7	31	15.5	11	12.7	9	15.5	11
The institution fully provide funds for research	25.4	18	31	22	21.1	15	15.5	11	7	5
scholarship programs comes with monthly allowances for staff who excel in their academic studies	50.7	36	40.8	29	0	0	0	0	0	0
Rongo university provides partially funded scholarship to academic staff who want to further their studies	12.7	9	22.5	16	16.9	12	45.1	32	2.8	2
Academic staff fund their own studies	28.2	20	12.7	9	22.5	16	28.2	20	8.5	6

Table 4, 38.0% of the respondents disagreed while 33.8% were neutral on the statement indicating that the length of induction session is adequate to discuss the agreed goal and objectives. However, 35.2% of the academic staff agreed while 29.6% were neutral on the statement indicating that induction is available to academic staff. Further, 32.4% of the academic staff agreed and 25.4% disagreed with the statement indicating that induction helps them understand their roles and priorities. Further, 29.6% of the academic staff in Rongo University agreed while 22.5% strongly disagreed, 21.1% disagreed with the statement indicating that through induction staff are inspired to go beyond what the organization expects of them. Induction is the first step in building a two-way relationship between the University and the employee. Induction is mandatory to properly initiate all new staff (hired, promoted or transferred) into their new tasks. This is according to Rongo University Human Resource and Procedure Manual (2016).

Table 4: Academic Staff Induction

Staff Induction	1		2		3		4		5	
	%	F	%	F	%	F	%	F	%	F
Induction is available to academic staff	12.7	9	16.9	12	29.6	21	35.2	25	5.6	4
induction helps me understand my roles and priorities	15.5	11	25.4	18	15.5	11	32.4	23	11.3	8
Through induction staff are inspired to go beyond what the organization expects of them	22.5	16	21.1	15	16.9	12	29.6	21	9.9	7
The length of induction session is adequate to discuss the agreed goal and objectives	18.3	13	0	0	33.8	24	38	27	9.9	7

The respondents were also asked to indicate their level of agreement on various statements relating to monitoring programs and academic performance of lecturers at Rongo University. From the findings, 59.2% of the respondents agreed with the statement indicating that mentorship assists lecturers in using the library services. In addition, 46.5% of the

respondents agreed while 22.5% were neutral on the statement indicating that mentoring programs are not available at Rongo University and known to academic staff. Further, 45.1% of the respondents agreed while 11.3% strongly agreed that through mentoring, staff learn innovative skills. Moreover, 42.3% of the respondents agreed while 25.4% were neutral on the statement that mentoring programs helps academic staff to develop their personal career. The findings of this study agree with Akhavan and Tracz (2016) findings that mentorship programs ensure professional development of the academic staff through ensuring efficacy of the academic staff hence influencing student achievement in a positive way.

Table 5: Mentorship

Mentorship	1		2		3		4		5	
	%	F	%	F	%	F	%	F	%	F
Staff Mentorship programs are not available at Rongo University and known to academic staff	18.3	13	4.2	3	22.5	16	46.5	33	8.5	6
Mentorship programs helps academic staff to enhance their performance	18.3	13	7	5	25.4	18	42.3	30	7	5
Mentorship programs helps academic staff to develop their personal career	14.1	10	26.8	19	25.4	18	29.6	21	4.2	3
Through mentorship, staff learn innovative skills	14.1	10	11.3	8	18.3	13	45.1	32	11.3	8
Mentoring assists lecturers in using the library services	9.9	7	7	5	15.5	11	59.2	42	8.5	6

The respondents were asked to indicate whether they had received training since they were employed in Rongo University. According to the findings, 53.5% (38) of the respondents indicated that they had received training since they got employed in Rongo University while 46.5% (33) disagreed. This implies that most of the academic staff in Rongo University had received training since they got employed in Rongo University. These findings are supported by the key informants (professors) who indicated that there was no staff training after employment. These findings are contrary to Yusuf and Dada (2016) recommendation that institutions of higher learning should improve the skills of their academic staff through undertaking training by use of seminars, task groups, and use tutorial groups. This implies that most of the academic staff in Rongo University had received training since they got employed in Rongo University.
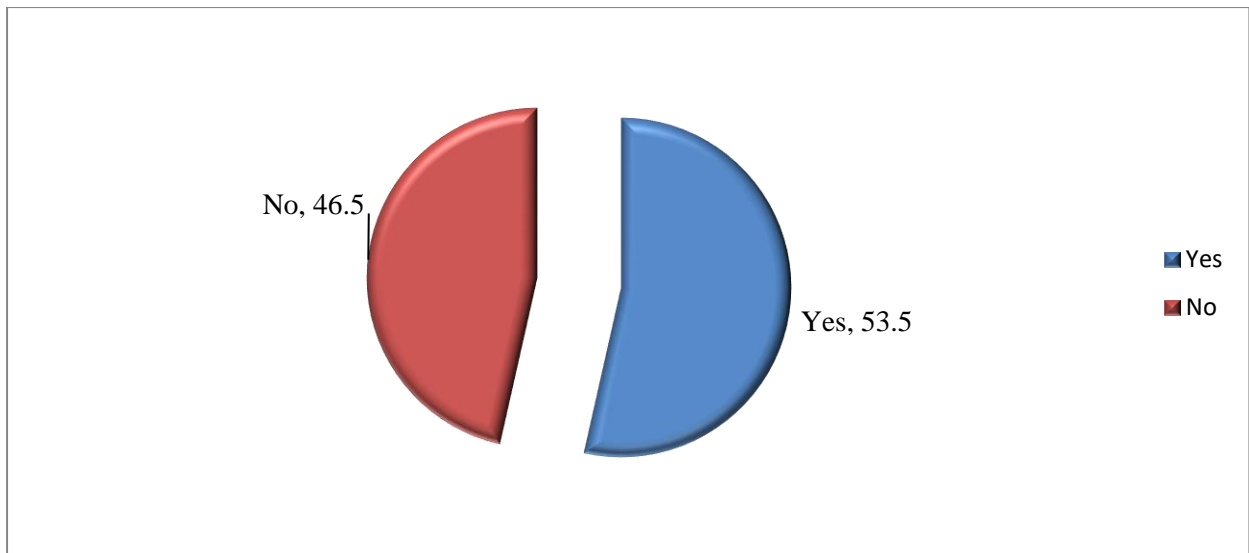
Figure 2: Training since Employment

The respondents were asked to indicate whether they had been inducted when joining Rongo University. From the findings, 78.9% (56) of the academic staff indicated that they had not received any induction when they were joining Rongo University while 21.1% (15) indicated that they had received induction when they were joining Rongo University. This implies that most of the academic staff in Rongo University had not received any induction when they were joining Rongo University.
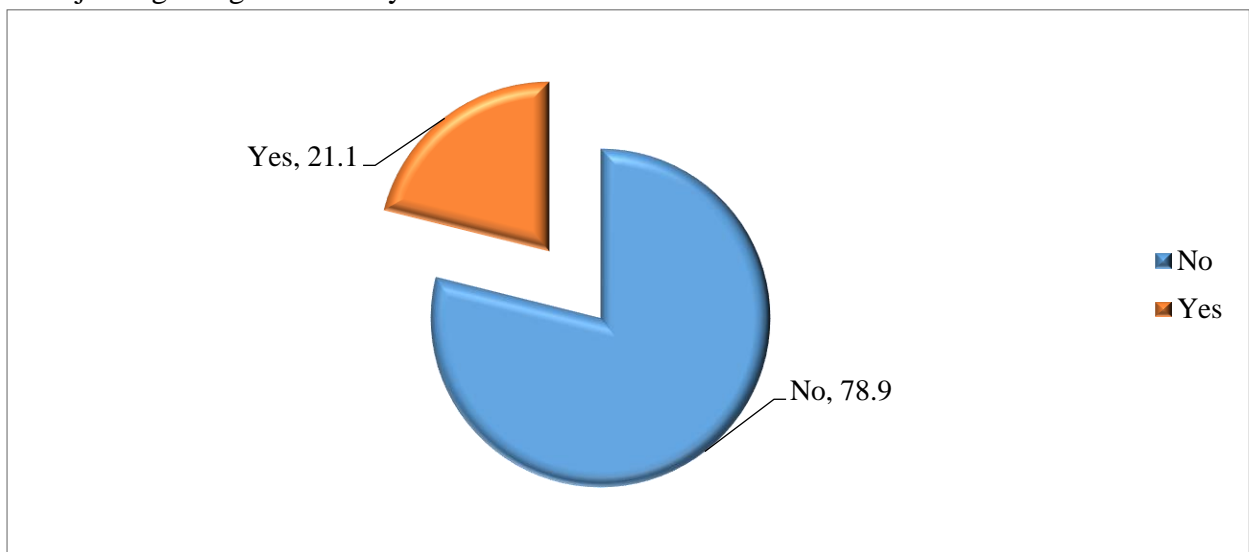

Figure 3: Induction after Joining Rongo University

Academic performance

The dependent variable for this study was academic performance of lecturers at Rongo University. In a scale of 1 to 10, most of the key informants (professors) rated the academic performance of lecturers in Rongo University as 7. Specifically, quality was rated as 7 and commitment was rated as 6. The key informants also indicated that the curriculum was shallow and needed review and development. They also indicated that lecturers do good job especially part-timers, but regular lecturers are not doing their best not working hard.

The respondents were asked to indicate their agreement level on various statements relating to academic performance of lecturers at Rongo University. Where 1 represents strongly disagree, 2 represents disagree, 3 represents neutral, 4 represents agree and 5 represents strongly agree. From the findings, 53.5% of the respondents agreed that Rongo University has a class capacity that they can manage. However, 39.4% of the respondents agreed and 18.3 strongly agreed that the student -staff ratio at Rongo University is high. These findings agree with Webometrics (2019) report that compared to other public universities in Kenya, Rongo University attraction of students is low and hence there was no congestion in classes and lecture rooms. This implies that performance can be hindered by this high number of students though the lecturers agree that the classes that they have are manageable.

The respondents were asked to indicate their agreement level on various statements relating to teaching output at Rongo University. Where 1 represents strongly disagree, 2 represents disagree, 3 represents neutral, 4 represents agree and 5 represents strongly agree. According to the results, 64.8% of the respondents agreed that they complete their teaching content within the set time frame. In addition, 64.8% of the respondents agreed that most of their students score good grades in their exams. Further, 33.8% of the respondents agreed and 31.0% were neutral on the statement indicating that there has been an increase in the number of students who score first class degrees. Though the academic staff indicated that they complete teaching in time and that the students they teach score good grades, most of them are unsure of the general scores of the students at the end of the course as they graduate.

According to the results, 67.6% of the respondents agreed that they have a number of research publications. In addition, 32.4% of the respondents were neutral, 31.0% strongly disagreed and 26.8% agreed that Rongo University funds their research projects. This implies that most academic staff have published at least more than two publications, though funding was not done by Rongo University. Though some were uncertain whether the University funds the research projects. Funding seems to be lacking at Rongo University.

From the findings, 52.1% of the respondents agreed that most of the students in Rongo University under the undergraduate category, graduate within the stipulated time. In addition, 50.7% of the respondents disagreed with the statement indicating that most of the students in Rongo University under the masters' category graduate, within the stipulated time. Further, 54.9% of the respondents disagreed with the statement indicating that most of the students in Rongo University under the PhD category graduate within the stipulated time. Also, 31.0% of the respondents agreed and 28.2% disagreed with the statement indicating that most of the academic research at Rongo University enhances new scientific discoveries. These results indicate that the undergraduate students graduate at the stipulated time whereas the Masters Students and PhD students seem to take a longer time.

Table 6: Students Graduation Rate of Rongo University

	1	2	3	4	5
I have a class capacity that I can manage	1.4	15.5	14.1	53.5	15.5
The student –staff ratio at Rongo university is high	18.3	15.5	8.5	39.4	18.3
Most of my students score good grades in their exams	9.9	8.5	14.1	64.8	2.8
There has been an increase in the number of students who score first class degrees	5.6	29.6	31.0	33.8	0.0
I complete my teaching content within the set time frame	0.0	11.3	14.1	64.8	9.9
I have more than two research publications	7.0	2.8	11.3	67.6	11.3
Rongo university funds my research projects	31.0	9.9	32.4	26.8	0.0
Most of the academic research at Rongo university enhances new scientific discoveries	12.7	28.2	26.8	31.0	1.4
Undergraduate	0.0	5.6	12.7	29.6	52.1
Masters	9.9	50.7	21.1	15.5	2.8
PhD	12.7	54.9	18.3	11.3	2.8

Inferential Statistics

Correlation and regression analysis were used examine the influence of independent variable (staff training and development) on the dependent variable (academic performance of lecturers at Rongo university).

Correlation Analysis

The study used Pearson Product-Moment Correlation analysis to assess the association between independent variables (staff training and development) and academic performance of lecturers at Rongo University (dependent variable). The findings also revealed a positive association between staff training and development and academic performance of lecturers at Rongo University(r=0.561, p-value=0.000). The association was considered significant as the p-value 0.00 was less than the significant level of this study which was 0.05. These findings agree with Rahman et al. (2011) findings that there is significant correlation between teacher training and academic performance in the United States of America. These findings are also in line with Babagana (2014) findings that training and development influence lecturers' performance in Nigerian Polytechnics.

Table 7: Correlation Coefficients

		Academic performance	Staff training and development
Academic performance	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	71	
Staff training and development	Pearson Correlation	.561[**]	1
	Sig. (2-tailed)	.000	
	N	71	71

Regression analysis

Regression analysis was used to assess the association between the independent variable (staff training development) and the dependent variable (academic performance of lecturers at Rongo University).

The regression equation was;

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Whereby; Y = academic performance of lecturers; X_1 = Staff Training Development; ε = Error Term; β_0 = Constant Term; β_1-β_3 = Independent variables Beta Co-efficient.

The R-squared shows the variation in the dependent variable that can be explained by the independent variable being studied. The R-squared in this study was 0.315. This implied that the independent variable (Staff Training Development) could explain 31.5% of academic performance of lecturers at Rongo University.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.561[a]	.315	.305	.39864

a. Predictors: (Constant), Staff training and development

The analysis of variance shows whether or not a model is a good fit for the data. The F-calculated (31.705) was greater than the F-critical (4.0012) and the p-value (0.000) was less than the significance level (0.05) and hence the model was suitable in depicting the data. This implied that the model could be used in predicting the influence staff training and development on the dependent variable (academic performance of lecturers at Rongo University).

Table 9: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.038	1	5.038	31.705	.000[b]
	Residual	10.965	69	.159		
	Total	16.003	70			

a. Dependent Variable: Academic performance
b. Predictors: (Constant), Staff training and development

The regression model was as follows;

$$Y = 1.871 + 0.459 X_1 + \varepsilon$$

The results show that staff training and development has a positive and significant effect on academic performance of lecturers at Rongo University as shown by a regression coefficient of 0.459. The effect of staff training and development on academic performance of lecturers was statistically significant because the p-value (0.000) was less than the significance level (0.05). These findings agree with Junejo, Sarwar and Ahmed (2017) argument that between in-service training has a significant effect on performance of teachers.

Table 10: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.871	.241		7.757	.000
	Staff training and development	.459	.081	.561	5.631	.000

a. Dependent Variable: Academic performance

Conclusion

The study also concludes that staff training and development has a positive and significant effect on academic performance of lecturers at Rongo University. Staff training and development improves staff effectiveness, service quality, job satisfaction, motivation and morale, academic performance, self-esteem and self-confidence, research skills instruction and media design skills, pedagogical skills and conformity with ISO 9001. However, the study found that more than one third of the academic staff at Rongo University had not received training since they got employed. In addition, most of the academic staff in Rongo University had not received any induction when they were joining Rongo University. The study found that staff in Rongo University, to a small extent, receive supervision training and leadership training but do not receive pedagogical training and research training at their workplace. The study found that Rongo University provides partially funded scholarship to academic staff who want to further their studies and hence the academic staff have to fund a good proportion of their studies.

Recommendations

The study found that Rongo University provided little training to the academic staff and about half of the academic staff had received training since they got employed in Rongo University. The study recommends that the University should provide frequent training specific for academic staff. These trainings should include research training, pedagogical training, Supervision training, and leadership training. In addition, more than one half of the academic staff felt that the senior academic staff in Rongo University did not provide guidance to junior staff on job performance. The study therefore recommends that the university should develop mentorship programs where the senior academic staff can mentor the junior academic staff.

The study recommends that to increase talent retention in the University should begin offering fully funded scholarship programs, which should also include monthly allowances. The study found that academic staff had not received any induction when they were joining Rongo University. The study recommends that Rongo University should develop new academic staff induction program so as to enable them to understand their roles and responsibilities as well as the university goals and objectives.

Areas of further Research

This study focused on staff training development and academic performance of lecturers and hence obtained information from lecturers. However, the lecturers could have been biased in rating their academic performance. The study therefore suggests future studies to focus on both lecturers and students, who are the customers in public universities. This study was limited to Rongo University, which is one of the public universities in Kenya. Therefore, the findings are not generalizable to other public and private universities in Kenya. The study therefore suggests comparative studies on staff training development and academic performance of lecturers in other public universities and private universities in Kenya. The study found that staff training development could only explain 31.5% of the academic performance of lecturers at Rongo University. The study therefore suggests further studies on other factors affecting the academic performance of lecturers at Rongo University.

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