

## Scholars Bulletin

(A Multidisciplinary Bi-weekly Journal)

An Official Publication of "Scholars Middle East Publishers",  
Dubai, United Arab Emirates

Website: <http://scholarsbulletin.com/>

ISSN 2412-9771 (Print)

ISSN 2412-897X (Online)

# The Effect of Training and Development and Quality Management on Organization Performance in Nyeri Technical Training Institute Nyeri, County, Kenya

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**Abstract:** Quality Management is a management philosophy which focuses on the work process and people, with the major concern for satisfying customers and improving the organizational performance. The role of TVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized. Association of Caribbean tertiary institutions carried out a study on collaborations and recommended that investigations on effect of quality management systems in those institutions are important. The study was undertaken to determine the effects of training and Development and Quality Management on organizational performance in Tertiary Institutions. The study used a survey research design so as to carry out an in depth study of the Tertiary Institutions in order to come up with the relevant data for analysis. The study targeted a population of 180 employees of Nyeri Technical Training Institute. Stratified random sampling was used to select a sample of 54 respondents. The data was collected using questionnaires and an interview schedule. The data collected was analyzed using descriptive statistics. Chi-square co-efficient was used to establish relationships. Graphs, tables and pie charts were used to present frequencies and percentages. Majority (63%) of the participants disagreed that NTTI frequently organizes training and development sessions. Half (50%) of the respondents in the study disagreed that operations at NTTI are computerized. The study found that training ( $p=0.00$ ) and information technology ( $p=0.048$ ) were statistically significant at 95% confidence level. It was concluded that poor organization performance of NTTI was affected by lack of training and development and poor utilization of information technology. The study recommended that management of NTTI should ensure that as much as possible employees are provided with training.

**Keywords:** Quality management system, Organization performance, Technical and vocational education.

## INTRODUCTION

Quality Management (QM) is an enhancement to the traditional way of doing business. According to Oluwatoyin and Oluseun [1] Quality Management (QM) is a management philosophy which focuses on the work process and people, with the major concern for satisfying customers and improving the organizational performance. Egesa [12] views Quality Management as a management system for customer focused organizations that involve all employees in continual improvement of all aspects of the organization

Garvin [5] showed that the relationship between QM practice and performance is significant in cross sectional sense in that QM practice intensity explains significant proportion of variance in performance. His study showed that the categories of leadership, management of people and customer focus are the strongest significant predictors of organizational performance. According to the author, firms must align their QM innovations and implementation to improve performance.

The contemporary agenda in higher education institutions emphasizes on how to enhance and evaluate quality. Ngatia [7] indicate that policies for managing and improving quality in Tertiary Institutions had objectives linked to; informing and providing accountability to stakeholders; making institutional use of public funds accountable; government budget reductions (do more with less), the deregulation of higher education; assisting in the mobility of students (within and across national borders); demand for tighter linkages between universities and economic development and emerging internal competition among higher education institutions.

Technical and vocational education (TVET) is broadly defined as "Education which is mainly to lead participants to acquire the practical skills, knowhow and understanding, and necessary for employment in a particular occupation, trade or group of occupations (Akinyi) [1]. Such practical skills or knowhow can be provided in a wide range of settings by multiple

providers both in the public and private sector. The role of TVET in furnishing skills required to improve productivity, raise income levels and improve access to employment opportunities has been widely recognized (Ngatiah) [7]. Developments in the last three decades have made the role of TVET more decisive; the globalization process, technological change, and increased competition due to trade liberalization necessitates requirements of higher skills and productivity among workers in both modern sector firms and Micro and Small Enterprises (MSE). Skills development encompasses a broad range of core skills (entrepreneurial, communication, financial and leadership) so that individuals are equipped for productive activities and employment opportunities (wage employment, self-employment and income generation activities).

### **Statement of the problem**

Available data from the registrar academic shows that Nyeri Technical Training Institute is not achieving its goals. This is despite the adoption of various strategies such as service charter, internal controls and quality management. The enrollment of students has gone down to an extent that some classes have only one student taking a course (NTTI) [9]. Results of courses taken at NTTI released by KNEC show a declining trend; there have been a lot of fails in the engineering department which as the bulk of students. (NTTI) [9]. Studies show that many institutions are either unable or unwilling to plan effectively for quality improvement. Although many performed careful and detailed planning prior to implementation, few achieve improved performance. It is against this backdrop that the researcher sought to establish the relationship between QM system and organizational performance at Nyeri Technical Training Institute (NTTI).

### **LITERATURE REVIEW**

#### **EMPIRICAL REVIEW**

##### **Training and Development**

Training relates to suggestion schemes which involve exchanging idea, information and knowledge. Oluwatoyin and Olusen [10] observed that is unfair to expect employees become more creative and generate more ideas if the organization is unable or unwilling to provide a facilitating training system, "ideas are like gold dust and if the system is incapable of catching each one of them and evaluating them". The organization is the loser. Employees can question and give their own ideas and reactions towards organization objective and ultimate ideas can be transformed into making reality and this will be of great help to curb stressors on employees and leads to better performance once they are trained.

##### **Technology**

Technology is a systematic application of physical forces for production of goods and services. It

is the knowledge, process, tools, methods and systems employed in the creation of goods and in providing services (Field) [3]. Technology is made up of the hardware, software, and brain ware. The hardware is the physical structure and logical layout of equipment and machinery. The software is the knowledge of using the hardware to carry out the required tasks and the brain ware is the reason for using technology in a particular way. Information technology (IT) includes such items as the systems software, application software, computer hardware, networks and databases associated with managing an organization's information (Field [3]. The chief information officer leads the department that manages most aspects of an organization's IT.

### **THEORETICAL REVIEW**

#### **Operant Conditioning Theory**

Operant conditioning theory is based upon the idea that learning is a function of change in overt behaviour. The major theorists for the development of operant conditioning are Edward Thorndike, John Watson, and B. F. Skinner (Mullins) [6]). Operant conditioning refers to a systematic programme of rewards and punishments to influence behaviour or bring about desired behaviour. Mullins [6] asserted that Skinner explained human behaviour in terms of the phenomenon of operant or instrumental conditioning and he believed reinforcement was a necessary part of this process. An operant is a response that has some effect on the situation or environment. Fincham and Rhodes, [4] emphasize that operant conditioning deals with learned not reflexive behavior and it works by enforcing (rewarding) and pushing behaviour based on the consequences it produces. Reinforcement is used to increase the probability that behaviour will occur in the future, whereas punishment aims to decrease that probability.

#### **Technological Determinism Theory**

Technological Determinism theory states that media technology determines how individuals think, feel, act, and how a society operates it moves from one technological age to another (Tribal- Literate- Print-Electronic). Technology is the sole or prime antecedent cause of changes in society, while human factors and social factors are seen as secondary(Edward) [2]. Many empirical studies focus on the equalization of access to ICTs in terms of physical access, using technological determinism theory in their hypotheses and conclusions. The gap in access could also be understood as a phenomenon with three distinct aspects, including a global divide (referring to ICT disparities between countries), a social divide (referring to the gap in access to ICT between different sections of a nation's society) and a democratic divide (referring to the difference between those who do and those who do not use the variety of digital means to engage in public life) (Norris) [8]

## METHODOLOGY

The research adopted a descriptive survey design. According to Kiambati and Itunga [13] a descriptive survey is carried out so as to establish the real life phenomenon's in a true social economic society in a given society. The advantage of this research design is that it allows data collection using questionnaires. The research was carried out in NTTI which is located in Nyeri town. NTTI is a government Tertiary Institutions. It was established under the Ministry of Education, Science and Technology (MoHEST). It offers a variety of courses to K.C.P.E and K.C.S.E graduates.

The target population of the study was 180 employees of NTTI, as at the time of the study. Stratified random sampling and a computerized table of random numbers was employed in selecting individual participants to arrive at a sample of 54 employees. The

study used a questionnaire and an interview schedule for data collection. The questionnaire was self-administered. Data was cleaned, scored and coded before being fed into the computer using SPSS software. Descriptive statistics such as frequencies, percentages, mean and standard deviation were used to organize data. Chi-square tests were performed to establish relationships between independent variables and the dependent variable.

## FINDINGS

### Training and development at Nyeri Technical Training Institute

Majority (63%) of the participants disagreed that NTTI frequently organizes training and development sessions. An equal number (63%) disagreed that training content is practical and applicable in NTTI. The findings therefore show that training development was poorly implemented at NTTI

	Strongly disagree	Disagree	Agree	Strongly Agree
NTTI frequently organizes training and development sessions	50%	13%	25%	13%
Training and development workshops are tailored according to the employees needs	58%		25%	17%
The training content is practical and applicable in NTTI	13%	50%	37%	
Training is only offered to a few employees	25%	13%	13%	50%

### Information technology at Nyeri Technical Training Institute

Half (50%) of the respondents in the study disagreed that operations at NTTI are computerized. In addition, the findings show those junior employees were

not consulted before implementation of new systems and systems in place were difficult to use for all users. The findings therefore show that computerization was poorly implemented at NTTI.

	Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree
The operations at NTTI are computerized	38%	12%	13%	25%	12%
Junior employees are consulted before implementation of new systems	38%	25%	13%	12%	12%
Systems in place are easy to use for all users	38%	37%	0%	12%	13%

### Chi-square tests

The findings indicate that training ( $p=0.00$ ) and information technology ( $p=0.048$ ) were statistically

significant at 95% confidence level. The findings therefore show that training and information technology influenced organization performance.

Variable	P-value
Training	0.00
Information technology	0.048

## DISCUSSION

The study found that training and development was not offered to employees at NTTI. According to the findings, lack of adequate training was due to financial constraints. Training and development was found to be statistically significant. The lack of training and development meant that the workforce did not improve their skills and there was lack of new information in the

institution. This could explain the low organization performance at NTTI. The findings are in agreement with Oluwatoyin and Olusen [10] who observed that it is unfair to expect employees become more creative and generate more ideas if the organization is unable or unwilling to provide a facilitating training system. The findings are in agreement with (Ngatiah) [7] who found that when the organization invests in improving the

knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. The findings are also in agreement with Sila [11] who found that training can have a considerable influence on company finances as there are several potential training costs that companies may incur.

The study found that there was a low level of computerization at NTTI. Findings indicate that costs of hardware and software were a challenge to widespread utilization of IT in the institution. Information technology was statistically significant. The lack of computerization of systems meant that the organization was still using old ways of communication and carrying out other tasks which were ineffective and at times more costly. The findings are in agreement with Edward [2] who found that IT contributes to factors such as overall performance, customer satisfaction, and employee productivity.

## CONCLUSION

The study concludes that lack of training and development is a pitfall in the organization performance of NTTI. Lack of training and development means that the workforce does not improve or skills in a dynamic world which calls for change in approach. The study concludes that insufficient use of information technology affects NTTI organizational performance. The lack of computerization denies the organization the benefits of faster communication, better management of records and a wider reach to the market.

## Recommendations

- (i) Management of NTTI should ensure that as much as possible employees are provided with training. This can be achieved by holding training seminars, sponsoring students to further their studies and offering waivers to those studying in the institution.
- (ii) The government should support TIVETs in computerization through provision of hardware and infrastructure such as free wifi.

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