



TRAINING PRACTICES ON EMPLOYEE PERFORMANCE IN PRIVATE UNIVERSITIES IN NAIROBI CITY COUNTY, KENYA

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ABSTRACT

Private universities play a crucial role in the educational landscape of Kenya, contributing significantly to the country's development. Employee performance in private universities in Nairobi City County, Kenya, is influenced by several challenges. These challenges significantly affect the overall productivity and effectiveness of employees in these institutions. The general objective of this study is to determine the effect of training on employee performance in private universities in Nairobi City County Kenya. Specifically, the study sought to determine the effect of training needs assessment and training evaluation on employee performance in private universities in Nairobi City County Kenya. The study was anchored on Reinforcement Theory and Self-Determination Theory. Descriptive research design was utilized. The study targeted the ten (10) chartered private universities in Nairobi City County as enlisted by Commission of Universities Education (CUE). The unit of observation was comprised of the Vice Chancellors (VCs), Deputy Vice Chancellors (DVCs), Registrars, Deans and Head of Departments (HoDs) and Full time lecturers. The study's sample size was reached at using Krejcie and Morgan sample size determination formula (Russell, 2019). The study's sample size was 174. The 174 respondents were chosen with the help of stratified random sampling technique. This study used structured questionnaires to collect the primary data for the study. Data analysis was done through use of descriptive and inferential statistics. Descriptive statistics such as frequency distribution, mean (measure of dispersion), standard deviation, and percentages were used. Inferential data analysis was conducted by use of Pearson correlation coefficient, and multiple regression analysis. The study results were presented through use of tables and figures. The study concludes that training needs assessment has a positive and significant influence on employee performance in private universities in Nairobi City County Kenya. The study also concludes that training evaluation has a positive and significant influence on employee performance in private universities in Nairobi City County Kenya. Based on the findings, the study recommends that the management of private universities in Kenya should implement a continuous feedback loop that involves both pre- and post-training assessments, as well as regular follow-up evaluations. By assessing employees' knowledge, skills, and performance before and after training, universities can measure the effectiveness of the training programs and identify areas for improvement.

Key Words: Training Practices, Training Needs Assessment, Training Evaluation, Performance in Private Universities

Background of the Study

The business world has changed dramatically over the past few decades, giving way to a connected society where change can be fast-paced, constant and unpredictable. Rapid advances in technology has created an environment where the internet, smartphones, and social media are ubiquitous, and global events such as the 2008 financial crisis, the COVID pandemic, conflict in Ukraine, and GenZ uprisings have increased the sense of turbulence, danger and unpredictability. Such a state of flux has replaced the sense of certainty, stability and familiarity that people were used to. This type of environment can be described using the "VUCA" acronym, which stands for "Volatile," "Uncertain," "Complex," and "Ambiguous."

Structured training and development program initiatives are designed to enhance the knowledge, skills, and abilities of employees within organizations in such a VUCA world. These programs aim to improve individual and team performance, fostering personal and professional growth (Olanipekun & Olanipekun, 2022). Training typically focuses on specific skills or competencies required for current job roles, while development programs have a broader scope, preparing employees for future roles and leadership positions. By offering these programs, organizations can ensure their workforce remains competent, adaptable, and motivated, ultimately contributing to improved productivity and business success (Imanaturikumwe & Oniye, 2022). Effective training and development also help retain top talent, boost employee satisfaction, and maintain a competitive edge in the industry. Mentoring involves a more experienced person guiding a less experienced individual over an extended period. Mentors provide advice, share insights, and offer guidance on career and personal growth, often creating a long-term, supportive relationship. Coaching is focused on specific goals, skills, or challenges and usually has a shorter duration. Coaches work with individuals to help them unlock their potential, often using a structured approach that encourages self-reflection, goal setting, and performance improvement (Ankrah, 2020).

Training programs focus on enhancing employees' or students' practical skills and knowledge, often through formal courses, workshops, or on-the-job learning. These programs are designed to improve specific competencies and can range from technical skills to soft skills, depending on the needs of the individual or organization (Chikove, 2023). Scholarships provide financial assistance to support the education of individuals, making it easier for them to pursue higher education or specialized training. Scholarships not only help ease financial burdens but also encourage talent development, making advanced education more accessible and helping individuals unlock opportunities for career advancement (Taye & Zewdu, 2023).

Private universities play a crucial role in the educational landscape of Kenya, contributing significantly to the country's development. They provide alternative avenues for higher education, thus complementing public universities by catering to the increasing demand for tertiary education (Ateya & Maende, 2021). These institutions offer diverse academic programs and foster an environment of innovation, research, and intellectual growth. By educating a wide range of students, private universities help equip the workforce with the skills and knowledge needed for economic growth, supporting both the public and private sectors. Their role in enhancing human capital and addressing skills gaps is vital in driving the nation's socioeconomic progress (Mulu, Achuora & Kalei, 2023).

Nairobi City County is home to several private universities, each with unique ownership structures, management frameworks, and operational ecosystems. These institutions play a significant role in Kenya's higher education landscape, offering diverse programs to meet the country's educational needs (CUE, 2023). Private universities in Nairobi are typically established by individuals, religious organizations, or corporate entities. The management of these institutions is overseen by boards of trustees or directors, who set strategic directions and

ensure the universities' missions are fulfilled. Administrative operations are handled by appointed officials, including chancellors, vice-chancellors, and departmental heads, who manage daily activities and academic affairs (CUE, 2023).

Private universities in Kenya operate under the Universities Act of 2012, which provides guidelines for their establishment, accreditation, and governance. The Commission for University Education (CUE) is responsible for accrediting these institutions, granting them charters to confer degrees and offer various programs (CUE, 2023). The operational ecosystem of private universities encompasses academic faculties, administrative departments, and support services. These institutions offer a range of undergraduate and postgraduate programs across various disciplines, such as business, law, education, and technology. The academic staff comprises qualified professionals, including lecturers, senior lecturers, and professors, who are often experts in their respective fields. Administrative and support staff handle essential functions like admissions, finance, human resources, and student services, ensuring the smooth operation of the university (CUE, 2023).

Private universities operating in Nairobi City County include Riara University founded in 2012, United States International University Africa (USIU-Africa), Strathmore University, Africa Nazarene University, KCA University, Kiriri Women's University of Science and Technology, University of Eastern Africa, Africa International University, Adventist University of Africa, and Agakhan University (CUE, 2023).

Statement of the Problem

Training is integral to enhancing employee performance in any organization. These programs equip staff with the necessary skills, knowledge, and competencies to perform their roles effectively and efficiently (Mulu, Achuora & Kalei, 2023). Employee performance in private universities in Nairobi City County, Kenya, is influenced by several challenges. These challenges significantly affect the overall productivity and effectiveness of employees in these institutions. Meeting deadlines and timelines is a persistent challenge for employees in private universities in Nairobi (Mwangi & Munyua, 2023). A significant portion of academic staff is tasked with managing a wide range of duties, from teaching and grading to administrative responsibilities and research.

According to a 2023 study by the Kenya National Bureau of Statistics (KNBS), 64% of academic staff in private universities in Nairobi reported difficulties in adhering to deadlines due to high workloads and administrative bottlenecks (Mulu, Achuora & Kalei, 2023). The study also revealed that over 45% of employees felt that the time allocated for course preparation and student consultations was insufficient. This pressure results in delayed grading, missed deadlines for research submissions, and sometimes late syllabus updates, which in turn affect the overall performance of students and staff. Furthermore, the lack of effective time management tools and support systems was noted as a contributing factor, with only 30% of employees reporting the availability of adequate institutional support in managing their time effectively (Mwangi & Munyua, 2023).

Nderitu and Bula (2022) observed that poor staff performance in the private institutions of higher learning in Kenya have been linked to poor leadership. There are major issues facing these institutions including massification of higher education without commensurate increase in staff by the management (Kipchumba, 2019). This has created disillusionment among the staff due to heavy workload (Mosomi, 2022).

The heavy workload placed on academic staff, coupled with limited resources and inadequate professional development opportunities, often leads to a decline in the quality of work delivered (Issack, Thuo & Senaji, 2020). A 2023 report by the Commission for University

Education (CUE) found that 52% of academic staff in private universities reported that the quality of their work was negatively affected by the combination of teaching, research, and administrative duties. Additionally, 47% of employees reported that limited access to resources such as teaching materials, research grants, and technology further diminished their ability to produce high-quality output. The CUE survey also revealed that only 38% of academic staff were satisfied with the quality of training and professional development programs offered by their institutions. This lack of support directly impacts not only the work quality but also employee morale and retention (Mulu, Achuora & Kalei, 2023).

The ability to maintain consistent performance among employees in private universities in Nairobi is hindered by high turnover rates, fluctuating staff numbers, and a lack of employee engagement. According to a 2022 survey by the Kenya Universities and Colleges Central Placement Service (KUCCPS), the turnover rate in private universities in Nairobi is estimated to be as high as 30% (Molokwe, 2023). In the same survey, 42% of employees cited inadequate salary packages and poor career development opportunities as primary factors driving their decision to leave. This inconsistency in staffing results in disruptions to teaching schedules, reduced student engagement, and a lack of continuity in research projects and administrative functions. Moreover, 55% of employees in the survey indicated that they experienced challenges in maintaining consistency in their work due to frequent changes in teaching staff. This constant turnover undermines institutional stability and makes it difficult for universities to maintain high performance standards across the board (Ateya & Maende, 2021).

Various studies have been conducted on training and development programs and employee performance. For instance; Issack, Thuo and Senaji (2020) researched on the relationship between training and development and employee performance in the health sector. Mwangah and Wamyayi (2022) investigated on the determinants of employee training and development outcomes in the telecommunication industry. Ateya and Maende (2021) assessed on employee training and development and performance of programme for agriculture and livelihoods. Nevertheless, none of these studies focused on employee performance in private universities in Nairobi City County Kenya. To fill the highlighted gaps, the current study sought to assess the influence of training on employee performance in private universities in Nairobi City County Kenya.

Objectives of the Study

This study is guided by a general objective and four specific objectives.

General Objective

The general objective of this study is to determine the effect of training on employee performance in private universities in Nairobi City County Kenya.

Specific Objectives

The specific objectives of the proposed study were;

- i. To determine the effect of training needs assessment on employee performance in private universities in Nairobi City County Kenya.
- ii. To examine the effect of training evaluation on employee performance in private universities in Nairobi City County Kenya.

Theoretical Review

Reinforcement Theory

Skinner (2013), states that people are motivated to perform or avoid certain behaviors due to past experiences that arise from these behaviors. Positive reinforcement results from

pleasurable behavior outcome. Positive reinforcement theory suggests that for trainees to acquire knowledge, competency, and modify skills, the trainer needs to identify what outcomes the learners find most positive and negative, then link the outcomes to the training practices. Reinforcement theory suggests that trainees are likely to adopt a desired behavior, through training, if the changed behavior will be of benefit to them (Matofari, 2015).

Negative reinforcement is the removal of pleasurable behavior outcome. When both the pleasurable and un-pleasurable behaviors are withdrawn the resultant behavior is extinction. Punishment is unpleasant outcome resulting from some behavior that may culminate in the decrease in that behavior. For instance, if a supervisor shouts at employees due to lateness, they will avoid the embarrassing shouting by cheating they are unwell or make telephone calls that they will come late or devise some mechanism to avoid the boss' shouting and to ensure the boss does not discover the trick (Noe, 2010). From a training perspective, reinforcement theory suggests that for learners to acquire knowledge, change behavior or modify skills, the trainer needs to conduct a training needs assessment to identify what outcomes the learner finds most appealing and which he or she finds negating.

Upon conducting the training needs assessment, trainers should therefore connect these outcomes to learners acquiring knowledge or skills or changing behavior. There are very many advantages that learners will encounter when they participate in training programs. The advantages include: acquiring knowledge to do work in much easier and interesting ways, and encountering other employees who can serve as resources when problems occur, thus increasing opportunities for promotion. Reinforcement theory maintains that trainers can withhold or provide these benefits to learners who get good understanding of program content. The effectiveness of learning depends on the pattern or schedule for providing these reinforcers or benefits (Mullins, 2010). Modifying behavior is a mode of training that is primarily based on reinforcement theory such as, showing employees safe and unsafe work practices in action. This will make employees appreciate practicing safe behaviors at work. This actually promotes the employees wellbeing and positive feedback given to them. Reinforcement theory argues that behavior is strengthened and controlled by external events, for example Classical Conditioning proposed by Pavlov (2014), and Operant conditioning proposed by Skinner (2013). It is very important for trainers to employ positive reinforcement and feedback, to enable pleasant learning experiences during the trainings. The theory supports training evaluation variable in the study.

Self-Determination Theory (SDT)

Self-Determination Theory (SDT), developed by psychologists Edward Deci and Richard Ryan (1985), is a psychological framework that explores human motivation and the factors that drive individuals to engage in activities willingly and persistently (Ghaffari *et al*, 2020). At its core, SDT distinguishes between intrinsic and extrinsic motivation, emphasizing that people are more likely to perform well and experience personal growth when they are intrinsically motivated—engaging in activities for the inherent satisfaction and enjoyment they bring (Rwothumio, Mbirithi & Itolondo, 2021). SDT posits that human motivation is influenced by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the desire to feel in control of one's actions, competence is the need to experience mastery and effectiveness in tasks, and relatedness involves the desire to feel connected and supported by others. When these needs are fulfilled, individuals are more likely to be motivated, engaged, and satisfied (Ratemo, Muhamara & Bula, 2021).

The theory suggests that motivation is not a one-size-fits-all concept but exists on a continuum, with intrinsic motivation at one end and extrinsic motivation at the other (Muchibi, Mutua & Juma, 2022). Extrinsic motivation, which involves performing tasks for external rewards or to

avoid negative consequences, is still recognized as an important factor in influencing behavior. However, SDT emphasizes that when external rewards are used in a way that undermines an individual's sense of autonomy or competence, they can lead to decreased intrinsic motivation and long-term dissatisfaction (Thuo & Wambugu, 2022). For example, a reward system that pressures employees to achieve goals may lead them to focus more on the reward than on the task itself, potentially reducing their intrinsic interest in their work. Conversely, when people feel that they have control over their goals and feel competent in achieving them, they are more likely to experience intrinsic motivation and better overall performance (Ghaffari *et al*, 2020).

In practical applications, SDT has been influential in areas like education, workplace management, and health behavior change. In educational settings, SDT suggests that students are more likely to thrive when they have opportunities to make choices in their learning, receive positive feedback, and feel connected to their peers and teachers (Rwothumio, Mbirithi & Itolondo, 2021). Similarly, in the workplace, SDT highlights the importance of creating an environment where employees have autonomy in how they approach tasks, can develop their skills, and feel a sense of community. This theory supports training needs assessment variable in study.

Conceptual Framework

A conceptual framework is a diagram that shows the study variables and their relationships. It shows the relationship between the independent variables and the dependent variable (Shapira, 2019). It forms part of the agenda for negotiation to be scrutinized, tested, reviewed and reformed as a result of investigation and it explains the possible connections between the variables (Durham & Stokes, 2020). Figure 2.1 shows conceptual framework for this study. The independent sub variable are training needs assessment and training evaluation and the dependent variable is employee performance.

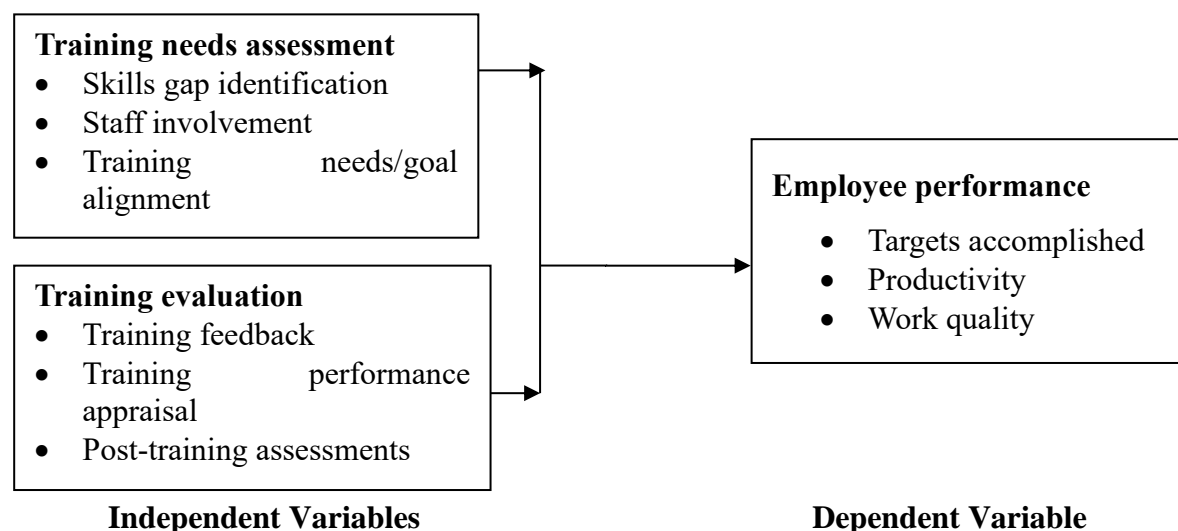


Figure 2. 1: Conceptual Framework

Training Needs Assessment

A training needs assessment identifies the needs of the University institution and its employees. The employer institution should begin assessing its internal weaknesses and strengths at the beginning of the academic year or at the end of the previous year. Training needs assessment is the process of identifying the gap between the current skills and knowledge of employees or learners and the skills they need to perform their jobs effectively. (Okumu. Kiflemariam and Mang`unyi, 2020) This assessment involves analyzing the organization's goals, the

performance of employees, and any areas where improvement is necessary. Training needs assessment involves organizational analysis, personal analysis and task analysis. Organizational analysis involves determining the appropriateness of training given the company's business strategy, its resources available for training, and support by managers and peers from training activities. Personal analysis involves determining whether performance deficiencies result from a lack of knowledge, skills, or ability or from a motivational or work-design problem, identifying who needs training, and determining employees' readiness for training. Task analysis identifies the important tasks and knowledge, skills, and behavior that need to be emphasized in training for employees to complete their tasks (Noe, 2005).

Learning objectives are clear, specific statements that define what learners are expected to achieve by the end of a training program or course. (Ussi *et al*, 2021) These objectives provide a roadmap for both trainers and participants, outlining the expected outcomes and ensuring that the training content is relevant and focused. Peer mentoring is a form of mentoring where individuals with similar levels of experience or knowledge provide guidance and support to one another (Mundia & Iravo, 2020). In peer mentoring, both the mentor and mentee may be at comparable stages in their personal or professional development, which allows for a more collaborative and reciprocal relationship. Peer mentoring can foster a sense of community, mutual respect, and shared learning (Cherono, Towett & Njeje, 2020). This type of mentoring is often seen in academic or workplace settings, where individuals help each other navigate challenges, share insights, and exchange feedback. The advantage of peer mentoring lies in its relatability, as peers may face similar struggles or goals, which can create a more open and empathetic environment for growth (Nyamori, 2020).

4 Training Evaluation

Training evaluation is often defined as the systematic process of collecting data to determine if training is positive impact (Goldstein & Ford, 2002; Noe, 2002). According to Kenneth and Megan (2002), "evaluation should include procedures that ensure alignment of a training activity with the organizations strategy." The awareness of the learning process and how it impacts employee's behaviour is critical and of great importance as a lot of organizations spend considerable amounts of money to train their employees (Yimam, 2022). The flaws exhibited in many executive management systems are as a result of the failure to train employees by Managers and supervisors and eventually they do not get appropriate feedbacks (Stewart et al., 2003). Earlier studies (Brameley and Kitson, 1994) pointed out that, "firms and institutions use different levels of analysis to evaluate training effectiveness."

Feedback is the last step in the training process whereby trainees are asked to fill a form expressing their experiences during the training (Opu, 2008). Akala (2010) observed that during performance appraisal and performance contract exercises, non-teaching employees are evaluated against agreed organizational goals and objectives. The strengths, weaknesses, opportunities and threats of the employees' performance evaluation outcome are determined and appropriate action taken. The action may be promotion, transfer, granting of awards, and recognition, further training, as incentives to make the employee perform better. Sometimes employees may suffer due to the biased nature of appraisal systems.

Empirical Review

Training Needs Assessment and Employee Performance

Mwakibasi (2013) investigated the significance of training needs assessment effectiveness on Christian based organization in ELCT-Konde Diocese. The methodology was centered a sample size of sixty respondents from target population of one hundred and sixty five which was selected using random and non-random sampling basis. It was find out that there was no

clear training need assessment understanding of the concept in the Diocese. Further, the Diocese was found to lack bench making training in its hierarchy. Besides, it realized that there was need for training need assessment so as to achieve effective training so that employees are equipped with skills for them to fit in the dynamic world.

Aketch (2020) conducted a study on the effect of training and employee performance in organizations a case study of roofing's Uganda limited The background of the study presents the problem prevalence at Global, African, country and local views on the concept of training and employee performance The findings were that of the respondents training on their work performance were excellent. The study was set to establish the effects of training on employee performance a. Roofing's Uganda limited. Muma et al. (2014) found that in JKUAT as well as other public universities in Kenya, training need assessment was not conducted effectively which led to inadequate commitment from the staff toward their jobs. It was concluded training need assessment was the most essential factor as far as employee commitment is concerned.

Neupane (2020) conducted a study on the effect of effects of coaching and mentoring on employee performance in the UK hotel industry. This study is based on cross-sectional method, deductive and quantitative approach. A sample of 172 managers and supervisors who have already worked as coach or mentors in the respective hotels are chosen by using convenience sampling technique. The survey strategy by using structured questionnaires was used for data collection. This research confirmed that coaching and mentoring are positively correlated to employee performance and both factors have significant effect on employee performance. The study concluded that this research has examined the effects of coaching and mentoring on employee performance in the UK hotel industry

Training Evaluation and Employee Performance

A descriptive study undertaken by Mohammed, Kazi and Rehnuma (2022) on the importance of post training and evaluation Sainsbury's Supermarket Limited in the United Kingdom so as to establish employee effectiveness. The study indicated that firm ought to consider 4 levels during training evaluation while measuring effectiveness of programs. The company should come up with an assessment practices culture as well as making sure that employees/colleagues development in performance review is maintained effectively and timely. Besides, line managers ought to be involved more in development and training process as they best knowledge regarding their employees.

In Malaysia, using 182 employees Hasniza (2009) sought to find out the effect of training evaluation on work commitment of employees and their performance. The findings revealed that training evaluation is more vital dimension of training as it affect work commitment of employees as well performance.

Abeba, Argaw and Bayissa (2014) sought to examine impact of training and development on the performance of employees as well as their effectiveness in District Five Administration in the Capital City. The methodology was centered around cross-section design based on institutional quantitative research methodology. The findings revealed that effectiveness and efficient of employee performance exhibited positive and significant relationship with training evaluation. The general observation was that training evaluation was low in the administrative offices.

RESEARCH METHODOLOGY

Research Design

For this study, descriptive research design was utilized to investigate and additionally clarify existing status of affairs pertaining the objectives of a research. The major purpose of

descriptive research design is to describe the state of affairs as it is at the time, and as Cooper & Schindler (2020) observe, a descriptive research design is a process of collecting data in order to answer questions concerning the current status of the subjects in the study in their natural set up, as they occur.

Target Population

The study targeted the ten chartered private universities in Nairobi City County as enlisted by Commission of Universities Education (Appendix V) which formed the study's unit of analysis. The commission is established under the Universities Act, No. 42 of 2012, as the successor to the Commission for Higher Education and is the Government agency mandated to regulate university education in Kenya. The unit of observation was comprised of the Registrars, Deans and Head of Departments (HoDs) and Full time lecturers. The distribution of the target population is as shown in Table 1.

Table 1: Target Population

Strata	Target Population
Strathmore University	45
United States International University	49
Kiriri Women's University of Science and Technology	41
Riara University	44
Catholic University of Eastern Africa	50
Africa Nazarene University	39
Agakhan University	51
Africa International University	36
KCA University	40
Adventist University of Africa	38
Total	433

Sample Size and Sampling Techniques

The study's sample size was reached at using Krejcie and Morgan sample size determination formula (Russell, 2019). Using this formula a representative sample was obtained. The study's total population is 433.

The formula used for arriving at the sample size is;

$$n = \frac{x^2 NP(1 - P)}{(ME^2(N - 1)) + (x^2 P(1 - P))}$$

Where:

n=sample size

x^2 =Chi-square for the specified confidence level at 1 degree of freedom

N=Population size (433)

P = is the proportion in the target population estimated to have characteristics being studied. As the proportion was unknown, 0.5 was used.

Chuan and Penyelidikan (2019) indicate that the use of 0.5 provides the maximum sample size and hence it is the most preferable. 513.814/2.2979

ME=desired margin of Error (Expressed as a proportion)

$$= \frac{1.96^2 433 * 0.5 * 0.5}{(0.05^2 * 433) + (1.96^2 * 0.5 * 0.5)}$$

$$= 174$$

Table 2: Sample Size

Strata	Target Population	Sample Size
Strathmore University	45	18
United States International University	49	20
Kiriri Women's University of Science and Technology	41	17
Riara University	44	18
Catholic University of Eastern Africa	50	20
Africa Nazarene University	39	16
Agakhan University	51	21
Africa International University	36	15
KCA University	40	16
Adventist University of Africa	38	15
Total	433	174

The 174 respondents were chosen with the help of simple random sampling technique. Stratified random sampling technique was used since the population of interest is not homogeneous and could be sub-divided into groups or strata to obtain a representative sample.

Data Collection Instruments

The study employed primary data which was largely quantitative and descriptive in nature. The study employed a structured questionnaire with closed-ended questions. This helped guide respondents' answers within the choices given to ensure they stay focused on the study objectives. The questionnaire were designed to solicit the data on constructs pertinent to establishing the interrelationship between the independent and dependent study variables (Denscombe, 2019). Einola and Alvesson (2021) points out that questionnaires are appropriate for studies since they collect information that is not directly observable as they do not inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals. They further observed that questionnaires have the added advantage of being less costly and using less time as instruments of data collection.

Pilot Study

According to Mugenda and Mugenda (2019), a pilot study is a small-scale preliminary study conducted to evaluate feasibility, duration, cost, adverse events, and improve upon the study design prior to performance of a full-scale research project. Pilot study facilitated pre-testing and validation of the questionnaire. Cronbach's alpha methodology, which measures internal consistency, was used. Cronbach's alpha provides the average of the measures of the items that are measurable and their correlations. This is in line with the research design to be used in this study. The main aim of the pilot test is testing how reliable the data collection tool is. A total of 17 respondents participated in the pilot test which represents 10% of target population. Findings of pilot test were not included in the actual study.

Data Analysis and Presentation

Quantitative data was generated from the closed-ended questions. Before the data could be analysed, the researcher ensured the data was checked for completeness, followed by data editing, data coding, data entry, and data cleaning. Inferential and descriptive statistics was employed for analysis of quantitative data with the assistance of Statistical Package for Social Sciences (SPSS version 29). To summarize the respondent's responses in relation to their views on the various aspects of the variables, and the respondents' demographic information analysis was undertaken using descriptive statistics (Bhattacharjee, 2019).

Descriptive statistics such as frequency distribution, mean (measure of dispersion), standard deviation, and percentages were used. Descriptive statistics therefore enables researchers to present the data in a more meaningful way, which allows simpler and easier interpretation (Singpurwalla, 2019). Inferential data analysis was conducted by use of Pearson correlation coefficient, and multiple regression analysis. Inferential statistic is used to make judgments about the probability that an observation is dependable or one that happened by chance in the study. The relationship between the study variables was tested using multiple regression models.

RESEARCH FINDINGS AND DISCUSSIONS

Descriptive Statistics

Training Needs Assessment and Employee Performance

The first specific objective of the study was to determine the effect of training needs assessment on employee performance in private universities in Nairobi City County Kenya. The respondents were requested to indicate their level of agreement on various statements related to training needs assessment and employee performance in private universities in Nairobi City County Kenya. The results were as shown Table 3.

From the results, the respondents agreed that their organization regularly conducts skill gap analysis for employees ($M=3.897$, $SD= 0.778$). In addition, the respondents agreed that they are aware of the skills required for their job versus their current skill set ($M=3.883$, $SD= 0.631$). Further, the respondents agreed that employees are actively involved in identifying their training needs ($M=3.771$, $SD= 0.759$).

From the results, the respondents agreed that their input is considered when determining the areas they need training in ($M=3.745$, $SD= 0.510$). In addition, the respondents agreed that training needs are identified using employee performance appraisals ($M=3.733$, $SD= 0.832$). Further, the respondents agreed that the training they receive is relevant to the overall goals of the University ($M=3.720$, $SD= 0.638$).

Table 3: Training Needs Assessment and Employee Performance

	Mean	Std. Dev.
Our organization regularly conducts skill gap analysis for employees.	3.897	0.778
I am aware of the skills required for my job versus my current skill set.	3.883	0.631
Employees are actively involved in identifying their training needs.	3.771	0.759
My input is considered when determining the areas I need training in.	3.745	0.510
Training needs are identified using employee performance appraisals.	3.733	0.832
The training I receive is relevant to the overall goals of the University.	3.720	0.638
Aggregate	3.792	0.691

Training Evaluation and Employee Performance

The second specific objective of the study was to examine the effect of training evaluation on employee performance in private universities in Nairobi City County Kenya. The respondents were requested to indicate their level of agreement on various statements related to training evaluation and employee performance in private universities in Nairobi City County Kenya. The results were as shown Table 4.

From the results, the respondents agreed that the organization uses assessments to measure training effectiveness ($M=3.883$, $SD= 0.611$). In addition, the respondents agreed that they are asked to provide feedback after every training session ($M=3.844$, $SD=0.847$). Further, the respondents agreed that their feedback about training is taken seriously by the organization ($M=3.821$, $SD= 0.740$).

From the results, the respondents agreed that their performance is tracked to assess improvement after training ($M=3.817$, $SD= 0.699$). In addition, the respondents agreed that training has led to noticeable improvements in their job performance ($M=3.731$, $SD=0.521$). Further, the respondents agreed that the training content is directly applicable to their job tasks ($M=3.727$, $SD=0.674$).

Table 4: Training Evaluation and Employee Performance

	Mean	Std. Deviation
The organization uses assessments to measure training effectiveness.	3.883	0.611
I am asked to provide feedback after every training session.	3.844	0.847
My feedback about training is taken seriously by the organization.	3.821	0.740
My performance is tracked to assess improvement after training.	3.817	0.699
Training has led to noticeable improvements in my job performance.	3.731	0.521
The training content is directly applicable to my job tasks.	3.727	0.674
Aggregate	3.804	0.682

Inferential Statistics

Inferential statistics such as correlation analysis and regression analysis were used to assess the relationships between the independent variables (training needs assessment and training evaluation) and the dependent variable (employee performance in private universities).

Correlation Analysis

This research adopted Pearson correlation analysis to determine how the dependent variable (employee performance in private universities in Nairobi City County Kenya) relates with the independent variables (training needs assessment and training evaluation).

Table 5: Correlation Coefficients

		Employee Performance	Training Needs Assessment	Training Evaluation
Employee Performance	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	156		
Training Needs Assessment	Pearson Correlation	.875**	1	
	Sig. (2-tailed)	.000		
	N	156	156	
Training Evaluation	Pearson Correlation	.864**	.123	1
	Sig. (2-tailed)	.002	.017	
	N	156	156	156

From the results, there was a very strong relationship between training needs assessment and employee performance in private universities in Nairobi City County Kenya ($r = 0.875$, p value $=0.000$). The relationship was significant since the p value 0.000 was less than 0.05 (significant level). The findings are in line with the findings of Aketch (2020) who indicated that there is a very strong relationship between training needs assessment and employee performance.

The results also revealed that there was a very strong relationship between training evaluation and employee performance in private universities in Nairobi City County Kenya ($r = 0.864$, p value $=0.002$). The relationship was significant since the p value 0.002 was less than 0.05 (significant level). The findings are in line with the findings of Mohammed, Kazi and Rehnuma (2022) who indicated that there is a very strong relationship between training evaluation and employee performance.

Regression Analysis

Multivariate regression analysis was used to assess the relationship between independent variables (training needs assessment and training evaluation) and the dependent variable (employee performance in private universities in Nairobi City County Kenya).

Table 6: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.885 ^a	.783	.782	.10482

a. Predictors: (Constant), training needs assessment and training evaluation

The model summary was used to explain the variation in the dependent variable that could be explained by the independent variables. The r-squared for the relationship between the independent variables and the dependent variable was 0.783. This implied that 78.3% of the variation in the dependent variable (employee performance in private universities in Nairobi City County Kenya) could be explained by independent variables (training needs assessment and training evaluation).

Table 7: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	118.217	2	59.109	953.371	.002 ^b
Residual	9.527	153	.062		
Total	127.744	155			

a. Dependent Variable: employee performance in private universities in Nairobi City County Kenya

b. Predictors: (Constant), training needs assessment and training evaluation

The ANOVA was used to determine whether the model was a good fit for the data. F calculated was 953.371 while the F critical was 3.055. The p value was 0.002. Since the F-calculated was greater than the F-critical and the p value 0.002 was less than 0.05, the model was considered as a good fit for the data. Therefore, the model can be used to predict the influence of training needs assessment and training evaluation on employee performance in private universities in Nairobi City County Kenya.

Table 8: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.326	0.084		3.881	0.000
training needs assessment	0.363	0.094	0.362	3.862	0.001
training evaluation	0.383	0.099	0.384	3.869	0.000

The regression model was as follows:

$$Y = 0.326 + 0.363X_1 + 0.383X_2 + \varepsilon$$

According to the results, training needs assessment has a significant effect on employee performance in private universities in Nairobi City County Kenya $\beta_1=0.363$, p value= 0.001). The relationship was considered significant since the p value 0.001 was less than the significant level of 0.05. The findings are in line with the findings of Aketch (2020) who indicated that

there is a very strong relationship between training needs assessment and employee performance

In addition, the results revealed that training evaluation has a significant effect on employee performance in private universities in Nairobi City County Kenya $\beta_1=0.383$, p value= 0.000). The relationship was considered significant since the p value 0.000 was less than the significant level of 0.05. The findings are in line with the findings of Mohammed, Kazi and Rehnuma (2022) who indicated that there is a very strong relationship between training evaluation and employee performance

CONCLUSION AND RECOMMENDATIONS

Conclusions

The study concludes that training needs assessment has a positive and significant influence on employee performance in private universities in Nairobi City County Kenya. Findings revealed that skills gap identification, staff involvement and training needs/goal alignment influence employee performance in private universities in Nairobi City County Kenya

The study also concludes that training evaluation has a positive and significant influence on employee performance in private universities in Nairobi City County Kenya. Findings revealed that training feedback, training performance appraisal and post-training assessments influence employee performance in private universities in Nairobi City County Kenya

Recommendations

The study recommends that the management of private universities in Kenya should implement regular, data-driven assessments that align training programs with both institutional goals and individual performance gaps. By systematically identifying specific skill deficiencies and professional development needs among academic and non-academic staff, universities can design targeted training interventions that directly address these areas

The study also recommends that the management of private universities in Kenya should implement a continuous feedback loop that involves both pre- and post-training assessments, as well as regular follow-up evaluations. By assessing employees' knowledge, skills, and performance before and after training, universities can measure the effectiveness of the training programs and identify areas for improvement.

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