Effect of on-the-Job Training Technique on Job Performance at Murang'a University of Technology in Kenya

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ABSTRACT

On-the-job training of employees is a big challenge to employees and specifically those working in universities in Kenya. The main purpose of this study therefore, was to explore the effect of on-the job training on employee job satisfaction at Murang'a University of Technology. The results showed that on-the job training techniques have a great impact on employee job satisfaction.

The study, recommends that: Universities should have an effective job rotation programme for all employees as it greatly affects their job satisfaction; University management should ensure that mentorship programmes have clearly set policies to effectively guide them for effectiveness; Induction should be institutionalized at the University as new employees view it as an opportunity to fit into the system easily, and understand their duties and responsibilities at work; and finally, Universities should have a well thought out coaching programme that will add value to its employee's job satisfaction.

Key Words: *On-the job training, Job-rotation, Mentorship, Induction, Coaching, Employee job satisfaction.*

1.0 Introduction

The most common method for training non managerial staff is on-the-job training (OJT). OJT has these advantages: it offers hands-on experience under normal working conditions, and it provides opportunities for the trainer-and manager or senior employee-to build good relationships with new employees. Further, during economic slowdowns, OJT is viewed by some to be potentially the most cost-effective means of facilitating learning in the workplace. Although it is used by all types of organizations, OJT is often one of the most poorly implemented training methods. These weaknesses are especially common; the training environment is not well enough structured; the managers' lack training skills; and well-defined job performance criteria are lacking (Stewart, Belcourt, Bohlander, & Snell, 2011).

On-the-job training occurs when employees learn their jobs under direct supervision. Trainees learn by observing experienced employees and by working with actual materials, personnel, or machinery (or all three) that constitute the job. An experienced trainer is expected to provide a favourable role-model and take time from his regular job responsibilities to provide job-related instruction and guidance. Assuming the trainer works in the same area, the trainee receives immediate feedback about performance. One advantage of on-the-job training is that the transfer of training is high. Because trainees learn job skills in the actual environment, they readily apply these skills on the job. However, on-site training is appropriate only when a small number of individuals need to be trained and when the consequence of error is low. Also, the quality of the training hinges on the skill of the

manager or lead employee conducting it. On-the-job training is most likely to be effective when it is designed carefully and is treated as a formal activity for managing workforce performance (Werner, Schuler, & Jackson, 2012).

Job rotations are lateral transfers of employees between jobs in an organization. Rotations involve a change in job assignments but not necessarily more responsibility or money. For example, one way of orienting a new employee quickly is to place him or her in a new department every few weeks, thus providing the employee an overview of the organization. To avoid costly placement decisions, staff with potential are placed in a variety of roles across the organization (Belcourt, & McBey, 2010). Succeeding at rotation is a pre-requisite for top-level position (Black, 2002).

Rotations have several motivational benefits for employees, including the reduction of boredom and fatigue. Trying out new jobs also benefits employees who have reached a career plateau. The development of additional skills may increase an employee's job career prospects. Almost all the research suggests that job rotation makes employees more satisfied, motivated, involved, and committed (Belcourt, & McBey, 2010).

When one talks with men and women about their employment experiences, it is common to hear them mention individuals at work who influenced them. They frequently refer to immediate managers who were especially helpful as career developers. But they also mention others at higher levels in the organization who provided guidance and support to them in development of their careers. These managers (and executives) who coach, advice, and encourage less experienced employees are called mentors (Stewart, Belcourt, Bohlander, & Snell, 2011).

The most informal method approach to training and development is relying on supervisors to provide assistance and informal mentoring to their employees. Supervisory assistance is a regular part of the supervisor's job. It includes day-to-day coaching and counselling of workers on how to do the job and get along in the organization as well as monitoring of workers. The effectiveness of these techniques depends in part on whether the supervisor creates feelings of mutual confidence, provides opportunities for growth, and effectively delegates tasks. When supervisory assistance is provided as a routine aspect of managing employees, it is a type of informal mentoring. However, more formal approaches to mentoring also are valuable (Werner, Schuler, & Jackson, 2012).

With formal mentoring, an established employee guides the development of a less experienced worker or protégé. When mentoring is more formalized, however, both the mentor and mentee understand that they are engaging in activities intended to benefit the longer-term development of the employee. Mentoring can increase employees' competencies, achievement, and understanding of the organization. Usually, mentors counsel their protégés on how to advance and network in the company, and they sometimes offer personal advice (Werner, Schuler, & Jackson, 2012).

Induction is a very particular type of training in some cases it is referred to as orientation. The first objective in the induction process is to get new employees off to a good start. This is generally accomplished through a formal induction programme. Orientation is the formal process of familiarizing new employees with the organization, their job, and their work unit and embedding organizational values, beliefs, and accepted behaviours. The benefit for new employees is that it allows getting "in sync" so that they become productive members of the organization. Orientation is a process not a one-day event. Further, it is important to remember that orientation is a socialization process, and that how employees are treated when they first join the organization makes a huge impact on their views of their supervisors, managers, and the organization (Stewart, Belcourt, Bohlander, & Snell, 2011).

For high-level executives and other employees who hold visible and unique jobs, traditional forms of on-the-job training are impractical. Yet these employees often need to develop new competencies to be fully effective. In recent years, more and more executives have sought personal coaches to address their training needs. Personal coaches typically observe the employees in action and then give feedback and guidance for how that employee can improve her or his interaction skills in the future. Most coaches also encourage their 'trainees' to discuss difficult situations as they arise and to work through alternative scenarios for dealing with them. Although coaching is rapidly growing in popularity, it's relatively new technique, and few guidelines are available to evaluate whether a potential coaching relationship is likely to succeed. Nevertheless, evidence of its effectiveness is beginning to accumulate. An effective coaching programme appears to help managers improve themselves and, in the process, their organizations (Werner, Schuler, & Jackson, 2012).

Coaching sessions are designed to help employees achieve their results. Coaching should not involve fault-finding or blaming. Most people want to do a good job, and, therefore, it is important that the supervisor approach coaching in a helpful and supportive way. If employee is having difficulty reaching a goal, the supervisor and employee can explore together the reasons why and what can be done to fix the difficulty. Coaching is also a good way to avoid costs of firing employees and hiring new employees. It is very difficult for employees to improve on mistakes if the supervisor does not take the time to help them understand what they need to do. For coaching to be effective, the supervisor needs to describe what the specific behaviours are that need to be reinforced or redirected, along with the specific situations where the behaviour was observed. Providing feedback on behaviours in not just describing what the supervisor might want to see differently but also describing the positive behaviours (Stewart, Belcourt, Bohlander, & Snell, 2011).

Job satisfaction is the feeling of pleasure and achievement that you experience in your job when you know that your work is worth doing, or the degree to which your work gives you this feeling (The Cambridge Dictionary, 2020). The Wikipedia (2020), defines job satisfaction or employee satisfaction as a measure of workers' contentedness with their job, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision. On the other hand, Johns, and Saks (2011), say that job satisfaction refers to a collection of attitudes that people have about their jobs.

Some of the determinants of job satisfaction include: discrepancy; fairness; disposition; and mood & emotion (Johns, & Saks, 2011). The discrepancy theory of job satisfaction asserts that satisfaction is a function of the discrepancy between the job outcomes people want and the outcomes that they perceive they obtain. Issues of fairness affect both what people want from their jobs and how they react to the inevitable discrepancies of organizational life. Underlying the dispositional view of job satisfaction is the idea that some people are predisposed by virtue of their personalities to be more or less satisfied despite changes in discrepancy and fairness, thus people who are more optimistic and proactive report higher job satisfaction. Jobs actually consist of a series of events and happenings that have the potential to provoke emotions to influence moods, depending on how we appraise these events and happenings (ibid).

Employees today are less likely to define success only in terms of financial gains. Many employees, especially younger ones, believe satisfaction in life is more likely to result from balancing their work challenges and rewards with those in their personal lives. Though most people still enjoy work and want to excel at it, they tend to be focused on finding interesting work and are more inclined to pursue multiple careers (Snell, & Bohlander, 2013).

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From the above review, it is evident that little research has been done on on-the job training techniques in Kenya. Therefore, the researcher in this study tries to address this gap and aims at reporting on job rotation on employee job satisfaction in Kenya. The findings of the study will provide insightful reference for educational policy makers, and would benefit a cross-section of education stakeholders, researchers, and scholars in Kenya. The study would also add knowledge to the area of educational policy.

The current study is guided by the Goal Setting Theory of Edwin Locke (1968) which argues that intentions, expressed as goals, can be a major source of work motivation and satisfaction (Shajahan & Shajahan, 2004). Some specific goals lead to increased performance. For example, difficult goals, when accepted, result in higher performance than easy goals and that feedback leads to higher performance than no feedback. Similarly, 'specific hard' goals produce a higher level of output than 'generalized' goals of 'do your best'. Furthermore, people will do better when they get feedback on how well they are progressing toward their goals because feedback helps to identify discrepancies between what they have done and what they want to do. Studies testing goal-setting theory have demonstrated the superiority of specific, challenging goals with feedback, as motivating forces (Robbins *et.al.*, 2012).

The goal setting theory is relevant to the current study in that, before you embark on any kind of training you must set objectives to be achieved, identify the target group, where the training will take place, the areas of training, the trainers, the expectations after the training and the monitoring and evaluation methods to assess if the training was of value to the target group. Before the employer training employees, the employer in essence sets goals which are expected to impact positively on employee performance, therefore the goal setting theory is a relevant theory to guide the study. However, it is worth noting that at times employers may set goals that are not achievable and hence impact negatively on work performance in the organization.

2.0   Methodology

This study was conducted on employees of Murang'a University of Technology in the republic of Kenya. The research adopted the quantitative research design as it tried to identify broad trends in a population, and in the end generalize the findings over a large population who are employees in universities in Kenya. The researcher settled on the quantitative research design for the present study because it seeks to gain insight into an occurrence as a way of providing information on the effect of on the job training technique on employee job satisfaction in universities which are many in Kenya.

The research adopted the survey research design as it tried to identify broad trends in a population, and in the end generalized the findings over a large population who are employees in Universities in Kenya. The characteristics of the design were non-experimental and dealt with variables in their natural settings. Kerlinger (2000) argues for the use of surveys in fact finding because they provide a great deal of information which is accurate. Furthermore, Cohen, Manion and Morrison (2011) state that the intention of survey research is to gather data at a particular point in time and use it to describe the nature of existing conditions. Sproul (1995) recommends the survey technique for research where attitudes, ideas, comments, and public opinion on a problem or issue are studied.

According to Leedy (1993), study population refers to the group of people or study subjects who are similar in one or more ways and which forms the subject of the study in a particular study. The overall target population for the study comprised all 319 employees of whom 221 are in the administration and 98 in teaching positions at Murang'a University of Technology in Kenya.

According to Wimmer and Dominick (2013), a sample is a subset of the population that is representative of the entire population. Kothari (2010) defines a sample as the selected respondents representing the population, which should be neither too large nor too small, it should be representative. Murang'a University of Technology has a total of 319 employees, stratified into two categories of administrative (N=221) and academic (N=98) employees.

The primary technique for collecting the quantitative data was a self-developed questionnaire. The questionnaire was guided by the objectives and research hypothesis in order to ascertain the relationships between on-the job training and job satisfaction of employees. The research used questionnaires that were structured and a four (4) point Likert scale. Likert scales are good because they show the strength of the persons feelings to whatever is in the questions, they are easy to analyze, they are easy to collect data, they are more expansive and they are quick (Kothari, 2004).

In data analysis, descriptive statistics (Mean and Standard deviation) were calculated on the variables to summarize and describe the data collected. Quantitative data was displayed using appropriate tables that depicted the relationship between the dependent variable and the independent variables.

Inferences were made from the trends observed from the analyzed data and were used to reach conclusions and make generalizations about the characteristics of populations based on data collected from the respondents. This agrees with Hyndman, *et al.* (2008), who posit that data processing involves translating the answers on a questionnaire into a form that can be manipulated to produce statistics. This involves coding, editing, data entry, and monitoring the whole data processing procedure.

3.0 Results and Discussion

The result of the analysis of the respondent's response rate is presented in Table 3.1.

Table 3. 1: Response Rate

Category	Frequency	Percentage
Questionnaires Returned	208	93
Questionnaires Unreturned	31	7
Total	**222**	**100**

Source: Research Data (2021)

The results in Table 3.1 indicate that the study sampled 222 respondents who are employees of the Murang'a University of Technology. However, 208 respondents were able to respond and return the questionnaire by the time of the data analysis. This represents a response rate of 93.7 percent of the target population and falls within the confines of a large sample size (n ≥30). This provides a smaller margin of error and good precision.

The aim of the study investigated the effect of on-the job training on employee job satisfaction at Murang'a University of Technology in Kenya. The key on-the job training techniques factors of interest to the study were: job rotation; mentorship; induction; and coaching. The following sections highlight the study results on these set of perceived usefulness of ICT's factors. The study sought information on the statements relating to on-the job training techniques in the university based on a Likert scale of 1-5 where 1= strongly disagree, 2 = disagree, 3 = undecided, 4=agree and 5=strongly agree. The results of the analysis are provided in the subsequent sections.

The study sought information on the statements relating to Employee job rotation aspects in the university based on the scale of 1-5. The descriptive statistics for each of these responses are presented in Table 3.2.

Table 3. 2: Descriptive Statistics on Job Rotation

Statement	Mean	Std. Dev.
Job rotation reduces the monotony of job	4.35	0.877
Job rotation complements succession planning	4.18	0.865
Job rotation helps create right employee – job fit	4.08	0.999
Job rotation exposes workers to all verticals in the university	4.32	0.871
Job rotation enables testing employee skills and competencies	4.28	0.937

Source: Research Data (2021)

From Table 3.2, majority of the respondents agreed that job rotation reduces the monotony of job as indicated by a mean score of 4.35 and a standard deviation of 0.877. The study also established that most of the respondents agreed that Job rotation complements succession planning as shown by a mean score of 4.18 and a standard deviation of 0.865. The study further revealed that majority of the respondents agreed that Job rotation helps create right employee – job fit as indicated by a mean score of 4.08 and a standard deviation of 0.999. Moreover, the results of the study revealed that most respondents were in agreement that Job rotation exposes workers to all verticals in the university as shown by a mean score of 4.32 and a standard deviation of 0.871. Finally, the majority of the respondents agreed that Job rotation enables testing employee skills and competencies as indicated by a mean score of 4.28 and a standard deviation of 0.937.

The study sought information on the statements relating to Employee mentorship aspects in the university based on the scale of 1-5. The descriptive statistics for each of these responses are presented in Table 3.3.

Table 3. 3: Descriptive Statistics on Mentorship

Statement	Mean	Std. Dev.
Mentorship helped me transit easily to my new job	4.47	0.636
Mentorship helped me increase my productivity at work	4.44	0.649
Mentorship aided my career advancement	4.44	0.746
Mentorship helped my superior to transfer key job skills to me	4.48	0.606
Mentorship helped me strengthen professionalism at work	4.42	0.632

Source: Research Data (2021)

From Table 3.3, majority of the respondents agreed that Mentorship helped them transit easily to my new job as indicated by a mean score of 4.47 and a standard deviation of 0.063. The study also established that most of the respondents agreed that Mentorship helped them increase my productivity at work as shown by a mean score of 4.44 and a standard deviation of 0.649. The study further revealed that majority of the respondents agreed that Mentorship aided them in career advancement as indicated by a mean score of 4.44 and a standard deviation of 0.606. The results of the study also revealed that most respondents were in agreement that Mentorship helped their superiors to transfer key job skills to them as shown by a mean score of 4.48 and a standard deviation of 0.606. Finally, the majority of the respondents agreed that Mentorship helped me strengthen professionalism at work as indicated by a mean score of 4.42 and a standard deviation of 0.063.

The study sought information on the statements relating to Employee induction aspects in the university based on the scale of 1-5. The descriptive statistics for each of these responses are presented in Table 3.4.

Table 3. 4: Descriptive Statistics on Induction

Statement	Mean	Std. Dev.
Induction helped me reduce anxiety when starting a new job	4.56	0.649
I easily understood my new job descriptions and how they fit within the framework of the organization	4.43	0.692
I received good guidance from my supervisor	4.25	0.633
Induction helped me get up to speed with new tasks	4.29	0.718
Induction helped me adopt easily to the internal environment	4.37	0.638

Source: Research Data (2021)

From Table 3.4, majority of the respondents agreed that Induction helped them reduce anxiety when starting a new job as indicated by a mean score of 4.56 and a standard deviation of 0.692. The study also established that most of the respondents agreed that Induction helped them easily understand their new job descriptions and how they fit within the framework of the organization as shown by a mean score of 4.43 and a standard deviation of 0.092. The study further revealed that majority of the respondents agreed that induction helped them receive good guidance from their supervisor as indicated by a mean score of 4.25 and a standard deviation of 0.633. The results of the study also revealed that most respondents were in agreement that Induction helped them get up to speed with new tasks as shown by a mean score of 4.29 and a standard deviation of 0.718. Finally, the majority of the respondents agreed that Induction helped them adopt easily to the internal environment as indicated by a mean score of 4.37 and a standard deviation of 0.638.

The study sought information on the statements relating to Employee coaching aspects in the university based on the scale of 1-5. The descriptive statistics for each of these responses are presented in Table 3.5.

Table 3. 5: Descriptive Statistics on Coaching

Statement	Mean	Std. Dev.
I gained the ability to deal well with problems, cope with the unexpected and feel closer to other employees	4.38	0.609
I felt more relaxed and useful after coaching	4.37	0.591
I became more aware of my own motivations after coaching	4.25	0.719
I felt accepted through employee engagement	4.35	0.569
I got clear information on the activities of the job from superiors	4.37	0.623

Source: Research Data (2021)

From Table 3.5, majority of the respondents agreed that Coaching helped them gain the ability to deal well with problems, cope with the unexpected and feel closer to other employees as indicated by a mean score of 4.38 and a standard deviation of 0.609. The study also established that most of the respondents agreed that Coaching helped them feel more relaxed and useful as shown by a mean score of 4.25 and a standard deviation of 0.719. The study further revealed that majority of the respondents agreed that they became more aware of their own motivations after coaching as indicated by a mean score of 4.25 and a standard deviation of 0.719. The results of the study also revealed that most respondents were in agreement that Coaching helped them feel accepted through employee engagement as shown by a mean score of 4.35 and a standard deviation of 0.569. Finally, the majority of the respondents agreed that Coaching helped them get clear information on the activities of the job from superiors as indicated by a mean score of 4.37 and a standard deviation of 0.623.

The study sought information on the statements relating to Employee Job Satisfaction aspects in the university based on the scale of 1-5. The descriptive statistics for each of these responses are presented in Table 3.6.

Table 3.6: Descriptive Statistics on Employee Job Satisfaction

Statement	Mean	Std. Dev.
I am satisfied with the training I get on-the job	3.85	0.843
I am satisfied with the training I get as it helps me perform my work better	4.43	0.706
I am satisfied with the skills I gain through on-the job training sessions	3.81	0.902
My employer recognizes the certificates I get from on-the job training	3.99	0.885
I feel that my employer interested in my career growth	3.82	0.971

Source: Research Data (2021)

From Table 3.6, majority of the respondents agreed that they were satisfied with the training they got on-the job as indicated by a mean score of 3.85 and a standard deviation of 0.843. The study also established that most of the respondents agreed that they were satisfied with the training they get as it helps them perform their work better as shown by a mean score of 4.43 and a standard deviation of 0.706. The study further revealed that majority of the respondents agreed that they were satisfied with the skills they gain through on-the job training sessions as indicated by a mean score of 3.81 and a standard deviation of 0.902. The results of the study also revealed that most respondents were in agreement that their employer recognizes the certificates they get from on-the job training as shown by a mean score of 3.99 and a standard deviation of 0.885. Finally, the majority of the respondents agreed that they feel that their employer is interested in their career growth as indicated by a mean score of 3.82 and a standard deviation of 0.971.

4.0 Conclusion

The study concludes that Job Rotation has a significant positive effect on Employee Job Satisfaction which implies that an increase in Job Rotation leads to a significant increase in Employee Job Satisfaction. The study further established that Job Rotation helps employees have reduced monotony of job, are better developed for succession planning, get the right employee – job fit, are exposed to all verticals in the university and have enhanced their skills and competencies.

The study also concludes that Mentorship has a significant positive effect on Employee Job Satisfaction which implies that an increase in Mentorship leads to a significant increase in Employee Job Satisfaction. The study further established that Mentorship helps individual employee in effective transition, increases employee productivity, aids career advancement, helps in transfer of skills to the inexperienced staff and strengthens the culture of a profession.

The study further concludes that Induction has a significant positive effect on Employee Performance which implies that an increase in Induction leads to a significant increase in Employee Job Satisfaction. The study further established that new employees' of Murang'a University of Technology have reduce anxiety when starting a new job, understand their new job descriptions well and fit within the framework of the organization easily, receive good guidance from their supervisor, get up to speed with new tasks and adopt easily to the internal environment.

Finally, the concludes that Coaching has a significant positive effect on Employee Job Satisfaction at Murang'a University of Technology which implies that an increase in Employee Coaching leads to a significant increase in Employee Job Satisfaction.

The study further established that employees at Murang'a University of Technology in Kenya have gained the ability to deal well with problems, cope with the unexpected and feel closer to other employees, are more relaxed and feel, are more aware of their own motivations, feel accepted through employee engagement and get clear information about their job activities from superiors.

5.0   Recommendations

The study established that Job Rotation has a significant positive effect on Employee Job Satisfaction at the Murang'a University of Technology in Kenya. The study, therefore, recommends that the office of the Registrar, Administration and Planning at the university should put in place an effective job rotation programme to benefit all transferable employees as it greatly affects their job satisfaction. The study further recommends that the Recruitment Training and Development (RTD) unit of the university to develop and implement a training plan on how to carry out job rotation related activities for all supervisors to make effective.

The study also established that Mentorship has a significant positive effect on Employee Job Satisfaction at the Murang'a University of Technology in Kenya. The study established that mentorship programmes are a key factor in Employee Job Satisfaction. The study, therefore, recommends that the university management to put in place a mentorship programmes in all departments coordinated by the RTD unit with clearly set policies to effectively guide the process. The ultimate goal of mentorship should be to ensure employee job satisfaction.

The study further established that Induction has a significant positive effect on Employee Job Satisfaction at Murang'a University of Technology in Kenya. The study, therefore, recommends that induction should be institutionalized at Murang'a University of Technology in Kenya and new employees should be given an opportunity to fit in to the system easily, and understand their duties and responsibilities at work. This will enhance job satisfaction of new employees.

Finally, the study established that Coaching has a significant positive effect on Employee Job Satisfaction at Murang'a University of Technology in Kenya. The study, therefore, recommends that the university should have a well thought out coaching programme that will add value to its employee's job satisfaction.

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