

Factors Affecting Non-Teaching Staff Development in Kenyan Universities

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Abstract

The study was carried out to investigate the factors that affect non-teaching staff development in campuses of Kenyan universities. In light of theoretical literature reviewed and empirical studies related to employee development, the research focused on the five sub-variables considered in this study, namely work environment facilities available, technology development, staff training and development, policies and work systems (infrastructure) and number of non-teaching staff working in campuses. Literature review was conducted to identify what other researchers have done in the areas of staff development and open to further understanding of their precious contribution to this area of study. The research study was carried out in Mt. Kenya region. Out of sixteen campuses in Mt. Kenya region four were randomly selected. A cross-section survey random sampling was used to select the population through of different cadre of middle level non-academic staff in various sections in the four campuses. A sample of 30 participants were used which is 20% of population study. Data was collected through questionnaires administered through drop and pick by the researcher and personal interview were conducted where possible. The Questionnaires were screened for completeness. Inferential statistics method was used to analyze the data collected. Data analysis, interpretation and presentation by use of tables, pie-charts and bar-graphs was done. Correlation analysis and hypothesis testing was done to test the strength of association of variables.

Background

Staff in the university comprise of teaching staff and non-teaching staff. This separates the teaching staff from service providers who enable teaching to run smoothly. This study looked at the factors that affect middle level non-teaching staff development of skills and abilities (through activities, programs, and events) to maximise potential and increase productivity, that included identifying, implementing, and evaluating available training and learning needs programs. In Kenya, University education is offered by both public and private institutions. Public universities are those funded by the government and are formed by an act of parliament, whereas private universities are run by either individual entities or religious organizations. Both private and public universities are chartered an interim letter of authority by the Commission of Higher Education.

University of Sussex (University of Sussex, 2006), in its policy statement on staff development indicate how it has committed itself to the development of its staff through encouraging an environment conducive to learning, and providing resources for learning in a variety of ways

According to Human Resource Policy (HRP) of the University of Western Australia, staff development is also a commitment to optimize opportunities for all staff to improve their levels of skills and knowledge to improve the quality of workforce productivity and staff satisfaction (University of Western Australia, 2006).

According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution. According to Ivancevich (2010), training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Additionally training and development aids an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his / her good performance on the job. To start this whole process is orientation and socialization of employees into the organization.

Sekar (2011) argues that the relationship between work, the workplace and the tools of work, workplace becomes an integral part of work itself. The management that dictate how, exactly, to maximize employee productivity center around two major areas of focus: personal motivation and the infrastructure of the work environment (Sekar, 2011). There are various literature that defines different factors that influence the performance of the employees. Haynes (2008) explains the behavioral office environment behavioral components of the office environment that have the greatest impact on office productivity. In all of the work patterns, it was found that interaction was perceived to be the component to have the most positive effect on productivity, and distraction was perceived to have the most negative.

Workplace entails an environment in which the worker performs his work (Chapins, 1995) while an effective workplace is an environment where results can be achieved as expected by management (Mark 2010). Work conditions affect how employees in an organization interact, perform tasks and are led. Ensuring the safety of workplace is key to productivity and function in a work or research setting. Workplace safety is the practice of policies and procedures that ensure that the work areas, laboratories or facilities, is free of dangers that could cause harm to a person working in those areas. A safe place to work is a key element of employee performance and employees development.

Technology's location value is emphasized through capital expenditures of technology, infrastructure changes; which may include the purchase of new buildings, maintenance value of technology is revealed in preventive maintenance systems and processes and investment in tools needed to maintain technology (Nakajima, 1988).

Statement of the Problem

A campus is a branch of a college or university that is physically detached from the main university or college area, often smaller than the main campus of an institution. Campuses are intended to serve students who cannot travel far from home for their education because of family responsibilities, financial limitations, or other factors. The factors that affect non-teaching employees operations are the low level of infrastructural facilities. The low number of non-teaching staff working in campuses with in-adequate technology development necessary for daily operations has affected their development. Employee development is a shared responsibility of management and the individual employee. The responsibility of management is to provide the right resources and conducive environment that supports the growth and development needs of the individual employee.

The grading system for non teaching staff, progression path from one level to another is based on qualifications attained. The structured promotional policies are set by management in main campuses and implemented in campuses through the process which may be delayed by communication problems between the campuses and main universities and lack the timeliness needed. The structure for non-teaching middle level staff should define the different levels of jobs or groups of jobs by reference to their relative internal value as determined by job evaluation. It does not provide progression path in accordance with added skills or performance competence. There is no skills development, and experience which goes beyond initial training or qualifications, maintenance and development of professional competence. The boundaries between categories of staff are blurring, as graduates assume jobs that would previously have been taken by non-graduates. In libraries, computer centres and laboratories those jobs once labelled "non-professional" are being filled by people who will expect to be challenged and to have careers which allow them to continue learning. The challenge of lack of trained cadre of professionals to support the integration and use of ICT without on-site technical support, much time and money may be lost due to technical breakdowns. The general competencies required would be in the installation, operation, and maintenance of technical equipment (including software), network administration, and security. Technology innovation is very important in enhancing work performance. Many studies demonstrated that technology and human resource are closely linked for competitive advantage (Wang, 2000; Shrivastava and Shaw, 2004).

Purpose of the Study

The purpose of the study is to investigate the factors that affect non- teaching staff development of skills for competency to perform effectively in Kenyan Universities. The study will bring to light factors that university management could look at and change the working conditions of middle level non-teaching staff for better job performance.

Study Scope

The geographical scope of the study covered four campuses in the Mt. Kenya region namely Central Kenya Campus of Moi University, Eldoret, Kenya Methodist University Nyeri Campus, and Nyeri Campus of Kenyatta University, Nkumbu Campus of Mt. Kenya University, Thika. The researcher drew relationship of these campuses with their main campuses and other campuses in other parts of the world, how they managed and developed their non teaching staff. The selected four campuses was a true representative of campuses in Kenyan universities. They covered both private universities and public universities since universities are homogeneous.

Methodology

This study adopted cross-sectional survey research design. The target population for the study was non-teaching staff from four randomly selected campuses from Mt. Kenya region as representative of all campuses. Target population of 148 respondents was taken from the four campuses which was the total number of non- teaching staff from the four campuses. Researcher used stratified random sampling design because it provided an efficient system of capturing, a small group, and the variation of heterogeneity that exist in target population. To get the sample size non-teaching staff from five departments in each of the four selected campuses, staffs were randomly selected from all cadres of staff to get a sample of 30 participants. This is 20% of the target population, the higher the sample sizes the better the results. The study used semi-structures questionnaire for data collection.

Table 1: Population and Sample Size

Campus	Population	Strata for each campus					Sample
		Admin	Secretaria l	Library staff	Technicians	Accounts	
A	64	2	2	2	3	3	13
B	24	1	1	1	1	1	5
C	18	1	1	1	1	1	4
D	42	2	2	1	2	1	8
Total	148	6	6	5	7	6	30

Source: Universities Database (2011)

A - CKC (Moi University) B- KE M U-Nyeri Campus (Methodist University)

C- KU Nyeri Campus D- MKU - Nkumbu Campus (Mt. Kenya University)

Literature Review

Theoretical Literature Review

Staff development is the skills and knowledge an employee gains to optimize personal development and job growth. It includes learning opportunities, such as college degrees and coursework, or attending conferences or training sessions. Professional development is an extensive and collaborative process; upon completion, an evaluation of progress is usually performed. Obviously there must be a balance of continuing education, professional practice, and advancement. Learning must be optimized to maximize the achievements, the professional and social status and self-actualization. Strategy should be to actualize the potential in talents, and maximize the strengths, skills and abilities most apt and realistic in the global environment. One must grasp the opportunities available in the specific settings in which he finds himself (Alderfer, 1972)

However, Armstrong (2006) states that expectations for each level of employee vary with the level of assigned tasks. Therefore, the research on senior management cannot suffice for lower levels in the structure of university staff. It is on this background that the study seeks to investigate the factors that affect middle level of non-teaching staff development in campuses of Kenyan universities. Emphasizing the importance of staff development in increasing effectiveness in the university, it was argued that staff development facilitates professional development for individuals and groups, enabling them to achieve their potential and contribute to the provision of excellence in teaching and research in the university (University of Cambridge, 2006). The Dearing Report of 1997 emphasizes the importance of staff development in the current changing higher education landscape. According to the report, higher education institutions are highly recommended to put in place appropriate staff development strategies to support all staff and encourage involvement in the development and implementation of university-wide policies and strategies.

Effective staff development is essential to support new approaches to learning and teaching, to meet changing needs of institutions. Staff development serves institutional needs and enhances the ability of the organization to meet its goals. It is an effort to help employees learn how to do their jobs better. Staff development may or may not include career development. It is important to establish working conditions that will attract good quality personnel committed to the achievement of organizational objectives in both public and private sectors. Also there is need to ensure the safety of employees and provide satisfactory welfare services.

a) Staff Motivation

It is in this respect of the staff motivation function that several tools and techniques were developed. The contributions of Frederick Herzberg, Douglas McGregor, and Abraham Maslow were particularly outstanding. Herzberg's contribution consists of identifying the elements in a job that produce satisfaction (the motivating factors or motivators) and those whose absence will produce dissatisfaction (the hygiene function). The motivators include achievement,

recognition, responsibility, the work itself, and promotion aspects. The absence of one or more factor(s) will not lead a worker to leave a job, but their presence can motivate the worker.

One key factor in employee motivation and retention is the opportunity employees want to continue to grow and develop job and career enhancing skills. In fact, this opportunity to continue to grow and develop through training and development is one of the most important factors in employee motivation. Training and development opportunities are not just found in external training classes and seminars.

Vroom (1964) suggested that motivation to work depends on the relationships between expectancy, instrumentality and valence. Expectancy is a person's belief that working hard will result in a satisfying level of job performance. Instrumentality is an employee's belief that successful performance will be followed by rewards. Valence is the value that a person holds with respect to outcomes (rewards).

Vroom and MacCrimmon (1968) suggested that "organizations develop rules or policies that impose some control over personnel movements, such as retirement at sixty five (65), promotion from within, giving new college graduates a variety of training assignments before assigning them to positions of responsibility and so on". Internal and external location of employee has the potential to significantly affect the employees' performance and value to the organization.

Employee maintenance value is expressed through training, development, and motivation (Nakajima, 1988). Some organizations have limited training and development plans for employees whereas others may not consider how employees grow and change. Because organizations may not recognize the changes in employees, these organizations may lack the motivational or job enrichment strategies that could enhance employee performance. B. E. Becker et al, (2009) suggest that a differentiated workforce may be the key to transforming talent within the workplace. Organizations also face issues related to the length of time employees choose to remain with the company and/or they may employ downsizing or rightsizing strategies of their own. All of these challenges are key connections that need to be explored concerning technology development and human resource development. Maintenance value is essential to technology and people. Organizations are spending enormous amounts of money to maintain the physical characteristics of the technology and for technical support services for technology (Aguins & Kraiger, 2009). They should also continue to pay for employee training and development and employees' motivation to perform. Health and wellness of the employee can be captured here as well. If employees are unable to perform, organizations miss opportunities for continued success.

b) Hierarchy of Needs

Maslow (1954) focuses attention on the various needs that motivate people. Maslow is noted for what he calls the "hierarchy of needs" that each employee seeks to satisfy. The five levels of needs are in the order of 1 – 5 as indicated in the model below. When one need is satisfied

another need arises. Maslow's theory states that a personnel system that meets all these needs will produce satisfactory results.

Table 2: Maslow's hierarchy of needs

Level	Type of Need	Examples
1	Physiological	Thirst, hunger, sex
2	Safety	Security, stability, protection
3	Love and Belongingness	To escape loneliness, love and be loved, and gain a sense of belonging
4	Esteem	Self-respect, the respect for others
5	Self-actualization	To fulfil one's potentialities

Source: Author Maslow (1954)

Specifically HRM aims to enable organizations to obtain and retain the skilled, committed and well motivated workforce it needs. It enhances and develops the inherent capacities of people, their contributions, potential and employability by providing learning and continuous development opportunities.

c) McGregor Theories X and Y

McGregor simply postulates that there are two broad attitudes toward employees, and he calls these theories X and Y. Theory X is pessimistic about man, and states that employees inherently dislike work and whenever possible, will attempt to avoid it. They must be coerced, controlled, or threatened with punishment to achieve desired goals. Employees will shirk responsibilities and seek formal direction whenever possible. Most workers placed security above all other factors associated with work, and will display ambition.

Theory Y states that employees can view work as being as natural as rest or play. Man will exercise self direction and self control if he is committed to the objectives. The average person can learn to accept and even seek responsibility. There are two factor theories that comprise salary, job security, working conditions, level and quality of supervision, company policy, administration, interpersonal relations, sense of achievement, recognition, responsibility, nature of the work, personal growth and advancement. These can be summarized as the two factor theories of motivation and job satisfaction.

d) Herzberg motivators and hygiene factors Theory

Herzberg motivators, one key factor in employee motivation and retention is the opportunity employees want to continue to grow and develop job and career enhancing skills. In fact, this

opportunity to continue to grow and develop through training and development is one of the most important factors in employee motivation. He stated that if some were absent they caused unhappiness. These factors are connected to the work undertaken; they involve the environment and serve to protect dissatisfaction. Herzberg identifies a number of fundamental needs that is achievement, recognition, advancement, autonomy and work itself, motivators or hygiene factors such as pay and working conditions.

The hygiene factors include pay, fringe benefits, and the physical working conditions these factors help to maintain a worker hence they are also known as maintenance factors but they do not motivate workers. Fredrick Hertzberg (1966) said that humans lived at two levels; the physical level and the psychological level, in his original study he asked employees to record why they felt extremely good or bad. They were asked to give descriptions of the events leading up to the rise and fall in emotions and he found out that there were two factors which affected the work quality and quantity.

Intrinsic motivation can be enhanced by job role design. According to Katz, (1964) the significance of motivational impact of job design must provide sufficient variety, complexity, challenge and skill to engage abilities of the worker. In their job characteristics model Hackman and Oldham (1974), emphasized the importance of job core dimensions as motivators, namely skill variety, task identity, task significance, autonomy and feedback. The intrinsic motivators, which are concerned with the quality of working life, are likely to have a deeper and longer term effect because they are inherent in individuals and their work and not imposed from outside in such forms as incentive pay.

e) Management Development

McGregor (1960) on the individual's responsibility for management development, the job environment of the individual is the most important variable affecting development. The environment should be conducive for growth, and development.

The change that is implemented by use of new technology, through learning of new skills, changes the attitude and way of doing things. Workshops are very useful process to develop collective understanding, approaches, policies, methods, systems, ideas, and so on. "Change is a cyclical process of creating knowledge for example, the change of innovation, disseminating it, implementing the change, and the institutionalizing what is learned by making it part of the organization's routine" (Waltkins et.al (1993). This definition reminds us that change usually involves learning. "Learning and change processes are part of each other. "Change is a learning process and learning is a change process" (Berkherd and Pritchard, 1992).

It is in effect a journey from a state of knowing little or nothing about the innovation to a state of having the commitment and skills to use it in practice. Indeed, the path is full of hills to be surmounted, valleys of frustration, as well as successes to be celebrated. Senge (1990) calls the learning organization "An organization that is continually expanding to create its future". As Burgoyne (1994) has pointed out, learning organizations have to be able to adapt to their context and develop their people to match the context.

Communication being so vital part of change management is limited development in campuses. Management need to communicate to employees about terms and conditions of employment, what they are expected to do, learning and development opportunities. Training should focus on good management practices and IT skills. Such training can be conducted through in-house workshops and seminars.

Information Technology is necessary for passing of information on strategies, policies and performance of the organization, and any proposed changes to conditions of employment, working arrangements, or the structure and policies of the organization. Communication upwards to pass their grievances to their superiors, comments and reaction to what is proposed to happen on matters that affect them.. Telephone and other communication infrastructures outside major town where most campuses are situated cities remain inadequate. Connectivity beyond major capital cities poses a potential problem in creating a national distance education strategy (Marcelle, 1998). Technology is dynamic and the rate of change is faster than the change in people's behavior and attitudes (Nzuve, 1999)

The performance of middle level non teaching staff is entirely dependence on infrastructure facilities, for example laboratories, library and the necessary equipment for daily operations. It is also important to facilitate timely communication that is necessary for decision making.

Empirical Review

Khamadi, (1994) A Thesis for Change at Moi University Library: Staff Development, Training and Promotion", New Library World, Staff training and development, discussed the aims and objectives of Moi University, a science and technology-oriented institution of higher education. He observed that there is an urgent need for the university administration to have a well-defined policy and criteria on library staff development, training and promotion to provide better library services to the university community.

According to Mohammad (2006) study, "Factors affecting the development of flexible workplace facilities", analyzed the published literature for the purpose of reviewing the origin of office workplace design and the reasons that promoted the development of flexible workplace in office-based environments. Eighteen factors for facilitating the provision of the flexible workplace were identified. These factors were classified under four categories, including planning of the building, layout of the physical workplace, information technology networking, and building service systems.

According to Thomas (1992), dimensions of workplace diversity included, but are not limited to age, ethnicity, ancestry, gender, physical abilities/qualities, race, sexual orientation, educational background, geographic location, income, marital status, military experience, religious beliefs, parental status, and work experience.

Research by Kobia 2006) the study was an investigation on challenges facing government Ministries in implementing performance contract. The study found out that the challenges facing staff were lack of adequate skills for managing performance. The study proposed that

there is need to equip respondents with skills as well as development of rewarding system for performance.

Winston and Fitch (1993) identified staff role model; community development; system maintenance and control; leadership and governance; helper/facilitator; educational programming; and general skills as resident assistant competencies within each competencies are several areas and skills that should be addressed in residence-life training by all directors and other administrative personnel.

Hall and Hord (2001) describe the implementation of change as a "...process through which people and organizations move as they gradually come to understand, and become skilled and competent in the use of new ways." Hall and Hord seem to be saying that there are fundamental changes principles embedded in the process that hold true for all cases.

Nelson and Quick, 2005) argues that improving an organisation's performance is important in dealing with human resource constraints and challenges. Staff commitment and dedication to work are determined by a number of organisational and management factors. Creating the right work environment in organisations positively affects staff commitment, motivation and performance. A good work environment, which is supportive of their staff, is believed to produce satisfied and motivated workers.

JOWI J (2003) Governing Higher Education in the stakeholder society: Rethinking the role of the state in Kenya's higher education. A paper presented at the CHEPS Summer School, June 29 – July 4 2003, University of Maribor, Slovenia. Globally, the environment of higher education is facing relentless and rapid change. These circumstances underscore the crucial role of leadership and management in maintaining morale, enhancing productivity, and helping staff at all institutional levels cope with momentous and rapid change. Those in higher education management and leadership positions find it essential that they understand shifting demographics, new technologies, the commercialization of higher education. Particularly in the developing world, higher education institutions must be poised to create the human capital necessary to keep pace with the knowledge revolution.

UNESCO (1997) recommendation concerning Higher Education Teaching Personnel that was passed at the 29th Session, November 1997, Paris, recommended that it is essential that a response to the challenge is integrated and holistic. In the words of Mukherjee and Singh (1994) "there must be a total comprehensive approach where academic, management, administrative and technical support staff development are viewed as a whole within a facilitating infrastructure". There are two other key principles which should be borne in mind that staff at all levels should be encouraged to expect to embark on lifelong learning, in their discipline and in the skills needed for their workplace, their role in their institutions.

Conceptual Framework

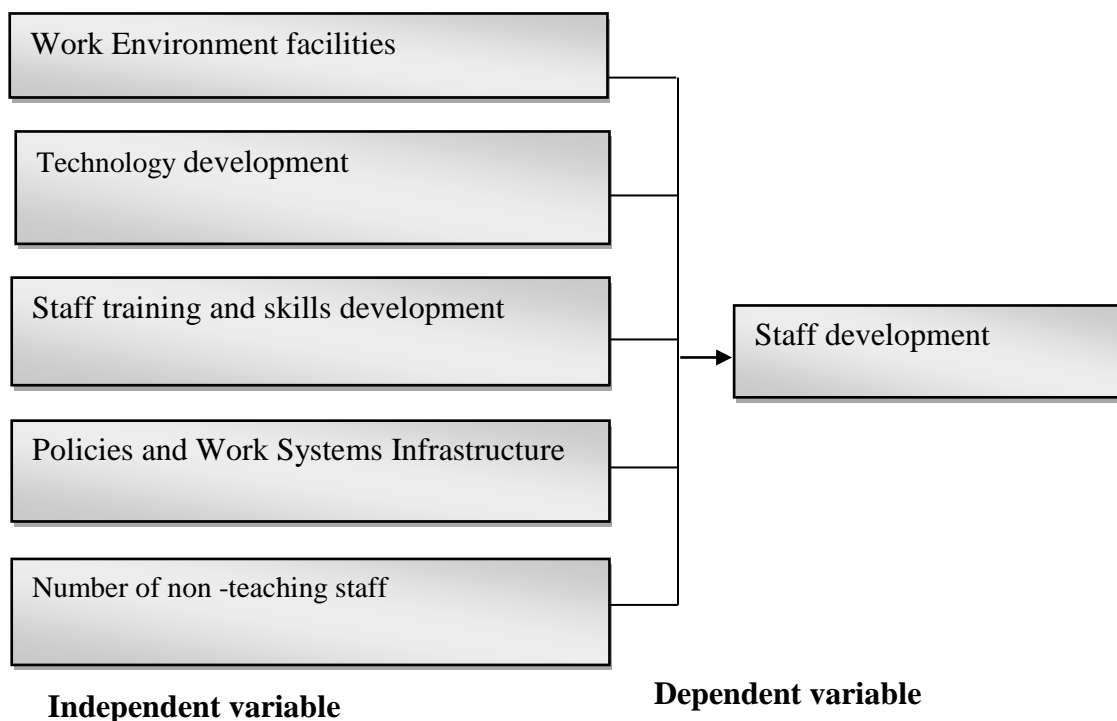


Figure 2: Conceptual Framework

Source: Author (2011)

This model explains factors affecting non-teaching staff development in campuses of Kenyan Universities.

i) Work Environment Facilities:

A good working environment acts as a motivating tool to employees (Armstrong 2006). The employees should be availed with adequate working tools and working space, conducive working conditions in the campuses. This would include office space, machinery necessary for daily operations and social amenities. The machinery should also be well maintained so as to meet performance targets.

ii) Technology Development

Information and Communication Technology (ICT) are advances in technologies that provide a rich global resource and collaborative environment for dissemination of ICT literacy materials, interactive discussions, research information, and international exchange of ideas, which are critical for advancing meaningful educational initiatives, training a high skilled labour force, and understanding issues related to economic development. ICT highlight innovative efforts and

partnerships and promote ICT literacy, and facilitate interaction between all sectors of a national economy including external spheres (Yusuf, 2006).

iii) Staff training and development:

Competent people are those who meet performance expectations (Armstrong M. 2006). For people to perform certain tasks they require additional knowledge and skills in accordance to what their assigned roles dictate. Research by Byatzes (1982), it was established that the success of performance is affected by personal qualities, experience, behavioural characteristics and motive of the performer. It is further suggested that training should not be done in an *ad hoc* manner. This will ensure that after training the individual will be able to apply his knowledge and skills.

iv) Policies and Systems of Work Infrastructure:

Communication on policies and systems of work (infrastructure) between main campus and campuses makes it difficult to have timely information. This involves information sharing and work organization systems and mechanisms, to make correct effective discretionary decisions in a variety of environmental contingencies to understand the available alternatives.

A worker's performance and achievement of desired targets is enhanced by organization's infrastructure that facilitates timely operations. "Soft" infrastructure includes both physical assets such as highly specialized equipment and buildings, as well as non-physical "systems" such as the body of rules and regulations governing the various systems. The infrastructure includes accessibility, technology development that is available to enable timely communication on policies that require prompt response. Job infrastructure includes work arrangements that equip employees with the proper abilities to do their jobs and provide them with means to do their jobs, motivate them to perform better.

v) Size of Non -Teaching Staff:

The number of non-teaching staff expected to meet the target work load are too low with campuses being new. The job structure consisted of the system of work, the design of jobs, working conditions and the relationship between managers and co-workers. Well-being is achieved when account is taken in designing the work system.

Operational Framework

The diagram below indicates how the researcher will measure effects of variables.

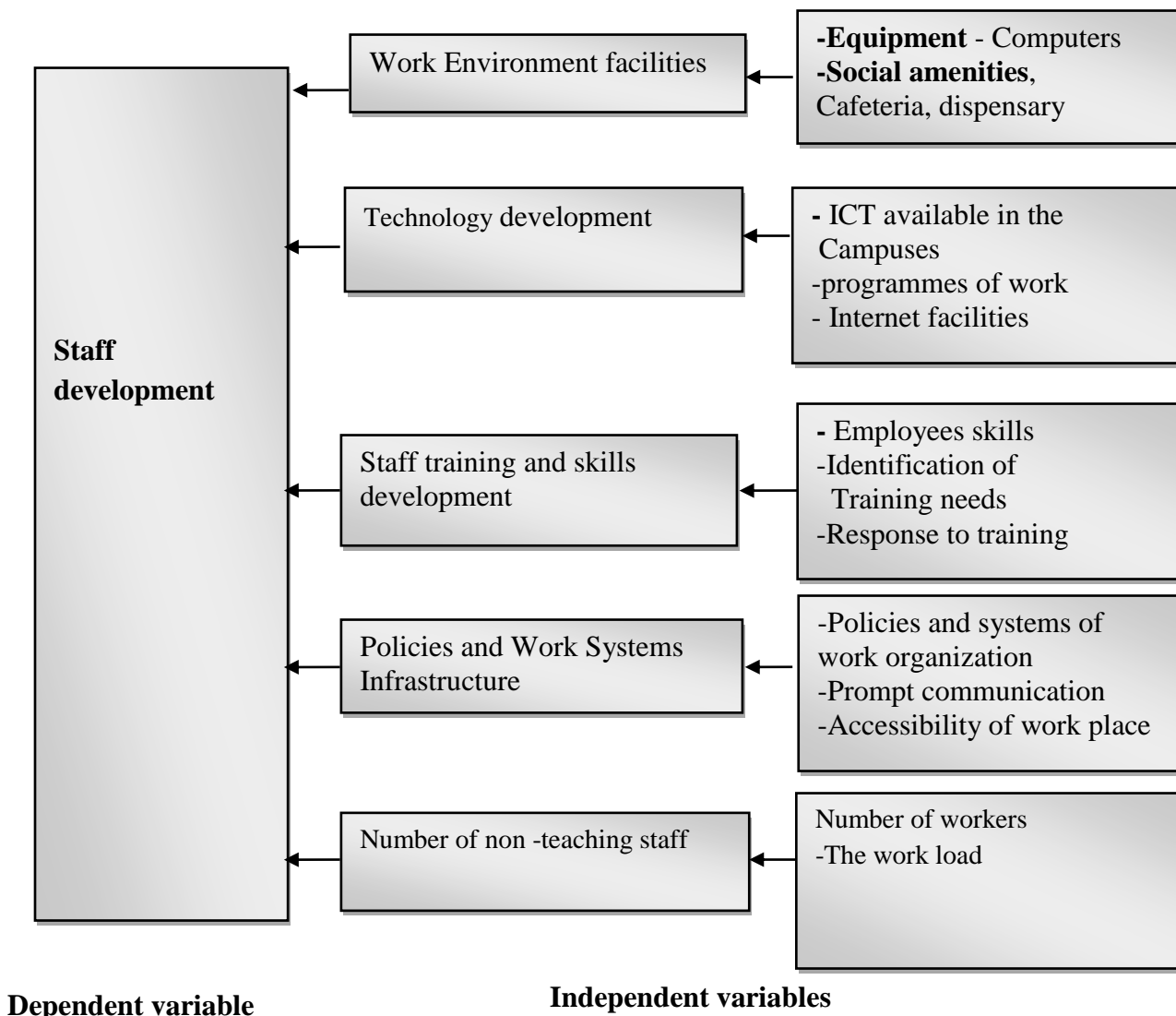


Figure 3: Operationalized Conceptual Framework

This model explains the likely challenges that may exist that hinder non-teaching staff development.

Study Gaps

In summary factors that affect non teaching staff development in campuses under study were work environment facilities, these included equipment and tools necessary in the working environment. The need for working environment to have adequate facilities and social

amenities that enhance job performance where non-teaching staff are motivated by hygiene factors such as good working conditions, this is a necessary development for conducive work environment.

Technology development in campuses is most necessary to enable non-teaching staff to develop new skills through staff training programs, resulting to increased performance levels. Communication technology up to date enables ease of communication for promptness of information. This research wanted to find how non-teaching staff development can be encouraged through identification of training needs and implementation of policies on staff development and rewarding system. The research aimed to find out the response of non-teaching staff towards training and skills development.

This research intended to review the contribution to the understanding of creativity and innovation in organisation its implication for training and development. The research aimed to meet a range of objectives, notably skilled development, up grading and socialization of non teaching staff into the service. "Learning and change process are part of each other "Change is a learning process and learning is a change process" Berkherd and Pritchard 1992).

Timely information on staff development policies, systems of work and management issues affecting them. There is needed to come up with policies on strategies that can enable non-teaching staff to have a streamlined grading system. Staff development, is central to the quality of higher education. The reward system influences motivation primarily through the perceived value of the rewards and their contingency on performance (Hickings 1998)

The expectancy theory of motivation is suggested by Victor Vroom. Unlike Maslow and Herzberg, Vroom does not concentrate on needs, but rather focuses on outcomes. Whereas Maslow and Herzberg look at the relationship between internal needs and the resulting effort expended to fulfil them, Vroom separates effort (which arises from motivation), performance, and outcomes. Vroom, hypothesises that in order for a person to be motivated that effort, performance and motivation must be linked. He proposes three variables to account for this, which he calls valence, expectancy and instrumentality. Expectancy theory works on perceptions, so even if an employer thinks they have provided everything appropriate for motivation, if this works with most people in that organisation there are others who would perceive that it doesn't work for them.

The number of non-teaching staff in the campuses who have to meet the necessary work load, without multi-tasking and performing duties that they were not trained to do. Herzberg believed that businesses should motivate employees by adopting a democratic approach and content of the actual job through Job enlargement, workers being given a greater variety of tasks to perform (not necessarily more challenging) which should make the work more interesting. The research aimed to find out how the campuses cope with the load of work given the low number of workers.

Job enrichment, involves workers being given a wider range of more complex, interesting and challenging tasks surrounding a complete unit of work. This should give a greater sense of achievement. Empowerment means delegating more power to employees to make their own decisions over areas of their working life. Job design starts with determining the duties, tasks and activities for each job. Research in job design has focused significantly on the job

characteristics model proposed by Hackman & Oldham. Little attention has been given to knowledge workers that are highly skilled, highly educated people. (Holman et al, 2002).

Findings

Characteristics of Respondents

Characteristic of respondents used, were age, education background and skills acquired, to find out their effect on staff development.

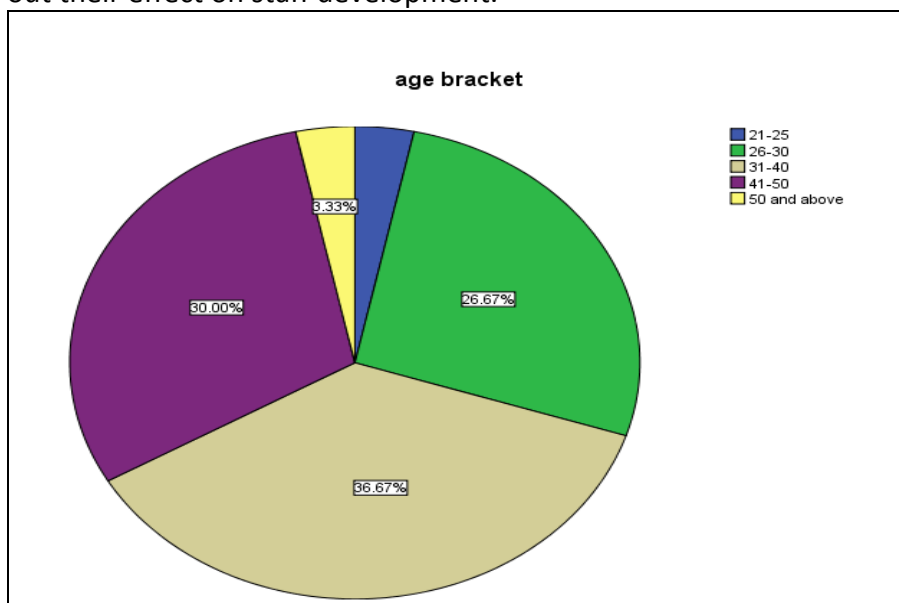


Figure 3: Age of the respondents

Source: Author Field Data (2011)

The research revealed that majority of the respondents 36.67% were aged between 31 and 40 years. From the above figure it is clear that there were a number of respondents who were capable of undertaking training with regard to their age bracket ranging between 21 and 41 years. The staff development could be achieved by additional skills.

Table 3: Non-teaching Staff professional qualifications

Responses	Frequency	Percent
Certificate	5	16.7
Diploma	10	33.3
Higher diploma	4	13.3
Degree	7	23.3
Masters	4	13.3
Total	30	100.0

Source: Author Field Data (2011)

The study revealed that majority 33.3% of respondents professional qualifications was diploma and above. This implied that most of employees had acquired the necessary skills to perform middle level non-teaching jobs. The employer required to develop those skills through staff

training, and acknowledge additional skills acquired, through promotion to motivate non-teaching staff.

Effect of Work Environment Facilities on Staff Development

The work environment facilities the researcher included in this study were the office space, working equipment and their maintenance, environment, such as pollution and disturbances, social amenities such as cafeteria, dispensary, and wash rooms. The study wanted to find out how the equipment were serviced and maintained to operate at full capacity to enable the non teaching staff to meet their job targets effectively.

Table 4: Maintenance of office equipment (Physical)

Respondents	Frequency	Percent
Strongly agree	8	26.7
Agree	15	50.0
Disagree	6	20.0
Strongly disagree	1	3.3
Total	30	100

Source: Author Field Data (2011)

The research showed that majority of respondents 50% agreed that they had well maintained office equipment. However, 20% of the respondents disagreed and 3.3% strongly disagreed that their office equipment was maintained. For staff to be competent campuses they required up to date office equipment, to achieve maximum output. Staff development is affected by the equipment available to maximize potential and enhance additional skills.

Also majority of respondents who were 50% agreed that they had enough space to carry out their duties. This research revealed that non-teaching staff had adequate office space. From the above observation working space in most campuses was adequate since only 6 respondents 920% disagreed and 3.3% strongly disagreed that there was adequate space.

Table 5: Disturbances at work place (noise and pollution)

Respondents	Frequency	Valid Percent
Strongly agree	4	13.3
Agree	7	23.3
Undecided	2	6.7
Disagree	13	43.3
Strongly disagree	4	13.3
Total	30	100.0

Source: Author Field Data (2011)

As shown in table 5 majority of the respondents 43.3% disagreed that there were disturbances at their place of work in relation to noise and pollution. From the table above, 23.3% of

respondents agreed there was noise and pollution in their working environment, while 13.3% strongly agreed there was noise and pollution. From the observation of the researcher some campuses were located in middle of towns surrounded by other businesses

Technology Development

The research investigated the rate of technology available in campuses, developments such as inter-net and installation of computers. The research investigated the effect of technology development in campuses on non-teaching staff development. Technology, being dynamic required enhancing skills through training and additional up-dated skills, for maintenance of both hardware and software.

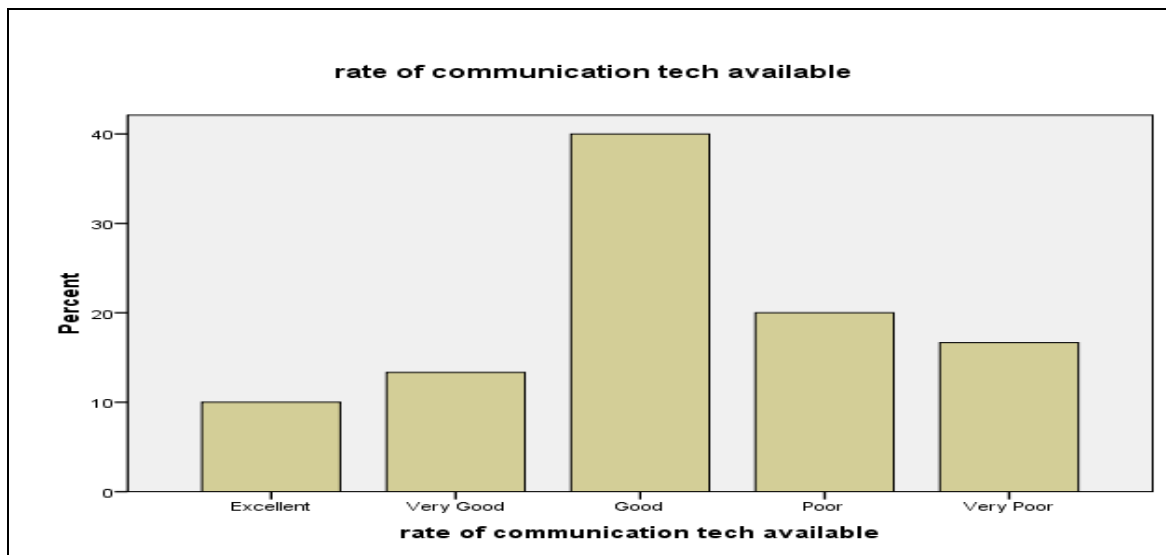


Figure 4: Communication Technology available in the campuses

Source: Author Field Data (2011)

The research sought to find the rate of communication technology available in campuses, majority of respondents 40% indicated that technology development was adequate. However 38% of respondents indicated poor technology development. Technology development was necessary for skills development of all cadres of non-teaching staff in campuses, since most of the work is computerized.

The Effect of Staff Training and Development on Staff Development

The researcher investigated job challenges non-teaching staff experienced due to needed additional skills and readiness of employees to go for training if offered the opportunity. The researcher also investigated the additional skills acquired on personal effort, and how the employer’s recognized them, any further training undertaken after employment and how the employer contributed to the training. The research sought to find if there was challenge due to needed additional skills by non teaching employees. Majority of the respondents 60% stated that they found their jobs challenging due to needed additional skills. Campuses need to

address training needs in order to improve the productivity, performance and job satisfaction among their employees.

Table 6: Employees willingness to attend training

Responses	Frequency	Percent
Strongly Agree	12	40.0
Agree	9	30.0
Undecided	4	13.3
Disagree	4	13.3
Strongly Disagree	1	3.3
Total	30	100.0

Source: Author Field Data (2011)

As shown in table 6, the research sought to find the respondents readiness for additional training if offered 40% of respondents strongly agreed that they would go for further training given the opportunity while 30% agreed they would go. This implied that majority of respondents had interest to improve their skills through training, This showed that campuses need to identify training needs and methods of training.

Size of Middle Level Non-Teaching Staff (in Numbers) Working in Campuses

The research aimed to determine how the size of non-teaching staff in campuses affects staff development. The size of middle level non-teaching staff in numbers working in the campuses, that lead to multitasking, and workers not able to further their skills through training due to lack of established staff development systems. The investigation was done on employees on duties they performed that were not related to their area of training, and the performance indicator from respondents.

Table 7: Duties not related to Employee's Area of Training

Respondents	Frequency	Percent
Always	9	30.0
Very often	12	40.0
Sometimes	6	20.0
Rarely	2	6.7
Never	1	3.3
Total	30	100

Source: Author Field Data (2011)

As shown in table 7 majority of the respondents 40% very often performed duties that they were not trained to do. From the above table it is clear that 60% of the respondents were

always and sometimes performing duties without the necessary skills. This indicated that there was multi-tasking that some employees performed duties in several areas that they did not have skills needed when called to support. The staffs in campuses were few in numbers in relation to the workload they were expected to do.

Table 8: Campuses Main Performance Indicator

Respondents	Frequency	Percent
Increase in student enrolment	26	86.7
Growth in infrastructure	3	10.0
Permanent staff	1	3.3
Total	30	100.0

Source: Author Field Data (2011)

As illustrated in table 8 the campus main performance indicator was increased student enrolment according to majority of the respondents 86.7%. The higher the number of students in a campus, the higher the number of middle level non-teaching staff required to cope with the work load. The number of students affected staff development because of the increased load work requiring higher skills from non-teaching staff.

Policies and Systems of Work between main universities and Campuses (Infrastructure) Effect on staff Development

The research investigated how the policies and systems of work between main campuses and their campuses affected staff development. All the policies governing work system and operations in campuses are made by the main campuses. These include training and development that affect non-teaching staff development. The infrastructure ICT, communication promptness, information systems of work and policies that affect middle level non-teaching staff development that were made by the main campus, the research investigated accessibility of the campuses their locations, and building structure accessibility.

Table 9: Infrastructure needed for accessibility of the campus

Respondents	Frequency	Percent
Excellent	5	16.7
Very good	5	16.7
Good	12	40.0
Poor	5	16.7
Very poor	3	10.0
Total	30	100.0

Source: Author Field Data (2011)

The rating of the infrastructure of different campuses in relation to accessibility the respondents' showed that 40% rated it good. However from the table above 16.7% of respondents rated it poor and 10% very poor. The location of some of the campuses was not easily accessible to physically challenged, campuses on tall buildings without the lifting facilities.

Table 10: Policies and Systems of work between campus and the Main University

Respondents	Frequency	Percent
Strongly agree	14	46.7
Agree	10	33.3
Undecided	2	6.7
Disagree	2	6.7
Strongly disagree	2	6.7
Total	30	100

Source: Author Field Data (2011)

Table 10 shows that respondents indicated that communication promptness between campuses and their mother university affected middle level non-teaching staff development. 46.7% strongly agreed that communication between the campus and their main campuses affect them. There was a positive response as indicated on the above table except a small percentage who were undecided and who totally disagreed.

Table 11: Correlation of Variables

		X ₁ Work Environment Facilities	X ₂ Technology Development	X ₃ Staff Training and Development	X ₄ Policies and Systems of Work	X ₅ Number of Non Teaching Staff Development	
X₁ Work Environment facilities	Pearson						
	Correlation	1	.863(**)	.860(**)	.886(**)	.653(**)	.786(**)
	Sig. (2-tailed)	.	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30
X₂ Technology Development	Pearson						
	Correlation	.863(**)	1	.972(**)	.935(**)	.776(**)	.756(**)
	Sig. (2-tailed)	.000	.	.000	.000	.000	.004
	N	30	30	30	30	30	30
X₃ Staff Training and Development	Pearson						
	Correlation	.860(**)	.972(**)	1	.933(**)	.743(**)	.785(**)
	Sig. (2-tailed)	.000	.000	.	.000	.000	.000
	N	30	30	30	30	30	30
X₄ Policies and Systems of Work	Pearson						
	Correlation	.886(**)	.935(**)	.933(**)	1	.771(**)	.326
	Sig. (2-tailed)	.000	.000	.000	.	.000	.060
	N	30	30	30	30	30	30
X₅ Number of Non Teaching Staff Staff Development	Pearson						
	Correlation	.653(**)	.776(**)	.743(**)	.771(**)	1	.283
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.070
	N	30	30	30	30	30	30
	Pearson						
	Correlation	.786(**)	.756(**)	.785(**)	.326	.283	1
	Sig. (2-tailed)	.009	.004	.000	.060	.070	.070
	N	30	30	30	30	30	30

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

Source: Author Field Data (2011)

Implications

1) Infrastructure: Work Environment Facilities, (working equipment, Social amenities)

The researcher tested the how work environment facilities, working equipment, social amenities, affected staff development. The office working environment in relation to disturbances such as noise and pollution that affect non-teaching staff development, the Pearson Correlation (r) of work environment facilities in campuses in relation to staff development was 0.786. This indicated that there was a strong positive relationship between work environment facilities and staff development. This showed that work environment facilities accounts for up to 78.6% of work environment facilities development.

The hypothesis testing on work environment facilities was done, the study revealed that the P-value = 0.000 therefore $0.000 < 0.005$ remaining 21.4% of work environment facilities effect on staff development was explained by other factors than environmental work facilities, equipment and how they were maintained. $P\text{-value} < \alpha$ accept H_1 and if $P\text{-Value} \geq \alpha$ accept H_0 . In this case the significant value $< \alpha$ was rejected H_0 and H_1 was accepted. There was high positive relationship between work environment facilities and staff development.

2) Technology Development

The hypothesis testing on technology development in relation to communication technology available in campuses effect on non-teaching staff development was done. The Pearson Correlation (r) of technology development in campuses in relation to staff development was 0.756. This indicated that there was a strong positive relationship between technology development in campuses and staff development. This shows that technology development accounts for up to 75.6% of technology development. The remaining 24.4% was explained by other factors than technology development.

Hypothesis testing on technology development was given a significance $P\text{-value} < \alpha$ accepted H_1 . In this case the P-value = 0.004, therefore $0.004 < 0.005$ which implies that the significance value $< \alpha$ therefore, there is sufficient evidence to and therefore reject H_0 and accept H_1 . There was significant relationship between technology development and staff development in campuses. This can be explained by the fact that majority of campuses have developed technology with internet that is necessary for learning programmes and for staff development.

3) The Effect of Staff Training and Development on Staff Development

The hypothesis testing on training and development in relation to employee age bracket was done. The Pearson Correlation (r) of the effect of staff training and development in relation to staff development was 0.785. This indicated that there was a strong positive relationship between staff training and development in campuses and staff development. This which

showed that accounts for up to 78.5% of training and development. The remaining 22.5% was explained by other factors than staff training and development.

Hypothesis testing on training and development was given a significance P -value $< \alpha$ reject H_1 and if P -Value $\geq \alpha$ accept H_0 . In this case the P -value = 0.000, therefore $0.000 < 0.005$ significant value $< \alpha$ there is sufficient evidence to reject H_0 . Therefore accept H_1 . There was significant relationship between training and development and staff development in campuses. This can be explained by the fact that majority 86% of respondents in campuses have acquired further training and developed skills on personal effort.

4) Size Of Middle Level Non-Teaching Staff (in Numbers) Working in Campuses

The hypothesis testing on size of middle level non-teaching staff (in numbers) working in campuses was done using z test significance. The Pearson correlation (r) of in relation to staff development was 0.283. This showed that the Size Of Middle Level Non-Teaching Staff (in Numbers) Working in Campuses accounts for up to 28.3% while other factors not related to number of non-teaching staff development account for the rest 72.7%.

Hypothesis testing on number of non-teaching and development was given a significance P -value $< \alpha$ (alpha) reject H_1 and if P -Value $\geq \alpha$ accept H_0 . In this case the P -value = 0.070, therefore $0.070 > 0.005$ which implies that the significance value $> \alpha$ therefore, there is sufficient evidence to accept H_0 . There was no significant relationship between the size of middle level non-teaching staff in numbers and staff development. This can be explained by the fact that majority of respondents 84.3% in campuses have attained diploma and above and they multi-tasking.

5) Policies and Systems of Work between main Campuses and Campuses (Infrastructure) Effect on staff Development

The hypothesis testing on policies and systems of work between main campus and campuses (infrastructure), the Pearson Correlation (r) of policies and systems of work between main campuses and campuses in relation to staff development was 0.326. This showed that the policies and systems of work between main campus university and campuses (Infrastructure) effect on middle level non-teaching staff development in campuses accounts for up to 32.6% while other factors not related policies and systems of work between main campuses and campuses account for the rest 68.2 %.

Hypothesis testing was given a significance P -value $< \alpha$ reject H_1 and if P -Value $\geq \alpha$ accept H_0 . In this case the P -value = 0.060, therefore $0.060 > 0.005$ which implies that the significance value is $> \alpha$ therefore, there is sufficient evidence to accept H_0 and reject H_1 . There was no significant correlation between policies and systems of work between main campus, campuses and staff development in campuses

Conclusion

From the data provided in this research, it is evident that non-teaching staff development in campuses faced challenges related to skills development. Management lack conception to further training needs for non-teaching staff, lack of any training arrangement or funding extended to middle level non-teaching staff. Staff progression structure path for middle level was not clear, whether it is based on academic qualifications or otherwise. Non teaching-staff in campuses who acquired additional qualifications on personal effort were not rewarded accordingly. There were various methods used which were not motivating non teaching staff in campuses, such as additional responsibilities and lack of promotion. There was inadequate number of staff working in the campuses resulting in multi-tasking, lack of advanced skills and competencies. If the findings of this research will be adopted it will guide management in campuses to identify factors affecting non-teaching staff development. Management may create a progression path for non-teaching middle level staff in universities Kenya.

Recommendations

That management of campuses should define job groups with job descriptions for each cadre of staff to improve on job specialization and efficiency of staff. Employee loyalty and job commitment would be higher when the job fulfils intrinsic needs and personal goals. Progression path for non-teaching staff in campuses should be established based on acquired qualifications.

That since skills are dynamic additional skills in technology development through refresher courses and workshops, should be done through various training methods. Learning is a process within an organization that generates potentiality, promote development, change the way people think, feel, and interpret their world. With increased global competition, workers must keep on learning new technology, which is quite dynamic, and thus learning is continuous. This brings out the underlying characteristics of a person which result in effective and superior job performance.

That the work environment, facilities in the campuses such; as equipment, installation, operation, and maintenance (including software), network administration, and security need trained personnel to maintain their standards. That management of the campuses should develop appropriate organizational reward system to motivate non-teaching staff. Respondents indicated that majority 30% were not recognized even after attaining high skills.

The development of an appropriate organizational reward system is probably one of the strongest motivational factors. Respondents indicated that majority 30% were not recognized even after attaining higher skills. Policies and work systems that relate to staff development issues be implemented in campuses. That management of campuses be mandated to have decision making bodies on issues that affect non-teaching staff development in their campuses.

Universities must develop appropriate leadership styles and practices. Refreshers courses/ seminars should be introduced in campuses.

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