EFFECT OF STAFF CAPACITY DEVELOPMENT ON ORGANIZATIONAL EFFECTIVENESS: CASE OF UNIVERSITY OF ELDORET, KENYA

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Abstract

This paper sought to establish the effect of staff capacity development on organizational development in University of Eldoret, Kenya. The study adopted descriptive survey design. The target population were 78 senior staff members involved in decision-making, mostly the top of management staff in the institution. These include Council members, Management Board Members, Senate Members and all Heads of Departments. The sample size composed of 65 respondents selected from various categories of the target population. Primary data for the study were collected through the use of structured questionnaires. Quantitative data was analyzed through coding in SPSS version data editor. First, descriptive statistics viz. frequencies and percentages of responses were used to give the results of the analysis which were then presented inform of charts and tables. Subsequently, Pearson correlation was used to establish the effect of staff capacity development and organizational effectiveness.

Keywords: Effect, Staff capacity development, Organizational effectiveness, University, Kenya

INTRODUCTION

The economic and social environment is so dynamic that without the change that would be adoptive to the changed environment, even the most successful organizations was left behind, unable to survive in the new environment Singh (2003). According to Harigopal (2001), survival and eventual prosperity of an organization depends on its ability to monitor its external environment and align itself with changes that occur or tend to occur. This ability to plan for, implement and manage change is the factor that separates successful organizations from unsuccessful ones.

According to Hiatt and Creasey (2003), change management is about managing people in a changing environment so that business changes are successful and the desired business results are realized. Change management involves the process, tools and techniques for proactively managing the people side of change in order to achieve the desired business results. It involves constantly examining organizational performance, strategy, processes and systems to understand what changes need to be made, and at the same time, understanding the implications of a new business change on its employees given their culture, values history and capacity for change.

Change management initiatives enable organizations to become efficient, effective and to compete favourably in the face of competition from other organizations in the same business (Burnes, 2004). Therefore, for organizations to remain truly competitive over time as the environment changes, they have to learn to adapt and reorient themselves to the changing environment. For this reason, there has to be a deliberate and coordinated leaning to a gradual systematic realignment between the environment and the organization's strategic orientation that results in improvement in performance, efficiency and effectiveness.

Capacity development is the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time (UNDP, 2009). According to Olaniyan and Ojo (2008),staff training and development has been identified by various scholars and anchors to be very crucial to an organization and its effectiveness. Training reduces the work of the manager in terms of close supervision it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among workers within the organization. However, for any organization to succeed, training and re-training of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory.

According to Abbah, (2014) an organization is effective to the degree to which it achieves or accomplishes its mission and goals. An effective organization ensures that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of it influence". In order to make employee satisfied and committed to their jobs, there is need for strong and effective motivation at various levels in an organization. An effective organization is one where there is a good strategic alignment between the mission, the structures and the subsequent human resource management policies and procedures which support people in achieving the goals of the organization. An organization is considered efficient and operationally effective if it is characterized by coordination between objectives and strategies. Therefore, there has to be an integration of the parts into a complete structure, that is, operates as a system.

University of Eldoret is one of the new public universities in Kenya, which was awarded charter to a full-fledged university status in February 2013. It represents some of the new public universities experiencing growth in both structural and academic programmes. The desire to grow and become more competitive amid many bigger and established public and private universities in the region presents enormous challenges of coming up with response strategies of managing change so as to enhance organizational effectiveness. This study, therefore, sought to establish the coping change management strategies adopted by public universities in Kenya with focus in University of Eldoret, and how it affects the organizational effectiveness.

Few studies on change management strategies have been conducted in public universities in Kenya, Mukhoko (2010) investigated the influence of strategic planning at the University of Nairobi. While these studies compare well with the current study, majority of them focused on general problems without addressing the response strategies put in place to counter the challenges.Mutula (2002) investigated the problems facing university education in Kenya, while Ndirangu and Odoto (2011) sought to establish the challenges in teaching and learning in Kenya's public universities. The current study sought to establish the effect of staff capacity development on effectiveness of public universities in Kenya.

Literature Review

Organizations are encouraged to train and develop their staff to the fullest advantage in order to enhance their effectiveness. For any organization to succeed, training and re-training of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory. The Staff Development Strategy of the University of Western Cape (South Africa), recommend that Universities should accept the responsibility for the creation of a work environment which enables all members of staff to develop, apply their skills and abilities in order to support the mission of the University by building capability. They need to pursue the value of staff development in contributing to both the efficient and effective operation of the

University as well as to the career and personal developmental goals of staff (Ofori and Atiogbe, 2012).

Staff Development activities are planned to focus on the development of competencies. Staff Development for academic staff should be aligned to facilitate the implementation of the core roles and responsibilities of academic staff, namely; teaching and research. Staff development for academic staff includes opportunities for staff to enhance their research and publication endeavours and keep abreast with the best practices in teaching and learning in Higher Education. This study therefore investigated the relationship which exists between staff development in the University of Eldoret and organizational effectiveness.

METHODOLOGY

Research Design

The study employed a descriptive survey design. This design was considered suitable because the study required an accurate examination; whereby in-depth, insightful and unique information on effect of staff capacity development on organizational effectiveness at University of Eldoret.

Target Population

The target population for the study was all staff that were involved in organizational change both directly and indirectly impacted upon by the new administrative systems. The total population of staff at the University of Eldoret is 1100. The study targeted 78 senior staff members involved in decision-making, mostly the top of management staff in the institution. These include Council members, Management Board Members, Senate Members and all Heads of Departments.

Sampling Design

The sample size formula proposed by Krejcie and Morgan (1970) as quoted by Kasomo (2001) was used in this study. The formula is given as:

$$n = \frac{X^2 * N * P(1-P)}{\left(ME^2 * (N-1)\right) + (X^2 * P * (1-P))}$$

Where

    n=Sample size

    X^2=Chi Square for the specified confidence level at

        1 degree of freedom= (3.841) from tables

    N=Population size

    P=Population proportion (.50 in the table)

    ME=Desired margin of error (expressed as a proportion=0.05)

The sample size was;

     n= 74.8995/1.15275

      = 65

Table 1: Sampling

Management Level	No. of employees	Sample size
University Council	9	7
Management Board	18	15
Senate Members	20	17
Heads of Departments	31	26
Total	78	65

The members of each subgroup included were selected using simple random sampling.

Data Collection Instruments

Data for the study were collected through the use of questionnaires. Both open-ended and closed questionnaires were administered to the target staff. The questions were structured so as to be both qualitative and quantitative in nature to capture all the aspects of the effectiveness of change management strategies in an organization.

Validity of the Research Instruments

Golafshani(2003) describe validity as the accuracy and meaningfulness of inferences based on the research results. The test must produce information that is not only relevant but free from systematic errors. In order to maintain consistency and relevance to the problem or degree to what researcher intended to do, the researcher carried out four processes to ensure validity of research instruments.

Content Validity

The content validity of a measuring instrument (the composite of measurement scales) is the extent to which it provides adequate coverage of the investigative questions guiding the study. If the instrument contains a representative sample of the universe of subject matter of interest, then the content validity is good. In order to evaluate the content validity of the instruments, the researcher came up with dimensions and elements that constituted adequate coverage as per

the studies' objectives. This validity is a function of how well the dimensions and elements of a concept have been delineated.

Face Validity

This was done by ascertaining whether at face value, the questions appear to be measuring the construct as per the research objectives. Face validity indicates that the items that are intended to measure a concept on the face of it look like they measure the concept. Put that when the measures in the instruments provide adequate coverage of the concept, a measure has face validity. The researcher observed this face validity to ensure that the instruments provided adequate coverage of the study concepts. This largely was a common sense assessment (Brewer, 2000).

Reliability of the Research Instruments

Reliability is a measure of the degree to which a research instrument yields results after repeated trials (Mugenda&Mugenda, 1999). Reliability is used to measure precision and accuracy. To determine reliability and internal consistency of research instruments, the researcher re-administered the same test two weeks after the first. The responses were used to determine the reliability of the instrument. Cronbach Alpha coefficient was calculated. A reliability score of 0.7 or higher was deemed acceptable as noted by Orodho (2009). In this study a reliability coefficient of 0.78 was obtained and therefore the research instruments were adopted for use in data collection.

Data Analysis Approach

The data collected from questionnaires was summarized according to the study themes being change management strategies and organizational effectiveness. Data was then analyzed to determine its accuracy, credibility, usefulness and consistency. According to Cooper and Schindler (2011), content analysis measures the semantic content or the "what" aspect of the message. Its breadth makes it flexible and wide-ranging tool that is used as a methodology or as a problem-specific technique.

Quantitative data was analyzed through coding in SPSS version data editor where inferences were drawn and descriptive statistics; frequencies and percentages of responses were used to give the results of the analysis which were then presented inform of charts and tables. Pearson correlation was used to establish the effect of staff capacity development and organizational effectiveness.

FINDINGS

Response Rate

A total of 59 out of 65 respondents fully filled and returned the research questionnaires. The return rate for questionnaires used for data analysis in this study was 90.7% and this was therefore considered sufficient to provide adequate and reliable information on effects of change management strategies on organizational effectiveness. It has been argued that potential bias could result from low response rate (Brick & Williams, 2013) and therefore in this study, high response rate was associated with high reliability in information gathered.

Staff Capacity Development and its Effects on Organizational Effectiveness

The second objective of this study was to identify how staff capacity development affects organizational effectiveness of the University of Eldoret. To achieve this objective, the respondents were requested to rate their level of agreement on a five point likert scale items on effect of staff development on organizational effectiveness (Table 2).

Table 2: Effect of Staff Capacity Development on Organizational Effectiveness

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
The university provides opportunities for further studies to its staff members.	9	15.3	8	13.6	1	1.7	34	57.6	7	11.9
The university offers scholarships for both staff and students, which has hence improved their morale and productivity.	4	6.8	15	25.4	3	5.1	31	52.5	6	10.2
The university offers in-service training and benchmarking opportunities for all staff.	13	22.0	4	6.8	4	6.8	14	23.7	24	40.7
The University enhances leadership position in hands-on training.	11	18.6	7	11.9	3	5.1	20	33.9	18	30.5
The university promote leadership development and participation of students in decision making processes.	10	16.9	2	3.4	1	1.7	30	50.8	16	27.1
The University provides for	11	18.6	5	8.5	2	3.4	34	57.6	7	11.9

Table 2...

Statement										
counseling, spiritual nourishment and career guidance services to staff and students.										
There is a pro-active library management that is visible, open and transparent that meets the demands of both staff and students.	0	0.0	10	16.9	5	8.5	36	61.0	8	13.6
Team building and group dynamics form an integral part of university management leadership.	1	1.7	11	18.6	4	6.8	18	30.5	25	42.4
Staff of the university works in a coordinated teamwork.	0	0.0	9	15.3	3	5.1	32	54.2	15	25.4

Table 2 shows that 34(57.6%) respondents agreed with the statement that the university provides opportunities for further studies to its staff members, 9(15.3%) respondents strongly disagreed with the statement, 8(13.6%) respondents disagreed with the statement and 7(11.9%) respondents strongly agreed with the statement while 1(1.7%) respondent was undecided on the statement. The study findings suggested that majority (69.5%) of the university management members reported that their university provided opportunities for further studies to its staff members. this implies that university staff members are accorded the opportunity to improve on the careers through learning. This concurs with stone (2002) who noted that training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce.

Further, 31(52.5%) respondents agreed with the statement that the university offers scholarships for both staff and students, which has hence improved their morale and productivity, 15(25.4%) respondents disagreed with the statement, 6(10.2%) respondents strongly agreed with the statement and 4(6.8%) respondents strongly disagreed with the statement while 3(5.1%) respondents were undecided on the statement. it emerged from the study findings that majority (62.7%) of the university staff management members believed that their university offered scholarships for both staff and students, which has improved their morale and productivity. This is in agreement with Tihanyi *et al.,* (2000), who pointed out that trained employees perform well as compared to untrained employees.

In addition, 24(40.7%) respondents strongly agreed with the statement that the university offers in-service training and benchmarking opportunities for all staff, 14(23.7%) respondents

agreed with the statement, 13(22.0%) respondents strongly disagreed with the statement and 4(6.8%) respondents disagreed with the statement while 4(6.4%) respondents were undecided on the statement. From the responses, it emerged that majority (64.4%) of the responses cited that the university offered in-service training and benchmarking opportunities for all staff. Now a days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The most important factor of employee performance is training. Training is important to enhance the capabilities of employees (Raja, Furqan, & Muhammad, 2011).

Further, 20(33.9%) respondents agreed with the statement that the University enhances leadership position in hands-on training, 18(30.5%)respondents strongly agreed with the statement, 11(18.6%) respondents strongly disagreed with the statement and 7(11.9%) respondents disagreed with the statement while 3(5.1%) respondents were undecided on the statement. From the responses, it emerged that majority (64.4%) of the respondents noted that the University enhanced leadership position in hands-on training. This concurs with the findings of Edralin, (2004) and Vemić, (2007) who both noted that the survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage

Similarly, 30(50.6%) respondents agreed with the statement that the university promote leadership development and participation of students in decision making processes, 16(27.1%) respondents strongly agreed with the statement, 10(16.9%) respondents strongly disagreed with the statement while 2(3.4%) respondents disagreed with the statement. It emerged from the responses that majority (67.9%) of the university of Eldoret management members reported that the university promotes leadership development and participation of students in decision making processes. In support of this argument, Barasa (2007), Moller *et al.,* (2005) and Moos (2008) aptly point out that education should be based on democratic principles and schools should serve the functional role of inculcating the virtues of leadership, democracy and participatory processes in their students. Furthermore,34(57.6%) respondents agreed with the statement that the University provides for counseling, spiritual nourishment and career guidance services to staff and students, 11(18.6%) respondents strongly disagreed with the statement, 7(11.9%) respondents strongly agreed with the statement and 5(8.5%) respondents disagreed with the statement while 2(3.4%) respondents were undecided on the statement. It seems therefore that majority (69.5%) of the respondents reported that their university provided counseling, spiritual nourishment and career guidance services to staff and students. This implies that the university has qualified counselors to guide students on spiritual matters and on their careers.

Moreover, 36(61.0%) respondents agreed with the statement that there was a pro-active library management that is visible, open and transparent that meets the demands of both staff and students, 10(16.9%) respondents disagreed with the statement and 8(13.6%) respondents strongly agreed with the statement while 5(8.5%) respondents were undecided on the statement. The study showed that majority (73.6%) of the respondent reported that the university has a functional library with adequate resource materials. This supports the work of Musau (2004) who found out that lack of library facilities was one of the most serious problems standing in the way of achieving high education standards in learning institutions. This shows that students in the university are able to complete their assignments and research work in time due to available resources in the library.

Similarly, 25(42.4%) respondents strongly agreed with the statement that team building and group dynamics form an integral part of university management leadership, 18(30.5%) respondents agreed with the statement, 12(20.3%) respondents were in disagreement with the statement while 4(6.8%) respondents were undecided on the statement. It seems therefore that majority (72.9%) of the university members who are in charge of university management believed that team building and group dynamics form an integral part of university management leadership. It is believed that teamwork strongly support the notion that effective information-sharing between team members increases both performance and productivity through interaction (Mesmer-Magnus *et al.,* 2009). In addition, 32(54.2%) respondents agreed with the statement that staff of the university works in a coordinated teamwork, 15(25.4%) respondents strongly agreed with the statement and 9(15.3%) respondents were in disagreement while 3(5.1%) respondents were undecided on the statement. from the responses, it can be deduced that majority (79.6%) respondents believed that the university staff members worked as a team. According to Klein *et al.,* (2009) working in a team is most strongly related to affective and process outcomes. This implies that for effective service delivery at the university, the staff members need to work together as a team.

Organizational Effectiveness

The purpose of this study was to investigate the effects of change management strategies on organizational effectiveness of the University of Eldoret. The dependent variable in this study was organizational effectiveness. In achieving organizational effectiveness, the respondents were asked to rate their level of agreement in a five point Likert scale items on organizational effectiveness. The results of data analysis are presented in Table 3.

Table 3: Responses on Organizational Effectiveness

Statement	SD		D		UD		A		SA	
	F	%	F	%	F	%	F	%	F	%
The information in the university flows without any distortion	4	6.8	9	15.3	1	1.7	33	55.9	12	20.3
I access quality services across all departments in a timely and efficient manner	6	10.2	10	16.9	2	3.4	27	45.8	14	23.7
Recruitment process is transparent and timely done as per the staff establishment	0	0.0	15	25.4	0	0.0	30	50.8	14	23.7
There is a participatory decision-making for both senior and middle-level managers of the university	9	15.3	10	16.9	0	0.0	26	44.1	14	23.7
Strategic goals of the university is always clearly communicated to all staff and students	0	0.0	10	16.9	4	6.8	31	52.5	14	23.7
There is an effective mechanism for delegation of authority and responsibility to functional units within the structure to take initiatives	0	0.0	21	35.6	0	0.0	33	55.9	5	8.5

Table 3 shows that 33(55.9%) respondents agreed with the statement that the information in the university flows without any distortion, 12(20.3%) respondents strongly agreed with the statement and 13(22.1%) respondents were in disagreement with the statement while 1(1.7%) respondents was undecided on the statement. The study findings showed that a majority (71.2%) of the university management members in the University of Eldoret believed that there was effective flow of information in the university. This shows that the University has developed an effective communication channels within the university which ensures effective flow of information. Vogel, (2000) encourage effective communication in organizations for the right 'spirit' to be embraced within the organization.

In addition, 27(45.8%) respondents agreed with the statement that they accessed quality services across all departments in a timely and efficient manner, 14(23.7%) respondents strongly agreed with the statement, 10(16.9%) respondents disagreed with the statement and

6(10.2%) respondents strongly disagreed with the statement while 2(3.4%) respondents were undecided on the statement. From the responses it can be argued that majority (69.5%) of the respondents believed that there was access of quality services across all departments in a timely and efficient manner in the university. Marzano *et al.,* (2005) reported that high-quality leadership leads to efficient delivery of services and therefore it seems that the university has high quality leadership which has enhanced efficient service delivery.

On the statement that the recruitment process was transparent and timely done as per the staff establishment in the university, 30(50.8%) respondents agreed with the statement and 15(25.4%) respondents were in disagreement with the statement while 14(23.7%) respondents strongly agreed with the statement. From the responses, it can be shown that majority of the respondents (74.5%) believed that there was transparent recruitment process in the university and was done as per the staff establishment in the university. this shows that there is integrity in the recruitment process in the university.

Further, 26(44.1%) respondents agreed with the statement that there is a participatory decision-making for both senior and middle-level managers of the university, 14(23.7%) respondents strongly agreed with the statement and 10(16.9%) respondents disagreed with the statement while 9(15.3%) respondents strongly disagreed with the statement. The responses shows that majority (67.8%) of the university management members reported that there was a participatory decision-making for both senior and middle-level managers of the university. Participatory decision making ensures that all values and views of an individual are tapped as noted by (Bartol and Srivastava, 2002).

Similarly, 31(52.5%) respondents agreed with the statement that strategic goals of the university is always clearly communicated to all staff and students, 14(23.7%) respondents strongly agreed with the statement and 10(16.9%) respondents disagreed with the statement while 4(6.8%) respondents were undecided on the statement. It emerged from the study findings that a majority (76.2%) of the respondents believed that the strategic goals of the university was always clearly communicated to all staff and students. Communication ensures that all information is passed to individuals enhancing success in the project.

Moreover, 33(55.9%) respondents agreed with the statement that there was an effective mechanism for delegation of authority and responsibility to functional units within the structure to take initiatives, 21(35.6%) respondents were in disagreement with the statement while 5(8.5%) respondents strongly agreed with the statement. The responses showed that majority (64.4%) of the university of Eldoret management members believed that there is an effective mechanism for delegation of authority and responsibility to functional units within the structure to take initiative.

Hypotheses Testing

Pearson Correlation Coefficient (simply *r*) was used to establish the relationship between mortgage awareness, mortgage accessibility, mortgage interest & mortgage duration and Growth of real estate. When $r = (+) 1$, it indicates perfect positive correlation and when it is $(-) 1$ it indicates a negative correlation. The results are presented in Table 4.

Table 4: Correlation Analysis

		Staff Development
Staff Development	Pearson Correlation	1
	Sig. (2-tailed)	
Organizational effectiveness	Pearson Correlation	.816[**]
	Sig. (2-tailed)	.000

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

Table 4. Shows a significant and positive correlation between staff development and organizational effectiveness ($r = .816, p = .000$) and therefore, the null hypothesis was rejected. This shows that staff development influence positively organizational effectiveness.

CONCLUSIONS AND RECOMMENDATIONS

The study concluded that there was a significant relationship between staff development and organizational effectiveness in the University of Eldoret implying further training of staff and students in the university through scholarships and awards influences the effectiveness of the university. The university can liaise with other institutions of higher learning both within and overseas countries to foster scholarships and exchange programmes to ensure that students and staff have the necessary experience and exposure to enhance effectiveness.

There is also need for the institution to provide more training scholarships and awards to its staff and students as this will positively influence the organizational effectiveness in university. Staff training should be both on job and off job to equip staff with the requisite skills to perform in their current position and prepare them take up new positions that may arise in future. These will motivate the staff as well as ensure that the university has sufficient pool of competent staff to response to future demands in the university set up.

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