

THE RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT AND THE SATISFACTION OF CLIENTS IN HIGHER LEARNING INSTITUTIONS: A CASE OF KIGALI INDEPENDENT UNIVERSITY ULK

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ABSTRACT

Training and development programs play a crucial role in shaping the skills, knowledge, and competencies of employees in higher learning institutions. In the context of Kigali Independent University ULK, understanding the relationship between training and development initiatives and client satisfaction is essential for ensuring the delivery of high-quality services. This article explores the dynamics of training and development at ULK and their implications for client satisfaction.

Keywords: Training and Development, Client Satisfaction, Higher Learning Institutions, Employee Competencies, Skills Development, Service Quality, Education Management, Human Resource Development

1.0 INTRODUCTION

Training and development programs play a crucial role in shaping the skills, knowledge, and competencies of employees in higher learning institutions. In the context of Kigali Independent University ULK, understanding the relationship between training and development initiatives and client satisfaction is essential for ensuring the delivery of high-quality services. This article explores the dynamics of training and development at ULK and their implications for client satisfaction.

1.1 Background

Higher learning institutions like ULK are entrusted with the responsibility of providing quality education and support services to their students. However, achieving and maintaining high levels of client satisfaction in this dynamic environment poses significant challenges. Factors such as rapidly evolving educational trends, technological advancements, and diverse student demographics necessitate a proactive approach to employee development and service enhancement.

1.2 Statement of Problem

Despite the recognized importance of training and development initiatives, many higher learning institutions struggle to design and implement effective programs that address the specific needs of their employees and clients. The lack of alignment between training efforts and organizational objectives, limited resources, and inadequate evaluation mechanisms often hinder the efficacy of these programs.

Consequently, there is a need to explore the relationship between training and development and client satisfaction within the context of ULK to identify areas for improvement and optimization.

1.3 Research Aims and Objectives:

The primary aim of this study is to investigate the impact of training and development programs on client satisfaction in Kigali Independent University ULK. Specifically, the objectives include:

To examine the existing training and development practices at ULK and their alignment with organizational goals.

To assess the perceived effectiveness of training and development programs in enhancing employee skills and competencies.

To explore the relationship between employee training and development and client satisfaction levels.

To identify areas for improvement and optimization of training and development initiatives to better meet the needs of both employees and clients.

1.4 Purpose of Study

The primary objective of this study is to investigate how training and development programs at ULK impact client satisfaction. By examining the effectiveness of these programs in enhancing employee performance and service delivery, the study aims to uncover insights that can inform strategic decisions aimed at improving client satisfaction in the higher education setting.

1.5 Significance of the Study

This study holds significant implications for both theory and practice in the field of higher education management. By shedding light on the relationship between training and development and client satisfaction, it seeks to contribute to the existing body of knowledge on human resource management in educational settings. Moreover, the findings of this study can inform strategic decision-making processes at ULK and similar institutions, guiding the design and implementation of more effective training and development programs that align with organizational objectives and enhance client satisfaction.

1.6 Summary

In summary, this study aims to explore the impact of training and development programs on client satisfaction in higher learning institutions, with a specific focus on Kigali Independent University ULK. By examining the existing practices, perceived effectiveness, and relationship between training efforts and client satisfaction levels, this research seeks to provide valuable insights and recommendations for enhancing service quality and overall organizational performance.

2.0 LITERATURE REVIEW

The literature on training and development emphasizes the importance of continuous learning and skill enhancement in fostering employee engagement, productivity, and satisfaction. Various studies have highlighted the positive impact of training and development programs on organizational performance and client satisfaction across different industries. However, there is a gap in understanding how these programs specifically influence client satisfaction in higher learning institutions like ULK.

2.1 Impact of Training and Development on Employee Performance:

Numerous studies have demonstrated a positive correlation between training and development programs and employee performance. According to research by Noe (2013), comprehensive training programs contribute to increased job knowledge, improved skills, and higher employee motivation, ultimately leading to enhanced performance outcomes. Similarly, a study by Huselid (1995) found that organizations investing in employee training experienced higher productivity levels and greater customer satisfaction. These findings suggest that training and development initiatives are instrumental in equipping employees with the necessary competencies to deliver quality services, thereby influencing client satisfaction positively.

2.2 Role of Training and Development in Service Quality Improvement

In the service industry, the quality of interactions between employees and clients significantly impacts overall satisfaction levels. Training and development programs play a crucial role in improving service quality by enhancing employee competencies and customer service skills. Research by Parasuraman et al. (1985) highlights the importance of employee training in meeting customer expectations and delivering service excellence. Moreover, studies by Bowen and Schneider (1988) and Zeithaml et al. (1996) emphasize the role of employee training in shaping service encounters and creating positive customer experiences. These findings underscore the importance of training and development initiatives in driving service quality improvements that contribute to client satisfaction.

2.3 Employee Satisfaction and Its Impact on Client Satisfaction

Employee satisfaction is closely linked to client satisfaction, as satisfied employees are more likely to deliver superior service and engage positively with clients. Research by Schneider and Bowen (1995) suggests that organizations with high levels of employee satisfaction tend to achieve higher levels of customer satisfaction and loyalty. Similarly, a study by Heskett et al. (1994) found a strong relationship between employee attitudes, customer perceptions, and financial performance, highlighting the critical role of employee satisfaction in shaping client experiences. These findings underscore the importance of investing in training and development programs to enhance employee satisfaction, thereby positively impacting client satisfaction levels.

The literature reviewed highlights the significant role of training and development programs in influencing employee performance, service quality improvement, and ultimately, client satisfaction in higher learning institutions. By equipping employees with the necessary skills, knowledge, and competencies, organizations like ULK can enhance service delivery standards

and create positive client experiences. Moving forward, it is essential for organizations to prioritize investment in comprehensive training and development initiatives that align with organizational goals and contribute to overall client satisfaction.

3.0 RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the researcher discussed the key issues in conducting this research with questions of who, where, when, and how the data was collected. It presents a discussion on the methodology used in the research to be able to answer the research questions. The researcher used both quantitative and qualitative to justify the research design, the population, sampling techniques, sources of primary and secondary data, data collection instruments, data processing and presentation of research findings and limitations of this research. It also explains the operationalisation of the study variables as well as methods of analyzing the data.

3.2 Research / Study design

This elaborates on research design, outlining its significance in guiding the approach to data collection and analysis (Abdulghani et al., 2014; Rajasekar, Philominathan, & Chinnathambi, 2006). It discusses the increasing complexity of research design decisions, influenced partly by taxonomies proposed in literature (J. W. Creswell, 2008, 2013; J. W. Creswell & Tashakkori, 2007; J. Morse & Niehaus, 2009). The study employs a mixed research approach combining qualitative and quantitative methodologies, reflecting advancements in mixed methods research (Bryman, 2007; Tashakkori & Teddlie, 1998). Triangulation is used to enhance data accuracy, involving multiple data collection methods such as surveys, observations, and interviews. The research design specifies participants, variables, data collection, and analysis methods, aiming for validity and reliability (Lussier, 2011). Secondary data sources are utilized alongside primary data collection methods. The qualitative aspect of the research explores social and human problems through fieldwork and observations (J. Creswell, 1998). The case study method is employed, focusing on Kigali Independent University ULK to gather in-depth data about employees and clients (Leedy & Ormrod, 2001; Mugenda & Mugenda, 1999). Overall, the research design incorporates various methodologies to address the research questions effectively.

3.3 Study area

Kigali Independent University ULK has two campuses, the first one is located in Gisozi sector, Kacyiru District in Kigali City, the capital city of Rwanda. The second campus is located in Gisenyi sector, Rubavu District in Western province.

3.4 Study population

A population is a total group about which the researcher describes and makes inferences (Lussier, 2011). Among 378 employees, 120 were selected randomly, based on the ones who were able to give information needed to answer the research question. Among 12281 students, 150 were selected from different classes and different departments of the University. Among

clients, 40 alumni, 30 parents/ guardians, 10 potential clients (S6 students) were randomly selected. The total sample was 350 respondents.

The population of focus comprised 120 employees who 98 are male and 22 are female. Among them 28 employees are between 21 and 30, 62 have age between 31 and 40, 9 of them are between 41 and 50 and 21 are between 51-60 years. The population was also composed of 230 clients among them 117 were male and 113 were female. Among them 55 clients are aged 20 and less, 158 have age between 21 and 30, 9 of them are between 31 and 40 and 8 of them are aged 41 and above.

3.5 Sampling procedure

Sampling is a core concern for researchers to determine the success of a project and continual examination is required (O'reilly & Parker, 2013; Tuckett, 2004). The text emphasizes the importance of sampling in research, particularly in qualitative studies where the focus is on exploring diverse perspectives rather than representing a population (O'reilly & Parker, 2013; Tuckett, 2004). Qualitative sampling aims for richness of information and adequacy rather than generalizability (Kuzel, 1992; Marshall, 1996). Purposive sampling, as defined by Mugenda and Mugenda (1999), involves selecting participants based on their relevance to the research questions, which was applied in this study. The sampling process involved defining the population, determining the sample size, and drawing the sample, with employees and clients of Kigali Independent University ULK selected deliberately to provide relevant information (Maxwell, 2012). The researcher encountered challenges in contacting all staff members, leading to a purposive selection of participants based on various criteria such as gender, education levels, and position/post (Bird, 1989). The sample size was deemed representative of the wider group despite time and financial constraints, and the survey was administered personally to ensure clarity and participation (Mugenda & Mugenda, 1999). The results were generalized to the entire population, supported by the acceptance of the sample size by supervisors and the journal where the research was published.

As indicated above, the participants were divided into subgroups. Since the researcher administered a questionnaire himself, all the questionnaires were returned. Random samples use controlled procedures, assuring that each population participant is given a known probability of selection. Yet for non-random, the sample is selected based on subjective judgment, there are no objective procedures to follow when selecting the sample (Lussier, 2011). In this research, a purposive sampling was used to select employees while a convenience sample was used for clients to include any available participants.

Table 3.1: Categories of respondents

Category of respondents	Total of this category in the population in the area of study	No. of respondents from this category actually chosen for the study	Percentage of this number in as far as the actual total no. of respondents is concerned	How the respondents were chosen from the total population/ Sampling method used
Senior Managers	8	3	30%	Purposive sampling will be used

Directors	11	1	Randomly	Purposive sampling will be used
Heads of departments	10	7	Randomly	Purposive sampling will be used
Teaching staff	77	37	Randomly	Purposive sampling will be used
Administrative staff	76	34	Randomly	Purposive sampling will be used
Supporting staff	196	38	Randomly	Purposive sampling will be used
Students	12281	150	Randomly	Purposive sampling will be used
Alumni		40		
Parents/Guardians		30		
Potential clients (S6 students)		10		
Total		350		

The study involved 350 respondents chosen from two main categories: 120 employees among 378 of ULK employees in total and 230 clients (students, Parents/ guardians, former students/ alumni and potential clients/ secondary students). The choice of the respondents was based on how best informative and knowledgeable they were with regards to the topic under consideration. Since the researcher had support from high level management for the research project, the employees were selected from different services and departments and from all positions or ranks. While the clients, especially the students were selected randomly from various departments and classes.

The researcher accessed the list from the Heads of Departments to which he was directed to the respective classes for filling of the questionnaires. The membership in various clubs and Guild Students' Association were taken into consideration. The parents/guardians were selected according to their availability and willingness to participate in the research. These were conducted during accountability days. For former students/alumni, they were selected when a tracer study was conducted by the university to assess where their graduates are, what they are doing and how their employers appreciated their performance.

4.0 METHODS AND INSTRUMENTS OF DATA COLLECTION

The instruments refer to the tools used for collecting data and how those tools have been developed. Vockell and Jacobson (1983) notes that a measurement research instrument is any sort of data collecting device or technique or plan of action for carrying out the measurement process. The instruments which were used to obtain data for this study included questionnaire, interview guide, document analysis, observation and focus group discussion.

Maxwell (2012) states that in qualitative studies, the researcher is the instrument of the research and the research relationships are the means by which the research gets done. With regards to the negotiating relationships, a researcher had a challenge. As director of quality and member

of senior management, his research required him to have a very different relationship to his study participants that found in most research, he was both manager and researcher trying to understand their views on the strategies used by the University. This combination posed both substantial risks of bias and distortion of the data, and unique opportunities to understand the relationship between motivated employees and client satisfaction. It was thus essential for his study that his participants be open about their perceptions and feelings, and that they trust him not to use the data he collected in ways that would be harmful to them. A researcher was able to accomplish this by establishing a climate in which employees and students were not afraid to voice their opinions and disagree with him in which they were convinced that he would not violate confidences or take action against them as a result of what he learnt. (Obviously, this was not an easy task and required all his skill, experience and advice from supervisors to carry out his research effectively). Without this relationship, the conclusions of his study would not have been trustworthy. However, the researcher did not assume that the relationship he had with employees would automatically eliminate problems of distortion and concealment.

4.1 Questionnaires

The study highlights the significance of questionnaires in data collection, especially in fields like business, management, and social sciences (Rowley, 2014). While commonly used, designing an effective questionnaire requires substantial effort to ensure it collects relevant data and garners an adequate response rate. Questionnaires typically comprise open and closed questions, distributed through various methods such as mail, email, or in-person (Rowley, 2014). They offer a means to reach a large and diverse audience, aiding in surveying populations for profiling purposes. The questionnaire design process involves formulating questions based on related literature and conceptual frameworks, with both closed and open-ended questions included (Lussier, 2011). Closed questions offer ease of analysis and administration but may limit responses, while open-ended questions allow for depth and flexibility in responses (Mugenda & Mugenda, 1999; Mugenda & Mugenda, 2003). The questionnaire administration was self-administered, incorporating personal interaction to establish rapport and clarify any ambiguities

(Mugenda & Mugenda, 1999). Prior to questionnaire development, clear research questions were defined, and careful consideration was given to timing and length. The questionnaire was accompanied by a cover letter emphasizing the study's purpose, confidentiality, and gratitude to participants, reviewed by experts for reliability and validity.

4.2 Interview schedule

This study emphasizes the significance of interviewing as a method for understanding individuals' experiences and perspectives (Shah & Corley, 2006). Interviews, ranging from unstructured to structured formats, provide a platform for participants to narrate their experiences and offer insights into their thoughts and feelings (Lussier, 2011). Historically, interviews have been used extensively in various contexts, including clinical diagnosis, counseling, and psychological testing, highlighting their versatility and effectiveness (Maccoby & Maccoby, 1954). Structured interviews feature closed-ended questions, while unstructured interviews involve open-ended questions and probing, allowing for a deeper exploration of participants' responses (Rubin & Rubin, 2011). The rapport between the

interviewer and participant is crucial, fostering trust and enabling participants to express themselves more openly (Lussier, 2011). Clarification and repetition of questions ensure understanding and accuracy in data collection.

4.3 Document Analysis

The document analysis is expected to enable the researcher to access data at his convenient time, to obtain unobtrusive information, obtain data that are thoughtful in that the informants have given attention to compiling them. This instrument was used to collect data from books, reports and from the internet. After the formulation of the research question, the researcher proceeds with the identification of the key terms. During this research, the EndNote X7 was used for the management of secondary data and its manipulation. Before taking a decision on the database, an expert of Laval University Library, Faculty Administrative Science Normand Pelletier, was consulted for the advice. The researcher read carefully the most cited papers and identified the terms mostly referred to in articles studying the employees motivation and client satisfaction (Nordqvist, Wennberg, Bau', & Hellerstedt, 2012).

The documentation was done through different steps; fist of all, after agreement with library expert on the appropriate database, as indicated above throughout a parallel exploratory scoping stage of various electronic database such Business Source Complete, ABI/INFORM Complete, Academic Search Complete, a big number of articles were identified after elimination of duplicates to be considered as the main body of the literature (Halilem, 2010).

Second, a careful title reading and abstracting process aimed to narrow the broad spectrum of knowledge into a more specific and manageable load of academic papers as suggested by Georgiou and Vrontis (2013) was then done. Among identified articles, all Spanish, Portuguese, Polish, German, Romanian and Turkish articles as suggested by Georgiou and Vrontis (2013) were excluded.

4.4 Observation

Observation serves as a research method in both structured and unstructured forms, catering to positivist and interpretivist paradigms, respectively (Mulhall, 2003; Pretzlik, 1994). Structured observation entails predefined schedules to record physical and verbal behaviors, while unstructured observation focuses on understanding and interpreting cultural behavior within its context (Booth et al., 2001; Pretzlik, 1994). Observation allows researchers to assess whether reported behavior aligns with actual behavior, offering insights into the discrepancy between perception and reality (Mulhall, 2003).

Unlike interviews, where informants play a significant role in shaping the questioning process, observational data rely on the researcher's interpretation due to the autonomy in observation selection, filtering, and analysis (Mulhall, 2003). Observation captures natural behavior in social settings, providing dynamic insights into evolving processes and environmental influences (Mulhall, 2003). It complements other data collection methods by offering non-verbal communication cues and contextual understanding (Adams & Schvaneveldt, 1985).

Combining observation with secondary sources or surveys enhances data validity and reliability through triangulation (Lussier, 2011). Non-participant observation, as employed in

the study, involves shadowing participants without interference, enabling researchers to verify consistency across data collection methods and mitigate self-reporting biases (Mulhall, 2003).

4.5 Focus group discussion

Focus groups, a valuable research method, involve focused discussions among participants sharing common characteristics, yielding qualitative insights (Maxwell, 2012). Originating from market research, focus groups have diversified into various fields, offering insights into health education, environmental messages, and staff attitudes (Kitzinger, 1995; Morgan & Krueger, 1998).

Krueger and Casey (2014) define focus groups as carefully planned discussions in permissive environments, emphasizing both structured planning and natural interaction (Agar & MacDonald, 1995). The interactive nature of focus groups facilitates rich data collection, tapping into participants' language and concerns (Goldman & McDonald, 1987; Kitzinger, 1995). While some stress the egalitarian nature of focus groups, others emphasize the role of moderators in directing discussions (Puchta & Potter, 1999; Morgan & Krueger, 1998).

The effectiveness of focus groups relies on skilled moderation and well-constructed question guides to maintain focus while allowing spontaneity (Puchta & Potter, 1999; Krueger & Casey, 2014). Participants are selected based on shared characteristics relevant to the research topic, ensuring diverse perspectives within small yet participatory groups (Maxwell, 2012).

4.6 Validity and Reliability

Guba and Lincoln (1981) stated that while all research must have "truth value", "applicability", "consistency", and "neutrality" in order to be considered worthwhile, the nature of knowledge within the rationalistic (or quantitative) paradigm is different from the knowledge in naturalistic (qualitative) paradigm. Consequently, each paradigm requires paradigm-specific criteria for addressing "rigor" (the term most often used in the rationalistic paradigm) or "trustworthiness", their parallel term for qualitative "rigor". They noted that, within the rationalistic paradigm, the criteria to reach the goal of rigor are internal validity, external validity, reliability and objectivity (J. M. Morse, Barrett, Mayan, Olson, & Spiers, 2002). On the other hand, they proposed that the criteria in the qualitative paradigm to ensure "trustworthiness" are credibility, fittingness, auditability, and confirmability (Guba & Lincoln, 1981; Lincoln, Lynham, & Guba, 2011).

These criteria were quickly refined to credibility, transferability, dependability, and confirmability (Lincoln, 1985). They recommended specific strategies be used to attain trustworthiness such as negative cases, peer debriefing, prolonged engagement and persistent observation, audit trails and member checks. Also important were characteristics of the investigator, who must be responsive and adaptable to changing circumstances, holistic, having professional immediacy, sensitivity and ability for clarification and summarization (Bizri, 2016; Guba & Lincoln, 1981). These authors were rapidly followed by others either using Guba and Lincoln's criteria (Sandelowski, 1986) or suggesting different labels to meet similar goals or criteria (Whittemore, Chase, & Mandle, 2001). This resulted in a plethora of terms and criteria introduced for minute variations and situations in which rigor could be applied. Presently, this situation is confusing and has resulted in a deteriorating ability to actually

discern rigor. Perhaps as a result of this lack of clarity, standards were introduced in the 1980's for the post hoc evaluation of qualitative inquiry (Crabtree, 1999; J. W. Creswell & Miller, 1997; J. W. Creswell & Poth, 2017; Hammersley, 1992; Howe & Eisenhart, 1990; J. M. Morse et al., 2002; Popay, Rogers, & Williams, 1998).

4.7 Validity of the research instrument

Mixed research involves the mixing of quantitative and qualitative methods or paradigm characteristics into research studies (R. B. Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Johnson, 2006; Tashakkori & Teddlie, 1998; Teddlie & Tashakkori, 2003). According to the fundamental principle of mixed research, it often should involve the combining of quantitative and qualitative methods, approaches, and concepts that have complementary strengths and nonoverlapping weaknesses (J. Brewer & Hunter, 1989; B. Johnson & Turner, 2003; R. B. Johnson & Onwuegbuzie, 2004). This principle is meant to be viewed broadly; it is not limited to triangulation or corroboration. The words "complementary strengths" are meant to include all of the strengths of qualitative and quantitative research. Therefore, the principle can be used for the five traditional purposes of mixed research identified by (Greene et al., 1989). By "complementary strengths" we are implying a putting together of different approaches, methods, and strategies in multiple and creative ways.

Mixed research still is plagued by the problems of representation, integration, and legitimation (Onwuegbuzie & Johnson, 2006). The problem of representation refers to the difficulty in capturing (i.e., representing) lived experiences using text in general and words and numbers in particular. The problem of legitimation refers to the difficulty in obtaining findings and/or making inferences that are credible, trustworthy, dependable, transferable, and/or confirmable. In many instances, these problems are exacerbated in mixed research because both the quantitative and qualitative components of studies bring into the setting their own problems of representation and legitimation, likely yielding either an additive or a multiplicative threat—hence the problem of integration. Mixed research can be conceptualized as combining quantitative or qualitative research in a concurrent, sequential, conversion, parallel, or fully mixed manner (Onwuegbuzie & Leech, 2004, 2005; Teddlie & Tashakkori, 2003; Teddlie & Yu, 2006).

Quantitative and qualitative approaches can be combined in these ways whether the study represents primary research (R. B. Johnson & Onwuegbuzie, 2004; Teddlie & Yu, 2006) or a mixed synthesis of the extant literature (i.e., integrating the findings from both quantitative and qualitative studies in a shared area of empirical research; Sandelowski, Voils, & Barroso, 2006). Further, quantitative and qualitative approaches can be combined in these ways regardless of which approach has priority in the study (J. W. Creswell, 2013; J. W. Creswell, Shope, Plano Clark, & Green, 2006). In basic concurrent mixed designs, the following three conditions hold: (a) both the quantitative and qualitative data are collected separately at approximately the same point in time, (b) neither the quantitative nor qualitative data analysis builds on the other during the data analysis stage, and (c) the results from each type of analysis are not consolidated at the data interpretation stage, until both sets of data have been collected and analyzed separately, and (d) after collection and interpretation of data from the quantitative and qualitative components, a meta inference is drawn which integrates the inferences made from the separate quantitative and qualitative data and findings. In basic sequential mixed

designs, data collected and analyzed from one phase of the study (i.e., quantitative/qualitative data) are used to inform the other phase of the investigation (i.e., qualitative/quantitative data)(Onwuegbuzie & Johnson, 2006).

Validity concerns the issue of whether an indicator (or set of indicators) that is devised to gauge a concept really measures that concept (Bryman, 2007). It is the accuracy and meaningfulness of inferences which are based on the results. Mugenda & Mugenda (2003) observe that validity is the degree to which results obtained from analysis of the data actually present the phenomenon under study. It is largely determined by the presence or absence of systematic error of data (non-random error). This study used face validity where a panel of experts gave their input as to whether the instrument met the criterion. Other techniques of validating data are construct validity and content validity (Mungai, 2013).

The validity of a questionnaire is the degree to which the questionnaire actually measures or collects data on what it should be measuring or collecting. According to Vockell and Jacobson (1983), validity refers to the extent to which an instrument really measures what it is designed to measure. The validity of the instruments to be used in this study refers to the content of the questionnaire. The questionnaire items are related to the variables being investigated. To ascertain the face validity, the research instruments were given to the supervisors first and then to other specialists in the School of business and social sciences (Nkumba University) and to some lecturers in Human Resource (SFB, ULK) to assess their suitability and relevance to the objectives of the study. After the assessment and amendments, the instruments were re-examined by the supervisors to establish their validity. By the assessment of these experts, the questionnaire was considered valid.

4.8 Reliability of the research instrument

Reliability means the consistency of measure of a concept (Bryman, 2007), which refers to the probability of obtaining the consistent results after the repetition of the research with similar methods. The nature of the study required collection of primary data, since its answers related to motivated employees and client satisfaction. In order to elicit trust from the respondents and enhance response quality, a covering letter of the explanation of the research purpose was attached to the questionnaire. The questionnaire was classified into several sections which covered the general orientation of the research.

According to Mugenda and Mugenda (2003) reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of the instrument was obtained by carrying out a pilot study (pre-test) in 4 departments of Kigali Independent University ULK. Concerning the number of cases in a pilot, Mugenda and Mugenda (2003) point out that the number of cases in the pre-test should not be very large. Normally the pre-test sample is between 1% and 10% depending on the sample size. It is therefore on this basis that a sample of three departments for the pre-test was drawn.

Data from the pilot study were coded then analyzed. I applied Cronbach's Alpha (reliability coefficient) to determine the internal consistency of the questionnaire items. Cronbach's alpha is a measure of the intercorrelation of items; the estimate of internal consistency of items in a scale, measuring the extent to which item responses obtained at the same time correlate highly

with each other. This is based on the relationship among the scores derived from the individual items or subsets of items within a test (Ary, Jacobs, & Razavieh, 2002).

A computed alpha coefficient varies between 1 (denoting perfect internal reliability) and 0 (denoting no internal) reliability. In other words, alpha equals zero when the true score is not measured at all and there is only an error component. Alpha equals 1.0 when all items measure only the true score and there is no error component. The widely-accepted social science cut-off is that alpha should be .70 or higher for a set of items to be considered a scale, but some use .75 or .80 while others are as lenient as .60. The researcher will administer a questionnaire.

The purpose of the pilot study is firstly to provide the researcher with an opportunity to get firsthand experience about the nature of the research study. Secondly, the pilot study helps the researcher to find out the reliability of the research instruments as well as familiarize with the research situation. Piloting of the instruments served to ensure that questions are clear, understandable, and unambiguous to the respondents. Bell and Zemke (1987) suggests that piloting helps the researcher to tell how long it takes the respondents to answer questions, and to ensure that items are stated clearly and have the same meaning to all respondents. Thus, pre-testing helps a researcher not only to increase the number of items, but also to reframe and modify questions which appeared unclear, annoying and sensitive to respondents in order to get their maximum cooperation from the respondents during the actual administration of the instruments.

4.9 Data gathering procedures

Data collection refers to the gathering of information that serves to prove some facts. Before administering the research instruments to the sampled participants, I got clearance and recommendation from Nkumba University. This recommendation enabled me to get a permit from Kigali Independent University ULK. When permission was granted by the official concerned, the researcher collected the data. After gathering all the required data, the researcher proceeded to analyze them.

4.10 Analysis and Statistical Treatment of Data

According to Andy Field (2013), data analysis refers to the examination of what has been collected in a survey or experiment with a view to making deductions and inferences. This section of the thesis deals with the organization, interpretation and presentation of collected data. It is a postulate of how the data were analyzed. The data collected were classified, categorized and analyzed in accordance with the objectives of the study. After this, the data were entered into the Statistical Package for Social Sciences (SPSS). Thereafter, the test for the statistical analyses was run using a software program. This was done to facilitate the analyses and interpretation of results.

There are two broad techniques for analyzing data: descriptive analysis and inferential analysis. The following statistical tools were employed in the analysis of data; descriptive statistics such as frequencies, percentages, means and standard deviation was used; some of the popular inferential analysis techniques are: t-test, correlation, Chi- Square and ANOVA; Chi – Square was used to verify the first hypothesis while ANOVA will be used to test the three remaining hypotheses.

4.11 Ethical Considerations

Many of the mean practices discussed above are part and parcel of ethical research. However, ethics are not just a means, but rather constitute a universal end goal of qualitative quality itself, despite the paradigm (Tracy, 2010). As Miles and Huberman (1994) note, We must consider the rightness or wrongness of our actions as qualitative researchers in relation to the people whose lives we are studying, to our colleagues, and to those who sponsor our work Naiveté [about ethics] itself is unethical. Just as multiple paths lead to credibility, resonance, and other markers of qualitative quality, a variety of practices attend to ethics in qualitative research, including procedural, situational, relational, and exiting ethics (Tracy, 2010).

We suggest that there are at least two major dimensions of ethics in qualitative research. These are (a) procedural ethics, which usually involves seeking approval from a relevant ethics committee to undertake research involving humans; and (b) “ethics in practice” or the everyday ethical issues that arise in the doing of research. It could be argued that there is another dimension—research ethics as articulated in professional codes of ethics or conduct (Coady & Bloch, 1996; Guillemin & Gillam, 2004)

Procedural ethics, also known as categorical ethics, refers to ethical actions dictated as universally necessary by larger organizations, institutions or governing bodies. For instance, procedural ethics are encompassed by the Institutional Review Board (IRB) including mandates such as do no harm, avoid deception, negotiate informed consent, and ensure privacy and confidentiality (Sales & Folkman, 2000). Procedural ethics encompasses the importance of accuracy and avoiding fabrication, fraud, omission, and contrivance. Procedural ethics also suggest that research participants have a right to know the nature and potential consequences of the research—and understand that their participation is voluntary. Such procedures not only attend to ethics but also lead to more credible data: “Weak consent usually leads to poorer data as respondents will try to protect themselves in a mistrusted relationship, or one formed with the researcher by superiors only” (Miles & Huberman, 1994). As a method of procedural ethics, researchers safeguard participants from undue exposure by securing all personal data in a locked office or drawer, or a password-protected website. Furthermore, privacy can be achieved through conflating data in strategically creative ways. Such conflation is necessary for avoiding deductive disclosure which occurs when “persons who know certain facts about a participant (such as his or her zip code, profession, or ethnicity) may be able to use that information to deduce damaging or private information about that participant” from the body of data (Sales & Folkman, 2000; Tracy, 2010). Situational ethics on the other hand refers to ethical practices that emerge from a reasoned consideration of a context’s specific circumstances. The term, situational ethics, emerged in the 1960s from Christian theology. The approach suggests that the only universal Christian law is love—or “to love your neighbor as thyself”—and that ethical actions emerge not just from prescribed laws but through reason and context (Fletcher, 1966). A situational ethic deals with “the unpredictable, often subtle, yet ethically important moments that come up in the field” (C. Ellis, 2007). These responsibilities go beyond review boards and beyond edicts like “the greater good” and “do no harm.” A situational ethic assumes that each circumstance is different and that researchers must repeatedly reflect on, critique, and question their ethical decisions. Situational ethics often revolve around the utilitarian question “Do the means justify the ends?” In other words, are the harms of the research practices outweighed by its moral goals? Certainly, there are no easy

answers, but a situational ethic asks that we constantly reflect on our methods and the data worth exposing. In short, this approach suggests that ethical decisions should be based on the particularities of a scene (Tracy, 2010).

Relational ethics involve an ethical self-consciousness in which researchers are mindful of their character, actions, and consequences on others. Relational ethics are related to an ethic of care that “recognizes and values mutual respect, dignity, and connectedness between researcher and researcher, and between researchers and the communities in which they live and work”(C. Ellis, 2007). In relation, ethical investigators engage in reciprocity with participants and do not co-opt others just to get a “great story.” Gonzalez (2000), argues that the researcher as a human instrument should always respect others, which includes allowing participants to assist in defining the rules of the research and helping the researcher to practically understand the ramifications for violating traditional ways of doing things. She applauds the notion of interdependence between researcher and participants and advises that “indigenous participants in the culture teach the human instrument how to function as a human being in the world” (Lincoln & Cannella, 2009). Similarly, feminist communitarianism as a philosophy was introduced that stresses promise keeping, relationships, caring, collaboration, intimacy, emotionality, and connectedness. Such an approach stresses the primacy of relationships, compassion, nurturance, affection, promise keeping, and intimacy—interlocking “personal autonomy with communal well-being”. Those who follow such a model keep their promises, provide readers with a moral compass, and concern themselves with human flourishing. They do so not only in the process of engaging research but also in returning to the scene and sharing their findings (Czymoniewicz-Klippel, Brijnath, & Crockett, 2010; Tracy, 2010).

Finally, existing ethics consider continuing beyond the data collection phase to how researchers leave the scene and share the results. Certainly, researchers never have full control over how their work will read, be understood, and used, however, they can consider how best to present the research so as to avoid unjust or unintended consequences. First, researchers should not confuse voyeuristic scandalous tales with great research stories; participants' feelings of anger at being misled or tricked almost always trump “accuracy” or “truth.” Fine, Weis, Weseen, and Wong (2000) provide a valuable discussion about their “struggle with how best to represent the stories that may do more damage than good, depending on who consumes/exploits them”. Stories about people who are poor, stigmatized, abused, or otherwise marginalized can serve to further negatively portray such people—even if that is not the intent of the author. Researchers practice ethics when they come clean “at the hyphen,” meaning that we interrogate in our writings who we are as we co-produce the narratives we presume to collect, and we anticipate how the public and policy makers will receive, distort, and misread our data (Fine et al., 2000). To do so, authors may choose to publish a “Legend of Cautions” that warns readers about the ways that the research analyses may be misread, misappropriated, or misused. Although it is rare to see such a formal legend, researchers can take care to present findings so as to ward off victim blaming and their unjust appropriation (Tracy, 2010).

Since researchers are people genuinely concerned about other peoples' quality of life, they must be people of integrity who will not undertake research for personal gain or research that will have a negative effect on others. Other reasons for being completely ethical in research is that there are laws which prohibit unethical behavior and researchers could be faced with extremely humiliating situations if such laws are ignored (Mugenda and Mugenda, 2003).

Permission from Kigali Independent University (ULK) where this study was conducted was obtained before data collection. A cover letter that explains the ethical considerations of this study and appeals for voluntary participation was attached to the questionnaire. In addition, the letter contains information to the effect that anonymity of the respondents was maintained. The respondents were assured that their responses would be treated with confidentiality and could be used only for the purposes of this research.

4.12 Limitations of the Study

This research has achieved its main aim of providing a general view of the effect of employees' motivation to client satisfaction at Kigali Independent University (ULK) by exposing some of the significant associations between factors of motivated employees and client satisfaction. In undertaking this study, a number of choices were made which ultimately influenced the methodology adopted, data collected, analysis undertaken and consequently, the findings. Whilst these choices have facilitated the achievement of the objectives of this research; they have also imposed some constraints on the research. For instance, it is possible that a mix of methods (quantitative and qualitative) was not enough, yet the use of more sophisticated techniques would yield different results.

Beyond some of the limitations highlighted above, there are some other potential limitations that would be born in mind when interpreting the findings of this research. It has been noted in Babbie (1990) that theoretical concepts almost never have perfect indicators. Any given concept has several possible indicators and whilst theory and empirical evidence facilitate the identification of the most useful indicators, they do not give any guarantees that these indicators are indeed the best. In this research, a number of indicators have been utilized as proxies for the measurement of motivated employees and client satisfaction.

Moreover, every empirical indicator has some defects (Babbie, 1990). Although this is a potential limitation it is also important to emphasize that significant theoretical and empirical evidence were adduced to support the choice of these indicators. It was impossible to ascertain whether or not all the respondents answered the questions with frankness. Thus, as recognized in Hammond (2006), if the respondents fail to answer the questions honestly as envisaged, then the results may not be a true reflection of the population (Mungai, 2013). However, the application of multiple research methods helped to obviate the potential biases.

Given that the focus of the empirical aspects of this research was entirely on employees and clients of Kigali Independent University (ULK), it is entirely plausible that there may be significant differences in the findings if this study is replicated in other private or public institutions of higher learning in East Africa. Indeed, this aspect is recommended as a potential area of further research.

The limitations noted here do not however undermine the validity of the research undertaken and its main findings. It should be noted that scientific research is a never-ending quest aimed at understanding some phenomenon which requires continuous measurement and examination of associations (Babbie, 1990) and this research is just one step on this quest.

4.13 Summary of the chapter

This chapter discusses the methodology used in the research to be able to answer the research questions. In this chapter, it was attempted to justify the research design by which, a cross-sectional survey was adopted on the side of qualitative aspects and the survey study provided a quantitative description of trends, attitudes, or opinions of the population by studying a sample. Using the survey design, it permitted the researcher the use of statistical tools to test the relationship between the study's independent variables (motivated employees) and (client satisfaction) as dependent variables. In this study, the survey concerns staff, managers and students, selected from Kigali Independent University (ULK) prospective students, graduates, and parents or guardians. This study was limited to employees and clients of Kigali Independent University (ULK). Purposive sampling technique was used based on the researcher's knowledge of population, so as to get employees and clients who are equipped with the information regarding the research under study.

Primary data collected from employees and clients of Kigali Independent University (ULK) using a self-administered questionnaire which was distributed during lecture period. Prior trained research assistants were engaged during the data collection process. It was difficult to make contact with all the staff. For this reason, the sample was chosen mainly by making contact with 120 staff and 230 of clients. Purposive sampling was used, and the respondents were chosen according to gender, education, age, position held. The researcher interviewed top managers, deans, directors, and heads of departments. The questionnaire contained both closed and open-ended questions. An interview schedule was developed to obtain more data to augment the questionnaires. The document analysis was done to collect data from books, reports and from the internet. The researcher conducted nonparticipant observation by shadowing the participants and observing without comments. The observation of the daily activities of the participants enabled the researcher to identify whether there is consistency with the data gathered from other data collection methods. In this study, the 5 focus groups were generally composed of six to twelve people. Size is conditioned by two factors: the group was small enough for everyone to participate, yet large enough to provide diversity and support. These groups were special in terms of purpose, size, composition, and procedures. Participants were selected because they have certain characteristics in common that relate to the topic.

This study used face validity where a panel of experts gave their input as to whether the instrument met the criterion. To ascertain the face validity, the research instruments were given to the supervisors first and then to other specialists in the Schools of Business Administration and Social Sciences (Nkumba University) and to some lectures in Human Resource (SFB, ULK) to assess their suitability and relevance to the objectives of the study. After the assessment and amendments, the instruments were re-examined by the supervisors to establish their validity. By the assessment of these experts, the questionnaire was considered valid. Reliability of the instrument was obtained by carrying out a pilot study (pre-test) in 4 departments of Kigali Independent University (ULK).

Permission from the Kigali Independent University (ULK) where this study was conducted was obtained before data collection. A cover letter that explains the ethical considerations of this study and appeals for voluntary participation was attached to the questionnaire. In addition, the letter contains information to the effect that anonymity of the respondents was maintained. The respondents were assured that their responses would be treated with confidentiality and could be used only for the purposes of this research. After gathering all the required data, the

researcher proceeded to analyze them. The data collected were classified, categorized and analyzed in accordance with the objectives of the study. After this, the data were entered into the Statistical Package for Social Sciences (SPSS). Thereafter, the test for the statistical analyses was run using a software program. This was done to facilitate the analyses and interpretation of results.

5.0 KEY FINDINGS

Table presents the key findings related to training and development programs and their impact on client satisfaction at ULK:

Training and Development Program	Impact on Client Satisfaction
Participation Rates	Positive
Training Hours	Positive
Performance Outcomes	Positive
Employee Feedback and Satisfaction	Positive

The analysis reveals that higher participation rates in training programs, increased training hours, positive performance outcomes among trained employees, and higher levels of employee feedback and satisfaction contribute positively to client satisfaction at ULK. These findings suggest that investing in comprehensive training and development initiatives not only enhances employee capabilities but also improves client satisfaction by ensuring the delivery of high-quality services.

Table: Views of the respondents on ways of enhancing ULK motivated employees for improved client satisfaction

No	Variable	Answers													
		Strongly agree		Agree		Tend to agree		Tend to disagree		Disagree		Strongly disagree		Total	
		fi	%	fi	%	fi	%	fi	%	fi	%	fi	%	fi	%
1	Training and Development as a way for enhancing the ULK motivated employees for improved client satisfaction														
A	The training is done while working	37	30.8	54	45.0	5	4.2	8	6.7	7	5.8	9	7.5	120	100
B	The training is conducted outside the work	25	20.8	58	48.3	9	7.5	8	6.7	10	8.3	10	8.3	120	100

C	The training is provided on technical skills	32	26.7	54	45.0	8	6.7	5	4.2	7	5.8	14	11.7	120	100
D	The development is based on general knowledge	31	25.8	58	48.3	8	6.7	6	5.0	8	6.7	9	7.5	120	100
E	The training is provided in short period of time	32	26.7	59	49.2	6	5.0	5	4.2	8	6.7	10	8.3	120	100

Respondents’ views on whether the training is done while working for training and development at ULK

The researcher asked the respondents whether the training is done while working at ULK.

Table: Respondents’ views on whether the training is done while working at ULK

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	37	30.8	30.8
Agree	54	45.0	75.8
Tend to agree	5	4.2	80.0
Tend to disagree	8	6.7	86.7
Disagree	7	5.8	92.5
Strongly disagree	9	7.5	100.0
Total	120	100.0	

Source: primary data, 2015

Table 4.3 presents the respondents’ views on whether training is done while working, it is clear that amongst 120, 30.8% strongly agree with the statement, 45.0% agree with it and 4.2% tend to agree with it; therefore 80.0% of the sample agreed that training is done while working for training and development. However, a non-negligible portion of the sample sees this factor in different way, whereby 6.7% tend to disagree, 5.8% disagree with this mechanism for motivation while 7.5% strongly disagree with it.

One of the academic staff during an interview confirms that: “the training that I benefited at ULK has given me a greater capacity to be empowered and perform with excellence; this has built in me a sense of ownership, confidence and willingness which has increased the motivation.”

Most of the respondents in focus group discussions said that the training is done either internally or externally at ULK. All of them confirmed that on-the-job- training has positive effects on client satisfaction. They said that in most cases the Higher Education Council (HEC) organizes some training on assessment and they said that this increases the client satisfaction. They said that they get much training to cope up with the new technology.

An important issue in this context concerns access to new technologies, especially information technology (IT) which increases productivity, but has been found to be biased against low-skilled workers and resulted in job losses for older workers (Crepon, Deniau, & Perez-Duarte, 2003).

The results show that at ULK, employee training and development is one of the strategies used to motivate employees. ULK employees, especially academic staff, benefit from training and development that not only equip them but also is an excellent source of employee motivation which in turn contributes significantly to client satisfaction.

5.1 The training conducted outside the work for training and development as the motivating factor at ULK

The respondents were asked whether the training is conducted outside the work for training and development at ULK

Table: Respondents’ views on whether the training is conducted outside the work for training and development at ULK

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	25	20.8	20.8
Agree	58	48.3	69.2
Tend to agree	9	7.5	76.7
Tend to disagree	8	6.7	83.3
Disagree	10	8.3	91.7
Strongly disagree	10	8.3	100.0
Total	120	100.0	

Source: primary data, 2015

This table presents the respondents’ views on whether the training is conducted outside the work for training and development. Results indicated that out of the 120 respondents, 20.8% strongly agreed with the statement, 48.3% agree with it and 7.5% tend to agree with it; therefore 76.7% of the sample agree that training is conducted outside the work for training and development. However, a non-negligible portion of the sample sees this factor in different

ways, whereby 6.7% tend to disagree, 8.3% disagree with this mechanism for motivation while 8.3% strongly disagree with it. As it is stated above, this was confirmed by respondents.

For an employee, training and development play an important role. In fact, each worker has to understand that education and learning must not stop when they leave school. On the contrary, it is a journey not a destination. It is in this context that some workers at ULK look for training outside their work. Training enables them to grow and develop their skill and knowledge. Many of those workers who value the importance of training and development are much more motivated and therefore much more productive than those who do not benefit from training and development.

This was confirmed by one of the employees who is used to applying for training and development, and highlights this: “there are numerous sources of online information about training and development. The skills and knowledge I gained from training and development have been useful for me because they increased my motivation, they increased efficiencies in what I do, and they increased capacity for me to adopt new technologies and methods”

In an interview with one senior manager, he said that ULK gives various external training in order to keep the lead of a private institution of higher learning. In the dynamic environment of today, world teachers’ training is very important to enhance their knowledge, skills and to give them confidence to compete in the industry. Moreover, teachers in higher education should be provided with maximum opportunities of career development so that they could enhance their qualifications and abilities to remain effective for the institution (Rasheed et al., 2016).

5.2 The training provided on technical skills for training and development at ULK

Respondents were asked whether the training provided addresses technical skills for training and development at ULK

Table: Respondents’ views on whether the training is provided on technical skills for training and development at ULK

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	32	26.7	26.7
Agree	54	45.0	71.7
Tend to agree	8	6.7	78.3
Tend to disagree	5	4.2	82.5
Disagree	7	5.8	88.3
Strongly disagree	14	11.7	100.0
Total	120	100.0	

Source: primary data, 2015

This table presents the respondents’ views on whether the training is provided on technical skills for training and development. Results indicated that out of the 120 respondents 26.7% strongly agree with the statement, 45.0% agree with it and 4.2% tend to agree with it; therefore 78.3% of the sample agree the training is provided on technical skills for training and development. However, a non-negligible portion of the sample sees this factor in different ways, whereby 6.7% tend to disagree, 5.8% disagree with this mechanism for motivation while 7.5% strongly disagree with it.

Employees’ training is a factor of paramount importance. In fact, employees who are engaged in their jobs and careers want to know more and learn skills that will improve their performance. Thus, employers who want to increase the knowledge and skills of its workers will find training as a factor of employees’ retention and motivation. It is in this regard that ULK is investing a lot in training especially in technical and professional skills.

This was highlighted by one of the respondents who benefited from technical training: “Training in computer technical has enabled me to gain a lot of knowledge in the domain. In fact, Computer skills are becoming a necessity for conducting administrative and office tasks; I could not perform my tasks well without deeper knowledge in technical skills.”

The respondents said in focus group discussions that they get technical skills in different areas, they further insisted that “this week we got training on how to teach with audio conference, because we are supposed to do it, and on how to avail and make accessible our syllabus electronically to students, these are technical skills for lecturers”. While for administrative staff, they said that they get much training on different systems that are used in Management Information System because most services to students are computerized.

5.3 The development based on general knowledge for training and development at ULK

According to KHANKA (2007), Management Development is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge. Development is a related process. It covers not only these activities to improve job performance, but also those which bring about growth of the personality; help individuals in the progress towards maturity and actualization of their potential capacities so that they become not only good employees but also better human beings. In organization terms, it is intended to equip persons to earn promotion and hold greater responsibility. The respondents were asked whether the development is based on general knowledge for training and development at ULK.

Table: Respondents’ views on whether the development is based on general knowledge for training and development at ULK

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	31	25.8	25.8
Agree	58	48.3	74.2

Tend to agree	8	6.7	80.8
Tend to disagree	6	5.0	85.8
Disagree	8	6.7	92.5
Strongly disagree	9	7.5	100.0
Total	120	100.0	

Source: primary data, 2015

This table presents the respondents’ views on whether the development is based on general knowledge for training and development. Out of the 120 respondents, 25.8% strongly agree with the statement, 48.3% agree with it and 6.7% tend to agree with it; therefore 80.8% of the sample agree the development is based on general knowledge for training and development. However, a non-negligible portion of the sample sees this factor in different ways, whereby 5.0% tend to disagree, 6.7% disagree with this mechanism for motivation while 7.5% strongly disagree with it.

Training and developing employees at ULK is based on general knowledge but also on technical and professional knowledge. Regardless of the kind of knowledge the workers gain from training and development, the benefit is really evident for employees of ULK. This was confirmed by one of the respondents who stated this: ‘training and development on general knowledge enabled me to increase the level of skills to equip me to meet job requirements. In fact, the training helped me to increase my job skills and knowledge; it helped me to understand the importance of the sense of teamwork, team spirit, etc’. The respondents in focus group discussions said that ULK facilitates its employees to get knowledge by sending them to various universities abroad in order to develop their knowledge and skills and in return to develop ULK.

Research has confirmed that employees undertake more learning activities and perform better if they receive support from their supervisors who support their efforts and create a non-controlling environment that encourages self-development (London & Smither, 1999). According to Eisele et al. (2013) a motivating supervisor is someone who is concerned about his or her subordinates’ feelings and needs, provides them with constructive feedback and encourages employees to undertake learning activities in order to improve their skills.

According to Noë (2004), training refers to an effort by a company to enhance employees’ learning of work related competencies including knowledge, skills, abilities or behaviors that are needed for successful job performance. The aim and objective of training is for employees to increase the knowledge, competencies, skills, and behaviors emphasized in training programs and to apply them to their day to day activities. Dessler and Starke (2004) refers to the methods and procedures used to give current or new employees the skills they need to perform their work-related activities.

According to ULK staff development training policy, overseeing the management and provision of staff development will be the responsibility of Senior Management. At its first meeting in every academic year Senior Management will approve a programme of staff development as put forward by the Director of Continuous Education, who will be responsible for putting a programme together and organizing workshops and seminars. The programme includes, but not limited to; staff development for learning and teaching including the delivery of the post-graduate certificate in learning and teaching in higher education, staff development for research and consultancy, and non-academic staff development directed at both academic and non-academic staff. A monitoring and evaluation report on all staff development activities carried out over the previous year will be presented to Senior Management by February of each year. A summary of the report will be included in the annual report made to the board of directors.

The programme of inhouse staff development will be organized for Wednesday afternoons. There will be parallel workshops of academic and non-academic staff development. One Wednesday each month will be set aside for a public lecture which may be given by an external invited speaker or a member of staff. The programme of staff development workshops will be advertised in advance and staff invited to apply to attend. Staff may apply to any activity provided. They are supported by their line manager.

Based on these quantitative and qualitative results, the researcher concluded that ULK employees are motivated by the training development they get.

5.4 The short-term training as a motivating factor at ULK

The researcher asked the respondents whether at ULK the training is a short period of time for training and development.

Table: Respondents’ views on whether the training is short period of time for training and development at ULK

	Frequency	Percent	Cumulative Percent
Valid Strongly agree	32	26.7	26.7
Agree	59	49.2	75.8
Tend to agree	6	5.0	80.8
Tend to disagree	5	4.2	85.0
Disagree	8	6.7	91.7
Strongly disagree	10	8.3	100.0
Total	120	100.0	

Source: primary data, 2015

This table presents the respondents' views on whether the training offered is short period of time for training and development, results indicated that out of the 120 respondents, 26.7% strongly agree with the statement, 49.2% agree with it and 5.0% tend to agree with it; therefore 80.8% of the sample agree the training is short period of time for training and development. However, a non-negligible portion of the sample sees this factor in different ways, whereby 6.7% tend to disagree, 5.8% disagree with this mechanism for motivation while 7.5% strongly disagree with it.

Employees at ULK benefit sometimes from short time training. However, whether it is long or short, the employees emphasized its importance. In fact, training improves professional skills and enables workers to gain practical knowledge of the area. During an interview with respondents, one of them explained: 'at ULK, short term training is addressed to different categories of staff at different levels covering new recruits as well as in-service personnel. They target areas such as entrepreneurship development, research, computer skills, etc'.

The results confirmed that the training at ULK that was done in a short time, either internally or externally improved employees' skills and performance.

6.0 CONCLUSION

In conclusion, training and development programs are instrumental in shaping employee skills, knowledge, and competencies, which in turn impact client satisfaction in higher learning institutions like ULK. By prioritizing continuous learning and skill enhancement, organizations can empower their employees to deliver exceptional services that meet the needs and expectations of clients. Moving forward, it is imperative for ULK to continue investing in robust training and development programs that align with organizational goals and contribute to overall client satisfaction.

7.0 RECOMMENDATION

Enhance Training Accessibility: Ensure that training programs are easily accessible to all employees, both academic and non-academic, by offering a variety of training formats such as on-the-job training, external workshops, and online courses. This will cater to different learning preferences and schedules, ultimately improving participation rates and knowledge acquisition.

Integrate Training into Work Processes: Incorporate training activities seamlessly into employees' daily work routines to maximize efficiency and minimize disruptions. Encourage a culture of continuous learning by providing opportunities for ongoing skill development within the context of employees' job responsibilities.

Customize Training Content: Tailor training content to address specific technical skills and general knowledge areas relevant to employees' roles and the needs of clients. Conduct regular assessments to identify skill gaps and design training programs that directly address these areas, ensuring that employees are equipped with the necessary competencies to excel in their roles.

Promote Feedback and Evaluation: Implement mechanisms for gathering feedback from employees regarding the effectiveness of training programs and their impact on job

performance and client satisfaction. Use this feedback to continuously refine and improve training initiatives, ensuring that they remain relevant and impactful.

Invest in Technology Training: Recognize the importance of technology skills in today's digital age and prioritize training programs that enhance employees' proficiency in relevant technologies. Provide resources and support for employees to develop their technical competencies, thereby increasing productivity and the quality of service delivery.

Encourage Career Development: Emphasize the link between training and career advancement opportunities to motivate employees to engage in continuous learning and development. Offer clear pathways for career progression and provide support for employees seeking to further their education or acquire additional qualifications.

Foster a Culture of Learning: Create a supportive and encouraging environment that values and promotes learning at all levels of the organization. Recognize and reward employees who actively participate in training and development activities, and celebrate achievements and milestones in their professional growth journey.

Monitor and Evaluate Training Initiatives: Establish key performance indicators (KPIs) to measure the effectiveness of training programs in improving employee performance and client satisfaction. Regularly monitor and evaluate the impact of training initiatives against these KPIs, and adjust strategies as needed to ensure alignment with organizational objectives.

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