

# Impact of Training and Development on Employee Productivity in Public Universities, a Case of Masinde Muliro University of Science and Technology, Kenya

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## ABSTRACT

The study sought to establish the impact of Training and Development on Employee productivity in public Universities a case of Masinde Muliro University of Science and Technology. The target population was drawn from non-teaching staff by use of simple sampling. A sample of 69 employees was selected through simple sampling to participate in the study. The researcher used purposive random sampling and sampled every non-academic staff in the payroll from grade I-X. The research targeted a total of 676 non-academic staff. Data was collected by use of questionnaires. The study used both descriptive and inferential statistics during data analysis. Descriptive statistics employed the use of frequencies and percentages and for inferential statistics Pearson Correlation Coefficient of 90% confidence was used and findings presented in tables. Results showed that there was a significant negative relationship between gender awareness, training policy where every staff is aware with the value of  $r(69) = -0.301$ ,  $p = 0.01$  and also responses on training policy of which every staff is aware had a significant negative relationship in experience on their current grade,  $r(69) = -0.207$ ,  $p = 0.09$ . More than 50% of the respondents agreed that training and development affects employee productivity and the results were mostly more significant between training and development factors and gender, age, length of service and current grades among University employees.

**Keywords:** Training and Development, Performance and University Employees

## Background of the Study

Training is the planned intervention that is designed to enhance the determinants of individual job performance (Chiaburu & Teklab, 2005). Training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business and academic goals and objectives. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers (Cheng & Ho, 2001). Training has a significant effect on employee productivity. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Indeed, research indicates that investments in training employees in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes (Singh, 2012). Therefore, training serves as a motivating force in improving the efficiency and productivity of the workers and many organizations have seen it as a veritable tool to enhance their organizational productivity.

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers find the development opportunities expensive. Employees also miss out on work time while attending training sessions, which may delay the completion of projects (Singh, 2012). Despite the potential drawbacks, training and development provides both the company as a whole and the individual employees with benefits that make the cost and time a worthwhile investment. Companies today are forced to function in a world full of change and under various complications, and it is more important than ever to have the correct employees at the correct job with the right qualification and experience in order to survive the surrounding competition (Singh, 2012). The successful and prosperous future of an organization is dependent on its skilled, knowledgeable and well experienced workforce. That is why training is a fundamental and effectual instrument in successful

accomplishment of the firm's goals and objectives. Training not only improves them resourcefully, but also gives them a chance to learn their job virtually and perform it more competently hence increasing firm's productivity.

Training has been an important variable in increasing organizational productivity. Most researches including (Colombo & Stanca, 2008), (Sepulveda 2005) and (Konings & Vanormelingen, 2009), showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity. Most employees have some weaknesses in their workplace skills. A training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so that they all have similar skills and knowledge (Singh, 2012). This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks. Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

An employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because she has a stronger understanding of the industry and the responsibilities of her job (Mohanty, 2012). This confidence may push her to perform even better and think of new ideas that help her excel. Continuous training also keeps your employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry (Singh, 2012). A structured training and development program ensures that employees have a consistent experience and background knowledge. The consistency is particularly relevant for the company's basic policies and procedures. All employees need to be aware of the expectations and procedures within the company. This includes safety, discrimination and administrative tasks. Putting all employees through regular training in these areas ensures that all staff members at least have exposure to the information.

Employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employees they are valued (Singh, 2012). Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfied towards their jobs.

Employee training and development is very vital to job productivity and organization performance since the formal educational system does not adequately provide specific job skills for a position in a particular organization (Colombo & Stanca, 2008). While, few individuals may have the requisite skills, knowledge, abilities and competencies needed to fit into a specific job function, some others may require extensive training to acquire the necessary skills to be able to fit in a specific job function and also make significant contribution to the organization's performance.

Training has been an important variable in increasing organizational productivity. Many researchers for instance (Colombo & Stanca, 2008), showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity. Training and development builds a team that is effective, efficient and well-motivated, thereby enhancing the confidence and self-esteem of employees. The employees' knowledge and skills are thus developed to adapt to new technologies and other organizational changes. Training and manpower development also creates chances for the promotion of employees to replace those who have left the organization. Indeed, the benefits of training and manpower development are innumerable (Colombo & Stanca, 2008).

Any organization whose goals are to survive and prosper in this present day's economy will find it imperative to invest in training and development to improve proficiencies in production as well as to acquire the greatest return in investment of human capital (Knoke & Kalleberg, 1994). Although this area of training effectiveness seems paramount, and integral part of the employer–employee relationship, (Knoke & Kalleberg, 1994) suggest direct evidence about company training practices based on representative samples of diverse employing organizations is almost non-existent. Furthermore, several authors have suggested that training is most extensive only in establishments which operate in complex market environments (Rowden & Conine, 2005); (Sahinidis &

Bouris, 2008). In addition, (Rowden & Conine 2005) indicates that there is limited research on human resource development in small and mid-sized businesses. (Cheng & Ho 2001) also discuss the importance of training and its impact on productivity.

Moreover, several authors have also written about the importance of staff development. Both formal and informal training opportunities are thought to provide a forum for the development of talent. When talent is fostered and nurtured, competitive advantages in performance are untainted (Gerhard, 1996); (Bowling, 2007); (Davenport, 2006); (Peters & Waterman, 1982). Furthermore, the organizational commitment or the relative strength of an individual's identification and involvement in a particular organization (Pool & Pool, 2007) depends on effective training and development programs. According to these authors, organizations demonstrating keen insight make provisions for satisfying the training needs of their current workforce. (Cheng & Ho, 2001) indicates that adequate training produces marked improvements in employee communication and proficiency of performances as well as extending retention time. Moreover, when programs target communication skills with coworkers, there are significant increases in profit as well as a greater number of reported positive working relationships that are formed. Employees with good communication skills gather more information concerning procedures and technologies related to job performances, thus assuming greater accountability and subsequent responsibility, both of which effect improve proficiency (Adams, 1989).

### **Statement of the problem**

In the world today, organizations are in a constant state of competition. The intensity of competition increases annually and the need to continuously improve organizational productivity has never been greater (Makina I. & Oundo J. N. (2020). Therefore, an effective and efficient use of training and development will translate into the overall employee performance. Challenging goals, motivation, training and development.

Universities today have realized the importance the concept of training and development plays in achieving organizational objectives. As resources increasingly become scarce, organizations seek ways to improve employee productivity without incurring additional costs. reduction in friction between workers themselves and between workers and management.

In Kenya, many managers and most organizations have realized that training and development factors are vital for productivity. This is seen in many seminars and workshops organized by different forums to educate Chief Executive Officers on the best training and development to be used in their organizations for optimum productivity. Despite all these concerns, Masinde Muliro University of Science and Technology still faces many challenges with regard to the implementation of the training and development that influence employee productivity.

### **Research Objective**

To establish the impact of training and development on productivity at MMUST.

### **Research Question**

This study sought to answer the following question

What is the impact of training and development on productivity at MMUST?

### **Scope of the Study**

The study was carried out on employee productivity at MMUST. Masinde Muliro University of Science and Technology was established through an Act of Parliament on 30<sup>th</sup> December, 2006 as the seventh public University in Kenya (University Bill, 2012). The university is the successor of Western University College of Science and Technology (WUCST), which in turn succeeded the defunct Western College of Arts and Applied Sciences (WECO). The University is located along the Kakamega-Webuye road, one kilometer from the central business district (CBD) of Kakamega County.

## THEORETICAL REVIEW

### Resource Based View

Resource Based Theory was first advocated by Barney (1991) and developed by Conner (1991), Tilton (2009) and Wernerfelt (1984). The idea contends that an organization's resources are used to achieve superior performance, with resources being viewed as the foundation of any business. It makes the case that various resources available to an organization can give it a competitive edge. Organization's resources are its assets, knowledge, organizational capacities, and organizational processes (Mbithi 2016). According to Olsen et al. (2014), the theory suggests that an organization's resources are its primary source of superior performance. Additionally, the theory assumes that a firm will perform better when those resources are used effectively (Makina et al 2020).

The theory assumes that an organization with special resources will outperform its competitors in the market. According to Porter (1980) cited by Mbithi (2016), Porter contends that an organization's distinctive resources contribute to its superior performance in the sector in which it works. This implies that an organization needs resources that are extremely rare, different from its competitors, and difficult for rivals in the industry to imitate in order to achieve higher performance. For an organization to achieve superior performance, the theory also assumes that its resources must be extremely valuable, unreplicable and unsubstitutable by rivals. An organization that possesses knowledge about its internal weaknesses and strengths can utilize that information to make strategic business decisions that will enhance its performance (Makina et al 2020). According to this theory, an organization with a competitive advantage is bound to observe an improvement in performance. An organization can obtain superior performance (competitive advantage) through a variety of means; these include product brand name, the sort of technology the organization uses in production, and the kind of competent workers the organization employs.

RBV Theory contends that an organization's assets, both material and immaterial, have an effect on how well it performs. Resource Based View Theory, according to Bohenkamp (2013), influences an organization's decision-making, which in turn affects performance in terms of profitability. An organization can gain a competitive advantage within its field by using its resources more effectively and efficiently, which will improve performance. An organization's performance is typically predicted by its unique resources serves as a competitive advantage in the field, predicted performance is typically high. As a result, it will perform better in terms of units sold. Based on dynamics and management, this theory has been criticized in several ways. The theory, according to Hedman and Kalling (2003), as reported by Makina et al., (2020), does not take organizational changes into account. It disregards additional industry-wide factors that never change. The argument suggests that even if an organization possesses all the necessary resources for producing goods and services, its competitive advantage will be rendered ineffective if it fails to adapt to the evolving business landscape. To gain a competitive edge organization strategy needs to adapt to changes in the business environment and make effective use of its resources hence source of competitive edge.

### Empirical Review

CHHY (2019) conducted a study on the impact of training and development on employee performance, a case study of selected private secondary schools in Phnom PENH Cambodia. The researcher used a sample of 90 respondents from the target population of 220 employees. ANOVA was used to analyze data. It was revealed that there were benefits of training and development on employee performance which enabled the school maintain its competitive advantage, increased job satisfaction and reduce employee turnover. However, the study was carried out in secondary schools but not in public universities. This is the reason as to why this study was carried in a public university.

Sanga and Fadhili (2024) conducted a research on the effect of training and development on employee performance a case of TTCL Sambawanga in Tanzania. Data was collected through questionnaires and interviews. Data was analyzed through SPSS. It was revealed that on job training has a positive impact on performance of employees for instance; increased employee morale, employee confidence and reduced employee turnover. However, the study never looked other factors that determine employee’s performance for instance employee’s remunerations.

Odhiambo et al (2024) conducted a study on the impact of various training factors on employee training factors and their performance in Kenya. The study employed a quantitative research design and data was collected through questionnaires. Findings revealed that training methods especially on job training had a positive correlation on employee performance. However, the study ignored other factors that affect employee’s performance.

### Conceptual framework

Figure 2.1 summarizes the relationship between the independent variable, which is training and development and the dependent variable which is, employee productivity. The conceptual framework is developed after a review of related literature on the study variables.

#### Independent Variable

#### Dependent Variable

#### Training and Development

#### Employee Productivity



## RESEARCH METHODOLOGY

### Research Design

The research design adopted for this study is descriptive survey. A survey research according to (Mugenda & Mugenda, 2000) is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variable. Survey research is thus a self-report study which requires the collection of quantifiable data from the sample by interviewing or administering questionnaires to sample individuals (Kothari, 2004, Orodho, 2003, Mugenda and Mugenda, 2000). In this study a survey was employed in order to gather facts and obtain pertinent and precise information concerning the current status of phenomenon and whenever possible draw conclusions from the facts discovered. In this study a survey method was employed and involved observations and questionnaire administration using simple random sampling technique. A cross-sectional survey was used to explore and describe training and development on employee productivity at MMUST. The data collected was subjected to statistical analysis using computer statistical package for social sciences (SPSS).

### Target Population

The study population was obtained from a randomized sample of non- academic staff ranging from grade I-X. The study targeted a total of 676 employees who were the focus of study. These comprised of 390 auxiliary staff (grade i-iv) and 286 middle level staff (grade v-x). A representative sample will be used to represent the whole population.

**Table 3.1 Study Population**

Sample Area	Population	Percentage		
<b>Non-Academic Staff</b>				
Grade I-IV(Auxiliary staff)	390	57.7%		
Grade V-X (Middle level staff	286	42.3%		
<b>Total</b>	<b>676</b>	<b>100%</b>		

The sampling frame used for this study was MMUST payroll because it contained all the names of employees and their current grades. The payroll was considered to be accurate because it covered the correct information about the elements of the target population and also it was comprehensive because it was purported to cover the whole population.

**Sample and Sampling Techniques**

The study targeted a total of 676 employees. This comprised of 390 auxillary and 286 middle level staff. Simple random sampling and purposive techniques were used to select 69 employees from the entire population so that each and every one in the target population had an equal chance of being selected. According to (Kombo & Tromp, 2006) their recommendation that a sample size of 10% to 30% is representative enough for the study population was used to determine the sample size. Therefore, the sample size was determined by use of this rule. Number of employees selected  $10.21/100 \times 676 = 69$

**Table 3.2 Sample Size**

Sample Area	Target Population	Sample Size	Percentage of Population (%)	Total
Non Academic Staff	676	69	10.21	69
<b>Total</b>	<b>676</b>	<b>69</b>		<b>69</b>

However, to prevaricate against loss of respondents 69 non-academic staff were selected and included in the collection of data. A total of 69 questionnaires were returned and the researcher used a sample of 69 questionnaires.

**Data Collection Instruments**

The data collection instrument used in this study was a questionnaire. The researcher considered the questionnaire appropriate because the target population was largely literate and was unlikely to have difficulties responding to questionnaire items. Also questionnaires are appropriate in collecting large amounts of information as was the case in this study. The questionnaires were developed for non-teaching staff which comprised of both middle level staff and auxiliary staff. They comprised of open and closed ended items. Open-ended items have an advantage of allowing respondents to express their thoughts in their own words instead of in words chosen by the researcher (Kothari, 2003). The questions asked were consistent with the research question and objectives. Therefore, a questionnaire is a data-gathering instrument because it is appropriate when factual information is required. It was convenient to use it since it was easy to administer, not biased, confidential and saves on time (Mugenda & Mugenda, 2003).

**Data Analysis Procedure**

Quantitative data collected from respondents was coded and manipulated using Statistical Package for Social Sciences (SPSS version 20). The study used both descriptive and inferential statistics during data analysis. Descriptive statistics employed the use of frequencies and percentages and for inferential statistics Pearson

Correlation Coefficient was used to determine the impact of training and development on employee productivity in Kenyan Public Universities a case study of MMUST.

The research also sought to find out influence of training and staff development of employee productivity. Respondents were asked questions on training and staff development. Table 4.1 show the responses received from the respondents.

**Table 4.1 Training and development responses**

Statement	Responses	
	Disagree	Agree
There is a training policy of which every staff is aware	23 (33.3%)	41 (59.4%)
I have never been a beneficiary of training programme	14 (21.7%)	48 (69.5%)
Training has greatly contributed to higher productivity in the university	31 (44.9%)	29 (42.0%)
There is a fair system on training programme and every staff is bound to	31 (44.9%)	29 (42.0%)

As shown in Table 4.1, 23 (33.3%) of the respondents disagreed to the assertion that there is a training policy of which every staff is aware of while 41 (59.4%) agreed. Respondents were asked if they had never been beneficiaries of training programme, 14 (21.7%) disagreed and 48 (69.5%) agreed.

Findings show that, 31 (44.9%) respondents disagreed that training had greatly contributed to higher productivity in the university, 29 (42.0%) agreed and on there being a fair system on training programme and every staff is bound to, 31 (44.9%) of the respondents disagreed and 29 (42.0%) agreed.

### Inferential Statistics

Inferential statistics are used to generalize the results obtained from a sample population to see how representative is it of the target population. This study used Pearson’s correlation to see the relationship between various attributes. Results were deemed significant at  $p \leq 0.10$ .

Pearson’s correlation analysis was done to find the relationship between demographics and training and development responses. Table 4.2 shows the Pearson’s correlation ( $r$ ) and their respective significance ( $p$ ) for demographics and training and development factors. Demographic factors were used in the study to establish how they affect performance of employees. For instance, it was established that the more experienced employees perform relatively better than the less experienced employees. The elderly employees recorded less percentage in terms of performance as compared to the young and vibrant employees.

**Table 4.2 Pearson’s correlation for demographics and training and development**

Statement		Gender	Age	Length of service	Current grade	Highest level of education	Years in current grade
There is a training policy of which every staff is aware of	<b>r</b>	-0.301	-0.118	-0.131	0.147	-0.069	-0.207

	<b>p</b>	<b>(0.01)</b>	<b>(0.33)</b>	<b>(0.28)</b>	<b>(0.23)</b>	<b>(0.57)</b>	<b>(0.09)</b>
I have never been a beneficiary of training programme	<b>r</b>	-0.130	0.442	-0.292	0.259	-0.006	-0.484
	<b>p</b>	<b>(0.29)</b>	<b>(0.01)</b>	<b>(0.02)</b>	<b>(0.03)</b>	<b>(0.96)</b>	<b>(0.01)</b>
Training has greatly contributed to higher productivity in the university	<b>r</b>	0.138	-0.151	-0.108	-0.255	-0.211	0.169
	<b>p</b>	<b>(0.26)</b>	<b>(0.22)</b>	<b>(0.38)</b>	<b>(0.03)</b>	<b>(0.08)</b>	<b>(0.16)</b>
There is a fair system on training programme and every staff is bound to	<b>r</b>	0.156	0.006	0.425	0.029	0.057	0.135
	<b>p</b>	<b>(0.20)</b>	<b>(0.96)</b>	<b>(0.01)</b>	<b>(0.81)</b>	<b>(0.64)</b>	<b>(0.27)</b>

As shown in Table 4.2, there was a significant negative relationship between gender and respondents awareness that there is a training policy of which every staff is aware  $r(69) = -0.301$ ,  $p = 0.01$  and also responses on training policy of which every staff is aware had a significant negative relationship with years in current grade,  $r(69) = -0.207$ ,  $p = 0.09$ . More than 50% of the respondents agreed that training and development affects employee productivity and the results were mostly more significant between training and development factors and gender, age, length of service and current grade. This study is in agreement with other studies that were conducted by other researchers for instance CHHY (2019) conducted a study on the impact of training and development on employee performance, a case study of selected private secondary schools in Phnom PENH Cambodia. It was revealed that there were benefits of training and development on employee performance which enabled the school maintain its competitive advantage, increased job satisfaction and reduce employee turnover.

I have never been a beneficiary of training programme had significant relationship with age,  $r(69) = 0.442$ ,  $p = 0.01$  and current grade  $r(69) = 0.259$ ,  $p = 0.03$ ; but it had significant negative relationship with length of service,  $r(69) = -0.292$ ,  $p = 0.02$  and years in the current grade with  $r(69) = -0.484$ ,  $p = 0.01$ . Contribution of training to productivity in the university had significant negative relationship with current grade  $r(69) = -0.255$ ,  $p = 0.03$  and highest level of education  $r(69) = -0.211$ ,  $p = 0.08$  while its only length of service that had significant relationship with there being a fair system on training programme and every staff being bound to it  $r(69) = 0.425$  and  $p = 0.01$ .

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

More than 50% of the respondents agreed that training and development affects employee productivity and the results were mostly more significant between training and development factors and gender, age, length of service and current grade. There was a significant negative relationship between gender and respondents awareness that there is a training policy of which every staff is aware  $r(69) = -0.301$ ,  $p = 0.01$  and also responses on training policy of which every staff is aware had a significant negative relationship with years in current grade,  $r(69) = -0.207$ ,  $p = 0.09$ . The findings showed a relationship and agreement of resource based view theory by indicating that resources can be used to realize competitive advantage. This is also in agreement with the assumptions of resource based view theory. It makes the case that various resources available to an organization can give it a competitive edge. Organization's resources are its assets, knowledge, organizational capacities, and organizational processes (Mbithi 2016) assumes that its resources must be extremely valuable, unreplicable and unsubstitutable by rivals.

### Conclusion

The following conclusions were made on the basis of the research findings: Findings indicated by 69.5% of employees have never been beneficiary of the training program in MMUST. Thus it is imperative that employees need more on the job training so that they can utilize their potential and skills acquired.

## Recommendations

The study recommended that organizations especially higher institutions of learning such as universities should embrace different methods of training to equip employees with skills that will increase their productivity.

The study also recommends that other factors that affect performance of an organization for instance financial constraints, organization culture, and management priorities should be considered. This gives a room for further studies.

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