EFFECTIVENESS OF TRAINING PROGRAMMES AND THEIR IMPACT ON EMPLOYEE PERFORMANCE

A Case of Kenya Red Cross Society

BY

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Effectiveness of trainingprogrammes
DECLARATION

I CONFIRM THAT THIS PROPOSAL IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED IN ANY OTHER INSTITUTION FOR ANY OTHER AWARD

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ABSTRACT

The world has become a global village. Competition among organizations producing similar products and services has highly escalated. Organizations have devised ways and means of staying competitive by ensuring that their staff are equipped with the right skills. As a result, emphasis on training has taken centre stage in very many organizations. Expenditure on training has also acquired prominence as organizations set aside huge sums of money in their budgets to ensure staff are trained. The competitiveness of any organization depends on the total individual performance of the individual staff in the organization. How competitive the staff are depends on the skills the staff acquired before recruitment and those acquired through training while in the organization as well as those gathered through experience. Acquisition of skills by staff depends on how effective training programmes are organized within organization.

The primary focus of this exploratory study was to establish the influence training programmes have had on the overall employee performance for the staff of Kenya Red Cross Society. The research design adopted a case approach which gave more in-depth information. Purposive and Simple random sampling techniques were used. The researcher used questionnaires, interviews as well as informal discussions to collect data. Data was analyzed both quantitatively and qualitatively giving rise to desired conclusions. Crucial in the analysis was the relationship between training and other variables such as methods of training, individual skills acquisition, Individual performance, and training techniques which are meant to lead to the overall organization performance. The researcher finally established that both the organization and the individual employee have reaped substantively from the trainings organized by the management of the Society despite the shortcomings identified.
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Finally, I give glory to the Almighty God for the strength and ability he gave me to undertake this study.
DEDICATION

I dedicate this work to my husband Joshua and my children Sheldon, Flavia, Angela and Ian. My husband's encouragement and support kept me going throughout my studies. My children sacrificed their mother's attention to allow me time for the studies as well as the project.

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DEFINITION OF TERMS AND ACRONYMS

TRAINING: This is a long-term process of imparting employees with skills and knowledge on how to perform certain tasks. This could be on job as well as off job. In this particular context, we shall look at training on the job.

EMPLOYEE PERFORMANCE: This is the ability of an employee to meet the set standards for the position they hold or ability to deliver on set objectives.

NEEDS: Oxford Dictionary describes needs as requirements. In the circumstances of this research, we shall look at needs as skills shortfalls.

EFFECTIVENESS: Oxford Dictionary describes the term effective as operative or fit for service. It further says that something that is effective works well. In the circumstance of this study, effectiveness means ability of staff to perform to the required standards.

IMPACT: Impact in this study implies the effect or influence; training programmes have had on the overall staff performance.

TOOLS: Oxford Dictionary defines tools as instruments held in the hand and used for making or repairing something. We shall look at tools here as ways or methods used to identify skills needs within working environment.

SKILLS: Oxford Dictionary defines skill as ability to do something well. In the circumstance of this Study, we shall look at skills as the ability to perform certain duties with ease.

ACRONYMS

ICRC: International Committee of the Red Cross (Crescent)

IFRC: International Federation of the Red Cross (Crescent)

KRCS: Kenya Red Cross Society
LSI: Learning Styles Inventory
HIV: Human Immuno Deficiency Virus
AIDS: Acquired Immuno Deficiency Syndrome
CE: Concrete Experience
RO: Reflective Observation
AC: Abstract Conceptualization
AE: Active Experimentation
CHAPTER ONE

INTRODUCTION

The world has become a global village. Technological advancement is the order of the day. Competition in the market favours the most technologically advanced organizations. Many organizations today seek to be competitive in whichever industry they operate in order to achieve the biggest most common goal of enterprises, profit. (Bett 2005). Achievement of this objective can only be realized if organizations and staff keep abreast with the most competitive technology available in the market.

In view of this, most organizations, today, Endeavour to equip their staff with adequate and relevant skills. This is done at seminars, workshops, distant learning programs, in-housing training programmes and the latest being through e-learning. This ensures that employees are trained and retrained in order to match the market trends and produce high quality products and services that can effectively compete and meet their customers' expectations. Training, if well managed leads to reduced wastage, reduced lead-time, improved staff morale, better quality goods and services, and these lead to improved employee performance. Training has therefore, become one of the most important functions to many organizations.

1.1 BACKGROUND

For along time, many organizations did not partake in the training of their employees. This was for the simple reason that it was too expensive and many of the production hours were lost. As a result of competition posed by globalization, many organizations are moving away from the unsystematic training methods where employees used to identify as well as cater for their own training, towards the systematic training methods where the organization is involved in training its employees. The organization undertakes training needs analysis with the intention of identifying skills inadequacies among staff. A Manpower Development Programme is then generated. This is a very important document to any organization as it clearly brings out the guidelines of the training policy. It explains who is eligible for what training. In view of this, many organizations have come up with various strategies to advance their most important resource, the human resource. Many organizations now have fully fledged Human Resource Departments with a well developed training function to manage the training needs of the staff (Mugwere 2006).

Employees can be trained using various methods. These methods can either be on the job or off the job. Some of
**On-the-job training methods** include the following: vestibule or training centre, demonstrations and examples, simulation and apprenticeship. **Off the job methods** include lectures, conferences, seminars or team discussions, role playing and programmed instructions. To train effectively, a manager must go through a series of logic steps to ensure effective training. A typical training programme is known to consist of six main steps. They include, training needs assessment, developing training objectives and criteria, validation, implementation, evaluation and follow up.

All training activities need to be based on understanding of what needs to be done and why it needs to be done. The purpose of the activities must be defined, and this is only possible if the learning needs of the organization and the groups and individuals within it have been identified and properly analysed (Armstrong 2004).

This study is concerned with Kenya Red Cross Society, who have a well developed training function with an intention of improving employee skills and thus performance. Kenya Red Cross Society is a leading humanitarian organization both locally and internationally. It is part of the wider global Red Cross and Red Crescent movement. Within the Red Cross/Crescent Movement are three sister organizations which work hand in hand to alleviate human suffering. The three sister organizations include International Federation of the Red Cross/crescent (IFRC), International Committee of the Red Cross (ICRC) and the National Societies found in every country. Our National Society is the Kenya Red Cross Society. IFRC's mandate is to build capacity of the National Societies in the regions they cover. The mandate of the ICRC is to deal with international war situation, while the National society’s mandate is to deal with national disasters in any given country.

The story of the Red Cross/ Red Crescent movement dates back to 1839 during the war in Switzerland. A man by the name Henry Dunont was moved about the suffering of those who got injured during the war and decided to assist them regardless of which side they belonged to. From this, emerged the Red Cross/ Red Crescent Movement. Therefore, the emergence of ICRC, IFRC and all the national societies in every country is as a result of this movement.

The Kenya Red Cross Society is the National Society for the country of Kenya. It has its headquarters based in Nairobi, South C. Currently; it is networked by 58 branches in various parts of the country and is now moving towards decentralization. It has a total workforce of 318 employees and a volunteer base of 69,000 spread in the various branches all over the country. Volunteers are called upon to respond to disasters depending on where they occur.
Kenya Red Cross Society is a leading humanitarian organization known for alleviation of human suffering. Its core business is humanitarian activities. The Society has four main departments namely Finance and Administration, housing all support services; Health and Social Services, which houses programmes such as HIV and AIDS, Health programme, First Aid, Blood Donor and Water and Sanitation. The other major department is Disaster Preparedness and Response. This department houses programmes such as Disaster preparedness, Disaster Response, Tracing of the lost during war situations and general special programmes that come up from time to time like drought, Floods and serious fires. Last but not least is the Organization Development Department which houses institutional development and youths as well as information dissemination programmes.

Over the years, training programmes have been conducted to enhance the standards of its employees. For instance in years 2000 to 2006, the Society spent on average over Kshs.8 million each year on training. (Kenya Red Cross Society Newsletter: 2006). This figure has kept escalating. This study therefore seeks to find out how effective these programmes are, and the impact they have had on the overall organizational performance.

1.2 STATEMENT OF THE PROBLEM

Today's organizations views on training have greatly changed such that they place a lot of emphasis on training and any promotion done within is purely on merit, placing a lot of emphasis on those with the right qualifications and the requisite performance. Training as a function of the human resource is very important to all organizations. It reduces obsolescence, reduces rate of accidents, increases productivity, improves on quality of goods and services and motivates staff (Armstrong 2004). Despite the emphasis on training at Kenya Red Cross Society, not much has been done to assess the effectiveness of its own training programmes and how these have impacted on employee performance.

There is clear evidence of training in the organization as is supported by the presence of training within programmes. Some of the courses that have been conducted include First Aid training, seminars and workshops in Disaster preparedness and response, short and long term courses in support services such as finance, human resource, procurement and public relations (Newsletter 2006). These courses conducted include diploma, degree and masters studies in various disciplines. For instance, in the year 2006, the Society supported two masters, one degree and three diplomas amidst a good number of workshops and seminars in various fields.

The aim of this study therefore, is to assess the effectiveness of these training programmes initiated by the organization. It will look at the importance of these programmes to the entire organization and determine whether
the individual employee’s skills acquisition has improved as a result of these training programmes and how this has impacted on employee performance.

1.3 OBJECTIVES OF THE STUDY

The general objective of this study was to assess the effect of training programmes on overall employee performance.

Specific objectives were to;
1. Identify tools that are used by the management to assess skills needed in the Society.
2. Determine whether all steps of the training cycle are undertaken in the process of training
3. Investigate methods used to present the training programmes.
4. Determine the link between training and employee performance
5. Investigate whether principles of adult learning are adhered to in the process of learning
6. Determine methods used by the Society to evaluate training
7. Determine the benefits of training to the organization and the individual.

1.4 RESEARCH QUESTIONS

The following research questions will be used in this research:
1. What methods are used by the management to assess skills needed?
2. Are all the crucial steps of training taken into account when planning training?
3. What are the training presentation methods used at Kenya Red Cross Society?
4. How does the organization link employee performance to training?
5. Are the principles of adult learning taken into account during training?
6. What evaluation methods have been put in place to determine effectiveness of the methods?
7. How does the organization benefit from training? What about the individual employee?

1.5 SIGNIFICANCE OF THE STUDY

Globalization and high competition in the market justify the need for well-planned and effective training programmes to be initiated within organizations. There is that need for employees to be trained and re-trained to match changes that occur in the external environment in order to match the ever-increasing competition. Given that it is one major way in which organizations can equip their employees with skills, means that if training is not well planned and conducted may deny the employees an opportunity to acquire further skills and hence remain incompetent. This may as an end result negatively affect the overall organizational performance.
Inadequacies in performance of many employees could be as a result of ineffective training programmes. But such conclusions would be useful if they are based on research outcomes. A study of what goes on during training and a survey of the training programmes will help understand the effectiveness of the programmes to the organization.

It is the researcher's hope that the training programmes equip the employee with adequate skills to effectively discharge his duties. If the study is successful, it should unearth the strengths and weaknesses in conducting these programmes and give recommendations that should alleviate the problems of poor performance that may be as a result of poorly conducted training methods. This research will also be important to the Kenya Red Cross Society management for policy making or policy alteration to suit the global trends. It will as well be important to future researchers (as literature review).

1.6 SCOPE OF THE STUDY

This research is based on Kenya Red Cross Society. Its head office is at the capital city of Kenya - Nairobi. Research was mainly conducted on the head office, based at South C and eight other branches namely, Mombasa, Kisumu, Machakos, Eldoret, Nakuru, Garissa, Marsabit and Nyeri. Nairobi, South C being the head office was picked on for the simple reason that most of the relevant information is available here. This also took care of geographical representation as well as remove gender bias.

Kenya Red Cross Society has many branches but not all of them had the research conducted because of time and cost limitations. However, for the sake of a wider coverage on branches information, a few employees in branches like the ones mentioned above were sent some questionnaires by way of post. This enabled the researcher to gather information on how branch staffs are incorporated into these training programmes. A sample of four employees in each case was adequate. Much focus was placed on the Nairobi office by the researcher as it turned out to be her workstation.

In terms of the topic, the research was limited itself to training programmes organized by the organization only. Examples include: training organized within the HIV programmes such as the Peer Educators Activities, HIV at the Workplace, first aid drills and health talks, workplace seminars and workshops amidst the skills trainings.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION TO LITERATURE REVIEW

This chapter summarizes the findings of literature related to training and particularly adult learners. It further looks for relevant theories developed in relation to the specific area of research. Literature review in this chapter has been divided into various sections: Need for and benefits of training to organizations: Steps to skills needs survey; the training process; Methods of training; the various principles of adult learning and facilitation, experiential learning theory and individual learning styles and learning styles inventory, Learning styles, Motivation to learning and finally, conditions for effective learning.

2.2 MAIN REVIEW

2.2.1 NEED FOR AND BENEFITS OF TRAINING

The need for training should not be over emphasized, both at organization and individual levels. Today's managers face greater challenges than ever to maintain their position among the top economic powers. Most businesses are realizing that their place at the top is not guaranteed, and that they must find solutions to the declining productivity, competitiveness, motivation and creativity of the workforce. 'If you want to be a world class manufacturer, the greatest resource is the force working for you' (Kaunda, 2006).

Every organization needs to have well-trained and experienced people to perform the activities that have to be done. If current or potential job occupants can meet this requirement, training would not be important. When this is not the case, it is necessary to raise the skills levels and increase the versatility and adaptability of employees.

As Jobs become more complex, the importance of employee training increases. When jobs were simple, easy to learn, and influenced to only a small degree by technological change, there was little need for employees to upgrade or alter their skills. But the rapid changes taking place during the last quarter century in our highly sophisticated and complex society have created increased pressures for organizations to re-adapt the products and services produced, the manner in which products and services are produced and offered to customers.

Organizations need training to improve the quality of work of the employees. Better quality goods and services are ensured. Accidents are reduced within the place of work and time to complete tasks is reduced. Employment of
inexperienced and new labour requires detailed instructions for effective job performance. Staff have not only to work, but work effectively with minimum supervision, minimum cost, waste, and spoilage and to produce better quality goods and services that can stand competition. Increased use of fast changing techniques in production and other operations requires training and retraining into newer methods of operation. This generally improves the output of the individual staff and that of the overall organization. Old employees need refresher training to enable them keep abreast with the changing techniques and the use of sophisticated tools and equipment. This reduces on obsolescence. (Beardwell and Holden, 2001)

2.2.2 STEPS TAKEN TO CONDUCT A SKILLS NEEDS SURVEY

Skills needs survey means: comparing individual job requirements, versus employees' current job skills and finally determining skills gaps in employees. The total need can be determined by analyzing the situation in respect of each skill and all members of the workforce. Owing to a high increase in consumer awareness leading to demand of high quality goods and services, organizations have responded by training their new employees during orientation, and continuously retraining the old ones to reduce on obsolescence. (Mugwere 2006)

Beardwell and Holden (2001) lays down a plan of conducting skills needs survey. The following shows the preparations made in order to survey for lack of skills in employees: prepare for start up meeting; preparation for start up meeting determines specific purposes of the training and what can be achieved in the training. Conducting the start up meeting itself; in the start up meeting, the trainer is able to separate suggestions for training into, need to know and nice to know. This is the beginning of needs survey. Here it should be pointed that need to know information and skills, must be covered during the training session. Nice to know information and skills must not be covered. They can only be covered if there is time or can be included in the handbook issued to the participants. Here, job descriptions, operating manuals or policies and procedures are collected. Produce an action plan; an action plan formalizes the conduct of the needs survey, the methods used, the timeliness, and when and how results would be communicated to the management.

2.2.3 IDENTIFYING TRAINING NEEDS

All learning and training activities need to be based on the understanding of what needs to be done and why it needs to be done. The purpose of activities must be defined, and this is only possible if the learning needs of the organization and the groups and the individuals within it have been identified and analysed.
The basis of training needs analysis

Learning or training needs analysis is concerned with defining the gap between what is happening and what should happen. This is what has to be filled by training: the difference between what people know and can do, and what they should know and be able to do. Training is positive, it is more concerned with identifying and satisfying development needs—fitting people to take on extra responsibilities, increasing all-round competence, equipping people to deal with new work demands, multiskilling and preparing to take on higher levels of responsibility in the future.

Areas for training needs analysis

Training needs should be analysed, first, for the organization as a whole (corporate training needs), second, for departments, teams, functions or occupations within the organization (group needs), and third, for individual employees (individual needs). These three areas are interconnected as shown in figure 3. The analysis of corporate needs will lead to the identification of learning needs in different departments or occupations while these will in turn indicate what individual employees need to learn. The process operates in reverse. As the needs of individual employees are analysed separately, common needs emerge which can be dealt with on a group basis. The same of individual and group needs will help to define corporate needs.

2.2.4 THE LEARNING CURVE

The concept of the learning curve refers to the time it takes an inexperienced person to reach the required level of performance in a job or task. This is sometimes called the experienced worker's standard (EWS). The standard learning curve is shown in figure 2.1 below, but rates of learning vary depending on the effectiveness of training, the experience and natural aptitude of the learner and the latter's interest in learning. Both the time taken to reach the experienced worker's standard and the variable speed with which learning takes place at different times affect the shape of the curve.

Learning is always stepped, with one or more plateaux while further progression is halted. This may be because learners cannot continually increase their skills or speeds of work and need a pause to consolidate what they have already learnt. When a training module is prepared which describes what has to be learnt and the training required to achieve the required level of skill and speed, it is often desirable to proceed step by step, taking one
task at a time, reinforcing it and then progressively adding other parts, consolidating at each stage. This is called the progressive parts method of training as shown in the figure below.

Figure 1.1: Rates of learning.

![Graph showing rates of learning.](Image)

Source: Beardwell and Holden (2001)

2.2.5 THE TRAINING PROCESS

The present expenditure by business firms on training is very high. Unfortunately, some of this money is wasted on unnecessary or obsolete training programmes. To ensure that training monies are invested wisely requires the same logic used in all management decisions. The manager must go through a series of logic steps to ensure effective training. A typical training programme is known to consist of six main steps. They can briefly be explained as follows:

Training Needs Assessment

The initial step in a training programme is to identify training needs, often termed, as needs assessment or training needs analysis. This refers to a systematic and objective identification of training needs. There are various means through which an organization can determine training needs among the workforce, these include the following: analysis of an activity: all the sequences involved in producing a product or a service, are listed. This
will help determine what new knowledge or skill is called for. Another method is analysis of problems both production and social but within the organization: this involves analyzing ‘problems’ and determining what additional skills, knowledge or insights are required to handle them. Analysis of an organization: This analysis produces areas of weaknesses and these give clues to both individual and group training needs. Performance Appraisal: This involves analyzing performance to determine whether individuals need additional skills or knowledge. Performance standards are set at the beginning of the period, actual performance is undertaken, at the end of the period actual performance is measured against the set standards. The actual gap/deviation is measured. If poor performance is due to lack of skills, then training has to be undertaken. Conference: To identify training needs and make decisions on the way these shall be met. Employment of a consultant: This can be taken on to assess training needs within an organization and develop ways in which these can be met. Buzzing: A homogenous audience of supervisors, managers and professionals discuss what the desirable next step is in the organization training programme or what additional knowledge or skills are required to handle the work better. Counseling: Discussions between supervisors and the technical staff on areas where there are skills or knowledge gaps. (Milan 1986).

If such needs can be identified by hard data, survey information and not by vague concerns of need, training improvements will result in increased employee efficiency, hence the following need be done; the plan should identify specific skills needed to improve performance and productivity, it should also analyze the audience to ensure that the programme will be suited to their specific levels of education, experience and skills as well as attitudes and personal motives.

**Developing Training Objectives and Criteria**

The step two of the training program is developing training objectives and criteria. One example of an objective would be the attainment of a specific skill for performing a work task within a certain time frame. An example of a criterion would be to a specified score on a test instrument. Objectives if developed provide criteria for evaluating the training programme and also provide the trainers with specific topics and content to focus on. This ensures that training programmes are focusing on important topics and goals that have meaning to trainers.

**Instructional Design.**

In order to achieve the objectives and criteria one needs to accomplish this through selecting an appropriate training approach. The basic training techniques include coaching, internship, apprenticeship training, job rotation, job instructional method, mentoring, continuing education, college and correspondence courses, lectures, role
playing, programmed instruction and vestibule training.

At this point, the instructor should gather instructional objectives, methods, media, description of and sequence of content, example, exercises and activities. Organize them into curriculum that supports adult learning theory and provides a blueprint for programme development.

The instructor should make sure that all materials such as video scripts, leaders, guides and participants workbooks compliment each other and are written clearly and blend into a unified training geared directly to the stated learning objectives. Finally, the instructor should carefully and professionally handle all programme elements, weather reproduced on paper, film or taped to guarantee quality and effectiveness.

Validation
At this stage, the trainer introduces and validates the training before a representative audience. This forms base for final revision of pilot results to ensure program effectiveness. The aim of the instructor in this process would be to ensure that the contents of the training programme are as intended.

Implement
The contents of the programme are then implemented at this stage. Their success can be boosted by training the trainer workshops that focus on presentation of knowledge and skills in addition to the training content.

Evaluation and Follow up
This is the final stage where training programme’s success is evaluated. Areas to be observed are as follows; Reaction; The trainer should document the learners’ immediate reaction to the training. This helps one assess whether the training caught the attention of the learners or not. Learning; the trainer should use feedback devices or pre and post tests to measure what learners have actually learned. Behaviour; the trainer should note supervisor’s reaction to learners performance. Positive or negative reaction indicates the effectiveness of the training (Thome and Mackey 1997, Zaccareli 1992 and Armstrong 2006).

2.2.6 LEVELS OF EVALUATION

Training evaluation levels are clearly explained by Kirkpatrick (1994) as follows:
Level 1: Reaction

At this level, evaluation measures how those who participated in the training have reacted to it. In a sense, it is a measure of immediate customer satisfaction. Kirkpatrick suggests the following guidelines for evaluating reactions:

- Determine what you want to find out
- Design a form that will quantify reactions
- Encourage written comments and suggestions
- Get a 100 percent immediate response
- Get honest responses
- Develop acceptable standards
- Measure reactions against standards, and take appropriate action
- Communicate reactions as appropriate

Level 2: Evaluating learning

Kirkpatrick further explains that this level obtains information on the extent to which learning objectives have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and as appropriate, the extent to which attitudes have changed in the desired direction. So far as possible, the evaluation of learning should involve the use of paper and pencil or performance tests, before and after the programme.

Level 3: Evaluating behaviour

This level evaluates the extent to which behaviour has changed as required when people attending the programme have returned to their jobs. The question to be answered is the extent to which knowledge, skills and attitudes have been transferred from the classroom to the workplace. Ideally, the evaluation should take place both before and after the training. Time should be allowed for the change in behaviour to take place. The evaluation needs to assess the extent to which specific learning objectives relating to changes in behaviour and the application of knowledge and skills have been achieved.

Level 4: Evaluating Skills

This is the ultimate level of evaluation and provides the basis for assessing the benefits of the training against its costs. The evaluation has to be based on before and after measures, and has to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, raising productivity, reducing accidents or increasing customer satisfaction. Evaluating results is obviously easier when they can be
quantified. However, it is not always easy to prove the contribution to improved results made by training as distinction from other factors and as Kirkpatrick says, "Be satisfied with evidence, proof is usually impossible to get."

2.2.7 TRAINING METHODS

Training methods determine the effectiveness of any training programme. They also make any programme interesting depending on how they are planned and executed (Beardwell and Holden 2001).

There are various methods of training adults according to Armstrong 2006: Training methods can both be on-the-job or off-the-job or classroom methods but held within the organization. On the job training methods include: Vestibule Training or Training Centre training: It involves classroom training imparted with the help of equipment and machines identical to those in use at the place of work. Theoretical work is taught in class. Simulation: the employee trains in closely duplicated real job conditions. This is used in cases where actual on the job practice is expensive or a resulting error would be very costly. Demonstration and Examples: Here the trainer does step-by-step demonstration and explanation. Lectures, pictures, text material and discussions are used at this stage. Apprenticeship: here a trainee is given a programme of assignments according to a pre-determined schedule that provides for efficient training in trade skills. This method is appropriate in training for crafts, trades and technical areas.

On-the-job training: an employee is placed in a new job and is taught how it is to be done, aiming at developing skills and habits consistent with the existing practices of an organization. Coaching and instructions is done by skilled workers.

Off-the-job or classroom methods include the following: Lectures. These are talks by an instructor on specific topics. This method takes care of philosophy, concepts, attitudes, theories, and problem solving discussions. Very large groups are trained in a short while. The Conference Method. Small groups of 20-30 persons meet under an organized plan. Mutual problems are discussed and participants pool their experiences and ideas in an attempt to arrive at better methods of dealing with the available problems. Seminar or Team Discussions: Trainees learn through discussions of papers on selected subjects. The material to be analyzed is distributed in advance in the form of required reading. Role Playing: Here trainees act out a given role as they would in a stage play. These essentially involve employee-employer relationships such as firing, hiring and discussing grievances. The last of
the off-the-job training involve Programmed Instructions: A step-by-step series of bits of knowledge is imparted, each building upon what has gone before. Mechanisms for presenting and checking on the trainee’s knowledge are put in place.

2.2.8 INDICATORS OF GOOD PERFORMANCE IN TRAINEES

Various methods can be used to determine improved performance among employees at the workplace. These should be attributed to training programmes which beef up employees’ skills. The following are the methods:

Performance Appraisal
To determine the performance of the workforce, most organizations have set up their appraisal systems. This system of judging is based on a number of factors that identify the weakness and strengths of the appraised. The organizations at pre-set conduct performance appraisal on which to base the type of action to be taken. Performance appraisal is very key as it also facilitates feedback mechanism to the appraised. The appraisal is supposed to identify such areas of action such as promotion, transfer, training and most importantly the actual achievement. If the specific areas are determined and addressed, this could in effective labour costs, production efficiency, quality work and creative work.

Although the appraisal system is widely used, it is based on some factors that might not contribute to the actual situation at the ground which make performance appraisal inaccurate especially if the environment is not conducive for an employee to show traits of the personnel such as conduct, ability etc. Other seniors may avoid offending their juniors by not reporting the true situation which inhibits the proper identification ability arising out of newly acquired skills.

According to Monappa 2003, he highlighted research work on why performance appraisal has failed despite the appraisal methods being subjected to validity and reliability tests as follows:

- The supervisor plays the dual role of both judge and helper, which are conflicting
- There is difference of opinion between the expectations of supervisors and those of subordinates, reflecting the latter’s performance as hardwork is synonymous to effective work
- The supervisor feels that subordinate appraisal is not personally rewarding as sometime it is not a very comfortable thing

This points out as to why many appraisals are inaccurate when basing their personnel needs on them. Though performance measurement is done to achieve the required targets, a good performance criteria should include the following indicators (Paul and Myers 1977) as defined below:
Knowledge of work; This is the knowledge to perform the work; skills are gained through general training, specialized training, and experience which will enable personnel in vocational training institute to perform with or without any assistance depending ones level of knowledge. The ability to learn new and advanced skills is affected by the level of training gives the power to enlarge capacity that affect the trainers ability to learn and contain new skills. The ability to use the right training methods is appropriate to good performance.

Quality of work: Considers the volume of work produced under the prevailing working conditions and its level of meeting the expectations of the market. Other than the numbers graduating from the vocational institutions, the feedback from the supervisors about the performance of graduates who have undergone training within a particular period is important. The amount of work covered per specific time is very important in the ability of trainees to be acknowledged as having acquired the intended skills.

Attitude towards technical training; These are tendencies towards something. If the employees have negative attitude towards training then performance is not expected to change. Staff should be motivated to train.

Initiative: These are tendencies to develop and contribute new ideas or new methods of work. This is important in training as it enhances positive contribution. Management skills: The planning, organization, control, motivating in the organization to maximize resources: Styles of management are key to performance of any organization.

Depending on the heads ability to manage, there are various outcomes. Poor management results in losses of resources, and dissatisfied workforce.

2.2.8 PRINCIPLES OF ADULT LEARNING

Any trainer / facilitator should know the principles of adult learning to be able to develop suitable training designs and to facilitate their groups effectively. They increase the likelihood that their adult members will learn, be committed to the group’s goals and generate more solutions to problems. The facilitator should understand that the adult learners:

- Decide for themselves what is important to be learned
- Need to validate the information based on their beliefs and experiences
- Expect that what they are learning is immediately useful
- Have much past experience upon which to draw – may have fixed viewpoints
- Have significant ability to serve as a knowledgeable resource to the facilitator and group members
• Are problem centered
• Actively participate
• Function best in a collaborative environment.

After the training, course assessment forms used can be distributed to the participants; these are filled and returned at the end of the course. The assessment forms enable the trainer/facilitator and the management assess the effectiveness of the training (Mugwere 2006).

2.2.9 EXPERIENTIAL LEARNING THEORY AND INDIVIDUAL LEARNING STYLES

This study borrows from the experiential learning theory and individual learning styles to explain how individuals learn differently in the same environment.

Experiential learning theory provides a model of a learning process that is consistent with the structure of human cognition and the stages of human growth and development. It conceptualizes the learning process in such a way that differences in individual learning styles and corresponding learning environments can be identified. The learning model is a dialectic one, founded on the Jungian concept (Jung, 1923) of styles or types that state that fulfillment in adult development is accomplished by higher-level integration and expression of non-dominant modes of dealing with the world.

The theory is called “experiential learning” for two reasons. The first is historical, tying it to its intellectual origins in the social psychology of Kurt Lewin in the '40's and the sensitivity training and laboratory education work of the '50's and '60's. The second reason is to emphasize the important role that experience plays in the learning process, an emphasis that differentiates this approach from other cognitive theories of the learning process. The core of the model is a simple description of the learning cycle of how experience is translated into concepts, which in turn are used as guides in the choice of new experience.

Learning is conceived as a four-stage cycle. Immediate concrete experience is the basis for observation and reflection. These observations are assimilated into a “theory” from which new implications for action can be deduced. These implications or hypotheses then serve as guides in acting to create new experiences. The learner, if he is to be effective, needs four different kinds of abilities – Concrete Experience abilities (CE), Reflective Observation abilities (RO), Abstract Conceptualization abilities (AC) and Active Experimentation (AE) abilities. That is, he must be able to involve himself fully, openly, and without bias in new experiences from many
perspectives (RO), he must be able to create concepts that integrate his observations into logically sound theories (AC), and he must be able to use these theories to make decisions and solve problems (AE). Yet this ideal is difficult to achieve. Can anyone become highly skilled in all of these abilities or are they necessarily in conflict. How can one be concrete and immediate and still be theoretical?

A closer examination of the four-stage learning model would suggest that learning requires abilities that are polar opposites and that the learner, as a result, must continually choose which set of learning abilities he will bring to bear in any specific learning situation. More specifically, there are two primary dimensions to the learning process. The first dimension represents the concrete experiencing of events at one end and abstract conceptualization at the other. The other dimension has active experimentation at one extreme and reflective observation at the other. Thus, in the process of learning, one moves in varying degrees from actor to observer, from specific involvement to general analytic detachment.

Many cognitive psychologists such as Flavell, 1963; Bruner, 1960, Harvey 1966, Hunt and Shroeder, 1961, have identified the concrete/abstract dimension as a primary dimension on which cognitive growth and learning occurs. Goldstein and Scheerer suggest that greater abstractness result in the development of the following abilities: Detach our ego from the outer world or from inner experience, assume a mental set, account for acts to oneself and verbalize the account, shift reflectively from one aspect of the situation to another, hold in mind simultaneously various aspects, grasp the essential of a given whole: to break up a given whole into parts, isolate and to synthesize them, abstract common properties reflectively; to form hierarchic concepts, plan ahead ideationally, to assume an attitude toward the more possible and finally think or perform symbolically.

Concreteness, on the other hand, represents according to these theorists, the absence of these abilities, the immersion in and domination by one's immediate experiences. Yet the circular, dialectic model of learning process would imply that abstractness is not exclusively good and concreteness exclusively bad. To be creative requires that one be able to experience anew, freed somewhat from the constraints of previous abstract concepts. In psychoanalytic theory this need for a concrete childlike perspective in the creative process is referred to as regression in service of the ego (Kris, 1952). Brunner 1966, in his essay on the conditions for creativity, further emphasis the dialectic tension between abstract and concrete involvement. For him the creative act is a product of a freedom detachment and commitment, of passion and decorum, and of a freedom to be dominated by the object of one's inquiry.
The active/reflective dimension is the other major dimension of cognitive growth and learning. As growth occurs, thought becomes more reflective and internalized, based more on the manipulation of symbols and images than overt actions. The modes of active experimentation and reflection, like abstractness/concreteness, stand in opposition to one another. Reflection tends to inhibit action and vice-versa. For example, Singer (1968) found that children who have active internal fantasy lives are more capable of inhibiting action for long periods of time than are children with little internal fantasy life. Kagan (1964) found, on the other hand, that very active orientations toward learning situations inhibit reflection and thereby preclude the development of analytic concepts. Herein lies the second major dialectic in the learning process—the tension between actively testing the implications of one's hypotheses and reflectively interpreting data already collected.

2.2.10 INDIVIDUAL LEARNING STYLES AND THE LEARNING STYLE INVENTORY

Over time, accentuation forces operate on individuals in such a way that the dialectic tensions between these dimensions are consistently resolved in a characteristic fashion. As a result of our hereditary equipment, our particular past life experience, and the demands of our present environment, most people develop learning styles that emphasize some learning abilities over others. Through socialization experiences in family, school and work we come to resolve the conflicts between being active and reflective and between being immediate analytical in characteristic ways. Some people develop minds that excel at assimilating disparate facts into coherent theories, yet these same people are incapable of, or uninterested in deducing hypotheses from the theory. Others are logical geniuses but find it impossible to involve and surrender them to an experience. And so on. A mathematician may come to place great emphasis on abstract concepts while a poet may value concrete experience more highly. A manager may be primarily concerned with the active application of ideas while a naturalist may develop his observational skills highly. Each of us in a unique way develops a learning style that has some weak and strong points. The Learning Styles Inventory (LSI) is a simple, self-description inventory, designed to measure an individual's ability. Individuals tested on the LSI show many different patterns of scores; four statistically prevalent types of learning styles were identified according to this inventory. These four styles were called the Converger, the Diverger, the Assimilator and the Accommodator. The following is a summary of the characteristics of these types based both on our research and clinical observation of these patterns of LSI scores.

The Converger's dominant learning abilities are Abstract Conceptualization (AC) and Active Experimented (AE). His greatest strength lies in the practical application of ideas. We have called this learning style the
"Converger" because a person with this style seems to do best in those situations like conventional intelligence tests where there is a single correct answer or solution to a question or problem (Torrealba, 1972). His knowledge is organized in such a way that, through hypothetical-deductive reasoning, he can focus it on specific problems. Liam Hudson’s (1966) research in this style of learning (using different measures than the LSI) shows that convergers are relatively unemotional, preferring to deal with things rather than people. They tend to have narrow interests, and choose to specialize in the physical sciences. Our research shows that this learning style is characteristic of many engineers (Kolb, 1976).

The Diverger has the opposite learning strengths of the converger. He is best at Concrete Experience (CE) and Reflective Observation (RO). His greatest strength lies in his imaginative ability. He excels in the ability to view concrete situations from many perspectives and to organize many relationships into a meaningful "gestalt". We have labeled this style "Diverger" because a person of this type performs better in situations that call for generation of ideas such as a "brainstorming" idea session. Divergers are interested in people and tend to specialize in the arts. My research shows that this style is characteristic of persons with humanities and liberal arts backgrounds. Counselors, organization development consultants, and personnel managers often have this learning style.

The Assimilator’s dominant learning abilities are Abstract Conceptualization (AC) and Reflective Observation (RO). His greatest strength lies in his ability to create theoretical models. He excels in inductive reasoning; in assimilating disparate observations into an integrated explanation (Grochow, 1973). He, like the converger is less interested in people and more concerned for abstract concepts, but he is less concerned with the practical use of theories. For him it is more important that the theory be logically sound and precise. As a result, this learning style is more characteristic of the basic sciences and mathematics rather than the applied sciences. In organizations this learning style is found most often in the research and planning departments. (Kolb, 1976; strasmore, 1973).

The Accommodator has the opposite strengths of the Assimilator. He is best at Concrete Experience (CE) and Active Experimentation (AE). His greatest strength lies in doing things; carrying out plans and experiments and involving himself in new experiences. He tends to be more of a risk-taker than people with other three learning styles. This learner has been labeled as the "Accommodator" because he tends to excel in those situations where he must adapt himself to specific immediate circumstances. In situations where the theory or plans do not fit the facts he will most likely discard the plan or theory. (His opposite type, the
Assimilator, would be more likely to disregard or re-examine the facts. He tends to solve problems in an intuitive trial and error manner (Grochow, 1973,) relying heavily on other people for information rather than his own analytic ability (Stabell, 1973). The Accommodator is at ease with people but sometimes seen as inpatient and “pushy”. His educational background is often in technical or practical fields such as Business. In organizations, people with this learning style are found in action-oriented jobs, often in marketing or sales.

Learning theories describe in general terms how people learn, but individual learners will have different styles – a preference for a particular approach to learning. The two most familiar classification of learning styles are those produced by Kolb and by Honey and Mumford as summarized below;

Kolb’s learning style inventory

Kolb, Rubin and McIntyre (1974) identified a learning cycle consisting of four stages as shown in the figure below. Just like in the individual learning styles inventory, they defined these stages as follows; Concrete experience; this learning stage can be planned or accidental. Reflective Observation: this stage involves active thinking about the experience and its significance. Abstract Conceptualization (theorizing), this stage involves generalizing from experience in order to develop various concepts and ideas, which can be applied when similar situations are encountered. Active Experimentation, they explained that this stage involves testing the concepts or ideas in new situations. This gives rise to a new concrete experience and the cycle begins again.

Figure 1.2 The kolb learning cycle

Concrete Experience

Observations and reflections

Formalization of abstract Concepts and generalizations

Testing implications of Concepts in new situations

Source: Armstrong (2006)
The key to Kolb's model is that it is a simple description of how experience is translated into concepts, which are then used to guide the choice of new experiences. To learn effectively, individuals must shift from being observers to participants, from direct involvement to a more analytical detachment. Every person has his or her own learning style, and one of the most important arts that trainers have to develop is to adjust their approaches to the learning styles of trainees. Trainers must acknowledge these learning styles rather than their own preferred approach. Kolb also defined the following learning styles of trainees.

1. Accommodators. This group of trainees learns by trial and error, combining the concrete experience and experimentation stages of the cycle.
2. Divergers. They prefer concrete to abstract learning situations, and reflection to active involvement. Such individuals have great imaginative ability and can view a complete situation from different viewpoints.
3. Convergers. These ones prefer to experiment with ideas, considering them for their practical usefulness. Their main concern is whether the theory works in action, thus combining the abstract and experimental dimensions.
4. Assimilators. This group likes to create their own theoretical models and assimilate a number of desperate observations into an overall integrated explanation. They veer towards the reflective and abstract dimensions. (Armstrong 2004)

Another analysis of learning styles was made by Honey and Mumford (1986). They identified four styles:

1. Activists. Honey and Mumford said that this group involve themselves fully without bias in new experiences and revel in new challenges.
2. Reflectors. This group stands back and observes new experiences from different angles. They collect data, reflect on it and then come to a conclusion.
3. Theorists. They adopt and apply their observations in the form of logical theories. They tend to be perfectionists.
4. Pragmatists. This group is keen to try out new ideas, approaches and concepts to see if they work.

However, none of these four learning styles is exclusive. It is quite possible that one person could combine any two of the learning styles. (Armstrong 2004).

2.2.11 MOTIVATION TO LEARNING

People learn more effectively if they are motivated to learn. The motivation to learn can be defined as 'those factors that energise and direct behaviour patterns organized around a learning goal (Rogers 1996). As Reynolds, Caley and Masin (2002) commented, 'The disposition and commitment of the learner – their motivation to learn – is one of the most critical factors affecting training effectiveness. Under the right conditions, a strong disposition to
learn, enhanced by solid experience and a positive attitude, can lead to exceptional performance."

Two motivation theories are particularly relevant to learning. Expectancy theory states that, goal directed behaviour is driven by the expectation of achieving something the individual regards as desirable. If the individuals feel that the outcome of learning is likely to benefit them, they will be more inclined to pursue it. When they find that their expectations have been fulfilled, their belief that learning is worthwhile will be reinforced.

Goal theory on the other hand states that, motivation is higher when individuals aim to achieve specific goals, when these goals are accepted, and although difficult, are achievable, and when there is feedback on performance. Learning goals may be set for individuals (but to be effective as motivators they must be agreed (self-directed learning).

2.2.12 CONDITIONS FOR EFFECTIVE LEARNING

The learning theories and concepts described in the various sections above suggest that the main conditions required for learning to be effective are as follows: Individuals must be motivated to learn. They should be aware that their present level of knowledge, skill or competence, or their existing attitude or behaviour needs to be developed or improved if they are to perform their work to their own and to others' satisfaction. They must therefore have a clear picture of the behaviour they should adopt. (Armstrong 2004)

Effective learning is more likely to be achieved if learners have learning goals. They should have targets and standards of performance that they find acceptable and achievable and can use to judge their own progress. They should be encouraged to set their own goals. Learners need a sense of direction and feedback on how they are doing. Self-motivated individuals may provide much of this for themselves, but a learning facilitator should still be available to encourage and help when necessary.

Learners must gain satisfaction from learning. They are most capable of learning if it satisfies one or more of their needs. Conversely, the best learning programmes can fail if those undertaking them do not see them as useful.

Learning is an active, not a passive process. Learners need to be actively involved. Appropriate methods and processes should be used. A large repertory of these exists, but trainers must use them with discrimination in accordance with the needs and learning style of the individual and the group.

Learning methods should be varied. The use of a variety of methods, as long as they are all appropriate, helps
learning by engaging the interest of learners. Learning requires time to assimilate, test, and accept. This time should be provided in the learning programme. The learner should receive reinforcement of correct behaviour. Learners usually need to know quickly that they are doing well. In a prolonged programme, intermediate steps are required in which learning can be reinforced.

It must be recognized that there are different levels of learning and that these need different methods and take different times. At the simplest level, learning requires direct physical responses, memorization and basic conditioning. At a higher level, learning involves adapting existing knowledge existing knowledge or skills to a new task or environment. At the net level learning becomes a complex process when principles are identified in a range of practice or actions, hen a series of isolated tasks have to be integrated or when the process is about developing interpersonal skills. The most complex form of learning takes place when learning is concerned with the values and attitudes of people and groups. This is not only the most complex area, but also the most difficult and dangerous.

2.3 CONCEPTUAL FRAMEWORK

Figure 1.1: Conceptual model that captures the major variables and their inter-relationship
Independent Variables
Mugenda and Mugenda 2003, defines an independent variable as one that a researcher manipulates in order to determine its effects or influence on another variable. It predicts the amount of variation in another variable. In the conceptual framework as indicated in the page above, independent variables as indicated in the above diagram include: principles of adult learning, training techniques, skills needs survey and the training process. If these variables are manipulated, they determine the influence on the dependant variable ‘employee performance.’

Intervening Variables
The intervening variable is one that has a causal relationship with the other variables. It is recognized to have been caused by the independent variable and is a determinant of the dependant variable. The causal relationship can be represented schematically as follows:

```
Independent Variables --→ Intervening Variables --→ Dependant Variables
```

The intervening variables come between the independent and dependent variables (Mugenda and Mugenda 2003). In this study, the intervening variables include the following: Effective training, motivated staff, reduced wastage, reduced lead time and reduced accidents. These, have an influence on the dependant variable, improved employee performance. They are at the same time caused by the independent variables as is indicated above.

Dependant variables
Mugenda and Mugenda 2003, explains a dependant variable as one that varies as a function of the independent variable. This variable attempts to indicate the total influence arising from the effects of the independent variable. In the case of this study, the dependant variable is ‘employee performance.’ Employee performance will vary with the variation of the independent variables in this study.

2.4 CRITICAL REVIEW OF MAJOR ISSUE

This study intents to bring out the effectiveness of the training programmes initiated by organizations and how these have impacted on the employee performance. It has narrowed down to Kenya Red Cross Society. It is true to argue that training imparts staff with skills which are a pre-requisite to enhanced individual performance. Training, if well managed has a ripple effect. Other than imparting staff with skills, training further leads to
improved staff morale, reduces wastage, reduces the time tasks are performed, improves on quality of output and all these lead to improved employee performance.

However, other than staff training, there are other factors that also contribute towards improved overall employee performance. Such factors include: Conducive work environment, reward and compensation, availability of tools of work and government policy. There is therefore room for further study into these factors and how they, too, impact on employee performance.

2.5 SUMMARY AND GAPS TO BE FILLED BY THE STUDY

In summary, the literature review focuses on various areas; steps taken in order to carry out a skills needs survey in an organization. This ensures that training programmes focus on real needs of an organization. The review further focuses on the training cycle. These are procedures to be undertaken by any training programme to ensure that all aspects of training are covered, this ensures effectiveness. It also narrows down on the various training methods available to ensure an effective training process. Staff are adult learners. In order to ensure effectiveness of training programmes, principles of adult learning should be put into consideration. The various learning abilities are well covered by the theories in the literature review. The literature review therefore, has identified the relevant areas that must be covered by training programmes in order to ensure effectiveness. The gap that exists therefore and should be filled by this study is determining how effective these training programmes are to ensure a performing workforce.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research design and methodology used to determine the effectiveness of training programmes to organizations. This section comprises of study design and target population, sampling design, data collection procedures, data analysis and expected output.

3.2 RESEARCH DESIGN

This study adapted a case approach; this is because this approach gives more in-depth information suitable for this kind of study. It involved descriptive surveys that led to a lot of descriptive and inferential statistics.

3.3 TARGET POPULATION

This research focuses on the employees of the organization at all levels. The Society has a total population of 318. The following table shows the various population classes and the expected samples to be drawn to respond to questions.

Table 1: Population classes and samples

<table>
<thead>
<tr>
<th>Population type</th>
<th>Total</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior management</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Middle level managers</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Other staff</td>
<td>287</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>318</td>
<td>100</td>
</tr>
</tbody>
</table>

3.4 SAMPLING DESIGN

For the senior and middle level management staff, the researcher used Purposive Sampling technique in selecting managers to be interviewed or respond to questionnaires. To be part of the sample, one must fulfill the condition of being a senior/ middle Level manager. This type of sampling strategy had the advantage of allowing the researcher to use cases that have the required in-depth information relevant to the
Simple Random Sampling technique was used to select samples of non-management staff both from headquarters and branches, who responded to interviews as well as questionnaires. This sampling technique had an advantage of giving every member of the population an equal opportunity to respond. (Mugenda and Mugenda, 2003).

3.5 DATA COLLECTION TOOLS INSTRUMENTS AND PROCEDURES

Data was collected both from secondary and primary sources. Secondary sources include already existing data sets such as literature from the library, research reports and other archival material. Primary sources included, use of questionnaires and interviews conducted with certain population samples of senior managers, middle level managers and other employees. Observation was also used to gather information about performance.

The research instruments for this study were mainly questionnaires, interviews and informal discussions. Questionnaires enable the researcher to accumulate data with ease (Mugenda and Mugenda 2003). They also help in obtaining important information from a number of respondents.

i) Questionnaires. These were both open and closed ended. They were basically designed with the aim of collecting most of the information. The questionnaires were used to obtain information about the training methods, gather opinions and attitudes of individual employees and their supervisors on benefits of the training, factors that determine participation in training as well as tools used to determine training needs.

(ii) Interviews and informal discussions were held with a number of interest people. Supervisors of certain work groups, and human resources management personnel were given special attention. The Deputy Human Resources Manager in charge of training was picked on as a key informant. This was because he was believed to have all the key information concerning staff training in the organization. All these will be done with an aim of establishing how they identify skills needs in their employees, how they organized for their training, what methods of training were adopted and how evaluation was finally done.
A pilot study was conducted to ensure validity and reliability of the instruments mentioned above. Pre-testing was done where the researcher presented the questionnaires to a small population not included in the sample. The same group was subjected to interviews and informal discussions. Their responses were used to detect any ambiguity in the questionnaires. Adjustments were done to the instruments prior to going into the main research.

3.6 DATA ANALYSIS

Data analysis in this study involved a variety of descriptive and inferential statistics. Library findings, Questionnaire results, Interview results and informal discussions notes were analyzed both qualitatively and quantitatively, giving comprehensive report findings. Questionnaires were analyzed using SPSS programme of ms excel. The study used frequencies and percentages because they easily communicate the research findings to majority of readers (Gay 1992). Frequencies easily show the number of times a response occurred or the number of subjects in each category. Percentages will be used to compare the subgroups that differ in population or size.

Data from the interviews and informal discussions was read carefully paying particular attention to comments, ideas and concerns from participants. The field notes (from branches) was edited, coded and then analyzed deductively. Kane 1995 states that, one can use inductive approach to collect data, that is, through interviews and then analyze them deductively when putting the whole study together. Report findings were in form of diagrams, statistical tables, charts and texts. These enabled us see the various interrelations among variables. The research findings led to recommendation on a possible framework of intervention.

3.7 EXPECTED OUTPUT

The study was expected to show the impact of training programmes to the overall employee performance in the organization. More specifically, it was expected to identify tools used by management to assess skills needed. It was as well to identify factors that affect participation in the training. It was to further identify training methods used. Benefits reaped both by individuals and the organization were identified. The study further hoped to compare time taken to complete tasks before and after training. It is anticipated that the lead-time should have reduced as a result of training. On overall, this study was expected to bring out the influence training programmes have had on overall employee performance at Kenya Red Cross Society.
CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, their interpretation, and the findings of the research. This chapter also provides the frequencies and the corresponding percentages and the analysis of how these findings relate to the study. Recommendations have also been made based on the findings. Suggestions from the respondents concerning various issues are also recorded after the responses.

As already explained, a total of 100 respondents had been identified for the research sample as earlier explained. This represents about 31% of the whole population of 318. Out of 100 questionnaires sent out, a total of 89 were returned which is 89% of the total respondents. This is significant enough to provide reliable and valid findings on the general and specific objectives for this study.

4.2: QUANTITATIVE DATA ANALYSIS

Table 4.2.1: Experience within Red Cross

<table>
<thead>
<tr>
<th>Experience period (in years)</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>21</td>
<td>23.60</td>
<td>23.60</td>
</tr>
<tr>
<td>2.1-5</td>
<td>26</td>
<td>29.21</td>
<td>52.82</td>
</tr>
<tr>
<td>5.1 and over</td>
<td>42</td>
<td>47.19</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Of the 89 respondents outlined above, 21 have worked for a period between 1 – 2 years which translates to 23.6%. 26 respondents have worked for a period between 2.1 – 5 years translating to 29.21%. The majority have worked for a period of over 5 years which has 42 respondents, translating to 47.19%. This reflects that those who have had higher chances of training are in the group of those who have gained experience winding from 5 years and above.
Table 4.2.2: When last training was attended

<table>
<thead>
<tr>
<th>Last training attended</th>
<th>Frequency</th>
<th>percentage</th>
<th>cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not attended any</td>
<td>7</td>
<td>7.87</td>
<td>7.89</td>
</tr>
<tr>
<td>Last month</td>
<td>24</td>
<td>26.97</td>
<td>34.84</td>
</tr>
<tr>
<td>Last year</td>
<td>58</td>
<td>65.16</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the table above, 71.91% of the respondents indicated that they had attended training within a period of one year. 26.97% had attended training within a period of one month. 1.12% indicated that they had not attended any training. This implies that the organization does not conduct induction (orientation) training courses or does it selectively. All employees should attend training on employment to socialize them into the organization.

Table 4.2.3: Basis of training

<table>
<thead>
<tr>
<th>Reason for training</th>
<th>Frequency</th>
<th>percentage</th>
<th>cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified skills shortfall</td>
<td>62</td>
<td>69.662</td>
<td>69.66</td>
</tr>
<tr>
<td>Requested for training</td>
<td>23</td>
<td>25.842</td>
<td>95.502</td>
</tr>
<tr>
<td>On promotion</td>
<td>4</td>
<td>4.494</td>
<td>100.00</td>
</tr>
<tr>
<td>On transfer</td>
<td>0</td>
<td>0.000</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the table above, training conducted based on identified skills shortfall take 69.66% of the trainings. Those trainings based on individual requests take 25.842%. Training that results from promotion takes a very small percentage of only 4.494% while no training is undertaken based on transfer. It is important that training is undertaken based on real felt needs in the organization. The management needs to minimize on training conducted out of individual needs. More often than not, these, represent individual requirements and not organizational requirements. It leads to waste of resources as they do not address organization requirements.
Table 4.2.4: Training environment

<table>
<thead>
<tr>
<th>Environment</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
<td>58</td>
<td>65.17</td>
<td>65.17</td>
</tr>
<tr>
<td>Imposed</td>
<td>7</td>
<td>7.86</td>
<td>73.03</td>
</tr>
<tr>
<td>Decided by trainees</td>
<td>24</td>
<td>26.97</td>
<td>100.00</td>
</tr>
<tr>
<td>Not conducive</td>
<td>0</td>
<td>0.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the above analysis of responses, it is clear that collaborative training environment has taken 65.17% with 58 responses. 26.97% responses indicate that trainees decide on what should be trained. 7.86% indicate that training is imposed on the trainers. The Kenya Red Cross Management needs to address imposed training. They are dealing with adults who know what they want during training. Principles of Adult Learning are not completely adhered to.

Table 4.2.5: Participation during training

<table>
<thead>
<tr>
<th>Participation</th>
<th>Frequency</th>
<th>percentage</th>
<th>cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>72</td>
<td>80.90</td>
<td>80.90</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>3.37</td>
<td>84.27</td>
</tr>
<tr>
<td>I don't know</td>
<td>14</td>
<td>15.73</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Majority of respondents (80.90%) cited that they participate during training. However, 3.37 cited that they do not participate. 14% did not know whether they participate or not. Frequencies of 3 and 14 for those who do not participate and those who do not understand are high and need to be eliminated for training to be termed as effective.
Table 4.2.7: New Skills' Application

<table>
<thead>
<tr>
<th>New Skills application</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62</td>
<td>69.66</td>
<td>69.66</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>7.87</td>
<td>77.53</td>
</tr>
<tr>
<td>I don't know</td>
<td>20</td>
<td>22.47</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.2.7, 62 respondents indicate that they are applying skills acquired from training. 20 respondents do not know whether they are applying the skills or not while 7 are not applying at all. 7 and 20 frequencies indicate that the training does not focus on the real gaps identified and therefore have imparted irrelevant skills that cannot be applied to the positions that staff hold. This needs to be addressed by management. However, majority of respondents cited that they are currently applying skills acquired during training.

Table 4.2.8: Use of Machines

<table>
<thead>
<tr>
<th>Use of Machine</th>
<th>Frequency</th>
<th>percentage</th>
<th>cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>45</td>
<td>50.56</td>
<td>50.56</td>
</tr>
<tr>
<td>No</td>
<td>44</td>
<td>49.44</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.2.8 above, 50.56% of respondents cited that they use machines in their daily operations. 49.44 do not use machines in their daily operations. Those who acquire new skills on machine operation are able to apply.
Table 4.2.9: Performance after training

<table>
<thead>
<tr>
<th>Performance after training</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easier</td>
<td>41</td>
<td>91.11</td>
<td>91.11</td>
</tr>
<tr>
<td>Difficult</td>
<td>4</td>
<td>8.89</td>
<td>100.00</td>
</tr>
<tr>
<td>I don’t know</td>
<td>0</td>
<td>0.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The table above indicates that out of the responses of the employees who use machines in the course of their duty, 91.11% cited that they find their work easier after training. Only 8.89% still find it difficult to operate their machines despite the training.

Table 4.2.10: Attendance of Refresher Courses

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Frequency</th>
<th>Percentage</th>
<th>cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>From time to time</td>
<td>4</td>
<td>4.49</td>
<td>4.49</td>
</tr>
<tr>
<td>Once in a while</td>
<td>1</td>
<td>1.12</td>
<td>5.16</td>
</tr>
<tr>
<td>Not attended any</td>
<td>84</td>
<td>94.39</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.2.10, 94.39% of respondents have not attended any refresher courses. 4.49% have attended refresher courses from time to time. Those who have attended once in a while are 1.12%. This implies that the organization has not given much emphasis to refresher courses. Refresher courses are equally an important component of training, lack of them implies that skills have not been refreshed for quite a while.
Table 4.2.11: Individual benefits gained from training.

<table>
<thead>
<tr>
<th>Benefited?</th>
<th>frequency</th>
<th>percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>58</td>
<td>65.17</td>
<td>65.17</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>13.48</td>
<td>78.65</td>
</tr>
<tr>
<td>Don't know</td>
<td>19</td>
<td>21.35</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.2.11 above, 65.17% of staff cited that they have benefited from the training programmes organized by the Society. 13.48% cited that they have not benefited at all while 21.35% do not even know what is happening. 13.48% is an indication that some members of staff have not been trained at all while 21.35% indicates that some members of staff are not even aware that there are training arrangements in the organization.

Table 4.2.12: other training requirements

<table>
<thead>
<tr>
<th>Are there training needs?</th>
<th>Frequency</th>
<th>Percentage</th>
<th>cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>62</td>
<td>69.66</td>
<td>69.66</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>4.49</td>
<td>74.15</td>
</tr>
<tr>
<td>I don't know</td>
<td>23</td>
<td>25.85</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From responses analyzed in the table above, 69.66% respondents still require training despite the existing arrangement. Only 4% do not require training. There is need for the management to ensure that training arranged address real gaps. There is also need for management to ensure that training arrangements are done consultatively.
Table 4.2.14: Employees’ views on training

<table>
<thead>
<tr>
<th>View</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>47</td>
<td>52.80</td>
<td>52.80</td>
</tr>
<tr>
<td>Biased</td>
<td>35</td>
<td>39.33</td>
<td>92.13</td>
</tr>
<tr>
<td>I don’t know</td>
<td>7</td>
<td>7.87</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the table above, 52.80% cited that trainings are fairly arranged. 39.33% think that the trainings are biased, while 7.787% don’t even know what is happening.

Table 4.2.15: Effectiveness of the training

<table>
<thead>
<tr>
<th>Effectiveness of training</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective</td>
<td>36</td>
<td>40.45</td>
<td>40.45</td>
</tr>
<tr>
<td>Ineffective</td>
<td>14</td>
<td>15.72</td>
<td>56.17</td>
</tr>
<tr>
<td>Partially effective</td>
<td>32</td>
<td>35.96</td>
<td>92.13</td>
</tr>
<tr>
<td>I don’t know</td>
<td>7</td>
<td>7.87</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the table above, majority (40.45%) of the respondents cited that the trainings are effective, however, quite a good number (35.96%) think that they are partially effective, while 15.72% think that these trainings are not effective at all. This shows that the training doesn’t seem to serve the role it is expected to play.
From table 4.2.16, majority (92.13%) of the respondents cited that they undergo performance appraisal. There was no negative response on this question while those who do not know whether there is appraisal or not constitute 7.87%. This implies that the Society has a chance to carry out a training needs analysis. The management is also able to assess the effectiveness of training by carrying out performance appraisal before and after training.

**Table 4.3.1: Method of skills needs Identification**

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequency</th>
<th>percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking to employees</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Through appraisals</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Discussions with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immediate supervisor</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>All the above</td>
<td>26</td>
<td>100.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.3.1 above, all the respondents confirmed that they all use the three outlined methods in identifying skills needs among employees. No one specific method is used to determine skills needs, but a combination of all the three methods.
4.3.2 Training Techniques

<table>
<thead>
<tr>
<th>Training techniques adopted</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-job</td>
<td>6</td>
<td>23.08</td>
<td>23.08</td>
</tr>
<tr>
<td>Off-the-job</td>
<td>6</td>
<td>23.08</td>
<td>46.16</td>
</tr>
<tr>
<td>Both the above</td>
<td>14</td>
<td>53.84</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.3.2, 23.08% of the trainers prefer both off-the-job and on-the-job training techniques. 53.84% trainers apply both off-the-job and on-the-job training techniques. This implies that trainers apply the most appropriate techniques depending on the circumstances.

4.3.3 Application of principles of adult learning

<table>
<thead>
<tr>
<th>Application</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of adult learning</td>
<td>26</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Cain them</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>Insist that they listen</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>Apply all the above</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.3.3 above, all the trainers apply principles of adult learning.
Table 4.3.4: New skills adoption

<table>
<thead>
<tr>
<th>Skills adoption</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16</td>
<td>61.54</td>
<td>61.54</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>15.38</td>
<td>76.92</td>
</tr>
<tr>
<td>I don't know</td>
<td>6</td>
<td>23.08</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.3.4 above, majority (61.54) of respondents cited that the skills that are taught during training are adopted. However, 23.08% and 15.38% of respondents either do not know whether they are adopted or not. This is an indication that some skills are not directly used by the trainees or that the trainings do not impart the skills. The management needs to find out what the actual problem is.

Table 4.3.5: Plans before training

<table>
<thead>
<tr>
<th>Plans</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>73.08</td>
<td>73.08</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>7.69</td>
<td>80.77</td>
</tr>
<tr>
<td>I don't know</td>
<td>5</td>
<td>19.23</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.3.5, majority (73.08) of the respondents indicate that plans are made before training. 19.23% cited that they do not know whether any plans are made before training. Only 7.23 % indicated that no plans are made before training.
### Table 4.3.8 Training Evaluation

<table>
<thead>
<tr>
<th>Training evaluation</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe reaction after training</td>
<td>3</td>
<td>11.54%</td>
<td>11.54%</td>
</tr>
<tr>
<td>Supervisors reaction after training</td>
<td>3</td>
<td>11.54%</td>
<td>11.54%</td>
</tr>
<tr>
<td>Evaluate performance before and after</td>
<td>1</td>
<td>3.84%</td>
<td>26.92%</td>
</tr>
<tr>
<td>All the above</td>
<td>19</td>
<td>73.08%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

From table 4.3.8, majority of respondents indicated that they apply all the three outlined methods to evaluate training. Only 11.54% of the respondents use either of the first two methods of evaluation. 3.84% apply evaluation of performance before and after the training.

### 4.3.9 Trainee Reaction after Training

<table>
<thead>
<tr>
<th>Reaction</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>17</td>
<td>65.38%</td>
<td>65.38%</td>
</tr>
<tr>
<td>Negative</td>
<td>4</td>
<td>15.38%</td>
<td>80.76%</td>
</tr>
<tr>
<td>Both the above</td>
<td>5</td>
<td>19.24%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

From table 4.3.9 above, majority (65.38%) of respondents cited that their participants are positive about the trainings. Only 15.38% are negative while 19.24% had a mixed reaction.
Table 4.3.10: Supervisor Reaction

<table>
<thead>
<tr>
<th>Reaction</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>16</td>
<td>61.54</td>
<td>61.54</td>
</tr>
<tr>
<td>Negative</td>
<td>4</td>
<td>15.38</td>
<td>76.92</td>
</tr>
<tr>
<td>Both the above</td>
<td>6</td>
<td>23.08</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.3.10 above, majority of respondents cited that they are positive after training. 15.38% are negative while 23.08% display a mixed reaction.

4.3.11: Performance before training

<table>
<thead>
<tr>
<th>Performance</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>2</td>
<td>7.69</td>
<td>7.69</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>14</td>
<td>53.65</td>
<td>46.15</td>
</tr>
<tr>
<td>Below expectation</td>
<td>10</td>
<td>38.46</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.3.11, majority (53.65%) of the respondents cited that performance is satisfactory. However it is noted that 38.46% of respondents cite that performance is below average. 7.69% indicating excellent performance is inadequate. This should cause a major concern to the management of the Society.
Table 4.3.11: Performance after training

<table>
<thead>
<tr>
<th>Performance</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>8</td>
<td>30.77</td>
<td>30.77</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>12</td>
<td>46.15</td>
<td>76.92</td>
</tr>
<tr>
<td>Below Expectation</td>
<td>6</td>
<td>23.08</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.3.11, majority of respondents cite that most performance lies between Excellent (30.77%) and Satisfactory (46.15%). A comparison between table 4.3.10 and 4.3.11 indicates that performance below expectation has drastically reduced. The percentage of ‘excellent’ performance has also improved. This could be as a result of training.

Table 4.4 1: Organizational gains from training.

<table>
<thead>
<tr>
<th>Does organization gain?</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>69.23</td>
<td>69.23</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>7.69</td>
<td>76.92</td>
</tr>
<tr>
<td>I don’t know</td>
<td>6</td>
<td>23.08</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the table 4.4.1 above, 69.23% of the respondents cited that the organization benefits from training. However, 7.69% cited that they do not think that the organization benefits from training while 23.08% do not know whether there are any gains or not. Lack of gains could be because the courses are not properly identified. The skills then acquired cannot be directly applied leading to no impact as a result of training.
4.4.2: Benefits (organizational) from training

89% of the managers positively responded that the organization had gained from the training programmes in terms of enhanced employee productivity. They also indicated that the employees are more loyal to the organization which they said was as a result of the benefits that they gain from training programmes arranged by the organization. This is an indication of personal growth and as a result they were motivated. Further, they indicated that the rate of employee turnover had gone down considerably. Further information was gathered by way of literature review. Statistics indicated that the organization has progressively gained from funding. Management staff further indicated that this was an indication that the donor community has increased confidence in the management and staff of the Society. The staff have beefed up their skills in proposal writing as well as management of the funds. The level of responsibility and accountability has been improved. This implies that the training programmes have managed to impart employees with project management skills. The following bar graph explains the changes in funding levels over the years. Data of funding for programmes over a period of the last six years was gathered and compared as follows:

Table 4.2: Financing over a period of six years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Financing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>86,000,000</td>
</tr>
<tr>
<td>2002</td>
<td>88,000,000</td>
</tr>
<tr>
<td>2003</td>
<td>68,000,000</td>
</tr>
<tr>
<td>2004</td>
<td>108,000,000</td>
</tr>
<tr>
<td>2005</td>
<td>154,000,000</td>
</tr>
<tr>
<td>2006</td>
<td>254,000,000</td>
</tr>
</tbody>
</table>

The table indicates slow growth of the levels of funding in the first two years. This however goes down in the year 2003. This was explained to be as a result of change of management. It however picked up and doubled in the year 2004. The year 2005 also has significant growth. The 2004 figure almost doubled in 2006 to a high of 254 million shillings. The management attributed all these to improved proposal writing, improved report writing and accountability which was agreed to be as a result of skills acquired out of training programmes. The above table converted into a chart brings out the information as below. The chart shows that funding has steadily increased
over the years.

Chart 1: Donor funding over the years

4.4.3: Whether the training comprehensive

<table>
<thead>
<tr>
<th>Is the training comprehensive?</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>13</td>
<td>50.00</td>
<td>50.00</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>23.08</td>
<td>73.08</td>
</tr>
<tr>
<td>I don't know</td>
<td>7</td>
<td>26.92</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From table 4.4.3 above, 50% of respondents cite that the training is comprehensive enough. 23.08% do not think so, while 26.92% do not know whether the trainings are comprehensive enough. This implies that not everybody is considered for training. It also implies that some staff lack technical skills which are essential for performance.
4.5: QUALITATIVE DATA ANALYSIS

4.5.1: Benefits individuals have derived from training

To determine benefits of training programmes to the individual employee, the employees were grouped into those that use machines in their areas of operation and those that don’t. Those that use machines said that they have benefited from training as their work was a lot easier. They also indicated improved efficiency and effectiveness in their work, but asked whether they have attended any refresher course, they responded and said that they had not attended any. Drivers expressed that many of them had attended short term courses on defensive driving. These, had a lot of impact on bringing down the numbers of traffic accidents.

The employees who were interviewed said that they had observed that their colleagues who wanted to change jobs outside did so readily, usually on promotion. They attributed this to the training programmes arranged at Kenya Red Cross Society. This is an indication of individual benefit acquired from the organization’s training function. The employees further expressed that there was a lot more they expected from the organization in terms of longer term trainings and promotions after further trainings. Asked whether there was any known training programme drawn for all the trainings in any year, the deputy human resources manager said that there were. A programme is a sign of organization. Lack of it means ineffectiveness. Employees also complained of lack of commitment on the part of management. This is because they only enjoyed partial sponsorship for the long term courses. Employees are expected to pay part (half) of the training cost, however all the short term courses, workshops as well as seminars were fully sponsored.

4.5.2: Steps taken while training

Majority (56%) of staff cite that training details are well taken into account. However 44% do not think that all the training details are taken into account. Asked to explain the details they understand, they explained that a needs analysis is done to determine training requirements. This is followed by determining the objectives and criteria for training then the actual implementation and evaluation. They however missed out crucial steps such as validation and follow up that comes after evaluation. It was noticed that many of them do not understand the order of events in training.
4.5.3: Pre-training Arrangements

The Researcher gathered that several plans are made before the commencement of training. A plan has to be laid down to conduct a skills’ needs survey. A start up meeting is conducted to determine specific purposes of the training and what can be achieved during the training. Management separates suggestions into “need to know” and “nice to know”. Management pointed out that “need to know” information and skills must be covered in the training session while ‘nice to know’ information and skills must not be covered. An action plan is then produced. An action plan formalizes the conduct of the needs survey; the methods used, timeliness and communication of results to the management.

4.6: Summary of Data Analysis

Data analysis was subdivided into two main areas: Quantitative data analysis and Qualitative data analysis. Quantitative data analysis has focused on the quantitative aspects of data and has covered the following areas of the research: Basis of training, training environment, participation during training, new skills application, use of machines, attendance of refresher courses, individual benefits gained from training, other training requirements, employees views on training, effectiveness of training, pre-training arrangements, major steps in training, how comprehensive training is, benefits reaped by the organization from training, performance before and after training, supervisors’ reactions, trainees’ reaction, training evaluation, plans before training, new skills adoption, training techniques, application of principles of adult learning, methods of skills needs identification and finally performance appraisal. Qualitative data analysis has been carried out in the following areas: benefits individuals have derived from training, steps in training, pre-training arrangements.
CHAPTER FIVE

5.0 SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summery of the major findings on the effectiveness of training programmes and their impact on employee performance at the Kenya Red Cross Society. It also contains answers to the Research questions. It further covers the conclusion, recommendations and finally gives suggestions for further study.

Kenya Red Cross Society has for quite sometime tried to institute a culture of high performance. In order to achieve this high level of performance, the organization initiated training programmes that are meant to equip staff with the relevant skills. This study has therefore looked into the various means of determining the effectiveness of these training programmes.

Kenya Red Cross Society is a humanitarian organization with 58 branches spread all over the entire country. Training is a key process in equipping staff with key skills meant to enhance performance. Therefore, efforts and decisions made in this direction must be genuine and well thought out.

5.2: Summary of major findings

The researcher's frame of reference was to find out the effectiveness of training programmes to the staff of Kenya Red Cross Society and how these have impacted on performance. This was done by administering questionnaires to staff and management of the Society. Interviews were also carried with specific interest people. Literature review of key documents was also done and the following is a summery of major findings:

The research established that various tools were used to analyse training needs in the organization. Performance appraisals are carried out annually. Training needs are identified at this level. Interviews are carried with staff as well as supervisors with a view of identifying areas of weaknesses that may require training. No training needs analysis method is used singly, but in combination with others.
The researcher also established that certain crucial steps of training are taken into consideration during training. After training needs assessment other procedures such as development of training objectives and criteria, implementation and evaluation are done. However, the researcher established that key processes such as validation and follow after evaluation are not given any prominence yet they are crucial in the successful completion of a training programme. The researcher further established that both on-the-job and off-the-job training techniques are used while training. It just depends on the nature of the training. Some of the on-the-job training techniques used include coaching, and mentoring which the researcher established that are used up to 100%. Demonstration and experiment are used up to 50% by all the departments. The off-the-job methods that are used include discussions, role plays, group exercise as well as workshops.

On investigation whether principles of adult learning are applied, the researcher established that they are applied to a good extend, however, the adult learners thought that it was not entirely participatory. They felt they needed to be consulted on the course content. This study established that performance appraisals are carried out before and after training with a view of determining the extend of new skills acquisition and there influence on productivity. Training evaluation is measured at reaction levels. This involves measuring the reaction of those who participate in the training. It is also done at evaluation of skills acquired. This provides the basis for assessing the benefits of the training and it is based on before and after skills acquisition.

The researcher established that the organization has reaped from the training programmes in very many aspects. On the general, most of the employees who have gone through the training programmes are highly motivated. Motivation has come along with a host of other benefits. They include enhanced productivity, increased loyalty to the organization and reduced employee turnover. The level of responsibility and accountability are much higher. These have increased the funding levels as employees are able to do better proposals attracting higher funding. Individual staff have, too, benefited from the training programmes. Their responses included increased skills acquisition. The higher profile skills level have improved their profiles and can readily acquire jobs in other high profile organizations, usually on promotion.

5.3: Answers to Research Questions

Methods used by management to assess skills needs in employees include: Performance appraisal, Discussions with employee as well as supervisors as well as interviews. The crucial steps undertaken while training include; training needs analysis, development of training objectives and criteria, implementation and finally evaluation are
also undertaken. However, training programmes have omitted key training steps such as validation. Follow up after training evaluation ensures adoption of training skills acquired during training. This crucial step of training has also been omitted. The key training presentations methods have taken into account, both on-the-job and off-the-job training techniques. Training presentation methods include: coaching, mentoring, demonstration and experiment. These four methods fall in the category of on-the-job training methods. Off-the-job training methods used include the following discussions, role plays, group exercise as well as workshops.

The organization has linked employee performance to training by measuring performance at the end of every year to determine the effect of training to the overall performance. Principles of adult learning are taken into account up to a certain extent. However, staff complained that this process was not wholly participatory. They were not brought on board at the time of preparation of the course content. Various evaluation methods were used to assess the effectiveness of the training programmes. Participants’ reaction is evaluated, Learning is evaluated, behaviour is evaluated and finally skills acquired are evaluated.

Finally, the organization benefits from training in various ways, these include: Enhanced employee motivation, improved service delivery, reduced staff turnover, higher funding levels resulting from better management styles. Staff also benefit in that their skills level is higher. This enhances their profiles, chances of promotion or acquiring better jobs in other organizations are enhanced.

5.4 CONCLUSION

In conclusion, it is the researchers desire to point out that the organization’s management has worked pretty hard to ensure that training programmes are effective and that they improve skills acquisition by staff and therefore the overall performance of the organization. Achieving effectiveness of training has been attained to a large extend. Benefits to the organization achieved after skills were imparted include improved funding levels from donors. The degree of response in times of disasters is observed to have improved greatly as well. The same responsiveness to disasters have acquired a national outlook. Staff retention levels have equally improved. This is as a result of motivation that staff feel they get when they are trained from time to time.

The number of branches has greatly increased. There were just twenty two branches countrywide by the year 2001. This number has grown to fifty eight by the year 2008. The Society has decentralized and the regions have grown from one in the recent years to six currently. This is all attributed to the improved skills acquisition obtained
from training programmes initiated by the Society.

The researcher found out that the Society has achieved its mission statement of being the leading humanitarian organization which had been set as a mission statement five years ago. This was all attributed to training programmes. They are currently in the process of coming up with a new mission and vision statements.

However, staff felt that this could even be further improved if sponsorship for the longer term courses such as masters, degree and diploma could further be improved and training made participatory.

5.5 RECOMMENDATIONS

After going through the research process, the researcher feels that there is a lot more that the organization can do to ensure that training produces the results it is expected to. A lot of resources are expended in this area of training and therefore the more reason why it should be taken very seriously. Kenya Red Cross Society needs to put in place proper mechanisms to assess training needs prior to embarking on training. This will ensure that real training needs are identified and addressed.

Mechanisms should be put in place to ensure maximum adoption of skills acquired through training. Further, the Society needs to ensure a thorough training evaluation of its training programmes undertaken. This will ensure that the value of resources expended on training is attained.

However, despite the growth gained out of training, the researcher still feels that there could be other factors that have contributed towards the growth of the Society other than the training programmes. The researcher therefore recommends further research into areas such as contribution of the type of management styles adopted at the Society. New skills in an organization can also be achieved by way of recruiting from the labour market. There is therefore need to research into contribution made by other human resource processes such as recruitment to the rapid growth of the organization.
APPENDICES

APPENDIX A. REFERENCES


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Kaye Thorne and David Mackey (1997). Everything you ever need to know about Training Kogan Page Ltd.


Kenya Red Cross Society, Newsletters (2002-2006)


Mugwere Lucy (2006) *Training and Development Notes*


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## APPENDIX C WORK PLAN

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### CONCLUSION

A REPORT ON THE FINDINGS WAS WRITTEN AND COMPARED WITH EARLIER FINDINGS AND RECOMMENDATIONS GIVEN.
I am a student at Kenyatta University undertaking postgraduate studies (MBA – HRM). The purpose of this questionnaire is to collect data for research work on needs assessment, training techniques employed and determine the level of skills acquisition by trainees. All the data collected will be treated with strict confidence and will only be used for academic purpose.

(To be filled by staff members. Please answer all questions, tick the right answer where necessary)

1. For how long have you worked with Kenya Red Cross Society?
   - □ 0-2 Years  □ 3-5 Years  □ Over 5 Years

2. When was the last time you attended training organized by the organization?
   - □ Last Month  □ Last Year  □ have not attended any.

3. Is there any particular reason as to why you had to be trained?
   - □ Identified skills shortfall
   - □ I felt I needed the training so I requested
   - □ It was on promotion
   - □ It was on transfer

4. How is the training environment?
   - □ Collaborative  □ imposed  □ decided by trainees  □ all the above

5. As a trainee, do you fully participate during training?
   - □ Yes  □ No  □ Sometime  □ I don’t know

6. Who requested for your training?
   - □ Self  □ Immediate supervisor □ Head of department

7. Are there any particular skills that you are currently using that you acquired in the training?
   - □ Yes  □ No  □ I don’t know
8. Do you use any machine in your area of operation?
   □ Yes  □ No  □ I don't know

9. If yes, how do you find your work after training?
   □ Easier  □ Difficult  □ I don’t know

10. How often do you attend refresher courses within the organization?
    □ From time to time  □ Once in a while  □ I have not attended any

11. Do you feel that you have benefited from the training programmes organized by the company?
    □ Yes  □ No  □ I don’t know

12. Are there any other areas where you feel that you still need further training?
    □ Yes  □ No  □ I don’t know

13. How do you rate your duties after training?
    □ Easier  □ Difficult  □ The same

14. What is your view of training in the Society?
    □ Fair  □ biased  □ I don’t know

15. Generally, how effective are the trainings you have attended?
    □ Effective  □ Ineffective  □ partially effective  □ I don’t know

16. Do you undergo performance appraisal?
    □ Yes  □ No  □ Sometimes  □ I don’t know

17. How have you benefited from these trainings as an individual? Briefly explain.

18. Do you feel all training details are taken into account? Briefly explain.
I am a student at Kenyatta University undertaking post graduate studies (MBA- HRM). The purpose of this questionnaire is to collect data for research work on factors affecting training attendance and effectiveness of the training courses. All the collected data will be treated with strict confidence and will be used for academic purpose only.

(Questions to be answered by Trainers and Management staff. Please answer all questions, tick where necessary)

1. How do you identify skills needs (gaps) among your trainees?
   - By talking to the employees
   - Looking at their appraisal forms
   - By talking to their immediate supervisors
   - All the above

2. How do you source (identify) your trainees?
   - From their immediate supervisors
   - By looking at their appraisal forms
   - By encouraging team talks
   - All the above

3. Which are the best training techniques you have adopted?
   - On-the-job techniques
   - off-the-job techniques
   - Both the above

4. How do you ensure maximum attention by your trainees?
   - Apply principles of adult learning
   - Cain them when they don’t pay attention
   - Insist that they listen
   - Apply all the above options

5. Do your trainees easily adapt to the new skills that they acquire?
6. Are there any plans that you make before training?
   □ Yes     □ No     □ I don’t know

7. Briefly outline the pre-training arrangements made before commencement of training in (6) above.

8. How do you evaluate the effectiveness of the training?
   □ Talk to them and gauge their reaction after training
   □ Talk to their supervisor about their performance after training
   □ Evaluate performance before and after training
   □ All the above

9. What reaction do you get from your trainees after training?
   □ Positive     □ Negative     □ both reactions

10. What reactions do you get from supervisors after training?
    □ Positive     □ Negative     □ Both reactions

11. In your opinion, how was performance before training?
    □ Excellent     □ Satisfactory     □ below expectation

12. In your opinion, how is performance after training?
    □ Excellent     □ Satisfactory     □ below expectations

13. Does the company gain from these trainings?
    □ Yes     □ No     □ I don’t know

14. If so, how? Can you give any statistics?

15. Do the trainings cover every staff?
    □ Yes     □ No     □ I don’t know