

**EFFECT OF TRAINING ON EMPLOYEE PERFORMANCE IN KENYA POWER
AND LIGHTING COMPANY**

BY

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Declaration

This research project is my own work and has not been submitted to any other University or College for an award.

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This research project has been submitted for consideration with my approval as the university supervisor.

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Dedication

To my parents Mr. and Mrs. Mutea for their support and all my friends who in one way or another came through for me as I conducted this research.

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Operational Definitional of Terms

Delivery Approaches refer to the different approaches can be selected in order to deliver different training contents. In this study, training contents and delivery approaches are conceptualized as work commitment, training contents, Delivery techniques and instructional materials to be used.

Employee Performance after an effective training program is measured by several factors, including employee productivity, profitability, job satisfaction and motivation and service quality.

Training Contents refer to the specification of the training objectives that identify the skills and tasks to be trained.

Training Evaluation refers to a systematic process to determine the worth, value, or meaning of a training process. In this study, training evaluation is defined in terms of reaction, learning, behaviour and results of training

Training Needs Assessment is a survey gathers data to determine what training needs to be developed to help individuals and the organization accomplish their goals and objectives. This is an assessment that looks at employee and organizational knowledge, skills, and abilities, and the changing needs to identify any gaps or areas of need.

Training refers to the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience. The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource- the people it employs.

List of Abbreviations and Acronyms

CBD	Central Business District
CIPP	Context, Input, Process, and Product
COD	Chair of Department
EAPL	East Africa Power & lighting Company Limited
HRM	Human Resource Management
KETRACO	Kenya Electricity Transmission Company
KPLC	Kenya Power and Lighting Company
MBO	Management by Objective
PA	Performance Appraisal
PWC	Price Waterhouse Coopers
SPSS	Statistical Package for the Social Science

Abstract

Improved capabilities, knowledge and skills of the talented workforce are major sources of competitive advantage in a global market. In order to prepare their workers to do their job as desired, organizations provide training to their employees so as to optimize their employee's potential. Due to fast pace global and technological development the firms are now facing new changes as well as challenges. Technological advancements have molded the need of capabilities and competencies required to perform a particular tasks. Despite the increasing effects on training of organizational employees on their performance, there is still limited literature on human resource development issues in developing countries and increasing concerns from organizational customers towards low quality services especially in the energy sector. Many researchers in Kenya have in the past concentrated on the factors affecting the performance of commercial banks, state corporations or other industries but not utility companies. This study sought to find out the relationship between the training of employees and their performance in Kenya Power and Lighting Company. Specifically the study aimed to ascertain the effect of training needs assessment, training contents and delivery approaches and training evaluation as the independent variables on employee performance which is the dependent variable. The study will adopt a descriptive research design. The target population consisted of 450 staff working at Kenya Power and Lighting Company head office. The study utilized 30% of the target population which was selected using stratified random sampling technique to give a sample size of 135 respondents. The study used a questionnaire as the main data collection instrument and a pilot study was carried out to pretest questionnaires for validity and reliability. The collected data was analyzed using descriptive studies aided by Statistical Package for Social Sciences (SSPS). Findings were presented using tables and figures. The study found that all factors of training studied (training needs assessment, training contents and delivery, training evaluation) had a significant effect on employee performance. The study recommended that during training needs assessment, various techniques can be used to assess needs where interviews or surveys of essential people can be employed in the training process and reviewing pertinent regulations to identify needs. On training delivery approaches, the study further recommends that Kenya Power and Lighting Company should give more focus on the delivery approaches not only because the training activities are so expensive but also because the effects of training are very important to organization and to the employee in the same time. The study recommended that Kenya Power and Lighting Company should improve on employee work commitment and also seek to improve on the training evaluation strategies.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Performance is defined as accomplishment or output in a productivity of system in the form of service or goods (Lönqvist & Laihonon, 2012). It provides the employee with specific expectations for each major duty. The observable behaviors and actions of employee explain what are needed in a jobs needed and results that are expected for satisfactory job performance. Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment (Meyer & Allen, 2012).

In order to prepare employees to do their job as desired, organizations provides training as to optimize their employee's potential (Ojoh & Okoh, 2015). Most of the firms, by applying long term planning, invest in the building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment (Yip, Devinney & Johnson, 2009). When employees recognize their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job (Imhmed, Kertahadi & Utami, 2014).

Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products

and events (Sreenivasa & Bains, 2011). Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who do not (Imhmed, Kertahadi & Utami, 2014). Training is a necessity in the workplace. Without it, employees don't have a firm grasp on their responsibilities or duties. Employee training refers to programs that provide workers with information, new skills, or professional development opportunities (Effendi & Trivena, 2014).

The companies that aim at gaining the competitive advantage have realized the importance of training in improving employee performance (Lai & Saridakis, 2013). Past researches provides the evidence regarding the positive affect of training programs on both employee and organizational performance (Cheng & Waldenberger, 2013). On one hand, previous work has proved that effective training programs leads to superior return on investment while the other researches mentioned the positive role of training in attaining the supreme levels of employee retention (Colarelli & Montei, 2006).

Due to fast pace global and technological development the firms are now facing new changes as well as challenges. Technological advancements have moulded the need of capabilities and competencies required to perform a particular tasks (Divella, 2016). Thus, to cope with these challenges, more improved and effective training programs are required by corporations (Lechner & Wunsch, 2009). Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Wei-Tai, 2006). According to Farooq and Aslam (2011), managers are trying their level best to develop the employee's capabilities, ultimately creating good working

environment within the organization. For the sake of capacity building, managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals (Balzac, 2013). This struggle by the top management not only improves the employee performance but also creates positive image of the firm worldwide (Jia-Fang, 2010).

1.1.1 Training

Armstrong (2010) defines training as the use of systematic and planned instruction activities to promote learning. Training could also be defined as a set of activities which react to present needs and is focused on the instructor and contrasts with learning as a process that focuses on developing individual and organizational potential and building capabilities for the future (Alnidawy, 2015). Training is the systematic development of the attitude and skill behavior pattern required by an individual in order to perform adequately a given task (Raja & Gupta, 2013). Training is designed to change the behavior of the employee in the work place in order to stimulate efficiency and higher performance standards (Divya & Gomathi, 2015).

Training of employees is equal to investing in the organizational most important asset which is the employee. It develops their skills, changes their attitude towards work and builds their loyalty to the company hence improved performance (Wang, Xiu & Yu, 2014). Training facilitates the updating of skills and leads to increase commitment, well – being, and sense of belonging, thus directly strengthening the organization's competitiveness (Vandenberghe, Mignonac & Manville, 2014). Training also helps build the foundation for career advancement hence staff recognition through promotions. This leads to job satisfaction. Training and development practices are aimed at enhancing employees' personal qualities that lead to greater organizational

performance (Khan, Abbasi, Waseem, Ayaz & Ijaz, 2016). Training is aimed at helping the employees obtain knowledge and skills required in performing and being able to develop their abilities to the full, within the areas that are relevant to the organization. For training to be effective, it should improve the performance and ability of the trained employee (Abdulhameed, 2013).

Effective training programs helps employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform at s particular job and to void on the job errors and mistakes (Robinson-Easley, 2013). Amongst the important function of human resource management, is employee development through proper training and development programs. Employee development refers to the capacity and capability building on an employee, and thus as of whole organization, to meet the standard performance level (Hausknecht & Holwerda, 2013). More the developed employees, more they are satisfied with their job, hence increasing the firm productivity and profitability (Finlay *et al.*, 2011).

Training is designed to provide learners with the knowledge and skills needed for their current job (Kluge, 2014) because few people come to the job with the complete knowledge and experience necessary to perform their assigned job. Garloff and Kuckulenz (2014) provide a systematic explanation of investment in human capital and associated productivity, wages, and mobility of workers. Such investment not only creates competitive advantages for an organisation (Bagautdinova, Galeeva, Fazlieva & Arzhantseva, 2014), but also provides innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance. In fact, there is an increasing awareness in organisations that

the investment in training could improve organisational performance in terms of increased sales and productivity, enhanced quality and market share, reduced turnover, absence and conflict, (Martocchio & Baldwin, 2012; Salas & Cannon-Bowers, 2011). In contrast, training has been criticised as faddish, or too expensive (Salas & Cannon-Bowers, 2011, Kraiger, McLinden & Casper, 2012), and there is an increasing scepticism about the practice and theoretical underpinning of linking training with firm performance (Wright & Geroy, 2011).

According to Draper, Oltean-Dumbrava, Kara-Zaitri and Newbury (2013) training is the planned and systematic modification a behavior through learning events, programmes and instructions, which enable individual to achieve the levels of knowledge, skills and competence needed to carry out their work effectively. Training is an integral part of the human resource vision and a long – term strategic objectives of an organization (Ullah & Zheng, 2014). Through timely, controlled and intelligently developed training programs, employees develop requisite capabilities and new skills to perform assigned jobs consistently and successfully. Ultimately, carefully devised and implemented employee training programs should impact organizational competitiveness, long – term performance and overall productivity (Zomorrodian, 2013).

Training and development activities are the heart of any organization on growth. They are valuable tools because they are seen as an investment of the organization helping it to improve its profitability, reduces its costs, increase the commitment and motivating its people and reach their potential (Pool & Pool, 2007). Training in every organization is a very crucial exercise or experience for both the employer and the employee and as a result, managers should hold the process in high esteem. Knoke and Yang, (2014) state that training implies preparation for an

occupation or for specific skills, the focus on the training is on the present job held by individuals and evaluation is on the job.

Training of employees provides organization with skilled manpower, equipping them with necessary competence to meet corporate objectives. The performance of any organization is dependent on the kind of its workforce (Loacker, 2011). Badly speaking, most organizations depend on the input of lower career employees and the managers for their survival. These are the people whose input is most felt towards the success of the organization. Their work basically entails offering labor and technical support in their daily routine performance. Top management is only charged with offering managerial, advisory and directive support (García-Sánchez, García-Morales & Bolívar-Ramos, 2015).

Basically training is a formal and systematic modification of behavior through learning which occurs as result of education, instruction, development and planned experience (Carbery & Garavan, 2010). Because of the practical implications of training, it is important to have training that is effective. Studies have proven that more costly but effective training can save money that is wasted on cheap but inefficient training (Ginsberg, 2007). Therefore, training has acquired a strategic value for hotels since service quality depends on employee customer care effectiveness (Zheng, 2009).

Mano, Iddrisu, Yoshino and Sonobe (2012) argue that employee training involves teaching employees skills that can help them become more efficient and productive workers. Most careers include some type of on-the-job training, and a trained work force has benefits for employees and employers. Training is often conducted to familiarize new employees with the roles and responsibilities of their positions as well as company policies (Simons & Richardson, 2012).

Many companies offer continuing training opportunities for employees, focusing on skills that can improve efficiency. Employees who are well-trained often have higher motivation and morale because they feel that the company has invested in their ability and development (Carbery & Garavan, 2010). This also results in lower turnover rates.

Armstrong (2000) contends that trained employees often work better as teams because everyone is aware of the expectations and can achieve them together smoothly (Nickel, 2011). Trained employees are also more confident in their performance and decision-making skills. In addition, employees who receive regular training are more likely to accept change and come up with new ideas. Employees who learn new skills through training make good candidates for promotions because they have shown their ability to learn, retain and use information (Goode-Cross, 2011). Reliable, skilled employees can also be empowered to train other employees, the fact that reduces pressure for the management team (Matsuo, 2013). Training is the process of teaching skills and presents employees or beneficiaries with the skills they need to perform their jobs. It consists of those activities performance in accurately held job or one related to it (Tomblin & Haring, 2012). It is thus aimed at helping employees to do than present jobs effectively.

1.1.2 Employee Performance

The organization overall performance will be affected by the individual performance of its employees. Performance describes the degree of accomplishment of tasks in an individual's job and it indicates how well the person is fulfilling the requirement lives position based on the results achieved. It is therefore vital that the organization invests in their employees to ensure positive performance. Employees are major assets of any organization. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance.

Also management should position them to take on the challenges of the today's competitive business climate through training. To earn commitment, top management must offer a workplace with effective performance feedback and opportunities for participation so committed employees are less likely to leave for another job and are more likely to perform at higher levels (Sullivan, 2012).

Bernadine (2010) stipulates that performance is the outcome of work because they provide the strongest linkage to the strategic goals of the organizational customer satisfaction economic destinations. Performance is the extent to which an individual meets the expectations regarding how should function or behave in a particular context, situation, job or circumstances (Oostrom, Melchers, Ingold & Kleinmann, 2015). Performance is what people do in relation to organizational rules. Performance refers to the metrics relating to how a particular request is handled or the act of performing of doing something successfully; using knowledge as distinguished from merely processing it (Nagayoshi, 2014). Performance is something that the person leaves behind and that exists apart from the purpose performance is regarded as behavior the way which organization, terms and individuals that work done (Lee & Bang, 2012).

1.1.3 Kenya Power and Lighting Company

KPLC is under the jurisdiction of the Ministry of Energy and 51% Government-owned, with the remaining owned by the private sector (IFC, 2011). It was formerly known as Kenya Power and Lighting Company and was rebranded to Kenya Power in June 2011 (KPLC, 2014). According to IFC (2012), KPLC own and operate the Kenyan electricity transmission, distribution and supply network throughout the country whereas the Kenya Electricity Generating Company ("KenGen") is responsible for generating capacity. In Kenya, electricity is mainly generated from hydro, wind, thermal and geothermal sources.

The Kenya Power and Lighting Company Training School was started in 1957 at Nairobi South Power Station by the then East African Power and Lighting Company Limited (Mwaniki & Gathenya, 2015). In 1962, the school moved to its present site in Ruaraka. The aim of the school was to develop technical and supervisory skills amongst existing Company employees. Initially, training was concentrated in line-work for the Distribution Department but has expanded over the years to include other employees such as electrical fitters, mechanical fitters, plant operators, motor vehicle mechanics and electricians, and electronics mechanics (Kenyonu, 2015). To date, the school continues to conduct these courses in order to meet the skills needs of the Company. The company has also encouraged its employees to take up evening and part time classes on various business courses to advance their career development thus improve performance (Mwaniki & Gathenya, 2015).

In keeping with the current industrial and technological trends, Kenya Power and Lighting Company intends to repackage its training policy in line with modern training and development dynamics to be able to effective and efficient in its operation and to maintain a niche in the open and growing energy sector market. To this end, the company has embarked on development of a strategic plan which will enable the Company to use the training to achieve its objectives in the immediate and long-term future (KPLC website).

Kenya Power and Lighting Company traces its listing to 1922 when East Africa Power and Lighting Company Limited (E.A.P.L.C) was incorporated under the then British East Africa colonial government. The E.A.P.L.C name was unanimously changed by shareholders to the East Africa Community in 1977, which left its operations confined only to Kenya. KP is a limited liability company having obtained the Nairobi stock exchange in 1954. Its shareholding is 51% government of Kenya and 49 % private. KP is guided by the vision is to achieve would class

status as quality service business enterprise so as to be the first choice supplier of electricity, energy in a competitive environment K.P.L.C Approval report (2007). In 2008, Kenya Electricity Transmission Company (KETRACO) is incorporated by the government to accelerate transmission infrastructure development and same year the government incorporates the Geothermal Development Company tasked with developing steam fields to reduce upstream power development risks so as to promote rapid development of geothermal electric power.

1.2 Statement of the Problem

Consumers complain that Kenya Power and Lighting Company provides them with below standard products and services most of the time and charges high amount for them. According to Energy Sector Regulator (ERC) has reported a sharp increase in the number of billing complaints filed against the power distributor, setting KPLC up for costly legal battles with customers. The Consumer Federation of Kenya (COFEK) complain that there has been constant power surges, cuts, blackouts. Basically non-deliverance of a service consumers pay for, this has led COFEK many times to threaten to sue Kenya Power and Lighting Company over frequent power outages, under the consumer protection act of 2012. According to daily Nation 2013, Mvita MP Abdulswamaad Sharrif Nassir introduced a bill in parliament to compel the Kenya Power and Lighting Company to compensate its customers for power disruptions but unfortunately the bill was not passed.

Despite the increasing effects on training of organizational employees on their performance, there is still limited literature on human resource development issues in developing countries (Debrah & Ofori, 2006) and increasing concerns from organizational customers towards low quality services especially in the energy sector. Many researchers in Kenya have in the past concentrated on the factors affecting the performance of Commercial Banks in Kenya.

Furthermore much of the research done is generalized with the researchers opting to look at the factors that affect the overall performance of the firms rather than factors that affect the employee performance.

Kimani (2010) carried out a research on the factors affecting the performance of Micro Finance Institutions in Kenya, Mwangi (2011) did a research on factors affecting Micro Finance Institutions Performance in Deposit Taking Business and Kingi (2007) carried out a research on the Human Resource Factors influencing the performance of Small Scale Enterprises in Real Estate and Management agencies in Nairobi. Kingi (2007) argues that training frequently improves workers' skills and boosts their motivation which ultimately leads to higher productivity and increased profitability. Mwangi (2011) in his study on factors affecting training and development practices by Micro Financial Institutions in Kenya, states that the purpose of training and development is to raise competence and performance of organizations. Therefore training enhances employee personal development as well as motivating them to fulfill their potential.

In Kenya Power and Lighting Company, training is focused on senior management or supervisory positions; they are trained to transfer what they have learnt to employees below them. Reynold (2004) has argued that the transfer of expertise by outside experts is risky since their design is often removed from the context in which work is created. This is fundamental problem and applies equally to internally run training courses where what has been thought can be difficult for people to apply in the entirely different circumstances in their work place. Training can be seemed to be remote from reality and the skills and knowledge acquired can appear to be irrelevant. It is against this background that this study sought to find out the

relationship between the training of employees and their performance in Kenya Power and Lighting Company.

1.3 Objective of the study

1.3.1 General Objective

The broad objective of this study was to investigate the effect of training on performance of employees Kenya Power and Lighting Company.

1.3.2 Specific Objectives

However, the study specifically sought to:

- i. Determine the effect of training needs assessment on employee performance in Kenya Power and Lighting Company.
- ii. Establish the effect of training contents and delivery approaches on employee performance in Kenya Power and Lighting Company.
- iii. **Assess the effect of training delivery approaches on employee performance in Kenya Power and Lighting Company.**
- iv. Examine the effect of training evaluation on employee performance in Kenya Power and Lighting Company.

1.4 Research Questions

The study was guided by the following research questions

- i. What is the effect of training needs assessment on employee performance in Kenya Power and Lighting Company?
- ii. What is the effect of training contents and delivery approaches on employee performance in Kenya Power and Lighting Company?

- iii. How do training delivery approaches affect employee performance in Kenya Power and Lighting Company?
- iv. What effect does training evaluation have on employee performance in Kenya Power and Lighting Company?

1.5 Significance of the study

This study would be useful to the management of Kenya Power and Lighting Company as they would be able to understand the relationship between training and performance and the various aspects of training by getting more out of training and be more successful in promoting trainings to others. That understanding is especially useful when designing training to increase performance or to redesign training programs that do not seem to be as successful as expected and therefore make sound decisions and policies as well as review the existing policies such as regularly educating employees, sending reminders for keeping up with compliance training, taking action when policies are misused, explaining the steps that were taken and why, and re-educate employees when changes in policy occur so as to ensure they enhance employee performance. It would also encourage human resource manager to take interest in training as well as tool of keeping performance.

Government policy makers may benefit from the study, as it would provide useful information any feedback on training and its relevance especially in relation to employees performance and consequently the performance of companies in various industries in terms of improving productivity as profitability.

The study would be useful to academicians and researchers wishing to carry out find research as to contribute to existing literature in the field of training therefore add knowledge and stimulate further research in other aspect of training. Potential investors would also benefit, as it would be

a source of ready information for making a sound decision. The study would also provide in depth knowledge of training as one of the elements affecting employee performance.

1.6 Scope of the study

This study focused on the effect of training on performance of employees in Kenya Power and Lighting Company by specifically focusing on training needs assessment, training contents and delivery and training evaluation. Kenya Power and Lighting Company was chosen because it has been involved in aggressive training and continues training of staff over the years and therefore, the finding will provide very reliable and valid conclusions for the study.

1.7 Limitations of the Study

The study would be restricted on training only as the main tool that organizations can use to improve on their staff performance. In this study; the researcher focused on only four variables of training. These included; training needs assessment, training contents and delivery approaches and training evaluation. It overlooked other factors that influence employee performance which would be examined in consecutive studies. The study was limited to Kenya Power and Lighting Company as a case study.

The highly expected limitation in this study was that most staff of KPLC considered some information as confidential and hence could not be willing to reveal most of it. The study overcame the limitation by having a letter of introduction from the university to assure the respondents that the information provided was to be used for academic purposes and would thereby be treated with confidentiality. Other obstacles included access to accurate information from respondents and sensitivity to institutional regulations on the nature of data that the respondents can volunteer to safeguard the reputation of the organisation thus hindering

information dispatch. This was addressed through pre-interview briefings between the researcher and the respondents on the importance of the data required and possibilities of obtaining the same from other sources in cases where a respondent was restricted.

1.8 Organization of the Study

This thesis proposal is structured as follows: Chapter one provides the research background, research objectives, and significance of the study, scope and the limitation of the study. Chapter two presents the literature review which comprises the theoretical review and empirical studies on the effect of training needs assessment, training contents, training delivery approaches and training evaluation on employee performance. The research gap and a conceptual framework are also presented. Chapter three entails the methodology that was adopted in carrying out the study which is the descriptive research design. Chapter four describes the processes, techniques and procedures applied to analyze, present and interpret data gathered using the questionnaires. The chapter explains quantitative data analysis, cross tabulation tables, percentages and means scores on the effect of training on performance of employees in Kenya Power and Lighting Company while chapter five provides the summary, conclusions and recommendations of the study based on the objectives of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter consists of a discussion of training and performance concepts. Later in the chapter, various research variables have been discussed to explain the effects of training on employee performance including training on employee performance including studies related in the current research.

2.2 Theoretical Review

A theory includes a set of basic assumptions and axioms as the foundation and the body of the theory is composed of logically interrelated, empirically verifiable prepositions. Theoretical frameworks are explanations about the phenomena (Camp, 2001). Theoretical framework provides the research the lens to view the world clearly (Marriam, 2001). This study will be based on Social Learning Theory, Cognitive learning Theory and the Goal setting theory.

2.2.1 Social Learning Theory

Braton *et al* (2007) explained social learning theory of Bandura which emphasizes the importance of observing and modeling the behaviours, attitudes, and emotional reactions of others, it means that people learn from observing other people. Merriam and Caffarella (1991) have said that basically the idea of learning by observing produced by behaviourists but the later researcher Albert Bandura looked to interaction and cognitive processes, and noted that observation let people to see the consequences of other's behaviours, resulting that people can gain some idea of what might flow from acting in one way or the other. In social learning theory, interval cognitive processes are said to have some effect on behavior as examined by (Mckenna, 2006) that person's expectations about the outcome of a particular behaviours reflects these effects. To attend, remember and rehears would be key aspects of observational learning as noted

by (Merniam & Caffarella, 1991) and showed the most common examples of social learning situations are television commercials. Like, using a particular hair shampoo will make as popular and win the admiration of attractive people, customers may model the behaviour shown in the commercial and buy the product. Students often learn a great deal simply observing other people.

Learning theories provided some key principles of learning so that implication of these principles in training may provide opportunities of trainees' motivation and facilitating their learning. This section (literature review) provided a solid body of knowledge about how individual learn the different processes of learning involved and significant factors that affects individual learning. Hence the above theory instigates the second research question in this study: What is the effect of training contents and delivery approaches on employee performance in Kenya Power and Lighting Company?

2.2.2 Cognitive Learning Theory

According to this theory, behaviour is motivated by its probable results. Whether or not an individual will carry out a particular behaviour will therefore depend on his or her expectations of whether it will bring valued benefits or no noticeable effects or feared disadvantages (Meyer *et al*, 1997). Luthans and Stadjkovic (1998) define learning in social cognitive learning theory, as knowledge acquisition through the cognitive processing of information. In other words, the social side acknowledges the social origins of much of human thought and action (what individuals learn by being part of a society), whereas the cognitive side recognises the influential contribution of thought process of human motivation, attitudes and action.

According to Ormord (1999), cognitive theory focuses on an observable change in mental knowledge. (McKenna, 2006) identified that insight learning and latent learning are the two

components of cognitive learning. Braton *et al*, (2007) suggested that mental process of (trial and error) gives the insight learning, as individual evaluates results compose it with logical alternatives and chooses option that is likely to aid decision making. To Hartley, (1998) cognitive learning results from inferences expectation and making connections instead of acquiring habits, furthermore learners acquires plans, strategies and their prior knowledge is also important.

The idea of training is closely bound up with the distinction which is made between training and performance, learning can occurs without any formal training but (Gagne, Briggs & Wagger, 1992) asserted that use of the training (process) is to make effective the process of learning by arranging conditions so that trainee could learn more rapidly and effectively. Gagne, Briggs and Wager, (1992) found learning theory provides hierarchy of instructions for learning conditions (training) like stimulus recognition, response generation, procedure following, use of terminology, discriminations, concepts formation, rule application and problem solving. Instructions are helpful in the identifications of prerequisites and to facilitate learning at each level, the hierarchy also satisfies and provides necessary conditions for learning and serves as the basis for designing instructions and selecting appropriate media for training.

Learning theories provided some key principles of learning so that implication of these principles in training may provide opportunities of trainees' motivation and facilitating their learning and significantly contribute to the training design plans and programs. Hence the above theory instigated the third research question in this study: What effect does training evaluation have on employee performance in Kenya Power and Lighting Company?

2.2.3 Action Theory

Much progress has been made in training methodologies, some of which has occurred in the area of scenistic methods, a set of approaches or processes focusing on situations, events, case-studies, and narratives that furnish a specific setting for performance issues, needs, deficiencies and scripted actions for particular situations (Paul, 2010). However, the scenistic methodology would be more appropriate for team training rather than for individual instruction. As described by Michael Frese (2007), action theory attempts to explain how learning is regulated and how people can change their behavior to dynamically meet objectives in normal and/or unusual situations. Situated and scenistic learning methods involve novel situations and require trainees to be creative to some extent. Contrary to many cognitive and information processing theories, action theory is linked to behavior and specific working contexts and outcomes. It is also concerned with the processes involved in the interaction between environmental inputs and behavior in the one hand and how cognition regulates behavior and performance on the other hand (Paul, 2010).

According to Salisbury (2008), action theory is a systematic tool for understanding how knowledge of cognitive processes in a performance situation is regulated by using the focus, sequence, action structure components (Frese, 2007) and the foundations of the theory which interact dynamically. The action structure is the most important component in relation to scenistic processes. Through sensitivity to the complexity of the learning process, instructors can manage learner expectations to reduce information overload. After trainees feel more comfortable with the scenistic model, they often try to apply it to other problems in the workplace (Paul, 2010). Hence the above theory instigated the fourth research question in this

study: How do training delivery approaches affect employee performance in Kenya Power and Lighting Company?

2.2.4 Goal Setting Theory

Locke, (2010) proposed that people are motivated to work when they have a goal (Greenberg & Baron, 2000). Goals tell an employee what needs to be done and how much effort will have to be expended. This theory is widely utilized in the construction industry because productivity per day of any trade is based on a certain output of work. For example, masons/ block layers need to lay a certain number of blocks to account for the day's work and pay. This is related to the concept of goal-setting theory which presupposes that an individual is committed to the goal, that is, is determined not to lower or abandon the goal.

Locke (2010) observes that goal-setting focuses behaviour and motivates employees. This is most likely to occur when goals are made public, the phenomenon most often experienced in the construction industry. It is note- worthy that resistance is greater when goals are difficult. The assumption under this theory is that the worker's perception of the value of the incentives accorded to them will be important in improving the work performance and in effect determine employee performance in Kenya Power and Lighting Company.

2.3 Empirical Literature Review

An empirical review is when the writer reviews the previously done studies currently available concerning the topic and the historical background of the topic. The point is to demonstrate further understanding of the field or topic in which he or she is conducting research and to show that the problem being studied has not been done before or has not been done before in the way proposed by the researcher. Different researchers have discussed how the different variables

interact and affect employee performance in the world. This section reviews the existing empirical studies on the prevailing phenomenon.

2.3.1 Training Needs Assessment

A needs assessment is the first step for any program design (Phillips, 1997). If a program is going to be effective, it must meet the needs of the participants (Kirkpatrick, 1998). Various techniques can be used to assess needs (Leatherman, 1990). The process consists of using interviews or surveys of essential people in the training process and reviewing pertinent regulations to identify needs. According to Newton (2002), these requirements can be identified by answering four questions; is the training a one-time event or is refresher training required, How long should the training sessions last, and what topics are required to be covered. The result of the needs assessment should be a description of the performance and/or regulatory compliance deficiencies of the intended audience.

Kozlowski *et al.* (2000) suggests an approach to organisation improvement and development based on enhancing the knowledge, skills and attitudes or abilities of the workforce. This paradigm may be accomplished through training activities. From this perspective, training is effective to the extent that it directly contributes to the strategy, objectives, or outcomes central to organisational effectiveness. Becker (1962) provides a systematic explanation of investment in human capital and associated productivity, wages, and mobility of workers. Such investment not only creates competitive advantages for an organisation (Salas & Cannon-Bowers 2001), but also provides innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance. In fact, there is an increasing awareness in organisations that the investment in training could improve organisational performance in terms of increased sales

and productivity, enhanced quality and market share, reduced turnover, absence and conflict (Salas & Cannon-Bowers, 2009).

In contrast, training has been criticized as faddish, or too expensive (Kraiger, McLinden & Casper 2004), and there is an increasing skepticism about the practice and theoretical underpinning of linking training with firm performance (Wright & Geroy, 2001). Human resources are the most valuable assets in every organization, with the machines, materials and the money, absolutely nothing gets done without employees (Saleem & Mehwish, 2011). Project management is all about working in teams and, therefore, the people management skills of a project manager are essential (PMI, 2008). Special emphasis is placed on project or programme managers, but the people who are below or above are project sponsors they also play a significant role in project success. Therefore overall competency building is fundamental to increase the maturity of an organization. Aspects considered in this area: project manager skills; development and training programs; organizational culture; motivation and incentives; career opportunities for people working on projects (PWC, 2004).

Bowra *et al.* (2011) has found that successful organizations tend to progressively know that there are volume of factors which contribute to performance of organization but human resource is definitely the most essential one. According to Tharenou, Alan and Celia (2007), the goal of training is to enhance the organization effectiveness. It also demands an influence on employee's performance, as well as in relation to organizational performance which is mediated by means of employee's performance. Aguinis and Kurt (2009) said that training improves the overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly related to the training in improving the quality of services.

Thang and Drik (2008) argued that the success of organization is determined by human resources, definitely not physical resources and is highly endorsed to increase the organization's investments in training in order to offer superior expertise, knowledge and features pertaining to employees rather than their competitors relationship between training and organization performance. ALDamoe *et al.* (2012) claimed that organization performance is measured through financial and non-financial measures like sale, profit, and market share and non-financial factors measures are efficiency, quality of service, productivity of organization, satisfaction of employees and commitment these factors can increase through training. Olaniyan and Lucas (2008) believe that training enhances the employees' capacity to contribute the optimal performance of the organization.

Ombui *et al.* (2014) did a study on the influence of training and development on the performance of employees in research institutes in Kenya. The study adopted descriptive and correlation research designs while the study population was drawn from all Government owned research institutes formed under the Science & Technology Act Cap 250. The target population was drawn from the research institutes that were within Nairobi county and its environs. The study adopted stratified sampling technique while the sample size was 256 employees. The study found that although research institutes in Kenya have put in place training and development programs, there seems to be inequalities in sponsorship opportunities since staffs in the scientific cadres are always given priority. Research institutes in Kenya have different cadres of staff who contribute towards the achievement of their objectives. The model summary for training and development indicated that there was a high significant relationship between training and development and employee performance.

2.3.2 Training Contents

Otuko, Chege and Musiega (2013) assessed the effect of training dimensions on employee's work performance in Mumias Sugar Company in Kakamega County, Kenya by finding out; the effects of training needs assessment on employee performance, the effects of training contents on employee performance and the effects of training evaluation on employee performance. Results showed that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents had a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positively and significantly.

2.3.3 Delivery Approaches

According to Brauer (2011), the training should stimulate multiple senses such as visual and auditory depending on the required input rate of the material and should fit the individual needs of the participants. The objectives should be stated clearly and the content presented logically in the proper sequence. Principles should be taught with procedures to help employees retain knowledge longer. The entire process should initially be taught followed by specific details. The trainees should have time to practice any skills that are being taught but the practice sessions should be kept short. If performance is the goal, participation should involve all trainees. The trainees should know how they are doing throughout this process and the correct performance should be rewarded. Trainees will perform better if they are interested and challenged. Any simulations should duplicate the actual conditions as realistic as possible. The unique or unusual material will be retained longest but opportunities for relearning will help sustain knowledge (Brauer, 2011).

Through team training, people are trained to problem-solve more effectively in groups, where observation and feedback are required during the training process (Forbush & Morgan, 2004). Team training is often used in the industrial sector, government, and the army (Tannenbaum & Yukl, 1992). Specific team training strategies have been developed such as cross-training, coordination training (Prince & Salas, 2011), leadership training (Tannenbaum *et al.*, 2008), self-correction (Smith-Jentsch *et al.*, 2010), and distributed team training (Dwyer *et al.*, 1999). Evidence shows that team training functions well when it is theoretically driven. It concentrates on the necessary skills, and gives trainees realistic opportunities for feedback (Salas & Cannon-Bowers, 2001).

Training can also be delivered through mentoring. Mentors possess specific knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, defining objectives and planning (Hartenian, 2003). According to Jacobs and Dempsey (1993), simulation is a popular way of delivering training and is commonly used by businesses, educational establishments, and military. Many simulators and virtual environments are able to mimic terrain, equipment breakdowns, and movement, as well as vibratory and visual cues (Salas & Cannon-Bowers, 2001). Seminars bring trainees together in small groups for regular meetings, which focus on a specific topic, with trainees being expected to get actively involved (Annam, 2014). Seminars help staff to become more familiar with their job functions and more actively involved in them. They also enable them to handle problems that arise on a regular basis (Holladay & Quinones, 2003).

2.3.4 Training Evaluation

An evaluation is a systematic process to determine the worth, value, or meaning of an activity or process (Phillips, 1997). The most frequently used training evaluation systems were the CIPP

Model, Kaufman's five levels, the Kirkpatrick model, and Phillips five levels (Phillips, 2007). According to Kirkpatrick (2008) the evaluation process consists of a series of four levels. The levels, in order, are reaction, learning, behaviors, and results respectively. The reaction level measures how trainees (the people being trained), reacted to the training. This helps management understand how well the training was received by your audience. It also helps management to improve the training for future trainees, including identifying important areas or topics that are missing from the training. The learning level measures what the trainees have learned. How much has their knowledge increased as a result of the training? When management planned the training session, they hopefully started with a list of specific learning objectives which are the starting point for measurement. This is important because knowing what the trainees are learning and what they are not will help management improve future training. At the behaviour level, management evaluates how far the trainees have changed their behavior, based on the training they received. Specifically, this looks at how trainees apply the information. It's important to realize that behavior can only change if conditions are favorable. At the results level, management analyzes the final results of the training. This includes outcomes that the organization has determined to be good for business and good for the employees (Kirkpatrick, 2008).

The CIPP model is an acronym for the four basic types of evaluations in the model. Context, Input, Process, and Product are the four evaluations in the model. The context evaluation in the CIPP model refers to evaluating the appropriateness, social acceptability, and adequacy of the program objectives. The input evaluation refers to evidence and support of the program. In the input evaluation, support could be theoretical or empirical in nature. The CIPP process evaluation step is designed to evaluate the success of the training implementation process and

how well training implementation procedures were followed. The final step in the process, product evaluation, is designed to evaluate the knowledge, skills, abilities, behavior change, and the satisfaction of the participants (Matthews, 2011).

Mohamud (2014) assessed the effect of training on employee performance in public sector organizations in Kenya. The objectives of this study were to:- determine the influence of training design on employee performance; establish the impact of training policies on employee performance; assess the effect of evaluation of training programs on employee performance; explore training challenges that affect employee performance; and establish training roles and its relationship with employee performance. The study employed a descriptive survey research design and found that evaluation should take place before, during and after the training programs. This should be jointly done by the managers, the trainer and the trainees themselves. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the training program and not just the achievement of its laid down objectives. The study advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby ineffective. Evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives. Training evaluation should result in: determining the effectiveness of the training program, deciding whether to change, stop or expand the program, how to improve the program for future delivery (Mohamud, 2014).

2.3.5 Employee Performance

Elnaga and Imran (2013) studied the effect of training on employee performance in Saudi Arabia so as to provide suggestion as to how firm can improve its employee performance

through effective training programs. This was achieved by investigating the meaning and importance of training; identifying the significance of employee performance; exploring the relationship between training and employees performance; and developing guideline for assessing the employee performance. Elnaga and Imran (2013) adopted a qualitative research approach and found that effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance and managers do not recognize the importance of training and its effect on employee performance or they believe that training increases the company cost. The study recommended that training should be designed on the basis of firm specific needs and objectives. The research affirmed the proposition that training has a positive impact on employee performance.

Nassazi (2013) evaluated the effects of training on employee performance, using the telecommunication industry in Uganda as case study. In order to understand the study aim, four goals were developed and these focused particularly on identifying the training programs' existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance. The study was based on three case studies of the biggest telecommunication companies operating in Uganda. The study adopted a qualitative research approach the results obtained indicated that training have a clear effect on the performance of employees. The findings can prove useful to Human resource managers, Human resource policy decision makers, as well as government and academic institutions.

2.4 Summary of Literature Review and Research Gap

A systematic approach is required if training within an organization is to be effective both in costs and results (Armstrong, 2006). A training policy should meet overall organizational objectives. It should link training to objectives, show purpose, priorities of training and resources to be committed, persons responsible for training, types of learning developed, opportunities available to staff and general administration. A policy guides management and informs staff of their intention. It should be free from any form of discrimination. Training needs could be organizational or individual training plans enumerate the period of the training program, program development, the budget for the program and also allocate the administration of the program to responsible persons. Training programs are prepared to specify the objectives of the training program provide the programs timetable, gives the methods and the personnel involved and also the methods of review to be applied (Cole, 2002).

There is need for training activities to interact with other personnel management functions such as manpower planning, employee performance appraisal, compensation and employee relations. Training influences these personnel management functions. As a result, training activities will need to be designed and evaluated according to the demand of the organization. When this is done and analysis of training and how it interacts with the organization. When this is done and analysis of training and how it interacts with the organizational activities is made, it is called a systematic approach to training (Armstrong 2006). The major considerations for training program might include but not limited to; why a training program is necessary, what types of training should be offered, who should be trained who will offer the training, how much it will cost and how its effectiveness will be evaluated. The above will facilitate the development of a

training program. But before the training program is developed and mounted, an assessment of training needs will be required.

The observable behaviors and actions of employee explain what are needed in a jobs needed and results that are expected for satisfactory job performance. Improved capabilities, knowledge and skills of the talented workforce proves to be a major source of competitive advantage in a global market. In order to prepare their workers to do their job as desired, organizations provides training as to optimize their employee's potential. Due to fast pace global and technological development the firms are now facing new changes as well as challenges. Technological advancements have moulded the need of capabilities and competencies required to perform a particular tasks. Effective training programs helps employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform at s particular job and to void on the job errors and mistakes.

Despite the increasing effects on training of organizational employees on their performance, there is still limited literature on human resource development issues in developing countries and increasing concerns from organizational customers towards low quality services especially in the energy sector. Many researchers in Kenya have in the past concentrated on the factors affecting the performance of Commercial Banks, state corporations or other industries but not utility companies. Furthermore much of the research done is generalized with the researchers opting to look at the factors that affect the overall performance of the firm rather than the effect of training on employee performance. This is a fundamental problem and applies equally to internally run training courses where what has been thought can be difficult for people to apply in the entirely different circumstances in their work place. It is against this background that the study seeks to

find out the relationship between the training of employees and their performance in Kenya Power and Lighting Company.

2.5 Conceptual Framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel & Ramey, 2007). When clearly articulated, a conceptual framework has potential usefulness as a tool to scaffold research and, therefore, to assist a study to make meaning of subsequent findings (Smyth, 2012). Such a framework should be intended as a starting point for reflection about the research and its context. The conceptual framework is a research tool intended to assist a study to develop awareness and understanding of the situation under scrutiny and to communicate this. As with all investigation in the social world, the framework itself forms part of the agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigation (Guba & Lincoln, 2009).

A conceptual framework is a hypothesized model identifying the model under study and the relationships between the dependent variable and the independent variables (Mugenda & Mugenda, 2006). A research conceptualizes the relationship between variables in the study and shows the relationship diagrammatically. Parson and Shils (2007) argue that a conceptual framework, description categories are systematically placed in broad structure of explicit prepositions, statement of relationships between two or more empirical properties to be accepted or rejected. It consists of independent, and dependent variables. According to Kothari (2003), a variable is a concept, which can take on qualities of quantitative values. A dependent variable is the outcome variable, the one that is being predicted and whose variation is what the study tries to explain.

The independent variables, also known as the predictor or explanatory variables, are factors that explain variation in the dependent variable (Alison, 2006). The conceptual framework of this study is based on three independent variables and one dependent variable as represented diagrammatically in Figure 2.1. The study will use a conceptual framework in order to answer the research questions. According to the study, employee performance in Kenya Power and Lighting Company will be conceptualized as being dependent on training needs assessment, training contents and delivery approaches and training evaluation.

Independent Variable

Dependent Variable

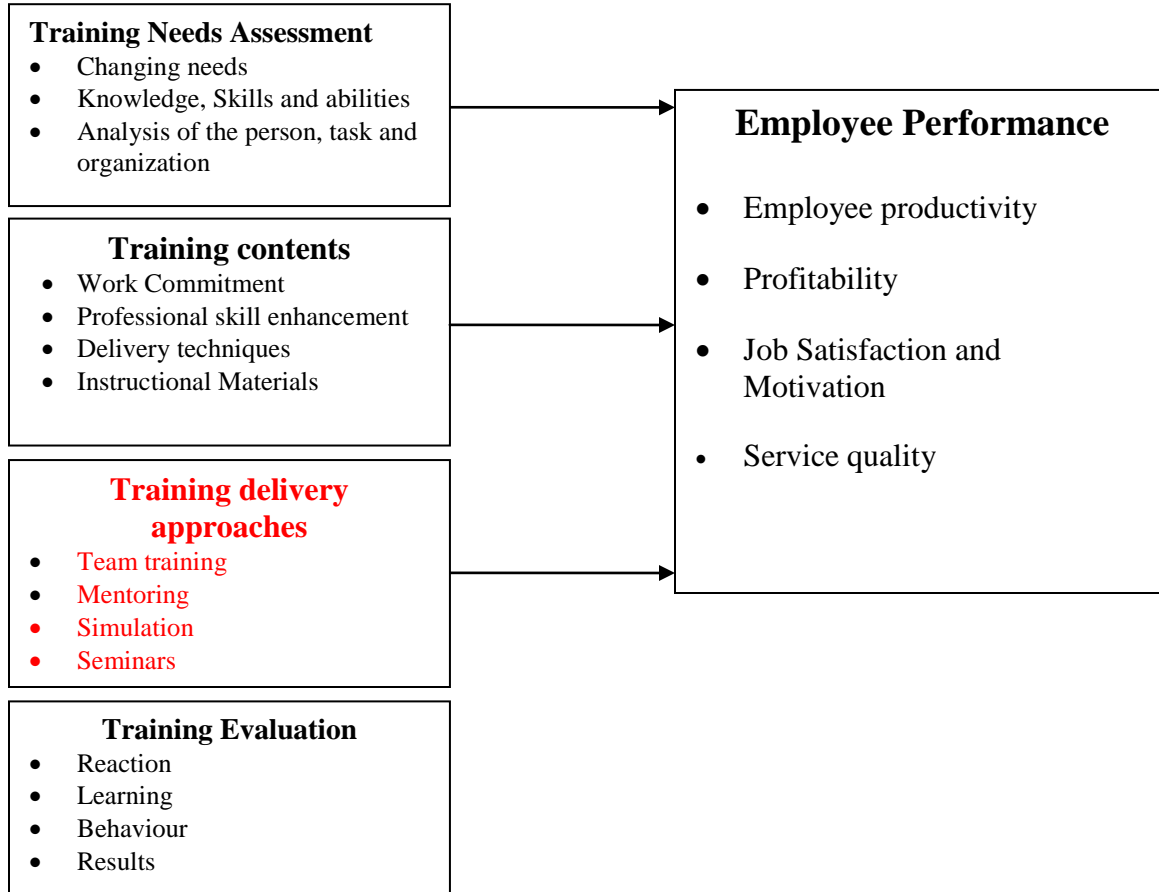


Figure 2. 1: Conceptual Framework

(Source: Study, 2016)

2.5.1 Training Needs Assessment

Training needs assessment is an ongoing process of gathering data to determine what training needs exist so training can be developed to help the organization accomplish its objectives (Royse, Staton-Tindall, Badger & Webster, 2013). Conducting needs assessment is fundamental to the success of a training program. Often, organizations will develop and implement training without first conducting a needs analysis. These organizations run the risk of overdoing training, doing too little training or missing the point completely (Longenecker & Yonker, 2013).

Training is appropriate when an organization is expected to gain more benefit from the training than it invested in its cost (Remis, 2014). The value of any training investment to the organization must rely on the vision and judgment of line supervisors and managers. In this study, the training needs assessment variable is conceptualized as: changing needs (New technology, new equipment or programs, modernization of equipment, mission changes, laws and regulations); knowledge, skills and abilities (performance problems, production problems, safety problems, and inspection deficiencies); analysis of person, task and organization (Brown, 2012).

2.5.2 Training Contents

An outcome of the TNA is the specification of the training objectives that, in turn, identifies or specifies the skills and tasks to be trained (Brown & Campione, 2012). For a specific task or training contents and giving training delivery approaches may be more effective than others because all training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees (Hammond, Cherrett & Waterson, 2014). In this study, training contents are conceptualized as work commitment, professional skill enhancement, delivery techniques and instructional materials to be used during the training.

2.5.3 Delivery Approaches

Different training delivery approaches can be selected in order to deliver different training contents (Hammond, Cherrett & Waterson, 2014). According to Thang, Quang and Buyens (2010), the need to consider skill and tasks characteristics in determining the most effective training delivery approaches should be highlighted. In this study, training delivery approaches are conceptualized as team training, mentoring, simulation and seminars.

2.5.4 Training Evaluation

The choice of evaluation criteria is a primary decision that must be made when evaluating the effectiveness of training. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use (Aslan *et al.*, 2015). Although newer approaches to training evaluation have been proposed by (Day, Arthur & Gettman, 2001), the four level model of training evaluation continues to be the most popular (Praslova, 2010). These four levels are reactions, learning, transferring and results.

2.5.5 Employee Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney *et al.* (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992).

Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster, 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman & Gilbert Jr, 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products

or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

Performance appraisal system is an important tool that evaluates an employee performance achievement over a period of time. Performance appraisal related to the formal process of assessing and measuring employee performance against agreed objectives and goals of the organization (Orbridge & Philbearn, 2008). The appraisal system is conducted between the employee and the supervisor. Some of the methods of performance appraisal include: essay appraisal where the rater writes a paragraph or more covering individuals' strengths, weaknesses, potential and other aspects (Farndale & Kelliher, 2013).

The importance of appraisal system is that it helps the supervisors to observe their subordinates more closely and to do a better coaching job. It motivates the employees by providing feedback on how they are doing. The PA system assists management in decisions concerning merit increases, transfers, dismissals, and so on, by providing backup data. Lastly it improves organization development by identifying people with promotion potential and pinpointing development needs (Oberg, 2009). In this study, employee performance, after an effective training program, is measured by several factors, including employee productivity, profitability, job satisfaction and motivation and service quality.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section describes the method that was applied in carrying out the study. It details the research design, target population, sampling technique, instrument of data collection and data analysis.

3.2 Research Design

A research design is a presentation of the plan, structure, or strategy of investigation, which seeks to obtain or answer various research questions (Shuttleworth, 2008; Lesage, 2009; Fubara & Freshwater, 2006). Borg, Meredith and Gall (2008) define research design as a detailed plan for how the research will be conducted. Donald (2006) notes that a research design is the structure of the research, it is the 'glue' that holds all the elements in a research project together. According to Gall and Gall (2009), a research design is a plan for collecting and utilizing data so that desired information can be obtained with sufficient precision or so that a hypothesis can be tested properly. It is a framework that guides the collection and analysis of data. Cooper and Schindler (2008) describe the research design as a plan and structure of investigation formed to provide answers to research questions. Mugenda and Mugenda (2008), describe a research design as a conceptual structure within which a research is conducted.

This study adopted a descriptive research design. A descriptive research design ensures ease in understanding ideas about the problem (Good & Scates, 2013). Kothari (2006) defines a descriptive research as systematic gathering of information from a sample of respondents for the purpose of understanding and/or predicting some aspects of the behaviour of the population of interest. According to Creswell (2003), descriptive research designs are used to allow gathering

of information, summarize, present data, and interpret it for the purpose of clarity. The study sought to assess the effect of training on performance of employees in Kenya Power and Lighting Company.

3.3 Target Population

Mugenda and Mugenda (2003) describe population as the entire group of individuals or items under consideration in any field of inquiry and have a common attribute. The population of this study encompassed employees who are currently working in KPLC. The study population targeted a section of employees at KPLC head office. According to IFC (2015), KPLC has 13,000 employees, of these 8,543 are employed on a permanent basis or have a 3 year contract with the company and approximately 450 are in the headquarters. The study targeted 32 top level management, 194 middle management and 224 lower level staff of KPLC.

Table 3. 1: Target Population

Level	Population	Percentage
Top Management	32	7.11%
Middle management	194	43.12%
Low level staff	224	49.77%
Total	450	100.00%

(Source: Kenya Power and Lighting Company, 2015)

3.4 Sample Design and Technique

According to Kothari (2003) population enquiries are appropriate because it gives everyone an equal chance to be included in the sample. Mugenda and Mugenda (2003) consider a sample of 10% to be representative of the total population. The sample was drawn using stratified random sampling. Stratified random sampling is considered appropriate when one is dealing with

population of interest that is not homogeneous. According to Cooper and Schindler (2003), random sampling frequently minimizes the sampling error in the population. This in turn increased the precision of any estimation methods used. According to Kothari (2000) when population of interest is not homogeneous it can be subdivided into sub categories that are naturally exclusive. In this case the population was stratified into managers in various levels. The choice of 30% is representative of the population.

Table 3. 2: Sample Size

Level	Target population	Sample proportion	Sample size
Top level	32	30%	10
Middle level	194	30%	58
Lower level	224	30%	67
Total	450	30%	135

(Source: Author, 2017)

3.5 Data Collection Instrument

According to Ngechu (2006) there are many methods of data collection. The choice of a tool and instrument depends mainly on the attributes of the subjects, research topic, research question, objectives, design, expected data and results (Kamau, 2010). Both primary and secondary data were collected in the study. This study adopted a semi structured questionnaire as the main data collection instrument and desk search techniques for secondary empirical and theoretical literature so as to overcome flaws inherent in the use of one method. The questionnaire had both structured and semi-structured questions in relation to the study objectives.

Questionnaires were preferred since according to Dempsey (2003), they are effective data collection instruments that allow respondents to give much of their opinions relating to the

researched problem. According to Kothari (2004) the information obtained from questionnaires is free from bias and researchers influence and thus accurate and valid data was gathered. Secondary data was collected through e-resources, published scholarly articles, journals, newspapers, magazines, books and other relevant literature.

3.6 Pilot Study

Pilot study refers to feasibility studies which are small scale versions or trial runs done in preparation for the major study. A pretest prior to the actual study was carried out to enable the researcher to assess the clarity of the instrument and its ease of use. According to Mugenda and Mugenda (2003) pre-testing allows errors to be discovered before the actual collection of data begins. The pilot data results will not be included in the actual study.

Reliability of measurement has to do with the consistency of the measurement. Of particular concern is whether or not selection tests and job performance measures demonstrate consistency (Avery & Faley, 2010). The study used the most common internal consistency measure known as Cronbach's alpha (α). It indicates the extent to which a set of test items can be treated as measuring a single latent variable (Cronbach, 1951). The Cronbach alpha ranges from 0 – 1 and the closer to 1, the greater the consistency. The recommended value of 0.7 was used as a cut-off of reliabilities. Reliability plays an important role towards enhancing generalization of the collected data to represent the effect of training on performance of employees in KPLC.

Validity has to do with whether or not a test or measuring instrument measures what it is supposed to measure. It refers to the kinds of inferences or decisions that can be made based on the strength of the test score. Decision makers using a test with "high" validity may be more confident than those using a test with relatively low validity (Avery & Faley, 2010). Internal

validity is of critical concern to the researcher. Internal validity refers to the causal relationship between the dependent and independent variable. The question arises about to whether this relationship can be interpreted as causal. The internal validity of a conclusion ascribing changes in the dependent variable to the independent variables involves the degree to which these changes are in fact caused by the latter rather than by other explanations (Huysamen, 2009). Constraints in the organisation in which research is conducted, determine whether or not threats to internal validity may be difficult to control.

3.7 Data Processing and Analysis

The researcher utilized mixed method which includes qualitative and quantitative techniques in analyzing the data. After receiving questionnaires from the respondents, the responses were cleaned (checking for outliers), edited, classified, coded and tabulated to analyze quantitative data. Quantitative data collected was analyzed by descriptive statistics, and presented through tables. This was attained through means, modes, percentages and standard deviations. Qualitative data was coded into the different factors and sectors, and analysed using content analysis. Content analysis is a research technique for the objective, systematic, and quantitative description of manifest content of communications (Berelson, 2010). It is used to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner.

The analysis utilized SPSS version 22 software to facilitate all computations and output for interpretation by the study. Leyla (2011) observes that SPSS offers extensive data handling capabilities and numerous statistical analysis routines that can analyze small to very large amounts of data. The study used a Likert scale ranging from 1 to 5 for analyzing items that was in nominal scale.

Inferential statistics were used to test variable relationships in which regression analysis showed how the variables were related while correlation analysis indicated the degree of relationship between the variables. For these tests, ANOVA, T-test and F-test was used. The Ordinary Least Squares regression analysis was done and interpreted to determine the influence that the independent variables had on the dependent variable; performance of employees in Kenya Power and Lighting Company.

Analyses were done involving each independent variable separately to test their individual influence on the dependent variable. The ANOVA F-statistic was used to test the research questions for the regressor coefficients for each variable to be equal to zero. An analysis to determine the combined influence of all the independent variables was done. All the independent variables was combined and involved in the analysis. Finally, the ANOVA F-statistic was used to test the research questions that the regressor coefficients of all the independent variables are jointly equal to zero. A multiple regression equation for predicting organizational performance was used and expressed as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where;

Y= Employee performance

β_0 = Constant term

X_1 = Training Needs Assessment

X_2 = Training contents

X_3 = Training delivery approaches

X_4 = Training evaluation

$\beta_1 \dots \beta_3$ = regression coefficient of three variables

ϵ = Error Term

The study appreciated that there were other factors that may be affecting the effect of training on performance of employees of Kenya Power and Lighting Company. These factors are represented by β_0 . The error term (ϵ) represents “noise” or interference which denotes that there may be a non-linear relationship between the independent and dependent variable.

3.8 Research Ethics

This study ensured that issues concerning confidentiality, honesty among respondent or participants and data collection were observed. To observe confidentiality, respondents were protected through non-disclosure of their identity and from those whose interests conflict with those of the interviewee (DiCicco-Bloom & Crabtree, 2006). Moreover, since the respondents did not want their identities disclosed, care was taken to guarantee anonymity of the research participants.

Honesty among the respondents was vital for the success of this study, hence the researcher insisted on honesty on the part of all of the respondents. On the academic perspective, the researcher presented the introduction letter from Kenyatta University to the respondents in order to assure them of the academic nature of the data that was collected. In terms of data collection, the researcher notified all potential respondents beforehand regarding the nature and objective of the study.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter describes the processes, techniques and procedures applied to analyze, present and interpret data gathered using the questionnaires. The chapter explains quantitative data analysis, cross tabulation tables, percentages and means scores on the effect of training on performance of employees in Kenya Power and Lighting Company.

4.2 Pilot Test Results

4.2.1 Validity

To establish the validity of the data collection instruments, the research instruments were given to 15 management staff at Kenya Power and Lighting Company. The staff was expected to tick if the item in the questionnaires addresses the effect of training on performance of employees in Kenya Power and Lighting Company. The content of the responses given by the staff was checked against the study objectives and rated using a scale of 5(very relevant) to 1 (not very relevant).

The Content Validity Index was used to determine the validity by adding up all the items rated using a scale of 3 and 4 by the staff and dividing the total sum by the total number of items in the questionnaires. The coefficient of the data gathered from the pilot study was computed with assistance of Statistical Package for Social Sciences (SPSS). A context of validity coefficient index of above 0.75 was obtained and this implied that the questionnaires were valid research instruments for the study (Joppe, 2000).

4.2.2 Reliability Analysis

To measure the reliability of the data collection instruments an internal consistency technique Cronbach's alpha was computed using SPSS. According to Zinbarg, (2005) Cronbach's alpha is a coefficient of reliability that gives an unbiased estimate of data generalizability. The pilot study involved questionnaires from 8 management staff in KPLC. The data obtained from these respondents was analyzed using SPSS Cronbach's alpha.

Table 4.1 indicates that the obtained data was reliable since data obtained from all independent variables had a Cronbach's alpha values of between 0.983 to 0.960 and this was above 0.75 satisfying Zinbarg (2005) that an alpha coefficient higher than 0.75 indicates that the gathered data had relatively high internal consistency and could be generalized to reflect opinions of all respondents in the target population on the effect of training on performance of employees of Kenya Power and Lighting Company.

Table 4. 1: Reliability Results

Independent variable	Cronbach's Alpha Values	Number of items	Comments
Training needs assessment	0.983	8	Accepted
Training contents and delivery	0.971	8	Accepted
Training evaluation	0.960	8	Accepted

(Source: Pilot Study Data, 2016)

4.3 Response Rate

To establish the actual number of the respondents who submitted back the questionnaires for data analysis, analysis of the response rate was conducted as shown in Table 4.2. The table 4.2

presents that the response rate was 60% of the total sample size and the non-response was 40%. The response of 60% facilitated towards gathering sufficient data that was generalized to reflect the opinions of respondents on the effect of training on performance of employees in Kenya Power and Lighting Company.

This was in tandem with Graham (2002) that a response rate above 50% of the total sample size contributes towards gathering of sufficient data that could be generalized to represent the opinions of respondents in the target population on the sought study problem. The recorded high response rate can be attributed to the data collection procedures, where the researcher pre-notified the potential participant's notably senior managers, middle level and lower managers of the intended data collection and utilized a self-administered questionnaire which respondents completed and picked shortly afterwards and made follow up calls to clarify queries as well as prompted the respondents to fill the questionnaire.

Table 4. 2: Response Rate

Response rate	Frequency	Percentage
Response	81	60%
Non Response	46	40%
Total	135	100%

(Source: Study, 2017)

4.4 Demographic Data

4.4.1 Gender

The study found it paramount to determine the respondents' gender in order to ascertain whether there was gender parity in the positions indicated by the respondents. The findings of the study are as shown in figure 4.2.

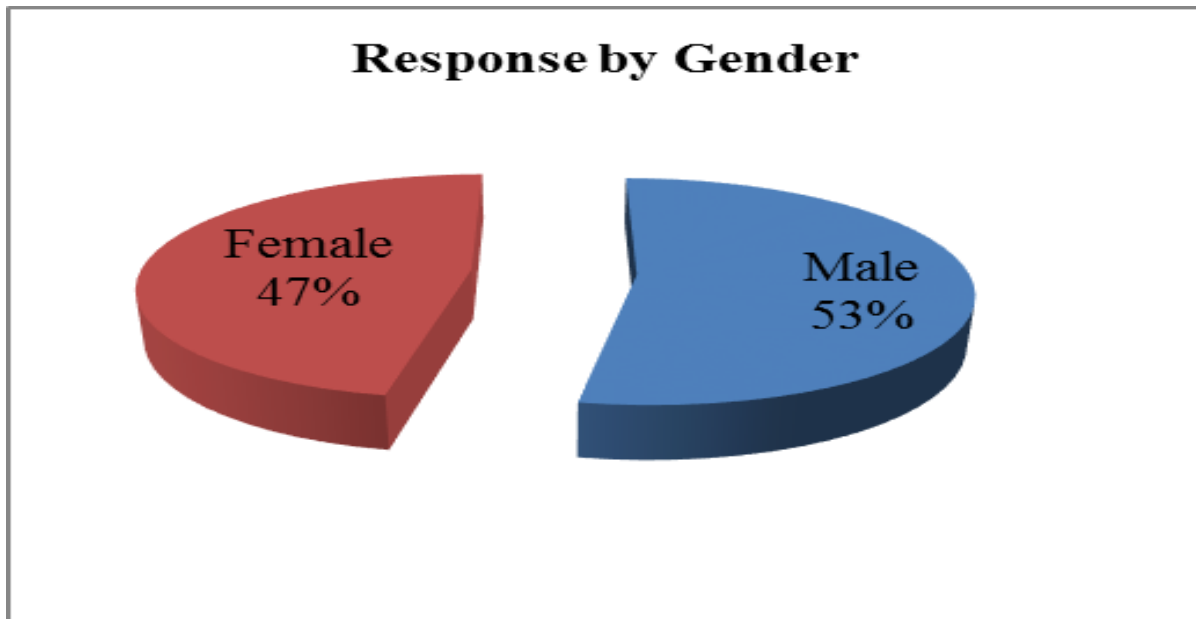


Figure 4. 1: Gender Response

(Source: Survey Data, 2016)

4.4.2 Age

The study sought to establish the age of the respondents since it helped in determining if the respondents had enough working experience and had experienced the the effect of training on performance of employees in Kenya Power and Lighting Company.

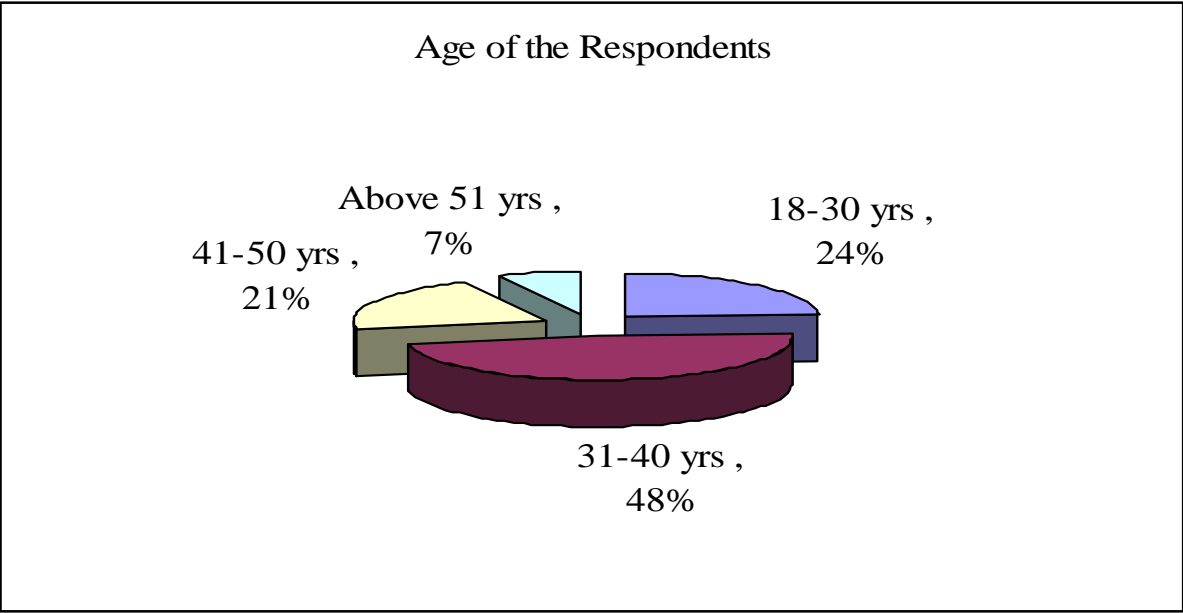


Figure 4. 2: Age of the Respondents

(Source: Survey Data, 2016)

Figure 4.2 presents that majority (48%) of the respondents was in the age category of 31-40 years, 24% were in the age category of 18-30 years, 21% were in the age category of 41- 50 years and 7% were in the age category of above 51 years.

4.4.3 Education Level

The study sought to establish the education level held by the KPLC staff in order to ascertain if they were equipped with relevant knowledge and skills to understand the effect of training on performance of employees in Kenya Power and Lighting Company.

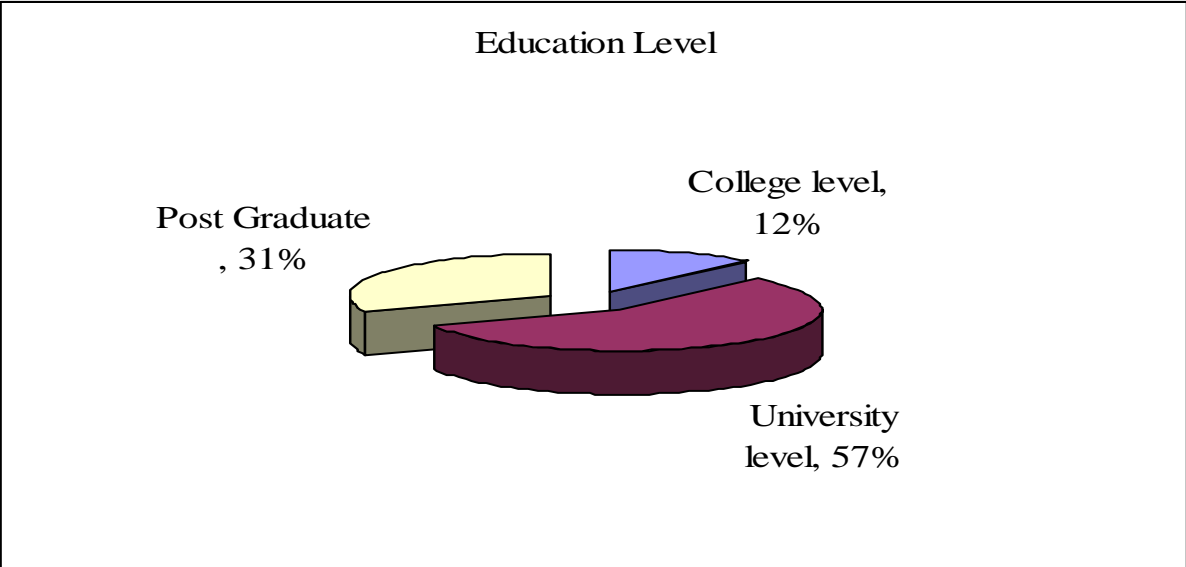


Figure 4. 3: Highest Education Level

(Source: Survey Data, 2016)

From the study findings as presented in Figure 4.3, majority (57%) of the respondents were university graduates followed by 31% who had post graduate education level and 12% who had college education level. These findings concurred with Joppe (2000) who did a similar study and found out that respondents which high education level have technical knowledge on the study problem assists in gathering reliable and accurate data on the problem under investigation. This demonstrated that most of the organization employees were qualified professionals with technical knowledge and skills on the study problem and thus provided the study with reliable information on the effect of training on performance of employees in Kenya Power and Lighting Company.

4.5 Descriptive Analysis

The study sought to establish the effect of training on performance of employees in Kenya Power and Lighting Company headquarters. Specifically, the study focused on training needs assessment, training contents and delivery and training evaluation.

4.5.1 Training Needs Assessment

The study sought to establish whether training needs assessment had any effect on the performance of employees in Kenya Power and Lighting Company.

4.2.1.1 Extent to which training needs assessment affects the performance of employees in Kenya Power and Lighting Company

Table 4. 3: Extent to which extent to which training needs assessment affects the performance in Kenya Power and Lighting Company

Training Needs Assessment	Frequency	Percent
To a very large extent	27	33.33
To a large extent	39	48.15
To a moderate extent	10	12.35
To a small extent	3	3.70
Not at all	2	2.47
Total	81	100.00

(Source: Survey Data, 2016)

The study sought to determine the effect of training needs assessment on employee performance in Kenya Power and Lighting Company Headquarters. From the findings in table 4.2 showed that majority (41%) indicated that training needs assessment affects the performance of employees to a large extent, 28% to a very large extent, 19% to a moderate extent, 7% to a small extent and 5% not at all.

These echoed findings by Remis (2014) that training is appropriate when an organization is expected to gain more benefit from the training than it invested in its cost. Kozlowski *et al.* (2000) also asserted that training is effective to the extent that it directly contributes to the strategy, objectives, or outcomes central to organisational effectiveness. The study infers that training needs assessment affects employee performance at Kenya Power and Lighting Company.

4.2.1.2 Extent to Which Factors of Training Needs Assessment affects the performance of employees in Kenya Power and Lighting Company

Table 4. 4: Training Needs Assessment Factors Mean, Mode and Median

Factors	N	Mean	Mode	Median
Approaches and Participation	81	4	3	3
Knowledge, Skills and abilities	81	4	4	4
Analysis of the person, task and organization	81	4	4	4
Average	81	4	4	4

(Source: Study, 2017)

The study aimed to determine the extent to which factors of training needs assessment notably: approaches and participation; knowledge, skills and abilities; and analysis of the person, task and organization. A scale of 1-5 was used where 1= not at all, 2 = small extent, 3 = moderate extent, 4 = large extent, 5 = very large extent. From the findings in table 4.4, approaches and participation had a mean score of 4, knowledge, skills and abilities had a mean score of 4, and analysis of the person, task and organization had a mean score of 4.

These findings concurred with Leatherman (1990) that various techniques can be used to assess needs where interviews or surveys of essential people can be employed in the training process and reviewing pertinent regulations to identify needs. Also, according to Newton (2002), these requirements can be identified by answering four questions; is the training a one-time event or is refresher training required, How long should the training sessions last, and what topics are required to be covered. The result of the needs assessment should be a description of the performance and/or regulatory compliance deficiencies of the intended audience. Therefore inferences can be made that training needs assessment factors notably; approaches and participation; knowledge, skills and abilities; and analysis of the person, task and organization affect the performance of employees in Kenya Power and Lighting Company to a large extent.

4.5.2 Training Contents

The study sought to establish the effect of training contents on employee performance in Kenya Power and Lighting Company Headquarters. Training contents entail the specification of the training objectives that identify the skills and tasks to be trained and delivery approaches entails the different approaches can be selected in order to deliver different training contents. In this study, training contents and delivery approaches are conceptualized as work commitment, training contents, delivery techniques and instructional materials to be used.

4.5.2.1 Extent to which training contents affect the performance of employees in Kenya Power and Lighting Company.

Table 4. 5: Extent to which training contents affect employee performance

Training contents	Frequency	Percent
To a very large extent	19	24
To a large extent	34	42
To a moderate extent	18	22
To a small extent	6	7
Not at all	4	5
Total	81	100

(Source: Survey Data, 2016)

The study sought to establish the effect of training contents on employee performance in Kenya Power and Lighting Company Headquarters. From the findings in table 4.5, majority (42%) indicated that training contents and delivery approaches affect employee performance to a large extent, 24% to a very large extent, 22% to a moderate extent, 7% to a small extent and 5% not at all.

These findings correspond with those of Brauer (2011) who found that training should stimulate multiple senses such as visual and auditory depending on the required input rate of the material and should fit the individual needs of the participants. The study therefore infers that training contents and delivery approaches is a vital factor to employee performance.

4.5.2.2 Extent to which training contents affect employee performance in Kenya Power and Lighting Company.

Table 4. 6: Training contents factors mean, median and mode

Factors of training contents	N	Mean	Median	Mode
1. Work commitment	81	3	3	4
2. Professional skill enhancement	81	4	4	4
3. Delivery techniques	81	4	4	4
4. Instructional materials	81	4	4	5
Average	81	4	4	4

(Source: Survey Data, 2016)

The study sought to determine the extent to which factors of training contents notably; work commitment, professional skill enhancement, delivery techniques and instructional materials affect employee performance. As presented in table 4.6, a mean of 3 was scored on work commitment, a mean of 4 was scored on professional skill enhancement, a mean of 4 was scored on delivery techniques and a mean of 4 was scored on instructional materials. This demonstrates that all the factors of training contents to a large extent affects employee performance.

These findings were validated by Hammond, Cherrett and Waterson (2014) that for a specific task or training contents and giving training delivery approaches may be more effective than others because all training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees so different training delivery approaches can be selected in order to deliver different training contents.

4.5.3 Training Delivery Approaches

The study also sought to establish how training delivery approaches affect employee performance in Kenya Power and Lighting Company. In this study, training delivery approaches are conceptualized as team training, mentoring, simulation and seminars.

4.5.3.1 Extent to which training delivery approaches affect the performance of employees in Kenya Power and Lighting Company.

Table 4. 7: Extent to which training delivery approaches affect employee performance

Training contents	Frequency	Percent
To a very large extent	19	24
To a large extent	31	38
To a moderate extent	20	25
To a small extent	7	8
Not at all	4	5
Total	81	100

(Source: Survey Data, 2016)

The study sought to establish the effect of training delivery approaches on employee performance in Kenya Power and Lighting Company. From the findings in table 4.7, majority (38%) indicated that training delivery approaches affect employee performance to a large extent, 24% to a very large extent, 25% to a moderate extent, 8% to a small extent and 5% not at all.

These findings correspond with those of Salas & Cannon-Bowers (2001) who found that training delivery approaches concentrates on the necessary skills, and gives trainees realistic opportunities for feedback. The study therefore infers that training delivery approaches is a vital factor to employee performance.

4.5.3.2 Extent to which training delivery approaches affect employee performance in Kenya Power and Lighting Company.

Table 4. 8: Training delivery approaches factors mean, median and mode

Factors of training delivery approaches	N	Mean	Median	Mode
1. Team training	81	3	3	4
2. Mentoring	81	4	4	4
3. Simulation	81	3	4	4
4. Seminars	81	4	4	5
Average	81	4	4	4

(Source: Survey Data, 2016)

The study sought to determine the extent to which factors of training contents notably; team training, mentoring, simulation and seminars affect employee performance. As presented in table 4.8, a mean of 3 was scored on team training, a mean of 4 was scored on mentoring, a mean of 3 was scored on simulation and a mean of 4 was scored on seminars. This demonstrates that all the factors of training delivery to a large extent affects employee performance.

These findings were validated by Hammond, Cherrett and Waterson (2014) that some training delivery approaches may be more effective than others because all training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees so different training delivery approaches can be selected in order to deliver different training results.

4.5.4 Training Evaluation

The study sought to find the extent to which training evaluation affects employee performance in Kenya Power and Lighting Company.

4.5.3.1 Extent to which training evaluation affects employee performance

Table 4. 9: Extent to which training evaluation affects employee performance

Training evaluation	Frequency	Percent
To a very large extent	39	48
To a large extent	23	29
To a moderate extent	14	17
To a small extent	3	4
Not at all	2	2
Total	81	100

(Source: Survey Data, 2016)

The study sought to determine the extent to which training evaluation affects employee performance in Kenya Power and Lighting Company. From the findings in table 4.9, majority (48%) indicated that training evaluation affects employee performance to a very large extent, 29% to a large extent, 17% to a moderate extent, 4% to a small extent and 2% not at all. These findings corroborate with findings by Matthews (2011) that training evaluation is designed to evaluate the success of the training process and how well training implementation procedures were followed and to evaluate the knowledge, skills, abilities, behavior change, and the satisfaction of the participants.

4.5.3.2 Extent to which factors of training evaluation affects employee performance

Table 4. 10: Training evaluation factors mean, median and mode

Factors of training evaluation	N	Mean	Median	Mode
1. Reaction	81	3	3	4
2. Learning	81	3	4	4
3. Behaviour	81	3	2	1
4. Results	81	3	3	4
Average	81	3	3	4

(Source: Survey Data, 2016)

The study sought to determine the extent to which factors of training evaluation notably; reaction, learning, behavior and results. A scale of 1-5 was used where 1= not at all, 2 = small extent, 3 = moderate extent, 4 = large extent, 5 = very large extent. From the findings in table 4.10, reaction had a mean score of 3, learning had a mean score of 3, behaviour had a mean score of 3, and results had a mean score of 3. These findings concurs with findings by Matthews (2011) that training evaluation refers to evaluating the appropriateness, social acceptability, and adequacy of the program objectives. Therefore inferences can be made that training evaluation factors notably: reaction, learning, behavior and results affect employee performance to a moderate extent.

4.7 Regression Analysis

The researcher conducted a multiple regression analysis so as to assess the effect of training on performance of employees in Kenya Power and Lighting Company. The researcher applied the statistical package for social sciences (SPSS) to code, enter and compute the measurements of the multiple regressions for the study.

Table 4. 11: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.836 ^a	.878	.801	.434

a. Predictors: (Constant), training needs assessment, training contents, training delivery approaches, training evaluation

b. Performance of employees in Kenya Power and Lighting Company
(Source: Survey Data, 2016)

The three independent variables that were studied, explain only 80.1% of the performance of selected warehouses operated by supermarkets as represented by the R^2 . This therefore means that other factors not studied in this research contribute 19.9% of performance of employees in Kenya Power and Lighting Company. Therefore, further research should be conducted to assess the effect of training on performance of employees of utility companies in Kenya using other factors other than those in this study.

ANOVA^b

The significance value is .0000 which is less than 0.05 thus the model is statistically significant in training needs assessment, training contents, training delivery approaches and training evaluation. The F critical at 5% level of significance was 7.9. Since F calculated is greater than the F critical (value = 371.662), this shows that the overall model was significant.

Table 4.12: ANOVA (Analysis of Variance)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	502.902	5	125.725	371.662	.000 ^b
	Residual	28.754	40	.338		
	Total	531.656	45			

a. Predictors: (Constant), training needs assessment, training contents, training delivery approach training evaluation

b. Performance of employees in Kenya Power and Lighting Company
(Source: Survey Data, 2016)

Coefficient of Determination

Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (Performance of employees in Kenya Power and Lighting Company) that is explained by all the three independent variables (training needs assessment, training contents and delivery, training evaluation).

Table 4. 13: Coefficient of determination

Model	T	Sig.
	B	
(Constant)	2.976	2.985 .004
Training needs assessment	0.877	3.286 .001
Training contents	0.588	5.796 .000
Training delivery approaches	0.674	4.541 .003
Training evaluation	0.705	2.796 .076

a. Predictors: (Constant), training needs assessment, training contents, training delivery approaches, training evaluation

b. performance of employees in Kenya Power and Lighting Company

(Source: Survey Data, 2016)

The researcher conducted a multiple regression analysis so as to determine the relationship between Y and the three variables. As per the SPSS generated in table 4.11, the equation ($Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$) becomes:

$$Y = 2.976 + 0.877X_1 + 0.588X_2 + 0.674X_3 + 0.705X_4 + \epsilon$$

Where Y is the dependent variable (performance of employees in Kenya Power and Lighting Company), X_1 is training needs assessment, X_2 is training contents, X_3 is training delivery approaches and X_4 is training evaluation.

According to the regression equation established, taking all factors into account (training needs assessment, training contents, training delivery approaches, and training evaluation) to be constant at zero, performance of employees in Kenya Power and Lighting Company will be 2.976. These findings collate with those of Nassazi (2013) who evaluated the effects of training on employee performance and the results obtained indicated that training has a clear effect on the performance of employees. The findings were echoed by Elnaga and Imran (2013) who studied the effect of training on employee performance and found that effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance.

The data findings analyzed also show that taking all other independent variables at zero, a unit improvement in training needs assessment will lead to a 0.877 increase in performance of employees in Kenya Power and Lighting Company. These findings are in line with Phillips (1997) who found that a needs assessment is the first step for any program design and that if a program is going to be effective, it must meet the needs of the participants. The findings are also echoed by Kozlowski *et al.* (2000) who suggested that an approach to organisation improvement

and development is based on enhancing the knowledge, skills and attitudes or abilities of the workforce and this paradigm may be accomplished through training activities which are effective to the extent that they directly contribute to the strategy, objectives, or outcomes central to organisational effectiveness.

Study findings also show that a unit increase in training contents will lead to a 0.588 increase in performance of employees in Kenya Power and Lighting Company. These findings are in line with those of Brauer (2011) who found that the objectives of training should be stated clearly and the content presented logically in the proper sequence, that principles should be taught with procedures to help employees retain knowledge longer and that the trainees should know how they are doing throughout this process and the correct performance should be rewarded.

The data findings analyzed also show that a unit improvement in training delivery approaches will lead to a 0.674 increase in performance of employees in Kenya Power and Lighting Company. These findings are in line with Hammond, Cherrett and Waterson (2014) who found that different training delivery approaches can be selected in order to deliver different training contents. The study findings also collate with those of Thang, Quang & Buyens (2010) who found that the need to consider skill and tasks characteristics in determining the most effective training delivery approaches should be highlighted.

Study findings also show that a unit increase in training evaluation will lead to a 0.705 decrease in performance of employees in Kenya Power and Lighting Company. These findings are in line with Mohamud's (2014) study which assessed the effect of training on employee performance in public sector organizations in Kenya and advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby

ineffective. The study also found that training evaluation should result in: determining the effectiveness of the training program, deciding whether to change, stop or expand the program, how to improve the program for future delivery.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary, conclusions and recommendations of the study based on the objectives of the study.

5.2 Summary

The study sought to determine the effect of training needs assessment on employee performance in Kenya Power and Lighting Company. The findings showed that majority indicated that training needs assessment affects the performance of employees to a large extent. The study also found that training is appropriate when an organization is expected to gain more benefit from the training than it invested in its cost; and that training is effective to the extent that it directly contributes to the strategy, objectives, or outcomes central to organisational effectiveness. The study therefore infers that training needs assessment affects employee performance at Kenya Power and Lighting Company.

The study also aimed at determining the extent to which factors of training needs assessment notably: approaches and participation; knowledge, skills and abilities; and analysis of the person, task and organization and found that various techniques can be used to assess needs where interviews or surveys of essential people can be employed in the training process and reviewing pertinent regulations to identify needs. From the findings, inferences can be made that training needs assessment factors affect the performance of employees in Kenya Power and Lighting Company to a large extent.

Further, the study sought to establish the effect of training contents and delivery approaches on employee performance in Kenya Power and Lighting Company Headquarters. From the findings,

majority of the respondents indicated that training contents and delivery approaches affect employee performance to a large extent. These findings correspond other study findings that training should stimulate multiple senses such as visual and auditory depending on the required input rate of the material and should fit the individual needs of the participants. The study therefore infers that training contents and delivery approaches is a vital factor to employee performance.

The study sought to determine the extent to which factors of training contents notably; work commitment, professional skill enhancement, delivery techniques and instructional materials affect employee performance and revealed that all the factors of training contents and delivery approaches to a large extent affects employee performance. These findings were validated in that for a specific task, training contents are intended to communicate specific skills, knowledge, attitudinal or task information to trainees.

The study sought to assess how factors of training delivery approaches notably; team training, mentoring, simulation and seminars affect employee performance and revealed that all the factors of training delivery approaches to a large extent affects employee performance. These findings were validated in that training delivery approaches concentrates on the necessary skills, and gives trainees realistic opportunities for feedback.

Lastly, the study sought to determine the extent to which training evaluation affects employee performance in Kenya Power and Lighting Company by determining the extent to which factors of training evaluation notably; reaction, learning, behavior and results. From the findings, reaction, learning, behaviour and results all had a positive influence on employee performance. These findings corroborate with other research findings that training evaluation is designed to

evaluate the success of the training process and how well training implementation procedures were followed and to evaluate the knowledge, skills, abilities, behavior change, and the satisfaction of the participants.

According to the regression equation established, all factors of training studied (training needs assessment, training contents and delivery, training evaluation) had a significant effect on employee performance.

5.3 Conclusions

The study concludes that training needs assessment affects the performance of employees to a large extent as demonstrated by all the factors of training needs assessment to a large extent affects employee performance. This is because training is appropriate when an organization is expected to gain more benefit from the training than it invested in its cost. Also employee training is effective in that it directly contributes to the strategy, objectives, or outcomes central to organisational effectiveness.

Further the study concludes that training contents affect employee performance to a large extent as indicated by the majority of respondents thus making it a vital factor to employee performance. This is because training stimulates multiple senses such as visual and auditory depending on the required input rate of the material and should fit the individual needs of the participants.

The study also concludes that some training delivery approaches may be more effective than others because all training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees, so different training delivery approaches can be selected in order to deliver different training contents.

Lastly on training evaluation, the study concludes that Kenya Power and Lighting Company should seek to improve on the evaluation strategies. Therefore inferences can be made that training evaluation affects employee performance to a moderate extent.

5.4 Recommendations

The study recommends that during training needs assessment, various techniques can be used to assess needs where interviews or surveys of essential people can be employed in the training process and reviewing pertinent regulations to identify needs. The result of the needs assessment should be a description of the performance and/or regulatory compliance deficiencies of the intended audience. The study recommends that training approaches and participation of staff should be improved.

The study further recommends that on training contents, Kenya Power and Lighting Company should improve on employee work commitment while the other factors of training contents and delivery approaches namely professional skill enhancement, delivery techniques and instructional materials.

On training delivery approaches, which involves team training, mentoring, simulation and seminars, The study further recommends that Kenya Power and Lighting Company should give more focus on the delivery approaches not only because the training activities are so expensive but also because the effects of training are very important to organization and to the employee in the same time.

On training evaluation, which involves assessment of the appropriateness, social acceptability, and adequacy of the training program objectives, the study recommends that Kenya Power and

Lighting Company should seek to improve on the evaluation strategies since employee reaction, learning, behaviour and results affect employee performance to a moderate extent.

5.5 Recommendations for Further Studies

The study sought to find out the relationship between training and performance of employees in Kenya Power and Lighting Company. The three independent variables that were studied; training needs assessment, training contents and delivery approaches and training evaluation, only explain part of the relationship between training and performance of employees in Kenya Power and Lighting Company as represented by the R^2 . This therefore means that other factors not studied in this research contribute a certain percentage of the prevailing phenomenon. Therefore, further research should be conducted to assess the effect of training on performance of employees in Kenya Power and Lighting Company.

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APPENDICES

Appendix 1: Questionnaire

The following questionnaire seeks to establish the effect of training on performance of employees in Kenya Power and Lighting Company. It is divided into two sections; Section A contains the respondent's bio data and Section B structured to answer the objectives of the study.

Section A: Demographic Information

Please respond to the following questions by making a "√" in the appropriate space provided.

1. Gender of the respondent :

Male [] Female []

2. What is your age bracket? Kindly tick as appropriate.

18 -30 years [] 31 - 40 years [] 41 - 50 years [] >51 years []

3. What is your highest level of education? Tick appropriately

College level [] University degree [] Post graduate []

Section B: Study Variables

Training Needs Assessment

4. To what extent do training needs assessment affect employee performance in your organization?

To a very large extent []

To a large extent []

To a moderate extent []

To a small extent []

Not at all []

5. Kindly tick the appropriate box in the table to show the extent to which the following aspects of training needs assessment affect employee performance in Kenya Power and Lighting Company Headquarters. Rate on 5 point scale where;

1=Very low extent, 2=Low extent, 3=Moderate extent, 4=Great extent, 5=Very great extent

Aspect of training needs assessment	1	2	3	4	5
Approaches and Participation					
Knowledge, Skills and abilities					
Analyse the person, task and organization					

6. In your own opinion, how else does training needs assessment affect employee performance in Kenya Power and Lighting Company Headquarters?

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Training Contents

7. To what extent do training contents affect employee performance in your organization?

- To a very large extent []
- To a large extent []
- To a moderate extent []
- To a small extent []
- Not at all []

8. Tick the appropriate box in the table to show the extent to which the following aspects of training contents affect employee performance in Kenya Power and Lighting Company Headquarters.

Rate on 5 point scale where; 1=Very low extent 2=Low extent, 3=Moderate extent, 4=Great extent, 5=Very great extent

Aspect of training contents	1	2	3	4	5
Work commitment					
Training contents					
Delivery approaches					
Instructional materials					

9. In your own opinion, how else do training contents and delivery approaches affect employee performance in Kenya Power and Lighting Company Headquarters?

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Training Delivery Approaches

10. To what extent do training delivery approaches affect employee performance in your organization?

- To a very large extent []
- To a large extent []
- To a moderate extent []
- To a small extent []
- Not at all []

Tick the appropriate box in the table to show the extent to which the following aspects of training delivery approaches affect employee performance in Kenya Power and Lighting Company Headquarters.

Rate on 5 point scale where; 1=Very low extent 2=Low extent, 3=Moderate extent, 4=Great extent, 5=Very great extent

Aspect of training contents	1	2	3	4	5
Team training					
Mentoring					
Simulation					
Seminars					

11. In your own opinion, how else do training delivery approaches affect employee performance in Kenya Power and Lighting Company Headquarters?

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Training Evaluation

12. To what extent does training evaluation affect employee performance in your organization?

- To a very large extent []
- To a large extent []
- To a moderate extent []
- To a small extent []
- Not at all []

13. Tick the appropriate box in the table to show the extent to which the following aspects of training evaluation affect employee performance in Kenya Power and Lighting Company Headquarters.

Rate on 5 point scale where; 1=Very low extent 2=Low extent, 3=Moderate extent, 4=Great extent, 5=Very great extent

Aspect of training evaluation	1	2	3	4	5
Reaction					
Learning					
Behaviour					
Results					

14. In your own opinion, how else does training evaluation affect employee performance in Kenya Power and Lighting Company Headquarters?

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Employee Performance

15. Tick in the appropriate box in the table to show the extent to which you agree that the following aspects measure employee performance in Kenya Power and Lighting Company?

Aspect of training evaluation	1	2	3	4	5
Employee productivity					
Profitability					
Job Satisfaction and Motivation					
Service quality					

16. How else does training influence employee performance in Kenya Power and Lighting Company?

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END OF QUESTIONNAIRE
Thank you for taking your time to fill it.

