EMPLOYEE TRAINING AND PERFORMANCE OF CIVILIANS
IN BRITISH ARMY TRAINING UNIT CENTERS IN KENYA

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D53/OL/CTY/28528/14

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF BUSINESS IN
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THE DEGREE IN MASTER IN BUSINESS ADMINISTRATION (HUMAN
RESOURCE MANAGEMENT) KENYATTA UNIVERSITY

APRIL, 2019
DECLARATION

I hereby declare that this submission is my own work towards the MBA and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for the award of any other degree of the University, except where due acknowledgment has been made in the text.

Signed …………………………….. Date…………………………

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

Signed …………………………….. Date…………………………

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DEDICATION

I dedicate this work to my dear sons Kurtis and Kian Kahiato. May the Almighty God guide you always.
ACKNOWLEDGEMENT

I would like to thank the Almighty God for giving me sufficient grace, mercy and blessings which has seen me through this program. I sincerely acknowledge the invaluable and tireless counsel, commitment, encouragement and commendable support of my supervisor, Dr. Paul Waithaka. He accorded me scholarly guidance, instructive feedback and constructive critics in the intricacy of learning.

I am greatly thankful to my family members: My dear mother Beth Wangari Maina, my husband Chris Kahiato and my sons Kurtis and Kian Kahiato for their continuous encouragement.
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OPERATIONAL DEFINITION OF TERMS

Employee Performance  The ability of an employee to carry out tasks as expected by the management. The quality and timeliness of the output is measured against set standards such as Punctuality and Attendance, Communication skills, Problem solving skills and Management of Resources.

Employee Training  Efforts by an organisation to equip or enhance its workers skills base through On the Job Training, Online Training, Instructor Led Training and Teamwork Training.

Online Training  Delivery of skills and knowledge through use of computers and other hand held devices that increase the frequency of Internet access, computing understanding and number of online courses registered.

On-The-Job Training  Employee training at the place of work while he or she is doing the actual job. Using coaching and mentoring, Job Rotation and sitting next to Nellie.

Team Work Training  A type of training in which employees learn new skills through constant observation from colleagues at the work place. That enhances communication and relationships, adaptability and understanding roles.

Staff Morale  Job satisfaction, outlook, and feelings of well-being an employee has within a workplace setting. Proven to have a direct effect on productivity, it is one of the corner stones of business.

Civilian Employees  Employees of United Kingdom Ministry of Defence who are not serving as military personnel.

Civil Servants  Employees working for the government. They are public servants.

Skills  Expertise or qualities of an employee that are important in completing tasks given.

Productivity  Measurable effort of an employee at the workplace or on the task assigned.
**ABBREVIATIONS AND ACRONYMS**

<table>
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<th>Abbreviation</th>
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<tr>
<td>BATUK</td>
<td>British Army Training Unit Kenya</td>
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<tr>
<td>CIPD</td>
<td>Certified Institute of Personal Development</td>
</tr>
<tr>
<td>KSA</td>
<td>Knowledge Skills and Abilities</td>
</tr>
<tr>
<td>LEC</td>
<td>Locally Engaged Civilian</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
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<tr>
<td>MoD</td>
<td>Ministry of Defense</td>
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<tr>
<td>MLM</td>
<td>Military Line Managers</td>
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<td>SPSS</td>
<td>Statistical Program for Social Sciences</td>
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<td>UK MoD</td>
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ABSTRACT

Employee training is a tool that managers can utilize to help employees bridge the gap between their present level of performance and their desired level of performance. Employee performance is the ability of an employee to carry out tasks as expected by the management. The amount and quality of training carried out varies from organization to organization due to factors such as the degree of external change and also the extent to which the organization supports the idea of employee training. BATUK is an organization that trains UK army personnel on light force operations here in Kenya. BATUK employs civilians workforce component to offer support services to the training troops. The main objective of this study was to find out the effect of training on the performance of employees at BATUK. The specific objectives included establishing the effects of on the job training; instructor led training, online training and team work training of BATUK employees on their performance. This research study was be guided by Social learning theory, Experiential learning theory and transformative learning theory. The study utilized a descriptive survey research design and the target population comprised of all the 520 permanent staff members of BATUK. The sample of this study was 156 BATUK employees. This was selected through stratified random sampling technique. The study used primary data which was largely quantitative and descriptive in nature. The study used a semi-structured questionnaire. The questionnaires were self-administered with the help of two research assistants using a drop and pick method. After quantitative data was obtained through questionnaires, it was prepared in readiness for analysis by editing, coding, categorizing and keyed into statistical package for social sciences (SPSS) computer software for analysis. Descriptive and inferential statistics such as sampling were used to analyse the data. Microsoft excel was used to complement SPSS in data analysis. The particular descriptive statistics included frequencies and means while the particular inferential statistics, correlation analysis and regression. Correlation analysis established the association between the variables while a multiple linear regression model was used to test the effects of the types of training on performance of the employees. The research findings indicate that types of training have positive correlation to employee’s performance. On the job training had the highest occurrence as a type of training amongst other types of training. The research recommends that training should be encouraged. More funding should be directed to on the job training as it showed to be the most effective. Online training, Team work training and instructor led training should be expounded to compliment on the job training. The study also recommends further research into similar organizations so as to compare the study findings.
CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Performance is the accomplishment of particular task measured against predetermined or identified standards of accuracy, completeness, cost and speed Cooke (2000). In an employment contract, performance is deemed to be the achievement of an assignment laid down under the contract. Efficiency and effectiveness are components of performance as measured by the standards set by the organization. Employee performance is related with quantity of output, timeliness of output, quality of output, attendance on the job, efficiency of the work finished and effectiveness of work completed (Mathis & Jackson 2009). Performance is the achievement of a given duty measured against predetermined principles of accuracy, completeness, cost and speed.

Previous studies provide the evidence that there is a strong positive relationship between human resource management practices and employee performance (Purcell, 2003). Guest (1997) mentioned in a study that training programs are one of the vital human resource management practices, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance. Farooq and Aslam (2011) study depicts the positive correlation between training and employee performance. Training is the only way of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. The result of the study of Sultana (2012), conducted in telecom sector of Pakistan, found out that variation in employee performance was as a result of training. The study further stated that training was a good predictor of performance of employees.
As depicted by the work of Harrison (2000), learning through training influence the employee performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. According to Swart (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. Training is the organised procedure by which people learn knowledge or skills for a definite purpose (Jones & George, 2005). The objective of training is to achieve a change in the behaviour of those trained. This means that the trainees acquire new manipulative skills, technical knowledge and skills on the job in such a way as to aid in the achievement of organisational goals (Archieve, 2008).

This area of training effectiveness seems paramount, and although training is an integral part of the employer-employee relationship, Knoke and Kalleberg (1994) suggest direct evidence about company training practices based on representative samples of diverse employing organizations is almost non-existent. Furthermore, authors have suggested that training is most extensive only in establishments which operate in complex market environments (Rowden & Conine, 2005; Sahinidis & Bouris, 2008). Specific job training is a complicated matter and has been the focus of much of the training literature (Chiaburu & Teklab, 2005). In addition to the exact nature of job training, training is seen as relevant to fostering a positive relationship between learning satisfaction and the effectiveness of applied learning (Wang, 2001). Training programs are often the first targets for cost cutting (Young, 2008). This trend to cut training programs during poor economic times seems short-sighted, if in fact, training does affect job proficiency and relieves workplace conflict.
Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002). The employee performance depends on various factors. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in the both skills and competencies because of more on the job experience (Afaq, 2008). Training is an important activity to increase the performance in an organization (Ahmad & Siraj-uddin, 2009). Abbas and Yaqoob (2008) assert that employee performance is an important factor and the building block which increases the performance of overall organization. Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Amisano, 2010). The main objective of this study is to establish how the training affects the employee performance. Training increases or develops the managerial skills (Rosti & Shipper, 1998). Despite focusing on efficiency and cost control the spending on training should increase because organizations get more efficiency, effectiveness out of the training (Workforce Special Report (WSR), 2006).

Becker, Antuar and Everett (2011) stated that employee’s performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. When they perform up to the set standards and meet organizational expectations they are believed to be good performers. Employee performance entails quality and quantity of output, presence at work, accommodative and supportive nature and timeliness of output. According to the
results of the study conducted by Yang (2008) on individual performance showed that performance of the individuals cannot be verified.

It is not sufficient to comply with the formal job requirements, one needs to go beyond what is formally required (Parker, 2006). Sonnentag and Frese (2002) assert that contextual performance consists of behavior that does not directly contribute to organizational performance but supports the organizational, social and psychological environment. Task performance covers a person’s contribution to organizational performance. Individual performance is of high relevance for organizations and individuals alike. Showing high performance when accomplishing tasks results in satisfaction, feeling of self-efficacy and mastery (Kanfer, 2005). Moreover High performing individuals get promoted awarded and honored. Career opportunities for individuals who perform well are better than those of moderate performers (Van Scotter, 2000).

Research has been conducted on factors affecting employee performance with variable knowledge, organizational commitment, power, conflict and employee performance, such as research on training and employee’s performance Tews (2009) where training has a significant effect on employee performance. In contrast, training does not have significant effect on performance due to ability of an individual employee, owned mastery of technology and experience of employees will reduce teamwork effectiveness. The effect of organizational commitment on employee performance was conducted by Egley (2006). In contrast, Lee (2001) concluded that organizational commitment does not significantly affect performance of an employee because employees with high commitment have shown to less attendance.
The performance of BATUK employees is measured through variables that include punctuality and attendance, teamwork, communication skills, problem solving skills, management of resources and support to management. The appraisal of BATUK employees is done twice a year, which is mid-year appraisal and end of year appraisal. The Ministry of Defence of United Kingdom reviews the performance of each unit internally and how the performance has been around the year. During the year 2015 MOD UK audit on the performance, BATUK received scored two out of five (UK MoD, 2018).

1.1.1 Employee Training

Training facilitates the updating of skills and lead to increase commitment, wellbeing, and sense of belonging, thus directly strengthening the organization’s competitiveness (Acton, Golden, Karia & Ah-mad, 2000). Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002). Training is a process by which individuals change their skills, knowledge, attitudes, and/or behaviour (Robbins & DeCenzo, 1998). According to Dessler (2005) and Dessler and Varkkey (2010), employee training includes apprenticeship training, job instruction training, program learning and team work training.

On-the-job-training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between organizations that train their employees and organizations that do not (Evans, 1999). In a study by Wanjala, (2015), in Mumias Sugar Company, most unskilled workers rise up to positions that require specific skills with
specific duties. Even some cane cutters find themselves in positions requiring skills, therefore the need for on-the-job-training.

Job rotation as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and from one branch of the organization to another (McCourt & Eldridge, 2003). For transfers for example, it could involve movement of employees from one department to another. These rotations and transfers will facilitate employees to and gain skills that will enhance their performance in their organizations. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

Distance and internet-based training involves various forms of training which includes tele training, videoconferencing and internet-based classes. Landale, (2000), states that, with access to Web-based communication over company intranets or via the internet, training is now being made available to staff at their own workstations. These specific programs are designed for the employee to shape up his or her expertise in a chosen career. The programs are designed in such a way that they can learn at their own pace and time and take control of their development. Employees are also given the opportunity to branch into professional qualifications as time goes on and they are able to develop their leadership capabilities. According to Dessler (2005), many organizations allow their employees take online courses offered by online course providers such as Click2Learn.com and others use their proprietary internal intranets to facilitate computer-
based training. This helps the employees to keep in touch of everything going on in the business.

Teamwork is one of the key topics in organizational behaviour that received significant attention from several scholars and business practitioners. Teamwork includes a group of people working together toward achieving a desired goal (Ooko, 2013). Nowadays, managers in several organizations are making more team assignments to employees with the aim to reinforce their knowledge and enhance their professional skills (Hartenian, 2003). Working in teams enables employees to cooperate, improve individual skills, and provide practical feedback without making any conflict between any of the members (Jones, Richard, Paul, Sloane & Peter, 2007). Teamwork is indeed a very important strategy for smoothing the operation of the organization as team members upgrade their skills, knowledge, and abilities by working in teams, and this affects organizational performance and effectiveness (Froebel & Marchington, 2005).

Instructor led lectures and seminars are another way that most organizations train its staff and employees which lasts for one to three months. This is a simple and quick way to impact knowledge to a large group of employees (Dessler, 2005). It involves having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization. Face-to-Face Training (FTF) training, also known as traditional training, is delivered live, in person, with learners and the instructor in a physical classroom setting. Learners’ use of computers and mobile devices is precluded in FTF training sessions (Gaither, 2009).
1.1.2 Employee Performance

Becker, Antuar and Everett (2011) stated that employee’s performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. When they perform up to the set standards and meet organizational expectations they are believed to be good performers. Employee performance entails quality and quantity of output, presence at work, accommodative and supportive nature and timeliness of output. According to the results of the study conducted by Yang (2008) on individual performance showed that performance of the individuals cannot be verified.

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The performance of BATUK employees is measured through variables that include punctuality and attendance, teamwork, communication skills, problem solving skills, management of resources and support to management. Recommendations in the internal report (Farrington, 2011) appraisals of BATUK employees is done twice a year, that is mid-year appraisal and end of year appraisal. The Ministry of Defence of United Kingdom reviews the performance of each unit internally and how the performance has been around the year. During the year 2015 MOD UK audit on the performance, BATUK received scored two out of five. (BATUK Performance Appraisal, 2015)

1.1.3 British Army Training Unit Kenya

British Army Training Unit Kenya is an institution affiliated to United Kingdom Ministry of Defence. The purpose of BATUK is to train UK army personnel on light force operations. BATUK is funded by UK MoD and is located in Laikipia, Samburu and Nairobi County in Kenya (UK MoD, 2018). The organisation employs civilian to provide
support services to the exercising troops. The locally engaged civilians’ are required to handle specialised army equipment and information. It is a not for profit entity. Currently, BATUK has engaged over 500 permanent employees from across the country. The workforce is composed of skilled, semi-skilled and unskilled employees. This is the largest number of civilians engaged in any given military camp in Kenya currently. The civilians engaged in Kenyan military camps are civil servants hired by the Government of Kenya. The choice of BATUK provides a unique population for the research study to be conducted since the civilians are directly engaged by the army.

BATUK has a documented training program in place. Training in BATUK is done both locally and overseas depending on the technicality of the course being offered and the availability of the course in local markets. Due to the course specifications and requirements by UK MOD, some courses are offered abroad as and when required. The courses depend on the requirements of the departments and the nature of the job. Even though there is a documented training program in place, the line managers will from time to time request employees to be re-trained on specific areas so that employees can deliver on the job requirements.

1.2 Statement of the Problem

Despite the increasing effects on training of employees by organizations, there is still limited literature on employee training and performance issues in developing countries (Debrah & Ofori, 2006) and increasing concerns from organizational customers towards low quality services. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey,
Matt, Milord, Jackson & Kamoche 2002) have taken a general human resource management focus creating a gap on issues such as the effect of training on employee performance.

There are many studies that have been done on training and performance but none has focused on civilian staff working in military organisations. Wanyama and Mutsotso (2010) conducted a study in Kenya on the relationship between capacity building and employee productivity on performance of commercial banks and concluded that indeed both the elements of capacity building and employee productivity have a positive correlation to organizational performance. Also, Musili (2010) studied the perceived effectiveness of training and development on employee performance among in-flight attendants in Kenya airways and the findings revealed that training and development was perceived by the in-flight attendants as key to their performance. Furthermore, Obisi (2011) investigated the effect of employee training and development in Nigeria and found that training adds value to performance of employees in form of efficiency in performing tasks assigned to them. Mohamed (2006) also did a study on training in commercial banks in Kenya but his focus was on the training services that banks outsource and why.

So far, no study has been done on the relationship between training on performance, particularly at BATUK. Therefore, there is a knowledge gap which the current study purposes to fill as all of these studies have focused on different organizations. It is therefore imperative to do a research to show the relationship between training and employee performance in BATUK.

Mbaabu (2013) to analyse the perceived factors that influence lecturers performance at the Institute of Human Resource Management (IHRM). The findings revealed that
rewards, training and, motivation play a key role in enhancing employees’ performance in the work place. Kaimuri (2012) carried out a study on the perceived factors affecting employee performance management in the city council of Nairobi, it was found that stakeholder involvement, continuous monitoring, feedback, dissemination and learning from results, organizational culture and leadership commitment highly influenced employees’ performance. Another study by Ong’amo (2012), employees disagreed that the variables of who you know and not what you know and constant pressure by worker on the supervisor were factors influencing employee promotion in Mumias Sugar Company Limited. Little research has been done on civilian in military establishments.

During annual audit on the performance of the unit, BATUK received a negative report on its control measures across all departments (UK MOD annual report, 2015). The audit report noted that there was lack of understanding of accounting systems used by the army, increased disciplinary cases, road transport accidents and low morale on the employees. The report recommended an expansive staff training program to be put in place throughout the year 2016

1.3 Research Objectives

The research was guided by the following objectives.

1.3.1 General Research Objective

The general objective of the study was to investigate the effect employee training types on the performance of civilian employees of BATUK.
1.3.2 Specific Objectives

The following are the specific objectives of this study:

i) To examine the effect of on the job training on the performance of BATUK employees.

ii) To assess the effect of online training on the performance of BATUK employees.

iii) To establish the effect of the instructor led training on the performance of BATUK employees.

iv) To determine the effect of team work training on the performance of BATUK employees.

1.4 Research Questions

This study was therefore designed to answer the following questions.

i) What is the effect of on the job training on the performance of BATUK employees?

ii) In what ways does online training affect the performance of BATUK employees?

iii) How does instructor led training affect the performance of BATUK employees?

iv) To what extent does teamwork training affect the performance of BATUK employees?

1.5 Significance of the Study

British Army presence in Kenya through BATUK has seen phenomenal growth over the past one decade. BATUK as an army training unit has been training more than 6,000 soldiers annually. The unit offers training of British Army personnel on light force battles. The civilian component is the backbone of the training unit and with properly trained civilians, the exercise run successfully every time. This study will also help
identify the lapses in the training management systems used by BATUK. The findings will provide data for further research in training not only at BATUK but also in other army training units across the world. Employees are investment centres and not cost centres and they are tools through which organizations can achieve their goals and targets. This will therefore enable the company derive optimum results from its employees by improving upon training management systems. Scholars and future researchers will also benefit from the findings of this study through referencing. The study serves as a basis of further research to academicians who are interested in furthering their knowledge on effects of training on performance of employees are capable of adding new insight to the present state of knowledge in the field and may therefore be found useful for teaching.

1.6 Scope of the Study

This study was on the effects of training towards the performance of employees of British Army Training Unit Kenya. The study was done in Kenya in 2018. This study focused on performance of employees between the year 2015 and 2017. It was across 3 counties where BATUK has established camp/employment sites namely Laikipia, Samburu and Nairobi counties. This study also involved all the cadres of employees. White collar employees and blue collar employees formed the basis of the study. The performance of the employees of BATUK was affected by the independent variables in this study. The independent variables are on the job training, online training, team work training and instructor led training. These variables were investigated to establish the relationship they have with dependent variable, performance of the employees of BATUK.
1.7 Limitations of the Study

Challenges posed by geographical dispersed population were faced by the researcher since BATUK is located in three different counties. This was mitigated by electronic correspondence where applicable to minimize the travel. A research assistant was also engaged. This saved on time resource which would have been used up on travel. A section of BATUK employees especially those located in Samburu County have low literacy levels and cannot express themselves in English or Swahili. The questionnaires were administered in English Language thus there was a need for an interpreter to be engaged on the ground. However, it is important to note that not all aspects of the findings were applicable to other institutions due to the uniqueness of BATUK as an organization and how the processes are carried out.

1.8 Organization of the Study

This study is organized into five chapters: chapter one provides the research background, research objectives, significance of the study, scope, and the limitations encountered in the course of the study. Chapter two presents literature review on the effects of training on the performance of BATUK employees and a conceptual framework. In chapter three, methodology of the study is presented. It will consist of the research design, target population, sampling procedure, data collection, reliability of the research instrument, data analysis procedure and techniques. Chapter four offers an analysis of the data and research findings while chapter five presents summary, conclusions and recommendations.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature on the topic of employee training types and performance of civilian employees, a case study of employees of British Army Training Unit Kenya. The first section covers theoretical literature review followed by empirical literature review. At the end, a summary of literature review and research gaps is presented as well as a conceptual framework.

2.2 Theoretical Review

Theoretical review is a group of related ideas that provides guidance to a research project. In this section, social learning theory, constructivism learning theory and transformative learning theories provide a framework related to this research proposal.

2.2.1 Social Learning Theory

Albert Bandura asserted that behaviour is a result cognitive and environmental factors interplaying with each other (Bandura, 1963). Learning is increasingly becoming a normative goal in management (Parson & Clark 2005). This trend is linked to earlier shifts toward adaptive management and stakeholder engagement as a means to cope with complexity and the resultant uncertainty with which managers are faced (Pace, 2015). It is argued that those involved in the management of social-ecological systems may learn and therefore enhance their adaptive capacity through their involvement in decision making processes (Fazey, 2007). The literature is often vague when it comes to defining the concept and some definitions are so broad they could encompass almost any social process. Ison and Watson (2007) define social learning as achieving concerted action in
complex and uncertain situations. In this article, we attempt to clarify the concept of social learning.

Early work conceptualized social learning as individual learning that takes place in a social context and is hence influenced by social norms by imitating role models (Checkel, 2000). However, this conceptualization is not particularly useful, because most learning takes place in some social context. Recently, a different school of thought has arisen, as reflected in a number of articles in Ecology and Society (Ison & Watson 2007).

This literature conceptualizes, often implicitly, social learning as a process of social change in which people learn from each other in ways that can benefit wider social-ecological systems. Originating from concepts of organizational learning (William, 2000), this second school of thought is informed by social theories of learning, which define learning as active social participation in the practices of a community and emphasize the dynamic interaction between people and the environment in the construction of meaning and identity (Muhoro, 2008). However, much of this literature ignores conceptual advancements in the education and psychology literature (Fazey, 2007), and there remains little consensus or clarity over the conceptual basis of social learning (Wals & Leij 2007).

Recently theorists have recognized a natural affinity between situated cognition, New Literacy Studies and new literacies research (Gee, 2010). This connection is made by understanding that situated cognition maintains that individuals learn through experiences. It could be stated that these experiences, and more importantly the mediators that affect attention during these experiences is affected by the tools, technologies and languages used by a socio-cultural group and the meanings given to these by the
collective group. New literacies research examines the context and contingencies that language and tool use by individuals and how this change as the Internet and other communication technologies affect literacy (Mbiu, 2009). At BATUK, the employer focuses on training employees and applying the skills gained in similar job situations. Social learning stipulates that human beings can gain skills and experiences from a cognitive process that takes place in a social context that can occur purely through observation or direct instruction. BATUK employees being social beings often engage in this kind of learning in their day to day tasks hence the relevance of this theory. They constantly learn through observation of their colleagues.

2.2.2 Experiential Learning Theory

A constructivist learning perspective implies that knowledge and skills can be improved in different ways without necessarily any one ideal solution (Akers, 2009). Constructivism is well suited to the scenistic methods as it stresses comprehensible real world functions in organizational environments. In skills moulding in a specific environment, the various aspects of performance need to be defined, demonstrated, and comprehended (Lyons, 2010). The theory base offers support for the activities and steps contained in scenistic training methods. The theories, in combination, address motivation, distinct learning tasks and activities, and the regulation of learning. To an extent, scenistic methods invite the trainee to create and manage learning with guidance and support from trainers. This delegation of responsibility to the trainee has powerful motivational consequences. This will enable people and groups to pinpoint gaps and deficiencies in performance in a specific skill area. This type of dynamic social participation should also accelerate the learning process. The multidisciplinary theory of experiential learning is, to
a great extent, based on constructivism and uses psychology, philosophy, sociology, anthropology, and cognitive sciences to gain a greater insight into the learning process (Carver, 2006).

Constructivism is an epistemological view of knowledge acquisition emphasizing knowledge construction rather than knowledge transmission and the recording of information conveyed by others. The role of the learner is conceived as one of building and transforming knowledge. Within constructivism there are different notions of the nature of knowledge and the knowledge construction process. Moshman (1999) has identified three types of constructivism: exogenous constructivism, endogenous constructivism and dialectical constructivism. In exogenous constructivism, as with the philosophy of realism, there is an external reality that is reconstructed as knowledge is formed. Thus one’s mental structures develop to reflect the organization of the world. The information processing conceptualizations of cognitive psychology emphasize the representation view of constructivism, calling attention to how we construct and elaborate schemata and networks of information based on the external realities of the environments we experience.

Endogenous constructivism or cognitive constructivism (Cobb, 1994; Moshman, 2000) focuses on internal, individual constructions of knowledge. This perspective, which is derived from Piagetian theory (Johansen, 2010), emphasizes individual knowledge construction stimulated by internal cognitive conflict as learners strive to resolve mental disequilibrium. Essentially, children as well as older learners must negotiate the meaning of experiences and phenomena that are discrepant from their existing schema. Students may be said to author their own knowledge, advancing their cognitive structures by
revising and creating new understandings out of existing ones. This is accomplished through individual or socially mediated discovery oriented learning activities.

Dialectical constructivism or social constructivism (Brown, Collins, & Duguid, 1998; Rogoff, 2000) views the origin of knowledge construction as being the social intersection of people, interactions that involve sharing, comparing and debating among learners and mentors. Through a highly interactive process, the social milieus of learning are accorded centre stage and learners both refine their own meanings and help others find meaning. In this way knowledge is mutually built.

This view is a direct reflection of Vygotsky’s (2008) sociocultural theory of learning, which accentuates the supportive guidance of mentors as they enable the apprentice learner to achieve successively more complex skill, understanding, and ultimately independent competence. The fundamental nature of social constructivism is collaborative social interaction in contrast to individual investigation of cognitive constructivism. Through the cognitive give and take of social interactions, one constructs personal knowledge. In addition, the context in which learning occurs is inseparable from emergent thought. This latter view known as contextualise in psychology becomes a central tenet of constructivism when expressed as situated cognition. Social constructivism captures the most general extant perspective on constructivism with its emphasis on the importance of social exchanges for cognitive growth and the impact of culture and historical context on learning.

While there are several interpretations of what constructivist theory means, most agree that it involves a dramatic change in the focus of teaching, putting the students’ own efforts to understand at the centre of the educational enterprise (Alman, 2009). For the
learner to construct meaning, he must actively strive to make sense of new experiences and in so doing must relate it to what is already known or believed about a topic. Employees trained with scenistic methods out-perform employees trained with more conventional methods on some if not most of the variables under examination. The findings demonstrate that scenistic methods clearly have promise, although statistical precision is compromised owing to small sample sizes. (Lyons, 2011). In other words, learners must build their own understanding. How information is presented and how learners are supported in the process of constructing knowledge is of major significance. The pre-existing knowledge that learners bring to each learning task is emphasized too. Students’ current understandings provide the immediate context for interpreting any new learning (Akeyo, 2000). Regardless of the nature or sophistication of a learner’s existing schema, each person’s existing knowledge structure will have a powerful influence on what is learned and whether and how conceptual change occurs.

Constructivism and experimental learning theories posits that employees be allowed to provide solutions on a trial and error method. From time to time, BATUK employees are allowed to device ways to solve problems that they come across daily at work thus applicability of this theory. The solutions developed not only save time but also prove to less costly and more efficient. BATUK employees are reward for initiatives that prove to be worthwhile at the workplace. This encourages employees to keep learning

2.2.3 Transformative Learning Theory
Transformative learning was introduced by Mezirow (1997) as a change process that transforms frames of reference. His theory defines frames of reference as the structures of assumptions through which we understand our experiences. They selectively shape and
delimit expectations, perceptions, cognition, and feelings. According to this view, actions and behaviours will be changed based on the changed perspective (Cranton, 1994).

Several key elements of the transformational learning process are cited frequently in the literature. Initially, a disorienting dilemma, or an activating even that typically exposes a discrepancy between what a person has always assumed to be true and what has just been experienced, heard or read and may contribute to a readiness for change (Taylor, 2000). Cranton (2012) describes this as a catalyst for transformation. It could be a single event or a series of events that occur over a much longer period as in an accretion of transformation in points of view (Mwenda, 2011). For example, engaging in problem solving may challenge and expose discrepancies (Taylor, 2000).

The literature highlights the central importance of cultivating a process of critical reflection with certain key elements. Critical reflection is the means by which we work through beliefs and assumptions, assessing their validity in the light of new experiences or knowledge, considering their sources, and examining underlying premises (Davenport, 1998). Transformative learning theory leads us to view learning as a process of becoming aware of one's assumptions and revising these assumptions, simply states that if basic assumptions are not challenged, change will not take place, and elaborates that we are more likely to have sets of assumptions that guide teaching practices. Illeris (2014) further explain, as transformative learners, they question their perspectives, open up new ways of looking at their practice, revise their views, and act based on new perspectives. Ouko (2010) cautions, learners need practice in recognizing frames of reference and using their imaginations to redefine problems from a different perspective. Several authors
point out the necessity of making the time necessary for critical reflection (Pohland & Bova, 2000).

In addition to critical reflection that challenges assumptions, transformative learning calls for a trusting, social context for the dialogue referred to as reflective discourse (Mezirow, 2000) or critical discourse (Grabove, 1997). Cranton (2012) argues that the most promising transformative learning potential in faculty development work is long-term work with others, including a group of faculty genuinely interested in teaching. Taylor (2000) found that the key ingredient most common in the process of transformational learning was the context of relationships. Hoggan (2016) concurs with the importance to establishing a community among learners.

Several sources emphasize individual agency; learners having their own design (Taylor, 2000); autonomous thinking; and control and choice (Grabove, 2005). Bagnall (2013) suggests that the educator serve as a facilitator or provocateur, in order to foster the self-direction and control needed for transformative learning. The role of the educator or faculty developer in transformative learning processes changes from that of a directive expert by shifting power, responsibility, and decision making to the faculty (Kitchenham, 2008). Newman (2012) writes extensively on the importance of creating a helper relationship. According to Baumgartner (2001), action on the new perspective, as in living the new perspective is critical for transformative learning to occur.

In BATUK, there is a diverse workforce in terms of geographical regions, background, customs and traditions and work experience. BATUK staff is highly dependent on this theory for purposes of understanding this diversity, harmonising their thoughts in line
with BATUK mission and vision so that learning can be affected. This involves managing expectations, changing perspectives and shaping cognition towards the training process.

2.3 **Empirical Literature Review**

Empirical literature review involves studying what scholars have written on the topic of study. Different literature from scholars is presented to provide the researcher with the ideas that have been put forward on the topic of interest.

2.3.1 **On the Job Training and Employee Performance**

Formal on-the-job training plays an important role in improving the skills of those in the labour force. According to Statistics Sweden, who investigates the size of employer-provided training, slightly less than 3 per cent of the GDP is used for training employees and approximately 40 per cent of all employed undertake some kind of job-related training every six months (Statistics Sweden, 1999). Data from Statistics Sweden (1992, 1995) also show that there are substantial differences in the incidence of on-the-job training between groups in the labour market. For example, on-the-job training seems to be most common among the middle-aged, workers in the public sector, and among individuals who work full-time. Moreover, women receive less training on average than men. Souchi (2015) stresses the importance of training as a complement to schooling, but also points out that training at the job increases the existing individual differences in educational background if those who are already well-educated get more training on average than those with shorter school education.

However, the information above is based on the uncontrolled means and it is of interest to see if the patterns appearing in these means are also true when covariates are controlled.
for. Several studies have shown that on-the-job training has a positive effect on performance Lynch (2013) who uses US data. Regnér (2016), using Swedish data, has shown that on-the-job training impacts on wage levels. Consequently, for several reasons it is of great interest to know who receives on-the-job training and who does not.

Barron, Black and Loewenstein (2001) go into the matter of job-matching and on-the job training using US survey data.

Their results show that on-the-job training is uncorrelated with starting wages and they claim that the incidence of on-the-job training depends on selection of high-ability workers to positions where training is substantial. Beryl (2000) examines the probability of receiving job-related formal training and the returns to on-the-job training in Britain using a sample containing personal, educational and firm characteristics. A positive relationship between education and on-the-job training is found as are negative relationships between age and training and private sector.

The results also indicate large gender differences. Performing separate estimations for men and women shows that women are, on average and conditional on covariates, less likely than men to receive on-the-job training. The training incidence is also shown to have a large impact on earnings. Arulampalam and Booth (2010) have examined the probability of receiving training using a British data set and modelling the number of training occurrences with the purpose of finding out why there are individual differences in the probability of receiving training, to what extent ability and education contribute to repeated occurrences of work-related training, and if there are any gender differences. The results show that education is important for obtaining on-the -job training and
significant gender differences are found. Moreover they find that members of trade unions are more likely to take part in on-the-job training than non-members.

Strong complementarity between education and training is found and they come to the conclusion that this trap does exist to some extent. The same results about education and gender are also found in a recent study by Goux and Maurin (2000) using French data. Their results also support the suggested positive relationship between performance and training and show that the individual’s position within the firm seems to be important for the incidence of on-the-job training. Their conclusion is that on-the-job training is more common if you are at a higher level in the hierarchy.

2.3.2 Online Training and Employee Performance

Research suggests that people can and do learn from technology-delivered instruction. Brown (2010), for example, demonstrated that manufacturing employees taking an intranet-delivered course improved their knowledge substantially from pre to post-test. O’Hara (2005) found that computer-delivered simulations helped future US Maritime Officers improve their job-specific decision-making skills. Similarly, Gopher (2004) found that practice in a low-fidelity simulation improved most measures of cadets’ subsequent flight performance as compared to a group who did not use the simulation.

Bramble and Martin (2016) found that five technical courses (e.g., typing, handling hazardous waste) using two-way interactive video were effective for improving content-related achievement tests. Baker (2002) found that a computer tutorial given to truck and bus drivers helped improve their test performance on a federally mandated exam, and improved their reading levels. North (2001) found that teachers were able to effectively
complete training related exercises after completing a class delivered primarily via CD-ROM.

Studies involving instructor-led training on computer skills, such as Martocchio (2004) and Gist (2005), suggest that lower levels of computer self-efficacy are related to lower learning outcomes. Although it is difficult to infer the generalizability of instructor-led computer skills training to e-learning that is not focused on computer skills, these studies at least suggest that learners with low computer self-efficacy, or with anxiety regarding computers, may have difficulty using the computer Blackwell Publishing Ltd. 2003. However, because computers have become more prevalent in recent years, younger employees might be expected to be more experienced and efficacious with computers, and therefore more suited to e-learning. Moreover, employees in industries where computer use is the norm may generally be more capable and comfortable using computers to learn. It is possible that in circumstances where employees have some minimal familiarity with computers, there are other more powerful factors determining learning outcomes, such as the motivation of the learners, the quality of the course design, and the support made available in the organization.

Empirical research specifically examining these factors in the e-learning context is needed. The review also identified studies indicating that learning style and gender do not substantially determine whether e-learning is effective. Larsen (2002) found no differences in post-test scores based on learner style preferences and Kass (2008) found that using computer simulators actually eliminated a On the job training that was present when ‘manual only’ learning was used.
In their meta-analysis, Kulik and Kulik (2011) found support for the idea that computer-based instruction might work better in some situations than others. They found that computer-delivery is most effective in short courses (1–4 weeks as compared to 5 or more) with less technical content (social science and reading as compared to science and math). However, these findings were based primarily on studies in academic settings with technology that is now at least 12 years old, so they should be interpreted with caution.

Based on our SME interviews, e-learning may be most useful when the training emphasizes cognitive learning outcomes, particularly less complex knowledge and intellectual skill.

Evidence for the relative effectiveness of technology is reviewed first, followed by questions regarding the validity and utility of providing a simple answer to this question. Meta-analyses of this literature support the conclusion that technology is, on average, slightly more effective than the classroom. Kilome (2007), for example, found that the average standardized difference between the computer-based training outcomes and classroom training outcomes was 0.25 for the seven studies that examined adults. This means that learners using technology scored, on average, 1/4 of a standard deviation higher on post-tests than learners in instructor-led courses. In a more recent meta-analysis that specifically examined adults in video-delivered instruction, a smaller advantage was found (Machtmes & Asher, 2000).

The average effect size estimated from this study is 0.10, based on 19 studies. In the review conducted for this paper, studies also tended to report better results for technology-delivered training than for classroom training. Janniro (2003) found that police investigators learning polygraph interpretation learned basic material more
effectively via computer than in the classroom. Wisher and Priest (2007) found that first-time passing rates of US National Guard personnel randomly assigned to audioconferencing delivered training were higher than those randomly assigned to classroom training. Keene and Cary (2010) found that US Army Reserve officers learned operations and logistics materials more effectively via various technology delivered instructional modules than via classroom lecture.

Orey (2008) found that US Army officers trained to repair radios with an intelligent tutoring system performed more effectively on post-tests and follow-up retention tests than officers trained in pairs with an instructor present. Despite these positive findings, our review also revealed studies with mixed results. For example, when studying US Army engineers, Phelps (2010) found higher post-test scores in a computer-mediated engineering course, but no significant difference in scores between computer-mediated and classroom delivery for a career advancement course. Similar to these latter findings, two studies we identified reported no significant difference between technology-mediated and classroom-based courses (Whetzel 2003; Wisher & Curnow, 2001). An ongoing narrative review of distance education research supports these ‘no significant difference’ findings; it indicates that most studies find no learning outcome differences across different delivery technologies (Russell, 2002). While the results of the meta-analyses and the Russell (2002) report may sound contradictory, they reveal the underlying difficulty of research in this area. Comparisons between classroom-based and technology-delivered training are difficult to interpret because of numerous, potential confounds (Clark, 2004). It is difficult if not impossible to create training that is identical in all ways except for the means of delivery.
In BATUK, clerks and administrators who work in various departments are offered MOD courses online that include but not limited to data handling, information security and office security. These courses are offered through online tutorials and guides. The employees are then given tests online and graded online. The courses are helpful in that employees are required to sign data handling procedures and manuals upon passing so at to ensure competency in dealing with sensitive information. This mode of training saves costs and time as the courses are done at free or pare time at the workplace.

2.3.3 Instructor Led Training and Employee Performance

Instructor led training is another way that most organizations trains their employees which lasts for one to three months. This is a simple and quick way to impact knowledge to a large group of employees (Dessler, 2005). It involves having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization. Off-the job training according to De Couza (2006), this form of training includes; vestibule training: which is this training method attempt to duplicate on-the-job situation in a company classroom. It is a classroom training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train underwriters, investigators, machine operators, typists etc. In this, training is generally given in the form of lectures, conferences, case studies, role-play etc.
McKeachie (2010) concluded that the lecture method is only as efficient as other teaching methods as a means of transmitting knowledge. A lecture is one of the least expensive, least time consuming ways to present a large amount of information efficiently in an organized manner. The lecture format is also useful because it is easily employed with large groups of trainees. However, lectures tend to lack participant involvement, feedback and meaningful connection to the work environment- all of which inhibit learning and transfer of training. Similarly, Desser (2005) found that the method violates the principle of learning by practice. It constitutes a one-way communication.

Kithinji (2001), well trained employees are happier with their jobs and are more likely to stay. Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment into making the front line worker stronger. Specialized skill training to employees not only increases safety and productivity but it also leads to higher job satisfaction and thus improves performance of the organization, enhanced company image which increases demand for its products. Employees are of the opinion that training in career development is important for their professional success.

2.3.4 Teamwork Training and Employee Performance

Team training is the set of tools and methods that form an instructional strategy (Bowers, 1997), which provide team members with the opportunity to practice skills and receive feedback in a rich learning environment. Not every form of team training is the same. The strategy is dependent on many variables, such as the KSAs that need to be trained, and the resources available. Regardless of strategy, team training focuses on the development of a robust instructional method for influencing team processes and outcomes. Team training
comes to life when available tools (e.g., team task analysis, performance measurement, or task simulation and exercises), delivery methods (e.g., information, demonstration, or practice-based), and content (e.g., KSAs) are combined.

During the late 19th century, researchers begun to examine individual characteristics that help to explain differences in team member knowledge and knowledge structures (Rentsch, 2004; Rentsch & Klimoski, 2003). One of the aims of such research is to target training strategies toward those most at risk for holding team knowledge that is inaccurate, and/or dissimilar to one that is held by other teammates. For example, differences in teamwork knowledge are expected to result from individuals' previous team experiences. As one acquires team-related experience, he/she is expected to develop an understanding about the components of effective teamwork by observing what works, what does not work, and the manner in which various teamwork behaviours co-vary across a variety of teams thus, findings from the literature on expert versus novice differences (Livingston, 2008; Chi & Koeske, 2010) would suggest that those with a great deal of team experience should hold teamwork knowledge that is abstract, consistent, and multilevel. In contrast, individuals who have little experience in team settings are expected to have simplistic and/or inconsistent teamwork knowledge representations that are organized around superficial cues. In support of these notions, Rentsch (2003) found that participants who reported high team experience tended to use fewer categories or dimensions to describe teamwork, used more abstract definitions, and represented their knowledge more consistently across two measurement methods than that reporting low team experience.
These researchers suggested that training for low experience teammates could be developed to guide them in developing knowledge and knowledge structures that are more similar to those held by high experience teammates. This implies that high experience individuals hold teamwork knowledge that more accurately reflects the nature in which effective teamwork operates. This hypothesis was empirically tested. Previous research has suggested that the nature of effective teamwork will vary by team type (Wagome, 2000). This would imply that the accuracy of an individual's teamwork mental model must be assessed relative to the actual components of effective teamwork within a particular team task domain. Furthermore, it is more likely that domain-specific team experience rather than general team experience would be related to the accuracy of teamwork mental models for any given team task domain. Thus, while Mulei (2016) investigated team experience across any and all team tasks (e.g., football team, organizational task force) and linked it to core teamwork knowledge, they noted that the effects of team experience on teamwork knowledge for specific team types requires additional investigation.

In BATUK, employees are organised into teams that comprise of similar roles within the departments. There are teams that are larger than others depending on the tasks being performed. It is important to note that not all team players have homogenous tasks. It is no unusual to find a team that is geared to complete a task with serval processes being played out by different members. New employees are inducted and assigned to teams. In the teams, they learn as they work. The team members are responsible for training their fellow team mates.
2.3.5 Employee Training and Performance

Employee training plays an important role in improving performance and increasing productivity. This leads to organizations being at an advantage in facing competition and staying at the top. Existing literature presents evidence of the effects of training on employee performance. Black and Lynch (1996), citing Bishop (1994) indicates that training by employer raises productivity and performance measure by almost 16%. This shows that organizations training employees consistently get better outcomes that those which do not offer training. When an organization invests money in training employees, they get a high sense of worth and also feel more loyal to the company. This in turn gives employees more willingness to work harder and longer to ensure improved performance and that the organization becomes a success.

Evans and Lindsay (1999), argued that organizations whose aim is to provide quality goods and services always invest in training. They gave an example of a Motorola and Texas Instruments that provide at least 40 hours of training to every employee quarterly. In addition, Neo (2000) stated that only 16% of United States employees receive training from their employers. However the increased competition in the market place has made several organizations realize the need to embark on training to enhance performance and ultimately profitability of the organization. Armstrong (2006) says that training effectively minimizes learning costs, improves individual, team and organization’s performance in terms of output, quality, speed and overall productivity, improves operational flexibility as it adds to range of skills employees have, attracts high quality employees by offering them learning and development opportunities, increasing employees competence levels and enhancing their skills thus enables them have more job
satisfaction to gain higher rewards and progress within the organization. It also helps employees to manage change by them understanding reasons behind a particular change and giving them knowledge and skills needed to adapt to new situations. All these help in developing a positive culture within the organization that is oriented towards improving performance and provision of high level service to customers. Training has proven to give improved performance and related benefits to employees and also to the organizations, by influencing positively employee performance through development of employee skills, knowledge, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest, 1997).

2.4 Summary of Literature Review and Research Gaps

Literature review indicates that the bulk of the research has been done in Europe and America (Statistics Sweden 1999). Baron, Black and Loewenstein (2001) used US survey data in their research. Goux and Maurin (2000) used French data on their research on the job training concluding that is common if you are at a high level in the job hierarchy. This study seeks to bridge the gap by conducting local study that add value to the local research database and be cited in subsequent research studies. O’Hara (2005) conducted a study on US maritime officers on improving their performance. This study was done on officers serving in US Army and not civilians working under the administration. This research did not address the civilians training and performance issues. Civilian workforce is military establishment plays a critical role in service provision.

The studies that have been reviewed indicate a gap in practical work situations. They are based more on the results of the training sessions rather than the work place performance.
Kilome (2007) focused on the outcome of classroom training which is evaluated immediately after training overlooking the workplace performance. It is the norm to have test after every training session to gauge level of understanding. This practice ignores the after-training effect on the workplace. This is evidenced by higher test scores and poor workplace performance levels. This study seeks to address the gap in performance and training in the work place in contrast to performance in a training session.

2.5 Conceptual Framework

Smith (2004) defines a conceptual framework as a hypothesized model identifying the model under study and the relationship between the dependent and independent variables. The conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the variables under scrutiny. For the purpose of this research, a conceptual framework has been developed showing the relationship between the independent and dependent variables.
Independent Variables

**On the Job Training**
- Coaching and Mentoring
- Sitting next to Nellie
- Job Rotation

**Online Training**
- Computing understanding
- Frequency of internet access
- Online courses registrations

**Instructor Led Training**
- Number of courses offered
- Skills possessed
- Lecture sessions attended

**Teamwork Training**
- Staff Morale
- Adaptability
- Communication and relationship

Dependent Variable

**Performance of BATUK Employees**
- Punctuality and Attendance
- Communication Skills
- Problem Solving Skills
- Management of Resources

Figure 2.2: The Conceptual Framework

Source Researcher (2018)
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used in conducting the study. It consists of the research design, target population, sampling procedure, data collection, reliability of the research instrument, data analysis procedure and techniques. The research methodology outlines the approach used to collect data from respondents such as target population, main variables from questionnaire administered as well as the limitations of the data collection used as basis for inference and interpretation, for explanation.

3.2 Research Design

Research design is the blueprint for the collection, measurement and analysis of the data. It is a plan and structure conceived so as to obtain answers to research questions (Coopers & Schindler, 2008). The study adopted a survey research. According to Orodho and Kombo (2002) descriptive survey design is used when collecting information about people’s attitude, opinions and habits. Mugenda and Mugenda (2003) also supports that descriptive research design seeks to obtain information that describes the existing phenomenon by asking individuals about their perception, attitudes, behaviour or values. This method was preferred because it gave an opportunity for the researcher to gather information that can be quantified.

3.3 Target Population

Target population the entire set of units for which the survey data are to be used to make inferences. Thus, the target population defines those units for which the findings of the survey are meant to infer (Lavrakas, 2007). According to Kothari (2004), the study
population is the total members of a defined class of people, objects or events selected because they are relevant to the research and it is the same as the sampling frame or a subset of the target population. The target population comprised of all the 520 civilian staff members of the British Army Training Unit Kenya. The table below, table 3.1, shows the distribution of employees across the departments and location in their respective percentage proportions of the total. Table 3.2 shows the overall department proportions.

Table 3.1 Locations of Employees

<table>
<thead>
<tr>
<th>Department\Location</th>
<th>Laikipia</th>
<th>Nairobi</th>
<th>Samburu</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Master</td>
<td>70</td>
<td>35</td>
<td>15</td>
<td>120</td>
<td>23</td>
</tr>
<tr>
<td>Headquarters</td>
<td>18</td>
<td>4</td>
<td>2</td>
<td>24</td>
<td>4.6</td>
</tr>
<tr>
<td>Motor Transport</td>
<td>60</td>
<td>15</td>
<td>5</td>
<td>80</td>
<td>15.3</td>
</tr>
<tr>
<td>Workshop</td>
<td>0</td>
<td>96</td>
<td>0</td>
<td>96</td>
<td>18.4</td>
</tr>
<tr>
<td>Garrison Engineers</td>
<td>72</td>
<td>13</td>
<td>27</td>
<td>112</td>
<td>21.5</td>
</tr>
<tr>
<td>Logistics Support</td>
<td>30</td>
<td>40</td>
<td>18</td>
<td>88</td>
<td>16.9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>520</td>
<td>100</td>
</tr>
</tbody>
</table>

BATUK Human Resource (2018)
### Table 3.2 Departments of Employees

<table>
<thead>
<tr>
<th>Departments</th>
<th>Population</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Master</td>
<td>120</td>
<td>23%</td>
</tr>
<tr>
<td>Headquarters</td>
<td>24</td>
<td>4.6%</td>
</tr>
<tr>
<td>Motor Transport</td>
<td>80</td>
<td>15.4%</td>
</tr>
<tr>
<td>Workshop</td>
<td>96</td>
<td>18.5%</td>
</tr>
<tr>
<td>Garrison Engineers</td>
<td>112</td>
<td>21.5%</td>
</tr>
<tr>
<td>Logistics Support</td>
<td>88</td>
<td>16.9%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>520</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

BATUK Human Resource (2018)

3.4 Sample Size and Sampling Techniques

Orodho and Kombo (2002) view a sample as a finite and representative number of individuals or objects in a population to be studied. Kothari (2004) describes a sample as a collection of units chosen from the universe to represent it. Gerstman (2003) state that a sample is needed because a study that is insufficiently precise is a waste of time and money.

Stratified sampling technique was used to categorize employees in their strata (according to the department). The sample size used was 156 employees which is 30% of the population. This was done so that the study does not miss any parameters that are vital to the research.
Table 3.3 Sample Size

<table>
<thead>
<tr>
<th>Departments</th>
<th>Population</th>
<th>Sample size</th>
<th>Proportion ratio</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Master</td>
<td>120</td>
<td>36</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>Headquarters</td>
<td>24</td>
<td>7</td>
<td>30%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Motor Transport</td>
<td>80</td>
<td>24</td>
<td>30%</td>
<td>15.3%</td>
</tr>
<tr>
<td>Workshop</td>
<td>96</td>
<td>29</td>
<td>30%</td>
<td>18.5%</td>
</tr>
<tr>
<td>Garrison Engineers</td>
<td>112</td>
<td>34</td>
<td>30%</td>
<td>21.7%</td>
</tr>
<tr>
<td>Logistics Support</td>
<td>88</td>
<td>26</td>
<td>30%</td>
<td>16.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>520</strong></td>
<td><strong>156</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Researcher (2018)

3.5 Data Collection Instrument

According to Polit and Hungler (1999), data is defined as information obtained in the course of study. The study used primary data which was largely quantitative and descriptive in nature. Primary data according to Mugenda and Mugenda (2003) refers to information that a researcher gathers from the field. Data collection instrument involve methods which are used to collect data from the selected sample size (Kothari, 2004). Data collection is the process of getting information to an inquiry or a study and research Instrument can be described as tools required to collect data in a research study.

The study used a structured questionnaire to collect data. Marshall and Rossman (2010) points out those questionnaires are appropriate for studies since they collect information that is not directly observable as they inquire about feelings, motivations, attitudes, accomplishments as well as experiences of individuals. Questionnaires have the added advantage of being less costly, using less time as Instrument of data collection and useful
in obtaining objective data. While the close-ended questions guided the respondents’ answers within the choices given, the open-ended ones were useful in obtaining a more detailed response essentially in cases where the researcher has no pre-determined options.

3.5.1 Pilot Test of the Research Instrument

A pilot study tries to maximize the reliability and validity of the data collected. Its purpose is to ensure that items in the instrument are stated clearly and have the same meaning to all respondents (Mugenda & Mugenda, 2003). The purpose of pretesting was to establish the accuracy and appropriateness of the research design and instrumentation (Saunders, Lewis & Thornhill, 2007). The rule of thumb is that at least 10% of the sample should constitute a pilot test (Creswell, 2003). The research instrument was pilot tested on 20 civilian staff of the neighboring Kenya Army Four Brigades in Nanyuki.

3.6 Validity and Reliability of Research Instrument

Validity is the core of any form of research study that is trustworthy and accurate (Bond, 2003). Reliability refers to the extent to which the same answers can be obtained using the same instruments more than one time, Wilson (2010).

3.6.1 Validity of research Instrument

Validity is the degree to which the test measures what it is supposed to measure. The questionnaire should be in line with the definition used in the research. Validity refers to the extent to which an instrument measures what is supposed to measure, data need not only to be reliable but also true and accurate. If a measurement is valid, it is also reliable (Mugenda & Mugenda, 2003). The instrument’s validity can be regarded as the extent to
which the instrument actually reflects the abstract construct being examined (Burns & Grove, 2003).

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. In other words validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The purpose of validity is to measure the accuracy with which the questions measure the factors under study. The research instrument was tested for content validity by giving the questionnaires to my supervisor and other experts in this topic to get their views. The comments from the consultants were reviewed and incorporated to enhance the validity of the questionnaire.

3.6.2 Reliability of the Research Instrument

Reliability is the degree of consistency with which the instrument measures an attribute (Polit & Hungler, 1999). It further refers to the extent to which independent administration of the same instrument yields the same results under comparable conditions. The less variation the instrument produces in repeated measurements of an attribute the higher the reliability. There is also a relationship between reliability and validity. An instrument which is not valid cannot possibly be reliable (Polit & Hungler, 1999).

Reliability analysis was used to assess internal consistency among the variables of study. The reliability of the study measures was assessed by computing Cronbach’s Alpha coefficient for all items in the questionnaire and the overall assessment will be given (Sekaran & Bougie, 2006). The Cronbach’s alpha coefficient ranges between 0 and 1 with higher alpha coefficient values being more reliable. A questionnaire with a good internal
consistency should have high alpha coefficients. All items that returned a Cronbach’s alpha coefficient of 0.7 or more were considered reliable. Individual items in an instrument measuring a single construct should give highly correlated results which would reflect the homogeneity of the items. This can be tested using the Cronbach’s alpha, which tests all possible split halves.

3.7 Data Collection Procedure

The questionnaires were self-administered through drop and pick method. Cooper and Schindler (2008) support the use of questionnaires over personal interviews in descriptive studies because self-administered surveys typically cost less. Approval was sought from Kenyatta University and National Council of Science, Technology and Innovation before undertaking the actual research. One hundred and fifty six (156) questionnaires were self-administered to the respondents. Two research assistants were engaged to assist in dropping and following up on the questionnaires.

3.8 Data Analysis and Presentation

After qualitative data was obtained through questionnaires, it was prepared in readiness for analysis by editing, handling blank responses, coding, and categorizing. The study was of descriptive nature and was carried out to ascertain how and in which way training programs affected the performance of employees of an organization using the data obtained from the questionnaire, interview and literature on the subject. In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher and identified mistakes and data gaps were rectified as soon as possible. Data analysis was also done using frequency distribution and percentages, which was used to determine the proportion of respondents choosing the various responses. The
collected data was presented in the form of tables and charts to ensure easy understanding of the analysis.

The particular descriptive statistics included frequencies and measures of central tendencies while the particular inferential statistics was correlation analysis and regression. Correlation analysis established the association between the variables while a multiple linear regression model was used to test the significance of the influence of the independent variables on the dependent variable. The choice and justification of using multiple linear regression model is that it is useful in testing the causal/effect relationship between variables. The equation below shows the multiple linear regression models of the independent variables against the dependent variable.

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

Where:

Y = Employee performance

\( \beta_1, \beta_2, \beta_3 \) and \( \beta_4 \) = Beta coefficients

\( \beta_0 \) = Constant Term

X_1 = on-the job training

X_2 = Online training

X_3 = Instructor led training

X_4 = Team work training

\( \varepsilon \) = Error term
In order to test for causal relationship between the dependent and independent variables, $R^2$ statistic, F statistic, regression/beta coefficients were evaluated for significance using p values. The critical p value was set at 0.05. The results were presented in form of tables and charts.

3.9 Ethical consideration

Ethics is a code of conduct which the researcher is supposed to obey when conducting the study (Mugenda & Mugenda, 2003). Ethical considerations relate to the moral standards that the researcher should consider in all research methods in all stages of the research design (Polit et al., 2003). Due care was given to strict adherence of research procedures particularly those involving human subjects. Since the study involved human participants, care was taken to ensure that they are not affected negatively in any way and the research was not undertaken for personal gain. In addition, a research permit was sought before the research study began.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents response rate, analysis of data, findings and discussion of the research findings. The results are presented in form of tables, figures, means and variances.

4.2 Response Rate

![Pie chart showing response rate]

 Returned, 82%
Not returned, 18%

Figure 4.1: Analysis of the response rate

Source: Author, (2018)

Table 4.1 shows that out of the target sample of 156 respondents, the study managed to collect data from 128 respondents whereby the questionnaires were filled and returned thereby making a response rate of 82.1%, which is an adequate response rate for statistical reporting as Mugenda and Mugenda (2003) recommends for 50%.

4.3 Gender of the Respondents

The study sought to find out the gender of the respondents with the presumption that variation in gender could influence opinions on training and performance of employees. Figure 4.2 indicates that 77% were males and 23% female. However, this gender
imbalance did not affect the research study. It was used for comparison purposes. The researcher sought to get views from both genders.

Figure 4.2: Gender of the Respondents

Source: Author, (2018)

4.4 Job Position

With a presumption that management position could influence the opinions of the respondents, the study sought to find out the management position levels respondents. Figure 4.3 shows that the majority of the respondents were of the low level /manual jobs at 60%. Managerial and clerical jobs were at 8% and 30% respectively. Senior managerial roles stood at 2% being the least. This ensured that all the job cadres were adequately represented to avoid bias from job roles.
4.5 Education Level

The research study was also interested in finding out the education level levels of the respondents and their relationship to training and performance. The levels identified were in 3 categories that is Primary school, Secondary school and College/University education. Majority of the respondents had attended secondary school as their highest level of education. This was 65% of the respondents. 23% of the respondents had only primary school education. University / college graduates were only 12%. The literacy levels helped in ensuring that the respondents understands the language used in the questionnaires and are able to answer the questions satisfactorily.

Figure 4.4: Education Level
4.6 Age group

The study aimed to find the age categories of the employees of BATUK and how it affects the training and performance of the employees. The research findings revealed that the majority of the respondents were in the age category of 31-40 years of age. This represented a 49% of the sample population. There were no respondents aged below 21 years. 15% of the respondents were aged 41-50 years. Over 51 years represented the least of the respondents with a paltry 3%. This seeks to strike a balance across all age sets.

Figure 4.5: Age group in years

Source: Author, (2018)

4.7 Descriptive Analysis

The respondents were requested to indicate their level of extent with the following factors with regard to participation. The responses were rated on a five point Likert scale where; 1 = strongly disagree, 2 = disagree, 3 = not certain, 4 = agree, 5 = strongly agree as shown in Table 4.3.
Table 4.2: Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Variance</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the job Training</td>
<td>128</td>
<td>4.7</td>
<td>0.0225</td>
<td>0.15</td>
</tr>
<tr>
<td>On line Training</td>
<td>128</td>
<td>4.2</td>
<td>0.1225</td>
<td>0.35</td>
</tr>
<tr>
<td>Instructor Led training</td>
<td>128</td>
<td>4.7</td>
<td>0.0225</td>
<td>0.15</td>
</tr>
<tr>
<td>Team work Training</td>
<td>128</td>
<td>4.6</td>
<td>0.0025</td>
<td>0.05</td>
</tr>
<tr>
<td>Average</td>
<td>128</td>
<td>4.55</td>
<td>0.0425</td>
<td>0.206</td>
</tr>
</tbody>
</table>

Source: Author, (2018)

From the study findings shown in the table above, majority of the respondents shows that On the job training had a high mean score of (4.7) and Standard deviation of (0.15), Online Training had a mean of 4.2 and Standard deviation of (0.35), while Instructor Led had a mean of (4.7) standard deviation of (0.15) and Team work Training of the respondents had a mean (4.6) standard deviation of (0.05). 90 were male (78.3%) while were 25 female (21.7%). The mean average was 4.55 and Standard deviation of 0.206. This indicates a high convergence between the variables in the research as the result indicates low variance and standard deviation.

4.8 Correlation Analysis

Two predictor variable are said to be correlated if their coefficient of correlations is greater than 0.5. In such a situation one of the variables must be dropped from the analysis. As shown in table 4.16, none of the predictor variables had coefficient of correlation between themselves more than 0.5 hence all of them were included in the model. The matrix also indicated high correlation between the response and predictor variables that is, On the job training, Online Training, Instructor Led training and Team work training.
Table 4.3: Pearson Correlation Coefficients

<table>
<thead>
<tr>
<th></th>
<th>On the job Training</th>
<th>On line Training</th>
<th>Instructor Led</th>
<th>Team work Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the Job Training</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>On line Training</td>
<td>0.736</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Instructor Led</td>
<td>0.732</td>
<td>0.736</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Team work Training</td>
<td>0.736</td>
<td>0.700</td>
<td>0.79</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Author, (2018)

The correlation analysis was done aimed at establishing the nature of the relationship between employee performance and types of training at the workplace. A correlation coefficient of 0.843 was obtained suggesting a strong positive relationship between the variables. This indicates that those employees who have been trained are most likely to make viable contribution at the workplace.

Black and Lynch (1996), citing Bishop (1994) indicates that training by employer raises productivity and performance of employees. This is in agreement with our findings which indicate that there a positive correlation between training and employees performance at 0.843. In a study by Evans and Lindsay (1999), they concluded that organizations whose aim is to provide quality goods and services always invest in training and performance is improved. This further strengthens the findings of this study.

Armstrong (2006) found that training effectively minimizes the learning costs, improves individual, team and organization’s performance in terms of output, quality, speed and overall productivity, improves operational flexibility as it adds to range of skills employees have, attracts high quality employees by offering them learning and development opportunities, increasing employees competence levels and enhancing their skills thus enables them have more job satisfaction to gain higher rewards and progress.
within the organization. Training has proven to give improved performance and related benefits to employees and also to the organizations, by influencing positively employee performance through development of employee skills, knowledge, ability, competencies and behaviour (Appiah 2010; Harrison 2000; Guest, 1997). This supports the research findings.

This research finding contradicts Phelps, (2002) who argued that training cuts cost for UK businesses of around £2 billion each year and yet there is no satisfactory return on investments calculations to prove its value and that we remain unsure whether training breeds success or success breeds training. Evaluation is straight forward when the output of the training is clear to see, such as reducing the number of dispatch errors in a warehouse or increasing someone’s typing speed. It is more difficult to evaluate the success of a management training course or a program of social skills development, but the fact it is difficult is not enough to prevent it being done. Organizations desire to measure the impact of training and development on the organization but in practice this appears to be rarely achieved.

4.9.1 Analysis of Variance

Table 4.4: Analysis of Variance

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>20.565</td>
<td>4</td>
<td>5.141</td>
<td>11.66</td>
<td>.000a</td>
</tr>
<tr>
<td>Residual</td>
<td>15.874</td>
<td>111</td>
<td>0.441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>36.439</td>
<td>115</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Author, (2018)

a. Predictors: (Constant), On the job training, On line Training, Instructor Led and Team work training.
b. Dependent Variable: Employee Performance

The summary of the basic logic of ANOVA is the discussion of the purpose and analysis of the variance. The purpose of the analysis of the variance is to test differences in means (for groups or variables) for statistical significance. The accomplishment is through analyzing the variance, which is by partitioning the total variance into the component that is due to true random error and the components that are due to differences between means. The ANOVA analysis is intended to investigate whether the variation in the Independent variables explain the observed variance in the outcome in this study. The ANOVA results indicate that the independent variables significantly in the F-Statistics produced (F=11.660) was significant at 0 per cent level (Sig. F<.005) thus confirming the fitness of the model. Analysis in table below shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables).

### 4.9.2 Coefficients of Determination

Table 4.5: Coefficients of Determination

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>Error</th>
<th>Beta</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Constant)</td>
<td>0.022</td>
<td>1.029</td>
<td></td>
<td>2.1</td>
<td>0.783</td>
</tr>
<tr>
<td>On the job training</td>
<td>0.969</td>
<td>0.132</td>
<td>0.061</td>
<td>7.1</td>
<td>0.004</td>
</tr>
<tr>
<td>On line Training</td>
<td>0.866</td>
<td>0.137</td>
<td>0.096</td>
<td>8.3</td>
<td>0.001</td>
</tr>
<tr>
<td>Instructor Led</td>
<td>0.830</td>
<td>0.135</td>
<td>0.051</td>
<td>8.4</td>
<td>0.011</td>
</tr>
<tr>
<td>Team work training</td>
<td>0.920</td>
<td>0.145</td>
<td>0.056</td>
<td>7.5</td>
<td>0.003</td>
</tr>
</tbody>
</table>

Source: Author, (2018)

a. Dependent Variable: Employee Performance.

The established multiple linear regression equation becomes:
\[ Y = 0.022 + 0.97X_1 + 0.87X_2 + 0.83X_3 + 0.92X_4 + \varepsilon \]

From the model, there is positive correlation on the independent and dependent variables. It means that holding all factors constant, 0.97 unit increase in On the Job Training will cause a unit increase in performance. 0.87 unit increase in Online Training will also cause a unit increase in performance with all factors being constant. 0.83 and 0.92 units increase in Instructor led and Team work Training will cause each cause a unit change in performance with all factors being held constant.

The research findings agree with results about education and gender found in a recent study by Goux and Maurin (2000) using French data. The results support the suggested positive relationship between performance and training and show that the individual’s position within the firm seems to be important for the incidence of on-the-job training. Their conclusion is that on-the-job training is more common if you are at a higher level in the hierarchy. On online training, the findings are in agreement with the finding of Baker (2002) who found that a computer tutorial given to truck and bus drivers helped improve their test performance on a federally mandated exam, and improved their reading levels.

Kithinji (2001) found out that well trained employees are happier with their jobs and are more likely to stay. The findings further concur with this research. Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment into making the front line worker stronger. This further strengthens the research findings. In another study, Rentsch (2003) found that participants who reported high team experience tended to use fewer categories or dimensions to describe teamwork, used more abstract definitions, and represented their
knowledge more consistently across two measurement methods than that reporting low team experience.
CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
The purpose of this study was to determine the relationship of types of training on the performance of employees of British Army Training Unit Kenya. Having identified the problem of study in chapter one, reviewed existing literature and shown gaps of knowledge in chapter two, chapter three explained the methods that the study used to collect data and chapter four analyzed the data obtained from the study. This chapter provides the summary of the findings, the conclusions and recommendations of the study based on the objective of the study. The chapter finally presents the suggestions for further studies.

5.2 Discussion
5.2.1 On the job Training and Employee performance
This study has shown that On-the-job training impacts positively on the employee performance. Majority of the employees indicated that they received induction training upon joining BATUK as new employees. The research also indicates that majority of the respondents have learned to do tasks at the workplace through observations. This shows that the company encourages on the job training as also indicated by the employees agreeing to company policy on encouraging on the job training. While it has been used more often than off-the-job training, in most instances it is informal, which means that it occurs without advance planning or involvement by management. Among the respondents, there was a positive response on the employees’ interactions with experience workforce or seniors at the workplace. This showed a tendency of senior employees mentoring the junior ones. BATUK employees, in the survey, showed that a significant
difference in problem solving skills between those who had been trained and those who had not been received on the job training at all. The research found a potential risk in BATUK whereby an entire training may be placed in the hands of an individual who does not know the work, has poor work habits, or considers the training as an imposition on his or her work time. Under these conditions, training takes lower priority than work, even though training might help improve the quality of the work.

5.2.2 On line job Training and Employee performance

In this study, the number of the employees who had knowledge on how to use internet was measured. The numbers among the low skilled employees showed lack of computer skills. Male employees were most affected. However on the other side, clerical and top level employees showed that they knew how to use computers as well as internet. The age in this category also proved to be a factor of interest. Young employees in relation to the usage of IT were good and above average.

The BATUK as an employer offers online training courses to her employees. Most of these courses are undertaken by top level employees and clerical staff. There was very low response on the low skilled employees on this area.

The communication skills of the employees improved as a result of receiving on line training. Workplace-learning settings across organizations of various sectors and of varying sizes. The ultimate goal is to drive business results. Managers need to provide evidence of a positive impact on corporate strategy and investment objectives. If the business goal cannot be identified, there should be a query on why it is there in the first place. Transfer of the knowledge learned in the training session to the work situation is not built into most skills training delivery, especially those provided through e-learning.
5.2.3 Instructor Led and Employee performance

The study has revealed that training positively influences Instructor Led training affects employee performance by having a positive influence on employee engagement at BATUK. The study found that Instructor Led Training influences performance of employees and enhances a strong emotional bond to the organization that employs them, which results in higher productivity levels and lower absenteeism. Hence when reliably measured, positive employee engagement is causally related to specific business outcomes.

The study has shown that training influences employee performance in a number of ways. It has showed that training enhances employee engagement in change processes which in turn influences positively the employee and organizational performance. Training most likely motivates the top level to be committed to taking initiatives in helping other employees. This case may not apply for the middle level management and the non-management staff members as the majority in both cases were neutral.

5.2.4 Team work Training and Employee performance

The study has shown that training enhances employee motivation. Since the study has revealed that team work training positively influences employee performance by having a positive influence on employee engagement at BATUK. Employees showed an understanding of what a team is and which team they are part of. Regular team meeting are held at BATUK and employees feel free to air their views during team meetings. Participation at the team meetings was high and every member was encouraged to participate. Attendance to team meetings was emphasized by the company policy and departmental rules. Communication within the team and across other team was reported
to be functioning effective. As a factor to enhance team cohesiveness, trust among the team members enabled individuals to learn and be more productive in the workplace.

5.3 Recommendations

5.3.1 On the job Training and Employee performance

The study has shown that training enhances employee performance by influencing job satisfaction. The study indicated that training positively influences job satisfaction by enhancing staff/supervisor/customer relationships at work; the respondents’ ability to use their own initiatives and skills at work; opportunities for pay and promotion; and by influencing the work activities. Despite the findings the study has also shown that there is declining trend in the level of conviction that training enhances employee performance by influencing job satisfaction from the top level management to the non-management staff members. BATUK therefore needs to evaluate its training strategies with respect to job satisfaction to ensure that the effects are uniformly attained across the organization.

5.3.2 On line job Training and Employee performance

The study has shown that training enhances employee performance by influencing job satisfaction. The study indicated that training positively influences job satisfaction by enhancing staff/supervisor/customer relationships at work; the respondents’ ability to use their own initiatives and skills at work; opportunities for pay and promotion; and by influencing the work activities. Despite the findings the study has also shown that there is declining trend in the level of conviction that training enhances employee performance by influencing job satisfaction from the top level management to the non-management staff members. BATUK therefore needs to evaluate its training strategies with respect to job satisfaction to ensure that the effects are uniformly attained across the organization.
Constant IT innovation makes technical competencies a fundamental requirement and continuous IT skills training a necessity. The trainee may have acquired the appropriate new skill, but the work environment to which the employee returns may make practicing what was learned counterproductive. The goal of the dissertation was to produce a valid and reliable instrument to measure the alignment of IT e-learning with employee performance.

**5.3.3 Instructor Led and Employee performance**

The study has shown that training enhances employee performance by influencing employee motivation level through employee recognition. This was the commonly used training method in BATUK among the other training methods. Employees responded to having attended classroom training at the workplace and the employer had put measures to ensure that employees have time off to attend to study. The employer had invested in lecture based training programs through employee sponsorship training. The sponsorship was in two folds, partial and full sponsorship. This form of sponsorship was reported among the top employees and clerical staff at the workplace. Since as 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. Hence there is need for the organization to establish specific strategies that targets enhancing employee recognition.

Further the study has shown training enhances employee performance by influencing employee alignment to organizational goals; positive leadership traits; and motivation for work performance. The management of BATUK therefore needs to ensure training
strategies are not only aligned to productivity but also to enhancing employee motivation for superior performance.

5.3.4 Team work Training and Employee performance

Training should be conducted time to time to ensure that employees have the necessary skills and experience to change processes, innovation; better performance and job enthusiasm for enhanced employee and organizational performance. The fact that the top level management and non-level management are more likely to be induced in taking new tasks compared to the middle level management staff indicates a gap in readiness of the middle level management in taking new tasks. Thus the organization should design specific training programs that target this group of employee with the aim of enhancing their readiness in taking up tasks and accepting change. Further the organization should carry out an audit to find out why training most likely motivates the top level to be committed to taking initiatives in helping other employees but not the other cadres of employees.

The findings on how employee performance relates on types of training decision of employees indicates that a high percentage of employees performance is affected by training methods at BATUK such as Online training, On the job Training, Instructor Led Training and Team work Training. The findings indicate that there is a positive correlation between training method and employees’ performance. Among the training methods, on the job training had the highest correlation with performance of the employees. The study also found that the longer serving employees had more training sessions that those who had served a shorter period at BATUK.
The findings of the study show that acceptability and usage of training methods to improve performance of employees in an organization. Training programs are important both to the employee and the organization. Organizations and individuals should therefore be ready to improve their skills and knowledge though training programs. This would foster new learning techniques, improve relationships and performance of the employees.

Organizations should embrace on-the-job-training programs in order to enhance employee efficiency and performance and thus add profitability in the organization. These values may include job satisfaction, challenging work and a sense of accomplishment. The rationale behind these recommendations may be different, but foremost it is rooted in human’s growth-need. Therefore organizations with proper laid down employee on-the-job-training programs will enhance employee performance and thus increase the levels of task performance.

The research would also recommend that organizations should employ training methods as a measure to improve performance. More so, on the job training methods are more effective methods of training. Employees are comfortable on learning from their colleagues.

5.4 Conclusion

From this study it is evident that training improves performance at the workplace according to the findings of the study including; On the job training, Online Training, Instructor Led and Team work training as has been illustrated.

The study found that the majority of BATUK have improved performance as a result of the training types attended by the employees. Minority indicated that there was no improvement in the job performance. The employees had a higher preference for on the
job training and least for online training. Cross training of civilians is highly recommended.

5.5 Suggestions for Further Research

Based on recommendations of this study, the researcher suggests that, a similar study to be done in other MoD establishments so as to compare the study findings, the researcher also suggests that a study on the effect of on-the-job-training on employee service delivery in military camps can also be undertaken in future so as to enhance employee service delivery in organizations.
References


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APPENDICES

Appendix I: Letter of Introduction

Dear (Respondent),

I am a master’s student at Kenyatta University undertaking a research project on, “Employee Training Types and Performance of Civilians at British Army Training Unit Kenya:” You have been selected for this study to fill the questionnaire. Kindly respond to the questions in the attached questionnaire. The information provided will exclusively and solely be used for academic purposes and will be treated with the confidence it deserves. Upon request, you will be furnished with a copy of the final report.

Your cooperation will be highly appreciated.

Yours Faithfully,

Alice Njeri Wangari
Appendix II: Questionnaire

SECTION A: DEMOGRAPHIC DATA

1. What is your gender? Male ( ) Female ( )

2. What is your age in years? Under 21 ( ) 21-30 ( ) 31-40( ) 41-50( ) 51 and above ( )

3. What is your educational level? Primary School( ) Secondary school( ) College( ) University( )

4. Which position do you hold in BATUK? Clerk ( ) Manager ( ) Senior manager( )

5. How long have you worked at BATUK? 1-5 years ( ), 6-10 years, 11-15 years, 16-20 years, More than 21 years

SECTION B: ON THE JOB TRAINING AND EMPLOYEE PERFORMANCE

The statements below show the responses in likert scale. Indicate the extent to which you agree with the following statements on On the Job Training: (Strongly Agree SA=5), (Agree, A=4), (Not sure N=3), (Disagree, D=2) and (Strongly Disagree, SD=1)

I received induction upon being employed

I constantly seek advice from the experienced employees at the workplace

On the job training is encouraged at the workplace.

I have learned to do tasks through observation.

Practical training is offered after classroom training.

I interact with experienced staff at the workplace

How else has on the job training been useful at your workplace?
SECTION C : ONLINE TRAINING AND EMPLOYEE PERFORMANCE
The statements below shows the responses in likert scale. Indicate the extent to which you agree with the following statements on Online Training: (Strongly Agree SA=5), (Agree, A=4), (Not sure N=3), (Disagree, D=2) and (Strongly Disagree, SD=1)

I know how to use a computer/internet

I have received online training in the past 2 years

My performance has ever changed due to online training

My employer has a program for online training.

Online training is common at my work place

I am currently enrolled on a program for online training.

How else has online training influenced your performance?

SECTION D : INSTRUCTOR LED TRAINING AND EMPLOYEE PERFORMANCE
The statements below shows the responses in likert scale. Indicate the extent to which you agree with the following statements on Instructor Led Training: (Strongly Agree SA=5), (Agree, A=4), (Not sure N=3), (Disagree, D=2) and (Strongly Disagree, SD=1)

I have received or attended a classroom training at the workplace

I have time to attend lecture based training from my employer.

My employer has invested in lecture based training programs at the workplace

Lecture method is popular in providing training in the organisation.

Employees prefer lecture based method of training.

In which other ways have instructor led training affected you?
SECTION E : TEAMWORK TRAINING AND EMPLOYEE PERFORMANCE

The statements below shows the responses in likert scale. Indicate the extent to which you agree with the following statements on Teamwork Training: (Strongly Agree SA=5), (Agree, A=4), (Not sure N=3), (Disagree, D=2) and (Strongly Disagree, SD=1)

I know which team I am in. [ ] [ ] [ ] [ ]

My team holds meetings, time, space and resources to achieve its goals [ ] [ ] [ ] [ ]

My team receives adequate training to function properly [ ] [ ] [ ] [ ]

Everyone in my team participates at acceptable levels [ ] [ ] [ ] [ ]

The team works well together [ ] [ ] [ ] [ ]

Constructive feedback is given by the team members. [ ] [ ] [ ] [ ]

Team meetings are well attended by all team members. [ ] [ ] [ ] [ ]

The team can communicate effectively [ ] [ ] [ ] [ ]

Team members trust each other [ ] [ ] [ ] [ ]

Has teamwork training affected you in any other way?

SECTION F : EMPLOYEE PERFORMANCE

The statements below shows the responses in liket scale. Indicate the extent to which you agree with the following statements on Performance: (Strongly Agree SA=5), (Agree, A=4), (Not sure N=3), (Disagree, D=2) and (Strongly Disagree, SD=1)

Creative ideas are introduced at the workplace after training [ ] [ ] [ ] [ ]

The team can measure its performance effectively. [ ] [ ] [ ] [ ]

Targets are met after training [ ] [ ] [ ] [ ]

Overall performance is improved after training [ ] [ ] [ ] [ ]

Which other factors do you think affects your performance?
THANK YOU FOR FILLING OUT THIS FORM