FACTORS AFFECTING TRAINING AND DEVELOPMENT OF EMPLOYEES WITHIN THE SUGAR INDUSTRY IN KENYA:

A Case Study of Nzoia Sugar Company.

BY

EGESSA ROBERT K. WANYAMA


A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT FOR THE REQUIREMENTS OF MASTER OF BUSINESS ADMINISTRATION (HUMAN RESOURCES MANAGEMENT)

DEPARTMENT OF BUSINESS ADMINISTRATION.

KENYATTA UNIVERSITY.

AUGUST 2005
DECLARATION

This research report is my own original work and has not been presented for a degree in any other University or any other award.

EGESSA ROBERT K. WANYAMA,
Reg. No. D53/OL/1512/02

I confirm that the work reported in this project report was carried out by the candidate under my supervision.

MR. SHADRACK BETT,
Lecturer,
Department of Business Administration,
School of Business.

DR. GEORGE GONGERA,
Chairman, Department of Business Administration,
School of Business.
DEDICATION

To my fiancée Janet, your support unwavering.
Your encouragement a blessing, your friendship a treasure.
Thank you for standing by me.
ACKNOWLEDGEMENT

I thank the Almighty God for having brought me this far.

I am indebted to my supervisor, Mr. Shadrack Bett of the School of Business for his guidance throughout my project writing. I am also thankful to the Nzoia Sugar company management for allowing me to conduct the research at the company, especially Mr. Brian Keya, the training manager and Mr. James Vutiti of NSC training center.

A bundle of thanks go to my parents John and Juliana Owana for their concern and encouragement; dad, your clarion call, 'Okhusoma no khulayi', kept me going. To my siblings Alex, Beatrix, Jacky, Fred, Noel and Tayo, thank you for your moral support.

I am also indebted to my MBA Kakamega centre classmates (2002) for their constant encouragement, the centre staff for their unwavering assistance and Janet for your intellectual contribution.

This work would have been incomplete without the support of the entire Moi Girls' High School Kamusinga community especially Mr. Namianya and Mr. F. Wafula for their tuition, the administration for granting my numerous requests for permission and Miss. Lilian Makete for typing my work to ensure I am within schedule.

To you all, thanks and God bless you.
This study sought to find factors that affect training and development of employees within the sugar industry in Kenya. A case study was carried out at Nzoia Sugar Company of Bungoma District, Western Province. Training and development of employees is considered as one of the ways in which an organization can improve its efficiency. The study was necessitated by the need for the sugar industry in Kenya to cut production costs and increase efficiency so as to compete with cheap sugar imports from COMESA countries such as Sudan.

The broad objective was to find out the factors that affect training and development of employees. The study was based on a conceptual framework of the researcher that sees training needs assessment, training budget, training and development methods, nature of programs in relation to organizational requirements and qualification and experience as factors affecting training and development of employees at Nzoia Sugar Company. Relevant literature was reviewed to focus the study.

The study used questionnaires and an interview schedule to collect data. The questionnaire was administered on a selected random sample of respondents, that is, those in management and supervisory cadre through stratified sampling. The interview schedule was administered on the training manager of NSC chosen through purposive sampling. Data was collected from eighty-seven out of three hundred management and supervisory staff of NSC. The data was analyzed using quantitative and qualitative methods and presented in the form of percentages, tables, pie charts and bar graphs.

The study found out that there are several factors affecting the training of employees in the sugar industry in varying degrees such as the training budget, training needs assessment, age of trainees, qualifications and experience, training methods, quality of trainers and company training policies among others.

The study recommends that the company addresses each of those factors so that they do not water down the quality of training but instead enhances the effectiveness of the training and development programmes in the sugar industry in Kenya.
OPERATIONAL DEFINITION OF TERMS

For the purposes of this research project, the following definitions were used:

**Training** is any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task (Cole 2002).

**Development** is any learning activity, which is directed towards future needs, rather than present ones, and which is concerned more with career growth than immediate performance. It focuses on organizations future manpower requirements and growth needs of individuals in the workplace (Cole 2002).

**Training budget** are resources set aside in an organization for the purpose of training and developing employees.

**Skills** are the know how an employee needs to perform a certain duty or job.

**Executive staff** is the managing director together with the heads of departments.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMESA</td>
<td>Common Markets for Eastern and Southern Africa</td>
</tr>
<tr>
<td>ECOWAS</td>
<td>Economic Community of West African States</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>WTO</td>
<td>World Trade Organization</td>
</tr>
<tr>
<td>SADC</td>
<td>Southern Africa Development Co-operation</td>
</tr>
<tr>
<td>NSC/N.S.C.</td>
<td>Nzoia Sugar Company</td>
</tr>
<tr>
<td>S.P.S.S.</td>
<td>Statistical Programme for Social Sciences</td>
</tr>
<tr>
<td>D.I.T</td>
<td>Directorate of Industrial Training</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>iii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>v</td>
</tr>
<tr>
<td>OPERATIONAL DEFINITION OF TERMS</td>
<td>vi</td>
</tr>
<tr>
<td>ABBREVIATIONS</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
</tbody>
</table>

## CHAPTER ONE

**INTRODUCTION**

1.1 BACKGROUND TO THE STUDY ........................................... 1
1.2 STATEMENT OF THE PROBLEM ........................................ 3
1.3 OBJECTIVES OF THE STUDY ......................................... 5
1.4 RESEARCH QUESTIONS ............................................... 6
1.5 SIGNIFICANCE OF THE STUDY ...................................... 7
1.6 LIMITATIONS OF THE STUDY ........................................ 7
1.7 SCOPE OF THE STUDY .............................................. 8

## CHAPTER TWO

**LITERATURE REVIEW**

2.1 INTRODUCTION TO LITERATURE REVIEW .................................. 9
2.2 MAIN REVIEW ...................................................... 9
2.2.1 TRAINING AND DEVELOPMENT .................................... 9
2.2.2 TRAINING NEEDS ASSESSMENT .................................... 11
2.2.3 TRAINING BUDGET ............................................... 14
2.2.4 TRAINING AND DEVELOPMENT METHODS ............................ 15
2.2.5 NATURE OF PROGRAMMES IN RELATION TO ORGANIZATIONAL REQUIREMENTS ... 18
2.2.6 QUALIFICATIONS AND EXPERIENCE .................................. 19
2.3 CURRENT ISSUES IN TRAINING AND DEVELOPMENT ........................ 20
2.4 CRITICAL REVIEW .................................................. 21
2.4 CONCEPTUAL FRAMEWORK ............................................ 22

## CHAPTER THREE

**RESEARCH METHODOLOGY**

3.0 INTRODUCTION ...................................................... 23
3.1 STUDY DESIGN ..................................................... 23
3.2 TARGET POPULATION ................................................ 23
3.3 SAMPLE DESIGN .................................................... 23
3.4 DATA COLLECTION PROCEDURE AND INSTRUMENTS ........................ 24
LIST OF TABLES

TABLE 3.1: RESPONDENTS FOR THE STUDY..................................................24
TABLE 4.1: AGE OF RESPONDENTS..........................................................28
TABLE 4.2: HIGHEST ACADEMIC/PROFESSIONAL QUALIFICATIONS..............29
TABLE 4.3: FIELD OF SPECIALIZATION OF RESPONDENTS..........................32
TABLE 4.4: DOES NSC CONDUCT TRAINING NEEDS ASSESSMENT?...........33
TABLE 4.5: ADEQUACY OF THE TRAINING BUDGET...................................35
TABLE 4.6: TYPE OF TRAINING & DEVELOPMENT METHODS USED BY NSC..37
TABLE 4.7: EXTENT OF THE EFFECT OF TRAINING AND DEVELOPMENT
            METHODS ON THE EFFECTIVENESS OF TRAINING....................38
TABLE 4.8: TRAINING OFFERED BY NSC IS RELEVANT TO MY JOB REQUIREMENTS
            ..................................................................................39
TABLE 4.9: DEGREE OF ADEQUACY OF TRAINING PROGRAMMES IN ADDRESSING
            ORGANIZATIONAL REQUIREMENTS.............................................42
TABLE 4.10: MAIN CRITERIA FOR SELECTING EMPLOYEES TO UNDERGO TRAINING
            ..................................................................................42
LIST OF FIGURES

FIGURE 4.1: SEX OF RESPONDENTS ......................................................... 27
FIGURE 4.2: CADRE OF MANAGEMENT OF RESPONDENTS .................. 30
FIGURE 4.3: PERIOD THE RESPONDENTS HAVE WORKED FOR NSC ........ 31
FIGURE 4.4: IF TRAINING NEEDS ASSESSMENT IS NOT CONDUCTED, DOES IT AFFECT TRAINING? ................................................................. 33
FIGURE 4.5: EXTENT OF THE EFFECTS OF TRAINING NEEDS ASSESSMENT ON TRAINING ................................................................. 34
FIGURE 4.6: DOES NSC FUND IT'S EMPLOYEES TRAINING PROGRAMMES? 35
FIGURE 4.7: EXTENT OF EFFECT OF THE TRAINING BUDGET ON TRAINING AND DEVELOPMENT OF EMPLOYEES ........................................ 36
FIGURE 4.8: DO THE TRAINING METHODS AFFECT TRAINING EFFECTIVENESS? ......................................................................................... 38
FIGURE 4.9: EXTENT OF IMPROVEMENT OF JOB PERFORMANCE AFTER RELEVANT TRAINING PROGRAMME ........................................ 40
FIGURE 4.10: ADEQUACY OF TRAINING PROGRAMME IN ADDRESSING JOB REQUIREMENTS ................................................................. 41
FIGURE 4.11: DOES ONE'S PRESENT QUALIFICATION AND EXPERIENCE AFFECT THE QUALITY OF TRAINING? ........................................ 43
FIGURE 4.12: EFFECT OF QUALIFICATION AND EXPERIENCE ON TRAINING AND DEVELOPMENT .......................................................... 44
CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Globalization has come to stay. Every nation in the world is striving to integrate its economy into the global economy. W.T.O meetings are usually awash with agreements and disagreements over tariff and non-trade tariff issues. Kathuri,(2005) reports that during the recently concluded mini-ministerial meeting of W.T.O in Mombasa, rich countries wanted tariff reduction on industrial goods in exchange for concessions they may have to make for poor countries in agriculture, an issue that could not be agreed on at the meeting.

Regional trading blocs are being formed all over the world such as the E.U, COMESA, SADC, ECOWAS and E.A.C, with each aiming at offering preferential trade terms to its members. SADC has even gone further to establish a trade protocol that will allow its trade to be duty free by 2008(Esipisu 2005). With the opening up of the economies of different countries, trade volumes between and among countries has increased leading to improved products, competitive prices of goods and services, economic growth and the birth of certain firms and the death of others. This has been noted by Wahome (2005) who says that job losses have occurred globally as a result of China being admitted into W.T.O hence being allowed to export cheap clothes worldwide.

In this present turbulent and ever changing business scenario therefore, organizations are grappling with the reality of having to optimally utilize the resources they have at their disposal in order to remain competitive. This is dependent on how their inputs are converted into output in line with the purpose of the organization (Monappa and Saiyadain
1996). Some of the resources that these organizations have include machinery, materials, technology, finances, buildings and human resources. Of these, human resources are the only ones that are not finite in nature and can be trained and developed to unimaginable extents for the benefit of the organization, without having to increase them numerically. This is acknowledged by McKeena and Beech (2003) who see employees as valued assets of the company. Moreover, human resources are involved in one way or another in the manipulation and use of the other resources for the benefit and competitiveness of the organization (Cronk et al 1994).

There is therefore need for the organizations to train and develop their employees in order to improve their products and services, increase their profits, remain competitive and enhance their employees' job satisfaction. Sykes et al (1994) say this can be done after performance appraisals have been undertaken to determine how efficiently and effectively the staff are pursuing and meeting business objectives.

Armstrong, (1992) holds the view that employees are valued assets and that their value should be increased by a systematic and coherent approach to investing in their training and development. To him, Human Resource Development is about enhancing and widening skills of employees through training, enabling people to grow within the organization and enabling them to make better use of their skills and abilities.

As seen above, organisations are faced with the challenge of having to change so as to fit in the emerging global trade scenario. The main drivers of such a change are leaders in
those organisations. Moorhead and Griffin, (2000) say that managers perform the functions of planning, organising, leading and controlling an organization's human, financial, physical and information resources so as to ensure the organisation achieves its ultimate goals efficiently and effectively. To achieve, this they work in tandem with various groups of employees under them. Employees need to be motivated, trained and committed to the corporate vision (Chapman et al 1998). Both groups of employees, that is, managers and those working under them therefore have to undergo training and development to improve their skills and enhance their capacity to cope with the ever-changing demands of the work situation (Ghosh 2003).

Many firms, recognizing the importance of human resources in their success, have developed human resource strategies, which address the issue of training and development (Cronk et al 1994). This has been integrated into the overall organizational strategy. In the current business scenario therefore, for an organization to remain profitable and competitive, the importance it attaches to training and development of employees cannot be gainsaid.

1.2 STATEMENT OF THE PROBLEM

The sugar industry in Kenya has been undergoing upheavals caused by the liberalization of the sugar sub-sector. Kenya, by virtue of being a member of COMESA is obliged to allow free access of its market to products and services from COMESA countries unless it is granted a specific exemption (Kidero 2004).
The demand for sugar in Kenya exceeds local production by over 200,000 tonnes per year (Bosire 2004). The shortfall has been met by regulated importation, a facility that has been abused in the past by unscrupulous traders who have mostly imported sugar beyond the shortfall amount. This has resulted in a glut in the sugar market leading to low demand for our locally produced sugar since sugar imported from COMESA countries such as Sudan and Malawi retails cheaply compared to locally produced sugar. This is as a result of lower production costs in those countries.

Since such a glut is dangerous for our local sugar factories as it may result in job losses and closure of our factories, the Kenya Government sought and was granted exemption for duty free imports of sugar into Kenya from COMESA countries by the COMESA Council of Ministers meeting on 2nd – 3rd Dec. 2003 in Lusaka, Zambia. This was to allow Kenya’s sugar sub-sector to be restructured ahead of complete liberalization in 2008 (Kirwa 2004). Imports were only limited to the 200,000 tonnes annual shortfall. However, this safeguard is non renewable and expires in 2007.

Kenya sugar factories therefore have only three years to improve their efficiency by cutting down production costs or be faced with competition from fairly priced sugar from COMESA Countries. Bosire, (2004) says President Mwai Kibaki emphasized this while opening the National Sugar Conference in Nairobi on 26 Oct. 2004. Kidero, (2004) identifies factors that have contributed to high cost of production of sugar in Kenya as slow maturing cane varieties, cane wastage during transportation, poor road infrastructure, marketing problems, processing inefficiency and widespread management inefficiencies in most sugar factories. He noted that the industry is characterized by poor utilization of
human resources. Employees should be productive and fully utilized. Unless the management of sugar factories is streamlined, staff appointed based on merit and there is a continuous training and development programme put in place, many sugar factories in Kenya will close by 2008.

Training and development of employees is affected by various factors. These factors may enhance or curtail the effectiveness of the training and development programmes. It is therefore important to identity and critically consider these factors to ensure the success of the training and development programme (Cronk et al 1994). These factors include the training budget, development of new products, technology, employee performance, relevance of the programmes and the prevailing labour requirements and legislation.

It is on this basis that this research sought to establish the factors affecting training and development programmes at Nzoia Sugar Company. The researcher hoped to find out how these factors are impacting on the company’s strategy in the light of this new challenge from a fully liberalized sugar sub-sector in 2008 through their training and development programmes.

1.3 OBJECTIVES OF THE STUDY

The objectives of the study were:

1. To establish factors affecting training and development of employees at Nzoia Sugar company
2. To determine the extent to which training needs assessment affects training and development of employees.
3. To establish the degree to which the training budget affects training and development of employees.

4. To find out methods used in training and development of employees.

5. To determine how the nature of programmes in terms of organization requirements (with regard to relevance and adequacy) affects training and development.

6. To establish how levels of education and qualification affects training and development of employees.

1.4 RESEARCH QUESTIONS

The study sought information to address the following questions:

1. What factors affect the training and development of employees of NSC?

2. To what degree does training needs assessment affect training and development of employees?

3. To what extent are the training and development programmes of employees affected by the training budget?

4. What types of training methods are used in the training and development of employees?

5. Does the nature of programmes in terms of organizational requirements affect training and development of employees?
6. How does the level of education and qualification affect training and development of employees?

1.5 SIGNIFICANCE OF THE STUDY

This study is important because its findings will assist the top management of Nzoia Sugar Company to improve its training and development policies and programmes so that the firm achieves a competitive edge in the sugar industry and increase its profitability. It will also help in improvement of employees’ motivation and productivity especially if factors that affect their training and development are addressed.

The findings will also benefit policy makers in drafting policies for the sugar sub-sector. Other stakeholders such as out grower companies will benefit from services offered by a better trained workforce hence will get increased returns from their sugarcane farming activities. Lastly, other researchers can also use this study as a basis for further research in future.

1.6 LIMITATIONS OF THE STUDY

The fact that the study was conducted in only one company- Nzoia Sugar Company was a limitation given that the findings may not be applicable to the rest of the sugar industry. However the researcher assumed that the factors affecting training and development of employees at NSC also affects other companies hence the situation at NSC can be reflective of other sugar companies.

Another limitation was that not all employees were involved in the study, only the management and supervisory staff. However it is hoped that because the management and
supervisory staff are trained, the unionizable employees are also trained since training is supposed to be an ongoing holistic exercise undertaken by all employees.

1.7 SCOPE OF THE STUDY

The study was done at Nzoia Sugar Company located in Bungoma District of Western Province. The company has six departments namely Human Resource, General Administration, Finance, Agricultural services, Factory and Agriculture. All these departments were covered in the study. The main focus was on the executive, managerial and supervisory employees out of whom a sample was preferred.

NSC was chosen for the study because since inception in 1978, it has been making losses until the financial year 2003/2004 when it made a modest profit of Ksh.356 million (Akoyo 2004) and Ksh.472 million in 2004/2005 (Kusimba 2005) after a change in management.

The research therefore aimed at looking at the factors affecting employees’ training and development to ensure that this performance is sustained and enhanced.
CHAPTER TWO
LITERATURE REVIEW

2.1 INTRODUCTION TO LITERATURE REVIEW
This chapter reviews literature related to the study. Journal and newspaper articles, textbooks and other published and unpublished materials were looked at. The conceptual framework was analyzed in relation to past studies done in the area and critical issues concerning the study were also discussed.

2.2 MAIN REVIEW
This review looked at training and development and how the following factors affect it by analyzing past studies done in relation to them:

i) Training needs assessment

ii) Training budget

iii) Training and development methods

iv) Nature of problems in relation to organizational requirements (in terms of relevance and adequacy)

v) Qualification and experience.

2.2.1 TRAINING AND DEVELOPMENT
Training and Development are terms that are sometimes used interchangeably. In the past, training was seen as improving the knowledge and skills of non-managerial employees in their present job (McKeena and Beech 2003). Development was defined as an activity associated with managers where they are prepared for future jobs (Cronk et al 1994).
However, McKeena and Beech (2003) see such a distinction as being too simplistic in this era characterised by development in Human Resource Management. To them, development of all employees is considered crucial, not just managers.

Cole, (2002) defines training as any learning activity, which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. It can be noted that the emphasis here is on the job or task and not seniority level. He further defines Development as any learning activity, which is directed towards future needs rather than present needs and which is concerned with career growth than immediate performance. It focuses on an organization’s future manpower requirements and the growth of individuals in the workplace, for example, the need for employees to accept change or replacing senior staff with potential candidates from within the organization. Training and development may therefore be regarded as interactive and complimentary to each other (Ghosh 2003).

Training and development is beneficial to an organization since it enlarges and develops the skill base of the organization (Armstrong 1992). He says it also motivates employees who acquire and use new skills especially if they will be rewarded for it, signals to employees that the company believes they are important, satisfies peoples’ needs for achievement and recognition, enriches jobs through skill development and can be an effective channel for two-way communication especially if managers and employees discuss organization issues and jointly plan to deal with them. To Sagimo, (2002), training and development reduces costs, improves job performance, decreases supervision and
reduces labour turnover. Training and development is therefore very important in all organizations.

2.2.2 TRAINING NEEDS ASSESSMENT

Before commencement of any training and development programme, it is important to identify training needs. Fisher et al, (1996) define training needs assessment as a process of determining which employees need to be trained and what they need to be trained to do. They say that although this process is important and takes time and money, many organizations undertake training and development activities without this preliminary investment.

Training needs assessment helps to plan training and development programmes so as to save costs and add value to the organization (Sagimo 2002). However, not all recognised performance and skills deficiencies may be corrected through training. Cole, (2002) and Cronk et al, (1994) are in agreement that certain deficiencies can be addressed through other means such as external recruitment, improvement in pay, replacing machinery or even simplifying procedures. However, this should be done after the organization has assessed the costs and benefit of such a move. Training needs should therefore be identified as a basis for training.

Fisher et al, (1996) say training needs assessment takes place at three levels namely:

Organizational analysis: Here, proposed training and development programmes are looked at in the context of the rest of the organization. This ensures it is compatible with the organization's strategy, goals and culture so that transfer of learning can take place.
The impact of training of one unit should also be related to other units to ensure harmony.

For example if assembly line employees worked 20% more quickly after training, other employees down the line will be overwhelmed if they are not prepared for the increase in product flow.

**Task analysis:** Here, the duties and responsibilities of the job together with the knowledge, skills and abilities needed, come into focus. Technological advancement and organizational complexity have placed a great premium on training and development. When employees are newly placed in jobs or managers promoted to positions of responsibility, they are expected to perform new duties and responsibilities (Ghosh 2003). Task inventories can help pinpoint specific tasks and responsibilities of the job that can form a basis of training needs.

**Individual analysis:** This looks at the individuals to be trained where it determines who is to be trained by establishing an employees’ current level of skill and knowledge.

To Cole, (2002), before a training and development programme commences, training needs should be looked at from various perspectives such as: The organization, i.e. corporate requirements, the department or function, the job or occupational group and the individual employee.

The particular perspective chosen will depend on the circumstances, for example, changes in the industry or external environment such as increased competition may lead to the corporate perspective to be taken. If it is about improving skills of a particular group of
employees, then the occupational group will be the focus. In many organizations, training needs are analysed in response to operational weaknesses reported by line managers or to meet demands of change.

Khayota, (2002) says various methods can be used to assess training needs. These include organizational requirements/weaknesses, anticipating future problems, job specifications and employee specification, observation, interviews, questionnaire surveys, tests or examinations, check lists, management’s request and performance appraisal.

To Sagimo, (2002) employees who need training and development are those new to the job such as school leavers or college/university graduates, those needing improvement in present jobs, employees preparing for promotion, those needing re-training as a result of changes in products, technology, market or legislation and employees nearing retirement or pre-retirement training.

Training needs identified will affect the training and development programmes since it will affect the methods that will be used for the programme, the duration and also the costs to be incurred. Hence training needs assessment cannot be ignored before commencement of any training and development programme.
2.2.3 TRAINING BUDGET

As a result of rapid technological, social and economic changes, emphasis is now being placed on systematic training to ensure that employees become capable of learning about and adapting to these changes (Sagimo 2002). To McKeena and Beech (2003) the top management has a role of cultivating a climate of continuous development by placing training and development activities high on the corporate agenda.

Investment in continuous development must be regarded as an important investment just as in the case with research, new products development or capital equipment (Armstrong 1992). However, Fisher et al. (1996) note that although developing human resources is vital, it is one of the most expensive undertakings for organizations. This may explain why some organizations are not investing in it.

To overcome this, Khayota (2002) advocates for cost-value analysis to be done on training programmes. This will help determine priorities for training, choose the right training methods and match employee and job through training. This way, training and development exercises will not be seen as a waste of resources but beneficial to the organization.

Organizations should have a training budget for human resources development. Ghosh, (2003) is of the view that the top management should accept responsibility for executing training and development programmes by assigning a senior manager to be in charge of initiating and implementing them. Sagimo, (2002) says training effectiveness is limited if management keeps on citing financial constraints yet it gives more money to less vital
welfare issues. Allocation of funds to the training budget should be given priority since benefits accrued from training and development usually outweigh the costs involved.

2.2.4 TRAINING AND DEVELOPMENT METHODS

Once training needs and employees meant to undergo training and development have been identified, plans should be made to ensure that appropriate training and development methods are used for implementing the training programme (Cronk et al 1994). Cole, (2002) defines training methods as means by which we intend to communicate ideas, information (including knowledge), skills, attitudes and feelings to learners. Various methods can be used depending on the training needs identified and objectives of the training and development programmes. Khayota,(2002) divides training methods into two:

**On-the-job training methods:** These entail placing the individual on a regular job and teaching skills necessary to perform the job. Usually, the trainee learns under the guidance and supervision of a qualified worker or instructor. This usually takes place under actual working conditions where one gets first hand knowledge and experience.

**Off-the-job training methods:** This involves separating the trainee from the job situation and his attention is focused upon learning the material related to his future job performance. It may be done in a college, university or exotic location away from the everyday workplace. It ensures learners concentrate on learning without distraction by job requirement.
Cole, (2002) highlights the major on-the-job and off-the-job training and development programmes. To him, on-the-job training and development method includes:

**Job instruction**: Here, trainees acquire routine instruction in key processes from a qualified instructor. It is appropriate in manual and clerical jobs.

**Learning from experienced work mates**: Trainee is shown how to do a job by an experienced member of staff and is allowed to get on with it.

**Coaching /counselling**: These involve direct discussion and guided activity where a manager helps a colleague to learn to solve a problem or do a task better. It is also referred to as mentoring if it involves a more experienced manager who is not an individual’s line manager.

**Secondments**: These are special arrangements where an individual is allowed to work for another department or organization on either his speciality or a new role with the objective of widening the experience of the former for the benefit of the host department or organization.

**Delegation**: A manager gives specific responsibility, authority and resources to trainee and monitors his performance.
Khayota, (2002) gives another example of on-the-job training method:

**Job rotation:** This involves movement of trainee from one job to another so that he/she receives job knowledge and gains experience from his supervisor or trainer in various jobs assignments. It is commonly used in training employees for general management position.

Off-the-job training methods according to Cole, (2002) include:

**Lecture/talk:** This involves the instructor presenting facts, concepts and principles in the form of a talk. It works well where a large number of trainees is involved and where there are time constraints.

**Classroom Instruction:** Involves attending courses in Universities and colleges where theoretical knowledge is taught.

**Programmed instruction:** This is a system of teaching and learning within which pre-established subject matter is broken down into small discrete steps and carefully organized into a logical sequence in which it can be learned readily by students.

**Case study:** Here, an account of a real or fictional situation is given, and students are asked to suggest answers to a number of practical and theoretical issues raised by the account. It gives participants problem-solving experience in relevant context.
Group discussion: Here participants, usually clerical, professional or supervisory personnel pose ideas, examine and share facts, test assumptions and draw conclusions which contribute to the improvement of job performance.

Simulation exercises: These include interactive exercises in which trainees practice their skills in mock situations based on real work-related situation, for example those involving interviews or discussion skills.

Role-playing: Individuals here take on a role and experience the nature of an interpersonal encounter. This assists them to think on their feet and experience genuine emotion.

Brainstorming: A group is asked to suggest ways of dealing with an issue/problem. No discussion or criticism of suggestions is made until after the list has been completed.

The quality of training and development programmes is enhanced if the right training methods are used basing on training need identified. The effectiveness of methods used in training and development programmes can be known if evaluation is done after training (Fisher et al 1996).
2.2.5 NATURE OF PROGRAMMES IN RELATION TO ORGANIZATIONAL REQUIREMENTS

Training and development programmes that an organization undertakes should aim at improving the performance of the organization and capabilities of employees.

An organization should therefore have a training policy, which will form the foundation of all training and development programmes. Cole, (2002) says the training policy sets out what the organization is prepared to do in terms of developing its employees.

Because organizational characteristics are frequently changing, appropriate training should be provided to employees to ensure that their skills and knowledge do not become out-of-date quickly and the organization is able to respond quickly to changes (Cronk et al. 1994).

The nature of programmes offered by the training programmes should therefore be in line with organizational requirements in terms of relevance and adequacy. Armstrong, (1992) says that planned training ensures the success of the training process as it improves job performance. To him, training programmes should be developed after training needs have been identified and defined, the learning required clearly stated, objectives of the training stated, training programmes and facilitators decided upon before the actual implementation of the programme.

If a training programme does not meet organizational requirements in terms of relevance and adequacy, the whole exercise is usually done in vain and is not beneficial to the organization.
Before any training or development programme commences, it is important that the learners' qualifications and experience is known. Fisher et al (1996) says that training is successful if learners' readiness and motivation is present. Learner readiness includes possession of background knowledge and skills necessary to learn the material that will be presented. Learners' motivation looks at trainees seeing the need for the new skills and understand how successful training and development will benefit them.

Cole (2002) emphasizes this when he says that if a particular individual is neither physically nor mentally capable of making the grade as a commercial pilot, then all tuition and practice in the world will not enable him or her to reach the required standard of competence. The trainee's level of knowledge and experience is therefore important in ensuring the success of any training and development programme.

As the world moves towards high technology and knowledge economy, foreign human resources are being lured into other countries to work for various multinational corporations and international agencies. Here, they are faced with different cultural and social settings. Training and development practitioners are therefore being forced to incorporate culture and different social issues in training programmes to prepare employees to work in countries other than their own.

This training may involve foreign languages, work ethics, values, attitudes or cultures found in different countries where such multinational companies, for example Barclays plc, PricewaterhouseCoopers and international agencies have subsidiaries and branches.
Corporate social responsibility is another emerging issue in training and development. To Certo (1993), other than companies being concerned with the welfare of shareholders, uplifting surrounding communities and paying taxes to the government, they should ensure that their employees are provided with a safe working environment. They are also obligated under the social responsibility framework to give good training and educational opportunities to their employees.

The concept of the learning organization is another current issue in training and development. McKeena and Beech (2003) advocate for organizations to have a work place environment that is focussed on learning. It should provide opportunities and guidelines for both individual and collective learning, offer challenging tasks and develop a climate of trust and openness.

Training methods have also changed with the introduction of teleconferencing, power point presentations and e-learning.

2.4. CRITICAL REVIEW

Cole, (2002) is of the view that if an organization adopts a systematic approach to training, it will get a lot of benefits from its well-trained workforce. It will offer high quality goods and services hence achieve organizational goals whether it is profit oriented or service oriented. Workers will also develop their knowledge and skills and their motivation will be increased. An industry such as the Kenya Sugar Sub- Sector that is faced with competition has to strategize to overcome this challenge (Kidero 2004). One of the strategies to adopt in the face of such a challenge is investment in the training and development of human resources.
Apart from the factors outlined above that affect training and development, other factors that have an impact on it include quality of trainers, industry needs, organization training plans, evaluation of training, conditions under which the training takes place and learning aids utilized during training and development programmes (Cole 2002). High turnover among new recruits also necessitates training.

Monappa and Saiyadain, (1996) say different combinations of factors affect training and development programmes in different organizations and in varying degrees. This research therefore sought to find those factors that were currently affecting Nzoia Sugar Company’s training and development programmes as it braces itself for a fully liberalized Sugar Sub-Sector in 2008.

2.5 CONCEPTUAL FRAMEWORK

![Diagram of Conceptual Framework]

- Training needs assessment
- Training Budget
- Training and Development methods
- Nature of Programmes in relation to Organizational requirements (in terms of relevance and adequacy)
- Qualifications and experience.

Affect

- Training and development of employees at Nzoia Sugar Company

Independent variables

Dependent variables

Source: Researcher (2005)
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 INTRODUCTION

This section looks into the methods that were used to obtain, analyse and present data. Specifically, it includes study design, target population, sample design, data collection procedures and instruments and data analysis.

3.1 STUDY DESIGN

The case study used descriptive research approach since it sought to find out the factors affecting training and development of employees in Sugar Companies. It was descriptive in that it sought to describe and interpret events, which have occurred during a specific period.

3.2 TARGET POPULATION

The target population of this study was the management and supervisory staff in the sugar industry in Kenya, a case of Nzoia Sugar Company. This cadre includes the Executive staff, Section Heads, Superintendents and Supervisors (Murambi 2002).

3.3 SAMPLE DESIGN

A sample of 90 management and supervisory staff were chosen for study as postulated by Mugenda and Mugenda (1999) who say that a study sample should be 30% of the population.
Table 3.1: Respondents for the study

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Frequency</th>
<th>Percentages</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive staff</td>
<td>8</td>
<td>2.67</td>
<td>2</td>
</tr>
<tr>
<td>Section Heads</td>
<td>28</td>
<td>9.33</td>
<td>8</td>
</tr>
<tr>
<td>Superintendents</td>
<td>102</td>
<td>34.00</td>
<td>31</td>
</tr>
<tr>
<td>Supervisors</td>
<td>162</td>
<td>54.00</td>
<td>49</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>300</td>
<td>100</td>
<td>90</td>
</tr>
</tbody>
</table>

Source: NSC Training Centre (2005)

This was done using the stratified sampling method to ensure that each cadre of management and supervisory staff was proportionally represented. Selection of sample from each category was then done using simple random sampling. Purposive sampling was used in the study to select the training manager since he is the one charged with the responsibility of designing, implementing and evaluating training and development programmes in the organization.

3.4 DATA COLLECTION PROCEDURE AND INSTRUMENTS

The study involved the use of both primary and secondary data. Secondary data was obtained from available research results, company newsletters and reports. Primary data was collected using structured questionnaires and an interview schedule. The researcher prepared structured questionnaires for the respondents to fill and also an interview...
schedule for the training manager. These were developed from the objectives of the study. They sought to obtain information on both the respondents' personal information and that concerning training and development programmes at Nzoia Sugar Company.

3.4.1 RELIABILITY OF INSTRUMENTS

Prior to embarking on actual data collection, the instruments of collection were administered on management staff of Mumias Sugar Company on a pilot study basis to refine the questionnaire items and ensure they are reliable.

3.4.2 PROCESS OF DATA COLLECTION

The researcher notified the Human Resource Manager of Nzoia Sugar Company of the intention to conduct the study and the proposed dates. This was done through a letter of introduction from the Institute of Open Learning, Kenyatta University in which the researcher sought permission and assistance for the study. The researcher then went to Nzoia Sugar Company and personally administered the questionnaires on the respondents, gave them ample time to fill them and collected them at an agreed later date. He also personally interviewed the training manager. Analysis of the data then followed.

3.5 DATA ANALYSIS

Data analysis was done using quantitative and qualitative methods. Data was edited, coded and then analysed using S.P.S.S computer program. Descriptive statistics (Percentages, frequency distributions, graphical methods and tables) was used where applicable in analysing the data and describing the phenomena under investigation. This helped the researcher draw conclusions and make recommendations.
CHAPTER FOUR
DATA ANALYSIS AND PRESENTATION OF RESULTS

4.0 INTRODUCTION

This chapter presents an analysis of the data collected from respondents in the study who were management and supervisory staff of N.S.C. The study targeted 90 respondents out of whom 87 responded indicating a 96.7% response rate. Also, the researcher interviewed the training manager. The researcher used questionnaires and an interview schedule to collect the data using the methodology outlined in chapter three.

The research was designed to fulfill the study objectives in chapter one by answering the following research questions:
1. What factors affect the training and development of employees of N.S.C?
2. To what degree does training needs assessment affect training and development of employees?
3. To what extent are the training and development programmes of employees affected by the training budget?
4. What types of training methods are used in the training and development of employees?
5. Does the nature of programmes in terms of organizational requirements affect training and development of employee?
6. How does the level of education and qualification affect training and development of employees?

The data collected was presented, analyzed and interpreted according to the research objectives using quantitative and qualitative methods.

4.1 QUANTITATIVE ANALYSIS

This section presents the analysis of data collected from questionnaires. The figures tabulated indicate percentages to one decimal place on the ratio of respondents who expressed their opinions towards a certain alternative compared to the whole sample of
respondents. The information is presented in pie charts, bar graphs and tables where applicable.

4.1.1 BACKGROUND INFORMATION OF EMPLOYEES

In this section, background information about the employees who were respondents to the questionnaire is given. The information is meant to give an insight into the nature of the management and supervisory staff of N.S.C.

a) Sex of respondents

The respondents were grouped in two sexes: Male and Female. The majority of the respondents were male, constituting 81.6% of the respondents while female were only 18.4%.

![Sex of respondents](image)

Figure 4.1: Sex of respondents


Since the study was conducted at NSC which is a sugar manufacturing company and operations being technical and agricultural oriented, the small percentage of female respondents could be attributed to the negative attitude most female students have towards sciences and technical subjects in secondary schools and colleges (Sitati: 2004). They therefore do not take science oriented courses and careers after school or college.
b) Age of respondents

In response to the question concerning their age, the majority of respondents, 28.7% were found to be in the age bracket of 31-35, 21.8% were between the age of 41-45, 20.7% were between ages 41-45, 16.9% were between ages 20-25 and 2.3% were aged 46 and above.

Table 4.1 Age of Respondents.

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-25</td>
<td>6</td>
<td>16.9</td>
</tr>
<tr>
<td>26-30</td>
<td>18</td>
<td>20.7</td>
</tr>
<tr>
<td>31-35</td>
<td>25-21</td>
<td>28.7</td>
</tr>
<tr>
<td>36-40</td>
<td>17-19</td>
<td>19.5</td>
</tr>
<tr>
<td>41-45</td>
<td>19</td>
<td>21.8</td>
</tr>
<tr>
<td>46 and above</td>
<td>2</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

It is evident that the majority of the respondents were in the age bracket of 31-35 years. This consists of middle-aged people who are usually settling in their careers and are productive hence very beneficial to an organization. This category may have undergone training in universities and colleges after school. The categories of ages 26-30, 31-35 and 36-40 can be taken for further training from time to time since this group is usually receptive to new ideas, is pursuing career advancement and is ready for challenges. The small percentage of 2.3% of those aged 46 years and above could be attributed to job mobility where employees move to other organizations due to fewer positions up the management ladder in the organization.

c) Highest academic/professional qualification of the respondents

When asked about their highest academic/professional qualification, (33.3%) of the respondents had certificates in various fields, 31% had diplomas, 8.0% had postgraduate diploma while none had a Masters degree and above. This may be explained by the high
number of operational level managers required to manage the various units found in the six departments of the organization.

Table 4.2: Highest academic/professional qualification of the respondents

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>29</td>
<td>33.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>27</td>
<td>31.0</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>24</td>
<td>27.7</td>
</tr>
<tr>
<td>Post graduate Diploma</td>
<td>7</td>
<td>8.0</td>
</tr>
<tr>
<td>Masters degree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

The small percentage, 8%, with postgraduate diplomas could be attributed to the managers manning the various sections of the organization.

d) Cadre of management of respondents

In response to the question on their cadre of management, 56.3% of the respondents were found to be in the supervisory cadre. This can be attributed to the many units that make up the organization that require close supervision for the NSC to achieve its objectives.

Section heads made 8% of the respondents while superintendents were 34.5% of those who responded. The executive cadre of respondents is 1.1% of the whole management framework. They are few because they head the major departments that make up the organization.

The information above is shown in the bar graph below:
e) Period respondents have worked for NSC

On the question concerning the period the respondents had worked for NSC, most respondents 49.4%, had worked for NSC for above 8 years. This may be due to a favourable working environment and training climate offered by the company. 27.6% had worked for the company for between 6 and 8 years while 18.4% had worked for the company for between 3 and 5 years.

Small percentages, 4.6%, had worked for NSC for less than two years. This could be attributed to the recruitment and selection of managers that was done in 2004 where heads of department were employed.

The above information is graphically shown in the pie chart below:
f) Field of specialization of respondents

On the question concerning their field of specialization, many respondents, 27.6%, were found to be in the category of other fields of specialization as shown in Table 4.3 below. In this category, we find fields of specialization such as chemistry, health, human resource management, marketing, survey, computer science, nursing, sociology and security among others.
Table 4.3: Field of specialization of respondents

<table>
<thead>
<tr>
<th>Field Specialization</th>
<th>Frequency</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>22</td>
<td>25.3</td>
</tr>
<tr>
<td>Engineering</td>
<td>19</td>
<td>21.8</td>
</tr>
<tr>
<td>Administration</td>
<td>8</td>
<td>9.2</td>
</tr>
<tr>
<td>Accounting</td>
<td>14</td>
<td>16.1</td>
</tr>
<tr>
<td>Other</td>
<td>24</td>
<td>27.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>87</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

These disciplines provided auxiliary services to the company whose main concern is processing sugarcane into sugar as is evidenced by the specialists in Agriculture 25.3% and Engineering 21.8%. These two groups of specialists formed the bulk of the individual specialists' group since the company was an agro-based processing concern.

4.1.2 TRAINING AND DEVELOPMENT

The researcher found that NSC undertakes training and development activities regularly. This is done both internally and externally. Training and development activities are undertaken to ensure NSC has the required human resources to navigate the company to efficiency and profitability.

Various factors affected training and development of employees at N.S.C. These factors included training needs assessment, training budget, training and development methods, nature of programmes in relation to organizational requirements, qualification and experience and other factors. Factors affecting training and development, other than those in the conceptual framework were analyzed qualitatively.

4.1.3: FACTORS AFFECTING TRAINING AND DEVELOPMENT

The factors in the conceptual framework were analyzed quantitatively based on the questionnaire. The following results were obtained on the above factors from the answers given by the respondents:
i) Training needs assessment

In response to the question on whether NSC conducted training needs assessment before commencement of training, majority of respondents, 70.1%, were in agreement that NSC conducts training needs assessment before the commencement of a training programme as shown below:

Table 4.4: Does the company conduct training needs Assessment?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61</td>
<td>70.1</td>
</tr>
<tr>
<td>No</td>
<td>26</td>
<td>29.9</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

In response to the question on if the company did not conduct training needs assessment, what effect this would have on the training and development programmes, a small percentage, 37.9%, felt that if the company does not conduct training needs assessment, this would affect its training and development program.

On the question concerning the extent of the effects of training needs assessment on training and development of employees, respondents felt that the extent of the effects of training needs assessment on training varied as shown below:
The above figure shows that 65.6% of the respondents felt that assessment of training needs greatly affected the effectiveness of the training programme. This concurs with Sagimo (2002) who emphasizes training needs assessment to be done before commencement of training for it to be effective and meet its objectives. 11.5% felt that training needs assessment slightly affected the quality of the training program while 5.7% felt that it did not affect the training programme at all. The majority who view training needs assessment as greatly affecting training may have undergone training hence knew the role played by training needs assessment in enhancing training effectiveness.

ii) Training budget

On the question inquiring as to whether NSC funded employees’ training and development programmes, most respondents, 86.2%, were in agreement that N.S.C. financed training programmes for its employees while 13.8% were of the opinion that it did not.
Those who acknowledged that NSC funded training programmes could be those who had been partially or fully sponsored by it to undergo training while those who were of the opinion that it did not could be those who had not been sponsored for any training or had personally funded their training and development programmes.

In answering the question concerning the extent of the adequacy of the training budget in funding training programmes, the respondents felt that the training budget was barely adequate to meet the demand for training among its employees.

Table 4.5: Adequacy of the training budget

<table>
<thead>
<tr>
<th>Degree of Adequacy</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very adequate</td>
<td>17</td>
<td>19.5</td>
</tr>
<tr>
<td>Adequate</td>
<td>32</td>
<td>36.8</td>
</tr>
<tr>
<td>Slightly adequate</td>
<td>14</td>
<td>16.1</td>
</tr>
<tr>
<td>Not adequate</td>
<td>16</td>
<td>18.4</td>
</tr>
<tr>
<td>N/A</td>
<td>8</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

19.5% of the respondents felt that the funds provided by the company for training was very adequate, 36.5% felt it was adequate, 18.4% felt it was not adequate while 9.2% felt the
company does not fund training programmes. The group of respondents that felt it was adequate may be those that the company had taken for further studies locally and abroad while those that were of the opinion that the company did not budget for training may be those who had not been taken for any training programme.

The training budget had varying effects on the training and development of employees. This can be deduced from the answers the respondents gave to the question that sought to know the degree of the effect of the training budget on the quality of employees’ training and development programmes as shown below:

![Figure 4.7: Extent of the effect of the training budget on training and development of employees.](image)

Source: Researcher (2005)

From the figure above, it can be deduced that 54.1% of the respondents felt that the training budget greatly affected the training programmes. This may be due to the fact that it was used to give allowances to trainees, cater for the allowances of the trainers, book training venues and purchase training equipment and materials. However, 6.9% of the respondents felt that the training budget did not affect the training exercise. This may be the group of management employees that had not undergone any training exercise facilitated by the company.
iii) Training Methods

Both on-the-job and off-the-job training methods were used in training programmes of NSC. In response to the question on the types of training methods used to deliver training programmes at NSC, a section of the respondents, 31.0%, said NSC offered on-the-job training, a majority said NSC offered off-the-job training (36.8%) while 32.2% of the respondents were of the view that NSC offered both on-the-job and off-the-job training programmes.

Table 4.6: Type of Training and Development methods used by NSC

<table>
<thead>
<tr>
<th>Type</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-job</td>
<td>27</td>
<td>31.0</td>
</tr>
<tr>
<td>Off-the-job</td>
<td>32</td>
<td>36.8</td>
</tr>
<tr>
<td>Both</td>
<td>28</td>
<td>32.2</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

It can be assumed that the on-the-job training was mainly offered to those working in the factory who had to learn how to manipulate machines in the real work environment while off-the-job programmes could have been offered to those in the finance and administration department whose courses were mostly conducted by external bodies in off-the-job locations. Those who said it offered both modes may be those who had been trained on technical skills on-the-job and managerial skills on off-the-job locations.

A majority of the respondents, 88.5%, felt that the training and development methods used affected the effectiveness of the training programmes. These may be those respondents who had undergone different training sessions where a variety of methods were used. However, 11.50% of the respondents felt it did not affect the effectiveness of training as shown below:
Do the training methods used affect the effectiveness of the training programs?

11.50% Yes
88.50% No

Figure 4.8: Do the training methods used affect training effectiveness?

Source: Researcher (2005)

The respondents however varied in their opinion on the question concerning the extent of the effect of the training methods on the effectiveness of the training and development programmes as shown below:

Table 4.7: Extent of the effect of Training and development methods on the effectiveness of Training

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percentage(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great extent</td>
<td>54</td>
<td>62.1</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>23</td>
<td>26.4</td>
</tr>
<tr>
<td>Slight extent</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Does not Affect</td>
<td>8</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

Most of the respondents were of the opinion that the training methods used affected the effectiveness of training. 62.1% felt that the training methods used greatly affected the effectiveness of the training, 2.3% felt it affected the effectiveness of training to a slight
extent while 9.2% of the respondents felt training methods did not affect the effectiveness of the training programmes. Those who felt the training methods used greatly affected the training effectiveness may be those who had undergone training where a variety of methods were used and each method elicited a different degree of learning. Those who were of the opinion that the methods used did not affect training effectiveness may be those who had not undergone any training since joining NSC.

iv) Nature of programmes in relation to organizational requirements

On the question concerning whether the training and development programmes offered by NSC were related to employees' job requirements, it was the view of 90.8% of the respondents that the training programmes offered by N.S.C were relevant to their job requirements. However, 9.2% felt the programmes offered were irrelevant to their job requirements.

Table 4.8: Training offered by NSC is relevant to my job requirements

<table>
<thead>
<tr>
<th>Answer</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>79</td>
<td>90.8</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

The respondents felt that the relevant training and development initiatives improved their job performance.

However the extent of the improvement varied as evidenced by their response to the question concerning how much the programmes had improved the employees' job performance as shown in the bar graph below:
From the bar graph above, it can be noted that 62.1% of the respondents improved a lot in their job performance after undergoing relevant training programme, 19.5% moderately improved, 11.5% slightly improved while 6.9% did not express their views on the issue. Those of the view that there was a great or moderate improvement in job performance may be those that had undergone training needs assessment before commencement of the training programme hence benefited from the training. Those who had slight improvement or who had no comment may have had a negative attitude towards the relevance of the training and development programmes.

The researcher also sought to know from the respondents how adequate the training and development programmes were in addressing job requirements. This is because if the training and development programmes were adequate in addressing job requirements, they
would help NSC in achieving a competitive edge in the sugar industry and meeting its objectives.

On the question seeking the respondents view on whether the training programmes had been adequate in addressing organizational requirements, majority of respondents, 64.4%, felt that the training programmes offered were adequate in addressing organizational requirements.

![Adequacy of Training Programme in Addressing Job Requirements](image)

**Figure 4.10: Adequacy of Training Programme in Addressing Job Requirements.**

*Source: Researcher (2005)*

This may be as a result of training needs being identified before training commenced and the training method used addressing those needs. However, 35.6% felt the training programmes were inadequate in addressing organizational requirements. This may be due to the training taking a short time or it being biased only towards certain departments while others being denied an opportunity for training.

In response to the question on how adequate the training programmes had been in meeting the organizational requirements, the respondents varied in opinion on the degree of adequacy of the training offered by NSC in addressing its organizational requirements:
Table 4.9: Degree of adequacy of the training programs in addressing organizational requirements

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very adequate</td>
<td>26</td>
<td>29.9</td>
</tr>
<tr>
<td>Moderately adequate</td>
<td>24</td>
<td>27.6</td>
</tr>
<tr>
<td>Slightly adequate</td>
<td>31</td>
<td>35.6</td>
</tr>
<tr>
<td>Inadequate</td>
<td>6</td>
<td>6.9</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)

Many respondents, 35.6%, felt it was slightly adequate, 27.6% felt it was moderately adequate while 6.9% felt it was inadequate. This may be as a result of employees being taken for short seminars or workshops due to a limited training budget hence affecting the content covered. 29.9% felt the training programmes were very adequate in addressing organizational requirements. This group may have undergone longer courses after training needs assessment was done factoring in the industry’s needs.

v) Qualification and Experience

On the question concerning the main criteria used in choosing employees to participate in training programmes, it emerged that the main criteria used for selecting employees to undergo training and development according to 54.0% of the respondents was qualification and experience. This confirms what Cole (2002) said that trainees’ level of knowledge and experience is an important factor to be considered before training commences.

Table 4.10: Main Criteria for selecting employees to Undergo Training.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>9</td>
<td>10.4</td>
</tr>
<tr>
<td>Qualification and experience</td>
<td>47</td>
<td>54.0</td>
</tr>
<tr>
<td>Other</td>
<td>31</td>
<td>35.6</td>
</tr>
<tr>
<td>Total</td>
<td>87</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Researcher (2005)
Of the respondents, 10.4% felt that age was the main criterion used for selection while 35.6% felt that other factors such as nepotism, health, marital status, limited facilities for training and unclear selection criteria were used in choosing employees for training. The respondents who saw qualification and experience as the main criterion for selection of trainees may have undergone training after being chosen without bias but only basing on their current qualification. Those who cited other factors as being the main criteria may be those that had applied for training opportunities but had never been accorded the chance to undergo any training.

On the question on whether one’s present qualification and experience affected the quality of the training and development programmes, most respondents, 94.3%, underscored the importance of a person’s qualifications and experience on the quality of the training and development programmes. A few respondents, 5.7%, felt it did not affect the quality of the training programme.

![Figure 4.11:Does one's present qualification and experience affect the quality of the training programs?](image)

Figure 4.11: Does one's present qualification and experience affect the quality of the training and development programme?

Source: Researcher (2005)
However, the respondents varied in their opinion on the question concerning the extent of the effect of qualification and experience on training and development as shown below:

![Bar Chart: Effect of Qualification and Experience on Training and Development](image)

**Figure 4.12: Effect of Qualification and Experience on Training and Development.**

*Source: Researcher (2005)*

From the bar above, it is evident that 77% of the respondents felt that qualification and experience greatly affected the effectiveness of the training and development programme. 13.8% felt it moderately affected while 9.2% of the respondents felt it slightly affected the effectiveness of the training programme.

The group of respondents that felt qualification and experience greatly affected training may have attended training programmes that were professional or technical in nature which aimed at building on knowledge, skills and experience already possessed by trainees. Those who felt it moderately or slightly affected may have attended training programmes that were general in nature such as those on safety, time management or those that concerned the general rights and welfare of employees.
4.2 QUALITATIVE ANALYSIS

This section presents findings on the qualitative data collected through open-ended questions in the questionnaire and also the interview schedule with the training manager. The purpose of this information is to complement and supplement the qualitative data collected from the questionnaire in order to understand factors that affect the training and development of employees in the sugar industry.

4.2.1 TRAINING METHODS

In on-the-job training, the most commonly used method was learning from workmates. This was mostly used in the factory and other engineering related departments. Other methods used under this category included delegation, job instruction, secondment, apprenticeship and job rotation. Job rotation was mainly used in inducting new selected management trainees. On-the-job training may be used in training of employees especially in the factory department where hands-on-experience is crucial in enhancing job performance.

In off-the-job training, the most commonly used method was workshop or seminar. This may be due to the fact that it took a short time and can be used by different departments to learn a given skill, for example Administration and Human Resources Management. Other off-the job methods used included classroom instruction, lectures, group discussion, case studies, role-playing, simulation and brainstorming. These methods were usually used in training in off-the job training venues such as the N.S.C Training center, colleges and other institutions of higher learning both locally and abroad. Also, N.S.C took some of its employees for further training at the Robert Antoine Sugar Industry Training Centre in Mauritius for a three months intensive course.

4.2.2 OTHER FACTORS AFFECTING TRAINING AND DEVELOPMENT

The respondents also cited lack of motivational factors such as increase in pay and promotion after training as factors that discouraged people from training since those who do not participate in training or are less qualified are the ones who are usually considered
for promotions. There was also lack of a clear policy on training as most respondents were not aware of a clear training programme of the company, for example, stating which courses will be available, the time they will be available, the target audience across the departments and the modes of application for the same.

The study also revealed that some respondents had a negative attitude towards training where they view it as a waste of time hence this had an effect on training especially if such a person was taken for training yet he/she considers it worthless.

Some respondents also cited allowances given during training as a factor that motivated people to undertake training although they may not have necessarily been interested in the course content. Others cited health of would be trainee as a factor that may affect training especially those that require good vision and manual dexterity, for example accounting, survey and production engineering. The respondents were in agreement that these factors needed to be addressed to enhance the effectiveness and benefits to be accrued from training and development programmes.

4.2.3 INTERVIEW RESULTS

The interview carried out on the training manager of NSC yielded the following findings, some of which corroborated those obtained from other respondents. The interview data showed that the company has a training and development policy. This tallies with Cole (2002) and Armstrong (1992) who emphasize planned training in organizations. However, in NSC this was ,moderately in line with the organization’s mission and objectives.

The company used various criteria to determine who goes for training. The criteria that were usually used include: Age of would be trainees, the sugar industry needs, performance appraisal reports, an employees qualification and experience, relevance of the
course to be undertaken, skills gap analysis and employee competence profiling. This ensured the right trainees were selected leading to success of training programmes.

The training budget of the company affected the duration and facilitators of the training programme. This was because it affected the number of employees to be taken for training, especially those who were to undergo off-the-job training locally and overseas. It also affected the contracting of competent facilitators. This confirms what Sagimo (2002) says on how financial constraints affect training. This may explain why workshops and seminars were some of the most popular training methods since they require fewer days and could be conducted at the company’s training center.

Although the company had a training budget, it was not enough to cater for the diverse training needs that arose from time to time due to market conditions and technological advancement. It was supplemented by funds from the Directorate of Industrial Training (D.I.T) a division of the Ministry of Labour. The D.I.T reimbursed money spent by NSC on employee training on D.I.T approved training centers such as local universities, polytechnics, Kenya Institute of Management and consultants. However, bureaucratic red tape that accompanied D.I.T reimbursements may deny some trainees training opportunities since the approval for courses to be pursued and reimbursed from D.I.T usually took some time.

The interview also revealed that training methods were determined by employee’s qualification, industry needs, duration of training, the training budget and also company stipulations that preceded the official release of employees to undergo training. The respondent also concurred that employees’ qualification and experience greatly affected the training programme hence it was usually a major factor to be considered when choosing employees to undergo training.

Evaluation was usually done to determine the effectiveness of training programmes. This was done through trainees filling questionnaires, conducting surveys, observation of trainees during training and at their work place after training, management reports, improvement in employee performance and facilitators’ reports. This ensures the training
is not in vain and the setbacks identified were corrected in subsequent training programmes.

The respondent identified other factors affecting training as being: poor teaching aids, lack of motivation, for example, pay rise or promotion after training and industrial needs. He also concurred with other respondents that the current training and development programmes had enhanced employee effectiveness at their workplace.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

In this chapter, a summary of the information obtained and analyzed is highlighted. The analyzed data is logically and sequentially interpreted in relation to research questions stated in chapter one. From this, appropriate conclusion is drawn. A number of recommendations are given to address factors affecting the training and development of employees in N.S.C.

5.1 SUMMARY OF FINDINGS

The results from the study showed that most of the employees in N.S.C in the management and supervisory cadre were male. This is despite the fact that many organizations in Kenya today are incorporating affirmative action in their recruitment policies. This ensures creative and progressive ideas are incorporated in decision making from the female gender. Most respondents were found to be in the age brackets of 31-35 (28.7%), 41-45 (21.8%) and 26-30 (20.7%). This group is composed of productive young people settling in their careers after undergoing professional and academic training. This group can be taken for further training and development from time to time to keep pace with the changing business environment.

The study also revealed that most respondents had worked for N.S.C for above 8 years (49.4%) and 6-8 years (27.6%). This is a sign that NSC is a good employer with attractive terms since there is low turnover of managers. However, this may create a situation of inertia and a tendency of such employees becoming complacent and resisting changes in the company, however well intentioned the changes may be.

Most respondents have, as their highest academic or professional qualification, certificate (33%) and Diplomas (31%). There was no respondent with a master's degree and above. This is in spite of the rapid technological and environmental changes taking place in the business world with the globalization of trade. Agriculture (25.3%) and Engineering (21.8%) were the individual fields of specialization with the most respondents. This was
expected given that N.S.C is an agro based manufacturing concern hence the need to have many operational and middle level managers to ensure continuity in production.

The study revealed that N.S.C had a training policy, which was part of the company's strategic plan although many employees were either not aware of its existence or how it operates. The company also had a training manager who was charged with the responsibility of co-coordinating training and development programmes at N.S.C. This is in line with Ghosh (2003) who recommends that companies should take training seriously by assigning a senior manager the responsibility of designing and implementing training programmes.

Training for employees was conducted both locally and abroad. It was conducted locally at the company premises, N.S.C training centre, universities, polytechnics and technical institutes while overseas, employees were mostly taken to Robert Antoinne Sugar Industry Training centre in Mauritius for three months training.

During training, both on-the-job and off-the-job training and development methods were used. The most commonly used on-the-job training method was learning from workmates. Other on-the-job training methods used included job rotation, delegation, job instruction, secondment, observation and apprenticeship. The most common off-the-job training method used was workshop or seminar. Other off-the-job training methods used included classroom instruction, lectures, group discussion, case studies, role-playing and brainstorming.

The study revealed that the company funded most of the training through its training budget although this was not sufficient to cater for the training needs of all the employees. This was supplemented by reimbursement for training undergone from D.I.T. There were some respondents who said they funded their own training programmes.

The training offered by the company was both relevant and adequate in addressing organizational requirements hence had improved job performance. However 37.8% of the respondents felt the programmes were inadequate in addressing organizational requirements due to the duration of training of some courses, especially
workshops and seminars. These modes may have been preferred by N.S.C due to financial constraints.

According to the study, the main criteria used for selecting employees for training was qualification and experience although other factors were also considered depending on the course content, duration or skills to be learnt. Qualification and experience was mostly considered because many off-the-job training opportunities may be examined and awarded by external examination and examination bodies that have minimum academic and professional qualifications for would-be trainees. There was agreement that this factor therefore affected training to a great extent. This tallies with the views of Cole, (2002) who emphasizes the need for the trainee to have the required basic knowledge and skills needed for a training programme before it commences.

The study also found several factors that affected the training and development of employees. Depending on how they were addressed, these factors either enhanced or curtailed the effectiveness of the training programme hence affected the attainment of the training objectives. These factors included training needs assessment, training budget, training methods, quality of trainers, criteria for selection of trainees, age of trainees, sex of trainees, qualification and experience, industry needs, relevance and adequacy of training programmes in relation to organizational requirements, facilities for training, location of training, employees attitude towards training, motivational factors that enhance training such as higher salary or promotion on completion of training, course content and departmental training needs.

The way these factors were handled brought commitment to the organization and its objectives among some respondents while to others it brought apathy, disillusionment and negativity towards training and development initiatives for employees.

The study also revealed that evaluation of training was done after training through various methods to correct deficiencies detected during the training programmes.
5.2 ANSWERS TO RESEARCH QUESTIONS

To the question on what can be done to improve the identification of training needs, most respondents felt that job evaluations and performance appraisals should be done regularly to unearth training needs depending on the departments. This will enable NSC to design good training and development programmes.

On the issue of the adequacy of the training budget, the respondents felt more funds should be allocated to the training kitty. This will enable employees to be trained in new technologies and challenges facing the business world as a result of globalization.

On the question concerning the training methods used, the respondents acknowledged that NSC offers training and development programmes to its employees. This is done through a variety of training methods that can be classified as on-the-job and off the job. Learning from workmates was the most common on the job training method while seminar/workshop was the most common off the job training method. Most respondents were of the view that the company should vary its training methods.

On the question of what could be done to improve training and development programmes to ensure they meet organizational requirements, most respondents were of the view that job specific training plans should be drawn and implemented after comprehensive training needs assessment has been done. This should be made part of the overall NSC corporate strategy and be funded and backed by the top management.

On the question on what could be done by the company to address the issue of qualification and experience so that it does not affect the quality of training programme, most respondents felt that the company should recruit staff with the right qualification, place them properly within the organization structure so as to ensure easy career advancement. This will ensure would be trainees had the required minimum qualification for future training programmes.
On the question concerning what other factors affected training and development of employees at the company, the respondents identified several other factors that affected training other than those covered under the conceptual framework.

The study identified these factors as including quality of trainers, location of training, course content, lack of a clear selection criteria for would be trainees, biases or discrimination based on sex, tribe, political connection or department (especially factory and workshop departments being favored) during selection of would be trainees, age and marital status.

5.3 CONCLUSION

Based on research questions, various conclusions were drawn. The study found out that N.S.C employees undertook training and development programmes. These programmes were affected by various factors such as those outlined in the conceptual framework, course content, location of training, lack of a clear selection criteria, bias and discrimination in selection of trainees, quality of trainers, age and marital status of trainees.

On training needs assessment, it can be concluded that NSC conducts it before commencement of any training programme as confirmed by 70.1% of the respondents. It greatly affected training and development programmes as was the view of 65.6% of the respondents.

NSC funded its training programmes although the training budget was barely adequate in financing training programmes. It can also be concluded that training programmes were greatly affected by the training budget. This may have affected the duration, methods that were used and also the quality of the facilitators of the training and development programmes.

On training methods, it can be concluded that different methods were used in training by NSC. This included learning from workmates, job instruction, secondment, observation, lectures, group discussion, case studies, role playing and brainstorming among others.
However, learning from workmates and seminars/workshops were the most commonly used methods.

Training programmes of NSC were slightly adequate in meeting organizational requirements as confirmed by a majority of respondents. On whether the nature of programmes in terms of organizational requirements affected training and development of employees, it can be concluded that the organization designed programmes that were relevant to employees' job requirements and in line with its objectives hence this affected training. This helped employees to improve their job performance and helped NSC to meet its objectives.

Lastly, on the issue of qualification and experience, it can be concluded that NSC used qualification and experience as the main criterion for choosing employees to undergo training. However, 46% of the respondents cited other factors such as age, marital status, sex and ethnicity to be the main determinants. In line with the view of the majority of the respondents, qualification and experience is an important aspect to be considered before commencement of a training programme since it will determine the success of the training programme. It therefore affected training to a great extent.

In summary therefore, it can be concluded that the training and development programmes were influenced by various factors as outlined above, which depending on how they were addressed could enhance or curtail the effectiveness of the programmes. There is therefore need for the concerned authorities to address these issues to enhance the effectiveness of the training and development programmes in light of the threat of a fully liberalized sugar sub-sector in Kenya in 2008.

5.4 RECOMMENDATIONS

In line with the findings of the study, the researcher recommends that:

1. The Training officer should make employees aware of the training policy through memos and other publications sent to all departments.
2. Training needs assessment should be done comprehensively before the start of any training programme. This should be complemented by clear selection criteria for would-be trainees that is fair to all employees of NSC. This will enhance the morale of employees since it will remove grumbling and motivate employees to struggle to fulfill the laid down conditions. This way, NSC will benefit through efficiency and enhanced productivity.

3. More funds should be allocated to the training budget to facilitate the training programmes and linkages should be established with training institutions so as to get fees concessions. Employees who privately finance and pursue further training should be given fees refunds on successful completion of such training and development initiatives.

4. There is need to vary training methods used by NSC so as to remove monotony. This will be unlike the case at present where seminars, workshops and learning from workmates are the most common training methods. The company should take more managers for further training so as to keep abreast with the changes in the business world. Those with Bachelors degrees or Post graduate diplomas, especially section heads, should be facilitated to pursue Masters degrees while those with lower qualifications be sponsored to pursue undergraduate studies. This should be done in all departments.

5. Employees should be taken for courses that are relevant to organizational requirements. This can be arrived at by the company conducting environmental analysis to determine both the industry and company needs. This will then form the basis for training.

6. The company should only employ people with the required qualifications and experience for easy training and development later. It should also employ a few "outsiders" when vacancies arise who will act as change agents and also facilitate the training and development process especially on new attitudes. This is because those recruited from outside the organization will easily spot areas of weaknesses in N.S.C and
recommend solutions based on their ‘outside’ experience. This is crucial for N.S.C given the impending total liberalization of the Kenya sugar sub-sector by 2008.

There should be clear promotion criteria whose chief determinant, other than the availability of a vacancy, should be successful completion of higher academic and professional qualification. This will motivate employees to treat training seriously.

Lastly, although the Kenya Sugar Board is currently coordinating training in the sugar industry, it should step up its fund-raising efforts to get donors to fund training programmes. This will supplement what is currently offered by D.I.T. This will help reduce sugar production costs in light of a fully liberalized sugar sub-sector in 2008.

5.5 SUGGESTIONS FOR FURTHER STUDY

Since the research covered only one sugar factory, similar studies should be carried out in other sugar factories in Kenya to uncover factors affecting training and development of employees in the sugar industry.

Similarly, studies focusing on specific factors affecting training, for example, the training budget should also be done. Also, a study covering other factors not covered in this study should be done.

Last but not least, a study comparing the interplay between various factors affecting training in the sugar industry in Kenya should be done, for example training methods and qualifications and experience.
REFERENCES


APPENDICES

APPENDIX 1: LETTER TO RESPONDENTS

Kenyatta University,
Institute of Open Learning,
P.O.Box 43844.
NAIROBI.

Dear Respondent,

I am a Master of Business Administration student (HRM) at Kenyatta University. I am conducting a research to find out the factors affecting training and development of employees within the sugar industry in Kenya.

I have chosen your company for the study because I believe it offers training and development programmes for its employees. This study is purely for academic purposes. Because of this, the information you will provide will be treated with uttermost confidentiality. I therefore request for your co-operation in filling the questionnaires fully and to the best of your knowledge.

Thanks in advance.

Yours faithfully,

Egessa Robert K. Wanyama
APPENDIX 2: QUESTIONNAIRE FOR MANAGEMENT AND SUPERVISORY STAFF

PART A: BACKGROUND INFORMATION

Write in the space provided or tick(✓) where appropriate.

1. What is your sex?  Male  □  Female  □

2. What is your age?
   - 20-25 years  □  36-40 years  □
   - 26-30 years  □  41-45 years  □
   - 31-35 years  □  Above 46 years  □

3. What is your highest academic/professional qualification?
   - Certificate  □  Post Graduate Diploma  □
   - Diploma  □  Masters Degree and above  □
   - Bachelors Degree  □

4. In which cadre of management are you?
   - Executive staff  □  Superintendent  □
   - Section Head  □  Supervisor  □

5. How long have you worked for Nzoia Sugar company?
   - 0-2 years  □  6-8 years  □
   - 3-5 years  □  Above 8 years  □
6a) What is your field of specialization?

Agriculture [ ]
Engineering [ ]
Other [ ]
Administration [ ]
Accounting [ ]

b) If other, please specify (E.g. sales, HRM, Public Relations)

PART B: TRAINING NEEDS ASSESSMENT

7a) Does the company identify what you are to be trained in before the start of a training programme?

Yes [ ]
No [ ]

b) If no, do you think this affects the training and development of staff?

Yes [ ]
No [ ]
N/A [ ]

8. To what extent does it affect the training and development of staff?

Greatly affects [ ]
Slightly affects [ ]
Moderately affects [ ]
Does not affect [ ]

9. What can be done to improve the identification of what you are to be trained in at the company?

PART C: TRAINING BUDGET

10. Does the company fund employee training and development programmes?

Yes [ ]
No [ ]

11. If yes, to what extent is the funding adequate for the training programmes?

Very adequate [ ]
Slightly adequate [ ]
Adequate [ ]
Not adequate [ ]
12. To what degree does the training budget affect the quality of the employee training and development programme?

- Greatly affects ( )
- Slightly affects ( )
- Moderately affects ( )
- Does not affect ( )

13. In your view what should the company do in relation to the issue of the training budget?

PART D: TRAINING AND DEVELOPMENT METHODS

14. What training and development methods are used to deliver training programmes?

- On-the-job ( )
- Off-the-job ( )
- Both ( )

15. If on-the-job, which methods are commonly used? (Tick where appropriate)

- Job Instruction ( )
- Delegation ( )
- Learning from workmates ( )
- Job rotation ( )
- Coaching ( )
- Other ( )
- Secondment ( )

b) If other please specify: ________________________________

16 a) If Off-the-job which methods are commonly used?

- Lecture/talk ( )
- Role playing ( )
- Classroom Instruction ( )
- Brain storming ( )
- Case Study ( )
- Workshop/seminar ( )
- Group Discussion ( )
- Other ( )

b) If other please specify: ________________________________

17. Do the training and development methods used affect the effectiveness of the training?

- Yes ( )
- No ( )
18. If yes, to what extent does it affect the effectiveness?
   - Great extent ( )
   - Moderate extent ( )
   - Slight extent ( )
   - N/A ( )

19. Are the training and development programmes offered by the company related to your job requirements?
   - Yes ( )
   - No ( )

20. If yes, how much have the programmes improved your job performance?
   - Very much ( )
   - Slightly improved ( )
   - Moderate ( )
   - Not improved ( )
   - N/A ( )

21. In your view, have the training programs been adequate in addressing the organizational requirements? (For example increasing production, improved products quality etc.)
   - Yes ( )
   - No ( )

22. How adequate have the training programmes been in meeting your job requirement?
   - Very Adequate ( )
   - Slightly adequate ( )
   - Moderate ( )
   - Inadequate ( )

23. In your view, what should be done to improve the training and development programmes to ensure they meet organizational job requirements?

PART F: QUALIFICATIONS AND EXPERIENCE.

24.a) What is the main criteria used in choosing an employee to participate in a training and development programme?
   - Age ( )
   - Sex ( )
   - Qualifications and experience ( )
   - Other ( )
25. Does one's present qualification and experience affect the quality of the training development programme?

Yes ( )  No ( )

26. If yes, to what extent does it affect the quality of the training programme?

Very much ( )
Moderately affects ( )
Slightly affects ( )
N/A ( )

27. If very much, what should be done by the company to address the issue of qualification and experience to ensure it does not affect the quality of the training and development programme?

28. Apart from the main factors identified in part B to part F, what other factors affect training and development of employees in your company?

THANK YOU
APPENDIX 3: INTERVIEW SCHEDULE FOR THE TRAINING MANAGER

1. Does the company have a training and development policy?

2. If yes, to what extent are your training and development goals in line with the organization's mission and objectives?

3. How do you determine who goes for training and development?

4. What criteria do you use in determining choice of training methods?
   - Employees qualification
   - Industry needs
   - Duration for training
   - Training budget
   - If other, please specify------------------------ --------------------------------------------

5. To what extent do employees' qualifications and experience affect training programmes?
   - Great extent
   - Moderately
   - Slightly
   - Does not affect

6 (a) Do you evaluate your training?
   (b) How do you evaluate the effectiveness of your training and development methods?

7(a) Is the training budget adequate?
(b) Does the training budget affect
   i) Duration of the programme?
      Yes (  )
      No (  )
   ii) Facilitators of the programme?
      Yes (  )
      No (  )
(c) If the budget is not adequate how do you supplement it?

8. What other factors affect training and development of employees?
   Poor teaching aids (  )
   Poor instructors (  )
   Lack of motivation (  )
   Industrial needs (  )
   If other, please specify-----------------------------------------------------

9. Have the training and development programmes have enhanced employee effectiveness.
   Strongly agree (  ) Agree(  ) Disagree (  ) Strongly disagree (  )

10. What should be done to improve your company's training and development programmes?
    ...........................................................................................................
    ...........................................................................................................
    ...........................................................................................................
    ...........................................................

    Thank You
KENYATTA UNIVERSITY
Institute of Open Learning
P.O. Box 43504, Nairobi - Kenya
Tel: 812722 F634, 37541/2/4
E-mail: Open_learning@ku.ac.ke
Website: http://www.ku.ac

June 2, 2005

TO WHOM IT MAY CONCERN

This is to certify that Mr. Esgessa R.K. Wanyama, Reg. No. D53/OL/1512/02 is a student at Kenyatta University, Institute of Open Learning pursuing MBA (Human Resource Management).

He is currently undertaking research on a topic titled “Factors Affecting Training and Development of Employees within the Sugar Industry: A Case Study of Nzoia Sugar Company”.

Any assistance accorded to him will be highly appreciated.

Thank you.

J.G. MUNGA
For: DIRECTOR, INSTITUTE OF OPEN LEARNING

JGM/ng