ASSESSMENT OF THE IMPACT OF TRAINING ON ORGANIZATION PERFORMANCE OF THE MANUFACTURING INDUSTRIES IN THIKA TOWN

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DECLARATION

This research project is my original work and has never been submitted to any other university for the award of any degree or diploma whatsoever.

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DEDICATIONS

To my loving family, especially my mother Rose Wanjiru and my wife for their continuous encouragement, support and inspiration to carry out this research project.
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These goes to all the individuals who had significant role towards ensuring that this research project was completed. Many thanks goes to my supervisors, who tirelessly worked hard without giving up till I submitted this work successfully. My classmates, colleagues at work, and the lectures cannot be forgotten for their little or much help they gave me, it's all through your challenges that I was inspired positively to work with great determination till the completion of the project.
ABSTRACT

Competition among organizations producing similar products and services has highly escalated. A lot of funds have been invested in training to enhance both organizational and individual performance and productivity (Babu, 2005). The role of human resource training in business, industry, government, education and health services to mention but a few have got a lot of effects on performance of organizations in achieving their objectives. Thika town is among the most industrialized towns in Kenya especially in the manufacturing industries both service and goods industries. Many training programs have been organized and funded to ensure that the employees in those industries are equipped with the necessary skills. However, little studies have been done on the actual impact of the training program on the employees and the organizations as a whole. This implies that a gap exists between various studies on the impact of training. The impact of the training program should be seen in the individual performance at the work place and also in the overall productivity of the organization. The purpose of this study was to assess the impact of the training programs on the performance of the employees and the industries as a whole, in Thika town. The research employed descriptive research design which targeted 800 employees working in 20 manufacturing industries. A sample size of 80 employees formed 10% of the target population. The 80 employees were randomly selected from the 20 industries 4 employees from each company comprising of a manager, a supervisor and two operational employees. Questionnaires and interviews as well as informal discussion were used to collect the data. The data were analyzed quantitatively using descriptive statistics including frequency counts and percentages. The results of the study were presented using frequency tables, bar graphs and pie charts. From the result findings of the research, it’s clear that training plays a major role in improving organization performance. The management of various organizations should inculcate the culture of consistent human resource training. This will highly enhance competition in the business world, and also will keep their employees informed in the various technologies in an ever changing business environment.
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Appendix I: Introduction letter
Appendix II: Questionnaire
Definition of concepts and terms

**Training:** This is a long term process of impacting employees with skills, knowledge and attitudes on how to perform certain tasks. This could be on the job or off the job.

**Skills:** Any ability to do something in his study skills shall be looked as the ability to perform certain duty at ease.

**Performance:** This is the ability of an employee to meet the self standards for positions they hold or ability to deliver on set objectives.

**Effectiveness** : This is the ability to perform or deliver your services to the required set standards.

**Impact:** In this study impact shall imply the effect or the influence the training program have had on the overall performance.

**Employee:** Any person in the service of an organization where the manager or employer has the right to control/direct how the work is to be performed.

**Attitude:** Positive or negative predisposition of thinking, feeling, perceiving or behaving in a certain way towards a given situation.

**Trainer:** Refers to the person in charge of the training of the employees.

**Trainee:** Employees undergoing learning and training in the various industries.

**Knowledge:** refers to an information or understanding about a subject which a person has in his or her mind.
List of acronyms and abbreviations

KSAS – Knowledge skills and attitudes.

JICA – Japan international agencies

OJT – On the job training.

SPSS - Statistical package for social sciences

TNA- Training needs analysis
CHAPTER ONE

INTRODUCTION

The chapter covered the background to the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, scope of the study and assumptions of the study.

1.1 Background of the study

Organizations invest in training to enhance individual performance and productivity. Training is the single most important factor in approving quality (Bateman and Zeithman, 2002). The role of human resource training in business, industry, government, education and health services to mention but a few have got a lot of effect on the performance of organization in achieving their objectives (Donley, 2003). Training and its effect have been an issue of major importance especially on its effect on technology (Nzuve, 2002). Expenditure on training has also acquired prominence as organizations set aside huge sums of money in their budget to ensure that their staffs are well trained.

The competitiveness of any organization depends on the skills its employees acquired before training, while working in the organization as well as those gathered through experience. Various organizations today seek to be competitive in which ever industry they operate in order to achieve the biggest and most common goal of enterprise, profit (Bett, 2005). Achievement of these objectives can only be realized if organizations and staff keep abreast with the most competitive technology available in the market (Muganda, 2008). Most organizations today endeavour to equip their staff with adequate and relevant skills. This is done through seminars, workshops, distant learning programs and in-house training. All this is done to ensure that employees
match to the market trends and produce high quality product and services that can effectively compete and meet their customers' expectations (Thomson, 2006).

If well managed training leads to reduced wastage; reduced lead time, improved staff morale, better quality goods and services which in the end lead to improved employees and organization performance. Training has therefore become the most important function in improving performance of many organizations (James, 2004). Today competent employees will not remain competent forever; some are minimally qualified upon entering the organizations and hence require additional training or education. Others enter the organization capable of performing at optimal level but their skills become obsolete due to technological advances. Management must ensure that there is appropriate match of individual abilities with both internal and external organizational environments (Vischer, 1996).

Mugwere, (2003) notes that, more employers today are taking advantage of the fact that training strengthens employee’s commitment to the organization’s goals and objectives. She further observes that few things illustrate a firm’s commitment to its employees more than continuing developmental opportunities to better themselves and such commitment is usually reciprocated. This is the reason why high commitment firms like Toyota provides about two weeks of training per year for all its employees

This study provided more insight on how training can enhance performance and productivity of the organization. For along time, many organizations did not partake in the training of their employees. This was based on simple reason that it was too expensive and many of production hours were lost. As a result of competition posed
by globalization, organizations are moving away from unsystematic training methods. When employees used to identify as well as cater for their own training, towards the systematic training method where organization are involved in training its employees (Heller, 2002).

For training to be effective it must be planned in a systematic and objective manner. Organizations undertake training needs analysis with the intention of identifying skills inadequacies among staff. A manpower development program is then generated. This is a very important document to any organization as it clearly brings out the guideline for the training policy. It's also explains who is eligible for what training. In view of this, many organizations have come up with various strategies to advance their most important resources, the human resource (Mugwere, 2006). To train effectively a manager must go through a series of logical steps to ensure effectiveness. A typical training program is known to consist of six main steps. They include, training needs assessment, developing training objectives, entire validation, implementation, evaluation and following up.

Various methods can be used for training. Training can be on the job or off the job. On the job training method include, vestibule training, demonstrations, simulations and apprenticeship while off training job include, lectures, conferences, seminars or team discussion and role playing. All training activities need to be based on understanding of what needs to be done and why it needs to be done. The purpose of training must be clearly defined and this can only be possible if the training needs of the organization, the groups and the individual within it have been identified and properly analyzed (Armstrong, 2004).
This study concentrated on the manufacturing industries in Thika town. These included, Bidco company, Kel company, Henkel industry, The Kenya canners, Central food industries, Green leaf threshing companies, Nampak industries Kenya leather industries Bakex industries, Thika motor dealers to mention but a few that have a well developed training function with an intention of improving their employees skills hence performance. Various bodies had carried out a number of training programs in the town for the various employees of these industries. For example the government spent about tree hundred million shillings in the year 2008-2009 on various training in these industries (economic session paper, 2009). Most of the institutions and organizations that had partaken the training program, have done it with the sole motive of building more efficient, effective and highly motivated team of trained staff which enhance organization competitive positions and hence better performances over the years. These programs have been conducted in these industries to ensure effectiveness in the standards of the employees’ performance (Beardwell, 2008). This study therefore sought to find out how effective these programs were and the impact they had on the overall organizational performance.

1.2 Statement of the problem

Training as a vital factor in individual and organizational performance must be planned and organized in a systematic and objective manner. After any training it’s necessary and important to carry out an impact assessment of the training program (Heller, 2002). Employees of the manufacturing industries in Thika town have undergone various training programs in the recent past to enhance their performance. The ministries of industrialization and Planning have been on the forefront in offering these training programs. Unfortunately even with these programs consuming a lot of
budgetary allocations and the assessment to determine the extent to which knowledge skills and acquired attitude during the training are transferred to the participants and their effect on overall performance has not been carried out (Kimanthi, 2006). This study sought to determine whether the various training programs had any effect on the over all performance of the individual and organization. The study looked at the importance of these programs to the entire organization and determined whether the individual employee’s skills acquisition have improved as a result of these training programs and how they have impacted on the organizational performance.

1.3 Objectives of the study

The broad objective of this study was to assess the effectiveness of training on the overall performance of the organization. Specific objectives of the study were:

(1) To find out how the management embrace the training policies in the organization.

(2) To establish the criteria used by the management to carry out the training needs analysis of the organization.

(3) To enquire about the general attitude of the employees towards the training program.

(4) To establish the effect of the training program on the overall performance of the organization.
1.4 Research questions

To achieve the objectives of the study, the researcher sought answers to the following questions in the study.

(1) Does the management embrace the training policy in their organization?
(2) How and who carries out the training needs analysis in the organization?
(3) What is the general attitude of the employees towards the training program?
(4) What is the effect of training on the overall performance of the organization?

1.5 Significance of the study

Changes in technology and market trends justify the need for well planned and effective training programs to be initiated within organizations. Employees must be continuously trained to match both internal and external environment of the business. The findings of this study were significant to the following group of people.

It will help the employers develop appropriate policies in the management that leads to effective training development of their employee that is their human capital. It will provide possible solutions to the problems of training needs assessment and the evaluation of the whole training programs.

The study would give the employees accurate information about the effects and shortcoming of training methods hence providing a base of making decisions pertaining to training policy based on what training provides both for the organization and the employees. It would also enhance better attitude of the employees towards their jobs, training programs and the overall effects of the training programs.
The study would benefit the various future writers and researchers by providing baseline information regarding benefit of human resource training. It would also provide valuable information to other researchers who could be interested in conducting related study.

1.6 Limitations of the study

The following limitations were encountered during the study: The study limited itself to only few industries in the town. For more conclusive results all the industries in the town should have been studied.

The other challenge is that other factors such as marketing, motivation, management strategy, both internal and external environment that affect performance and hence training cannot fully be assumed to be the only contributing factor to performance. Also the researcher limited the study to only some members of the organization that is the human resource manager, the immediate supervisor and some randomly selected employees who have attended the various training programs.

1.7 Scope of the study

The study focused on 800 employees in 20 manufacturing industries in Thika town who have undergone the various training programs. This involved specifically the human resource managers, the line supervisors, and the operational employees in these industries.

1.8 Assumption of the study

The study was conducted based on the basic assumption that the respondents were willing to fill in and return the questionnaires given and honest to give reliable information.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter had an overview on the studies conducted by various researchers. The chapter represented concrete information on training and proposed benefits of a well implemented and effective training policy. The researcher will outline views of other researches on the training process. Training programs must be active enough to meet the changing skills, needs driven by motivation and technology. Under the current system, restrictions, funding and administrative requirement limit organizations training for better skills (Armstrong, 2002).

There is a big gap in most organizations between performance and productivity which can only be filled through training (Kirkpatrick, 2004). This chapter produces a critical and integrated view about how other authors perceive training and what they say about it. The researcher endeavored to review the related literature from two major sources namely; the primary and secondary sources. In general the sources included textbooks, articles, journals, other researches among other sources. The literature review in the section captures the following schemes:

1. Need for training and its benefits
2. Types of training
3. Training program design
4. Training program implementation.
5. Evaluation of training program.
2.1 Need for training and its benefits

Training touches the lives of employees from the first day of a new job through retirement (Snell, 2008). Snell also observes that training plays a central role in nurturing and strengthening the organization’s competitiveness. It’s also the backbone of strategy implementation (Bontis, 2005). Need for training has increased due to growing complexity of increasing professionalization of management, ever increasing technology changes, growing uncertainties in the environment, global competition, growing aspiration, vast untapped human potential, ever increasing gap between plans and results and sub-optimal performance levels (Pigors, 2008). According to Heggins, (2003) a well planned and executed training program can provide the following advantages: High productivity – training helps to improve the level of performance. Trained employees perform better by using better methods of work. Better quality of work – Uniformity of work methods and procedures helps to improve the quality of products or services. Trained employees are less likely to make operational mistakes. Less learning period – A systematic training program helps to reduce the time and cost involved in the learning. This improves and makes it possible to reach the acceptable level of performance. Cost reduction – Trained employees makes more economical use of materials and machinery. This reduces wastage and spoilage together with increased productivity which help to minimize cost of operation per unit.

Reduced supervision – well trained employees tend to be self reliant autonomous and motivated, they need less guidance and control hence the banner of supervision is reduced. Organizations that embrace consistent training programs tends to have reduced accident rate due to adoption of the right work methods and making use of
the prescribed safety procedures and devices. High morale - proper training develops positive attitudes among employees. Job satisfaction and value are improved due to a rise in earnings and job security of the employees. Personal growth – Training changes the knowledge and skills of the participants. Therefore well trained personal can grow faster in their career thus preventing obsolescence of knowledge and skills. Trained employees are more variable. Organizational climate – A sound training program helps to improve the climate of organization industrial relations and discipline are improved. This leads to decentralization of authority and participative management.

Ford, (2002) further highlights the following benefits of training to employees that is:

1. Self confidence
2. Higher earning
3. Adaptability to changes in work procedures and methods.
4. Promotions for new positions.
5. New skills which improve the overall performance of the employees and the organization.

2.2 Types of training

Training methods determine the effectiveness of any training program. They also make any program interesting depending on how they are planned or executed (Beardwel and Holder, 2004). There are various methods of training adults according to Armstrong,( 2006); training methods can be both on the job and off the job or classroom methods but held within the organizations.
2.2.1 On the job training (O.J.T.)

Armstrong (2006) defines on the job training as a training method in which an employee is trained while working at it. In this method the trainee is placed on a regular job and taught the skills necessary to perform the job. The trainee learns under the guidance and supervision of the supervisor or an instructor. This method of training takes a number of forms that is coaching instructions, comments, and suggestions from the manager to the sub-ordinate, understudy assignments, job rotation, lateral transfer in which horizontal movement through different department along with upward movement in the organization, action learning, special projects and staff meeting, which enable participants to become familiar with problems and events occurring outside their immediate area by exposing them to the ideas and thinking of other employees/managers (Einsiedel jr, 2007)

Other methods of on the job training include apprenticeship training, Job instruction training lectures, Audiovisual training like films, power points, and video conferencing, audio tapes which are more modern but expensive compared to conventional lectures but offer some advantages. On the job training as a method of learning has the following merits which Snell, 2008 summarizes as: First, the trainee learns the actual machine in use and in the real environment of the actual job. This gives the trainee internal motivation to learn since there is no problem of transfer of training skills to the job.

Secondly, the method is economical in that no additional space, equipment personnel or other facilities are required for training. Thirdly, the trainee learns the rules/regulations and procedures by observing the day to day applications. Fourthly, line supervisors take an active part in training their sub-ordinate hence they are able to
understand their strengths and weaknesses. However, despite the above merits (Snell, 2008) writes the following demerits with the on-the-job training.

First the learner finds it difficult to concentrate to the noise of the actual work place. Secondly the method is considered to be haphazard and unorganized in that the supervisor or experienced employee may not be a good trainer. Thirdly the trainer however may cause damage to costly equipments and materials.

2.2.2 Off-the-job training

This is a method of training in which the training process takes place in an organized form outside the work place through some predetermined procedures and setting (Senge, 2003). Here the training is conducted by full time staff, assisted as necessary by occasional lecturers and tutors. Trainers in this method usually work in groups, case studies, simulations, role playing and exercises of various kinds supported by multimedia presentations. Training usually covers subjects where needs are identified that are common to group of employees of similar grades or jobs. Off the job training takes the following forms as highlighted by Armstrong, (2006). Vestibule training in which training centers called vestibule is set up and actual job conditions are duplicated or simulated in it. Expert trainers are employed to provide training with the help of equipments and machines similar to those in the work place. It is highly recommended in that it provides conditions similar to the work place but it’s the most expensive due to its duplicating conditions as in the work place (Senge, 2003). Apprenticeship in which theoretical and practical learning are provided to trainees in training institutes internship training in which educational institutes and business first corporate trainees undergoes theoretical learning in the institutes and then work in a certain factory or office to acquire practical knowledge and skills.
2.3 Training program design.

Once the training needs have been determined and the type of training determined, the next step is to design the type of learning environment necessary to enhance conducive learning (Potter, 2000). The success of training programs depends on more than the organization’s ability to identify training needs; success hinges on taking the information gained from needs analysis and utilizing it to design first-rate training programs. Flippo, (2004) and other experts believe that training design should focus on at least four related issues that is; instructional objectives, trainee readiness and motivation, principals of learning and characteristics of instructions.

2.3.1 Instructional objectives

Babu (2005) notes that once managers conduct organizational task and personal need analysis they have a complete picture of the training needs on the basis of this information they can move formally to stating the desired outcomes of training through written instructional objectives. Oyaya and Njuguna, (2000) describe instructional objectives as the means through which the skills or knowledge to be acquired or attitudes to be changed are described. The training objectives must be specific in terms of what are the expected results, measurable, achievable, and realistic and time bound to ensure their effectiveness.

One type of instructional objective is the performance centered objective which leads to unbiased evaluation of results that typically include terms like; to calculate, to report to construct and others. Before preparing for training instructions, procedures or subject matter, it is important to be able to state clearly what you intend the results of the instructions to be. A clear statement of instructional objectives will provide a sound basis for choosing methods and materials and selecting the means for assessing whether the instructions was successful. (Mager, 2007)
2.3.2. Training readiness and motivation

Education and psychology experts emphasize that readiness and motivation are two vital conditions for learning that affect success of those to be trained (Egen and Kauchak 2001). Trainee readiness refers to both maturity and experience factors in the trainee’s background. Prospective trainees should be screened to ensure that they have the background knowledge and skills necessary to absorb what was presented to them (Agun, 2003). Recognizing the individual difference in readiness is as important in an organizational training as it is in any other teaching situation (Olembo et al., 2002). It is often desirable that the trainers group individuals according to their capacity to learn as determined by the test scores, and to provide alternative types of instructions for those who need it. Receptiveness and readiness of participants in training programs can be increased by having the complete questionnaire about why they are attending training and what they hope to accomplish (Walters, 1983). Trainee motivation - individuals who are conscientious, goal-oriented, self-disciplined and persevering are likely to perceive a link between effort they put into training and higher performance on the job. Trainees must recognize the need for new knowledge or skills and they must maintain a desire to learn as training progresses. Other than the trainees and trainers, the training environment must be conducive to learning (Hagis, 2001).

Motivation can be improved with the use of positive reinforcement, eliminating threats and punishment, being flexible, letting the participant to set personal goals, designing interesting instructions and breaking down physical and psychological obstacles to learning (French, 2004).
2.3.3 Principles of learning

Babu (2005) recognizes that as the manager moves from needs assessment and instructional objectives to employee’s readiness, focus must then be shifted to employees and the basic learning principals. He further states that training has to be built on a bridge between employees and the organizations. One important step in this transition is giving full consideration to the psychological principles of learning that is, the characteristics of training that help the employees grasp new material, make sense to their own lives and transfer the same to their jobs (Senge, 2003).

Majar (2007) notes that the success or failure of a training program is frequently related to certain principals of learning hence managers as well as trainers should understand that different training methods or techniques vary in the extent to which they utilize these principles. According to Snell, (2008), training programs are to be effective if they incorporate the following principles of learning. Goal setting -When trainers take the time to explain the goals and objectives to trainees or when trainees are encouraged to set goals and objectives on their own, the level of interest understanding effort directed towards training is likely to increase. Goal setting acts as roadway to training program.

Meaningful of presentation-Training materials and information should be presented in a meaningful manner. Trainees are better able to learn new information from training if they can connect it with things that are already familiar with them. Trainers should as frequent as possible use colorful examples to which trainee can relate. In this way trainees are able to integrate the experience into a usable pattern of knowledge and skills.
Modeling- Just as examples increase the meaningfulness of factual material or new knowledge, the training environment modeling increases the salience of behavioral training. We learn by watching and trying to do as we have observed. Modeling can be informed of real-life demonstration or video tapes. Individual differences-People learn at different rates and different ways. Some learners are fast, slow and others need different environmental conditions, trainers should put in mind that how all these aspect must be achieved and accommodate these individual differences to facilitate each person's style and rate of learning. Active practice and repetition-Armstrong, (2005) states that those things we do daily become part of our repertoire of skills. Trainees should be given different opportunity to practice their job tasks in the way that they will ultimately be expected to perform them.

Whole verses part learning-Most jobs and tasks can be broken down into parts that lend themselves for further analysis. Determining the most effective manner for completing each part then provides a basis for giving specific instructions. Potter (2003) observes that it is necessary to consider the nature of task to be learned in evaluating whole versus part learning. Feedback and reinforcement- Senge, (2003) further notes that learning feedback comes from self monitoring while other feedback comes from trainers and fellow trainers. As training progresses, feedback serves two related purposes that is knowledge of results and motivation. This motivation helps the participants of the training to focus or what they are doing right or wrong. This helps the individual to approach the objectives of the learning. The feedback also helps the employees to rate their achievement in terms of goals and objectives of the training. Bogman and April (2004) asserts that, verbal encouragement or more extrinsic rewards may help in reinforcement of desired behavior over time.
2.3.4. Characteristics of instructors.

The success of any training effort will depend in large part on the teaching skills and personal characteristics of those responsible for conducting the training (Oyaya and Njuguna, 2002). Good trainers show efforts or demonstrate more instructional preparations. Heggings, (2003) observes that; knowledge of subject, adaptability, sincerity, sense of humor, interest, clear instructions and individual assistance as some of the good traits of a good trainer.

2.4 Implementing the training program

Having carried out the needs assessment instructional objectives, principles of learning and the other aspects of training, there exists the implementation of the training program. A major consideration in choosing among the many training methods is determining which ones are appropriate for the knowledge, skills and attitudes to be learned (Snell and Bohladar, 2006). The mode of training will highly depend on the management level of the employee. Jeff Harris, (2006) notes that in order to achieve the training objectives, an appropriate training policy is necessary. This policy should represent the commitment of top management in employee training. The policy should consist of rules and procedures on training. The mode of training is highly determined by the management level of the employee and this further sets the type of training either on the job or off the job as discussed earlier.

2.5 Evaluating Training effectiveness

Hamblin, (2004) states that it is necessary to evaluate the extent to which training programs have achieved the aim for which they were designed just like any other learning program. He further highlights that such evaluation would provide useful
information about the design of training programs to update or modify in future programs of training. A variety of methods are available to assess the extent to which training programs improve learning, affect behavior on the job, and impact the bottom line performance of an organization. Hamblin, (2004) states four basic criteria, they include;

2.5.1 Reactions.

A training program can be evaluated in terms of the trainee’s reactions to the objectives; contents and methods of training. In case the trainees considered the program worthwhile and liked it, the training can be considered effective. Happy trainee will more likely want to focus on the training principles and to utilize the intervention on the job. Conversely, dissatisfaction with the job training contributes to low employee job satisfaction. Trainees can do more than tell you whether they liked a training program. They can give insights into the content and techniques they found most useful and make useful suggestions to the management. (Dessler, 2006)

2.5.2 Learning

Beyond what participants think about the training; it might be a good idea to see whether they actually learned anything. Testing knowledge and skills before beginning a training program gives a baseline standard on trainees that can be measured again after training to determine improvement. The extent to which the trainees have learned the desired knowledge and skills during training period is a useful basis of evaluating the training effectively. This can be done through testing the knowledge and skills gained through training to ensure the improvement gained is due to training not any other factors. (Kauchak, 2001).
2.5.3 Behavior

Improvement in the job behavior of the trainees reflects the manner and the extent to which the learning has been applied to the job. Establishing a climate for transfer of gained skills, giving of skill and knowledge transfer strategies will highly necessitate behavior change on the job approach. This will highly be determined by the transfer of training that is the effectiveness application of principles learned to what is required on the job (Femsa, 2003).

2.5.4 Results

The ultimate results in terms of productivity improvement, quality improvement, cost reduction, accident reduction, reduction in labor turn over and absenteeism are the best criterion for evaluating training effectiveness (Grower, 2007).

2.6 Concept of training

The ultimate goal for any training program is to successfully translate the knowledge skills, abilities and attitudes acquired in the training environment into improved performance in the job (Ford, 2002). In this study the researcher will assess the impact of various training programs offered to the employees in the various manufacturing industries in Thika town. The researcher will concentrate on the effectiveness of the training programs offered in the recent past on the employees work performance and the organization as a whole. He will also assess the manner in which the training programs have been conducted. It is expected that employees who attended the various training programs gained new skills and knowledge on the performance of their respective duties. All this involved analysis of their training needs, training technique and evaluation of the training process. This is expected to result to motivated employees, reduced wastage, improved production, improved management,
improved attitude and teamwork hence an overall improved organization performance.

2.6.1 Knowledge

Eggen and Kauchak (2001) highlighted three major areas which a study on workers knowledge on a job can be done namely knowledge of technique, skills and attitudes towards the job. Nobody can perform a job that he/she doesn't understand. It is established that there is a high correlation between what a worker does and the attitude he/she has towards the same. The ability of an employee to work or perform his duties effectively depends on the attitude, skills and knowledge they have on the task.

The way an employee approaches the tasks in terms of the knowledge highly determine the effectiveness in terms of the job performance hence the overall product. This knowledge implies on understanding the task approach and hence making a specific task easy or difficult.

2.6.2 Skills

To promote efficiency and effectiveness in organizational performance, every employee posses some essential task approach skills (Oyaya and Njuguna, 2002). Nobody can perform a particular duty without doing it in some particular way. This specific way of doing a job/task has significant effect in the overall performance of the organization. The method of approach and performing various duties in the organization should be clear and logical as possible (Borgham and April, 2004). Essential working skills and methods are like two sides of the same coin.
2.6.3 Attitudes

Hagis (2007) defines attitudes in work performance as a mental state of readiness organized through experience and exerting influence upon an individual’s response to an object and situations with which it is related. Dessler (2004) observes that employees’ possession of right skills and knowledge doesn’t necessarily imply full capacity to perform their duty, organization plays a vital role in the overall performance of the employees. An employer will focus fully on the work when the correct attitude towards their duty exists or prevails.

Attitude can be observed in terms of motivation towards development of individuals, safe working conditions, relevant terms and clearly described objectives and changes. Positive attitudes, correct skills and knowledge leads to effective and efficiency performance of the organization.
2.6.4 Conceptual framework

Training needs analysis

Training technique

Training process development

Evaluating training process

Training process

Good performance

**Figure 1: Source the researcher, (Author 2011)**

Mugenda and Mugenda (2003) say that an independent variable is a variable that a researcher manipulates in order to determine its effect(s) on another. Any relevant training process will highly be affected by the training needs analysis of the employees, technique of training, the training process development and finally the criterion of evaluation (Beardwell and Holder, 2008).

In the above conceptual framework, the training process (intervening variable) acts as a link between the independent variables which results to good performance in an organization. This can be justified through motivated employees, reduced wastage, improved management, improved attitude towards work and teamwork (Armstrong, 1996). According to the conceptual frame work above, good performance in an
organization or a company for this matter can be determined by various aspects. These aspects would consist of such attributes as motivated employees whereby the employees' attitude towards the job would definitely tell about how the training program has affected their output in the job. Also effective training would justify good performance in that there would be reduced wastage of resources. These would entail wastage of time materials and other factors at the exposure of the employee. Good performance in an organization would also be seen in terms of improved production, improved management, low rate of accidents especially machine operators who have undergone training programs on safety in the industries. (Armstrong, 2006).

**Summary**

The review of the related literature supports this research by providing the information that the evaluation of training programs and their effect on organization performance is of paramount importance. It also highlights some of the issues in implementing sound training policies and the steps that should be followed in order to give a sound training that is of benefit to both the individual and the organization. However from the various studies carried out on training, very little seems to be known on the actual effectiveness of the various training programs offered on the organization and individual performance. Also little is known on how the various industries go about the analysis of training needs and designing the training programs in the organization.

According to Senge (2005) training programs should be carried out in a systematic manner of which the results should be evaluated during and even after the training program. He further notes that the training evaluation needs to be done not only on the economic effectiveness but also on the human resource development.
On the basis of these findings, the researcher finds it necessary to study the impact of the various training programs offered to the employees of the various industries in Thika town. From the findings of the research we shall be able to assess the actual effectiveness of training programs in organizational performance.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the design, locale, target population, sampling procedure, research instruments, and data collection methods and data analysis for the research.

3.1 Research design

The research used a descriptive survey to investigate the impact of training programs in manufacturing industries in Thika town. Travers, (1969) observed that surveys are conducted to establish the nature of existing condition. This is in agreement to Borg, (1989) who says that surveys collects data about variables or subjects as they are found in a social system or society. 

This design was appropriate for the study since it can be used to explain the behavior such as the perception and attitude. A descriptive survey design allowed researchers together, present and interpret information for purpose of clarification (Mugenda and Mugenda, 2003).

3.2 Target population

The study population for this research consisted of 800 employees from 20 manufacturing industries in Thika town who had attended the various training programs. These included the human resource managers, the immediate supervisors, and the operational employees in the various manufacturing industries in Thika town.
3.3 Sample size

A sample size of 80 employees out of the 800 employees who attended the various training programs was used in this study. This represented 10% of the target population. According to Mugenda and Mugenda, (2003) for a descriptive research, 10% of the accessible population is a representative sample.

3.4 Sampling strategy

Out of the 800 employees who attended various training programs only 80 were used for the study. Four employees from each of the 20 companies were randomly selected from each company. The four employees constituted the human resource manager, one supervisor and two randomly selected employee amongst those who had attended the various training programs. The four made up the respondents for each company/organization and was used to fill the research questionnaire. According to Gay (1992), the minimum acceptable sample of survey is between 10% - 20% for a small population. He observes that a researcher selects the sample due to various limitations that may have allowed researching the whole population drawn. The research will apply purposive study since the human resource manager, the supervisor and the employees were used to respond in the questionnaires.

3.5 Research instruments

The research used the following instruments for evaluating and monitoring of the impact on training on organization performance. Background information, Training policy questionnaire, training needs analysis questionnaire, general employee attitude towards training programs questionnaire, training impact on performance questionnaire. The questionnaire contained ten items. The instrument obtained information regarding the effects of training programs in the various industries and the overall impact of the training programs on organizational performance.
3.5.1 Piloting of questionnaires

The piloting was carried out in industries not in the sample district. Piloting was important since unclear directions, insufficient space to write the responses, clustered questionnaires and wrong phrasing of questions was detected. Questions which were vague were revealed in sense that the respondents will interpret them differently. It will reveal if the anticipated analytical techniques was appropriate.

3.5.2 Validity of the instruments

According to Orodho, (2005) validity refers to the extent to which an instrument measures what it was supposed to measure. The instruments were evaluated for their content validity. Content validity will refer to the extent to which the test questionnaire counted was representative of the domain of the skill. The questionnaires was read and examined to evaluate the clarity of items. This was to ensure that they use appropriate vocabulary, sentence structure and that they are suitable for the intended level. The research will do so in consultation with the supervisor.

3.5.3 Reliability

Reliability was verified by the consistency of the observation of an outcome. The test-retest technique was used to assess the reliability of the instruments. The instruments were administered twice with a two week time lapse between them. The correlation coefficient from both questionnaires will then be calculated. A coefficient of reliability equal to 0.6 was used.
3.6 Data collection procedure

The researcher will obtain an introduction letter from the university to help secure the respondents confidence and assurance in the research. Appointments with the respondents were sought after which the questionnaires were delivered to them. The respondents were encouraged to immediately complete the questionnaires as the researcher engaged them in the interviews. Where immediate completion was not possible the respondents was given a maximum of four days to fill the questionnaires after which it shall be collected for analysis.

3.7 Data analysis

All the relevant data from the questionnaires was edited and coded to improve its quality. Descriptive statistics such as the mean, mode, median range and standard deviation was used to analyze the data with the help of spss soft ware. The findings were presented in summary form using tables, bar graphs and pie charts.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter explains the results and findings on the effectiveness of training on the overall performance of the organization, the chapter gives an account of the processes, techniques and procedures applied to analyze, present and interpret the data gathered using the questionnaires. The chapter begins by quantitative analysis where response rate, gender, age and work position are quantified and analyzed. Each question raised is then analyzed to determine the findings from the respondents. The chapter further describes the qualitative techniques adopted to analyze and present the research findings.

4.2 Quantitative analysis

Quantitative analysis was carried out to analyze numerical data obtained using closed end questions.

4.2.1 Analysis of the Response Rate

For the study to determine with greater accuracy the number of the respondents who actively participated in the research study, the analysis of the response rate was carried out as shown in the table and the figure below;
Table 4.1: Analysis of the Response Rate

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Non response</th>
<th>Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human resource personnel’s</td>
<td>4</td>
<td>76</td>
<td>80</td>
</tr>
<tr>
<td>Percentage</td>
<td>5%</td>
<td>95%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source 2011; Research Data

Figure 4.1: Response Rate

Source 2011; Research Data

The figure shows the analysis of the response rate by presenting that a total of 95% of the respondents participated in the research and this indicates that more than 30% of the respondents answered and submitted back the research questionnaires. Only 5% of the sampled size did not respond.
4.2.2 Gender

The respondents were asked to indicate their gender and the results are shown in table 4.2 and figure 4.2 below.

Table 4.2: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>46</td>
<td>60%</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source 2011; Research Data

Figure 4.2: Gender

The figure shows that 60% of the 76 respondents who participated in the study were males and 40% were females. This shows that, there were more males respondents than females in the research study.

Source 2011; Research Data
4.2.3 Age of the respondents

The respondents were asked to indicate their age and the results are shown in table 4.3 and figure 4.3 below.

**Table 4.3: Age of respondents**

<table>
<thead>
<tr>
<th>Age</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 yrs</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>30-40 yrs</td>
<td>26</td>
<td>34%</td>
</tr>
<tr>
<td>40-50 yrs</td>
<td>32</td>
<td>42%</td>
</tr>
<tr>
<td>Above 50 yrs</td>
<td>12</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Author (2011)

The figure shows the age of various respondents who participated in the research study. The analyses on table 4.3 presents that 6 of the respondents were within the age bracket of 20-30 years, 26 within the age bracket of 30-40 years, 32 were within the age brackets of 40-50 years and 12 respondents were above 50 years. The chart presents the number of respondents in each age category.

Source: Author (2011)
4.2.4 Level of Education

The respondents were asked to indicate their level of education and the results are shown in table 4.4 and figure 4.4 below.

Table 4.4: level of education of the employees

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Certificate (%)</th>
<th>Diploma (%)</th>
<th>Degree (%)</th>
<th>Post Graduate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26</td>
<td>38</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

Source 2011; Research Data

Figure 4.4: Education Level

The figure shows that 26% of the respondents were certificate holders, 38% had diplomas, 26% were degree graduates and 16% post graduates. This shows that, most of the respondents were diploma holders all the sampled firms and this guaranteed gathering of reliable findings.

4.2.5 Employment status

The respondents were asked to indicate their employment status and the results are shown in table 4.5 and figure 4.5 below.
Table 4.5 Working Position

<table>
<thead>
<tr>
<th>Position</th>
<th>Manager %</th>
<th>Supervisor %</th>
<th>Workers %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
</tbody>
</table>

Source 2011; Research Data

The table shows that 25% of the respondents were managers, 25% were supervisors and 50% were workers.

Table 4.6: Working Experience

<table>
<thead>
<tr>
<th>Working experience</th>
<th>0 -5 years (%)</th>
<th>6 -10 years (%)</th>
<th>Over 10 years (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>60</td>
<td>10</td>
</tr>
</tbody>
</table>

Source 2011; Research Data

Figure 4.5: Working Experience

Source 2011; Research Data

The figure shows that 60% of the respondents had a working experience of 6-10 years, 30% had 0-5 years and 10% over 10 years working experience. This indicates that most of the respondents had worked in manufacturing companies for a long time and thus they provided reliable and accurate information on the effectiveness of training on the overall performance of the organization.
4.3 Response Analysis
4.3.1 To find out how the management embrace the training policies in their organization.

The respondents were asked to indicate how the management embrace the training policy in the organization and the results were as shown in the table below.

Table 4.7 Embracing Training Policies

<table>
<thead>
<tr>
<th>Embracing Training Policy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>80%</td>
</tr>
<tr>
<td>No</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Source 2011; Research Data

The figure shows that 80% of the respondents who answered yes were of the opinion that management embraced training policy in the implementation of training programmes. Only 20% of the respondents answered no. The respondents indicated that top management was involved in policy formulation and that the policies were moderately improving organisation performance.
4.3.2 To find on how training needs analysis was carried out

The respondents gave the following rating according to their status in the previous training programs.

<table>
<thead>
<tr>
<th>Table 4.8 Training needs analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source</td>
</tr>
<tr>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Organization goals and objectives</td>
</tr>
<tr>
<td>Human resource and succession plans</td>
</tr>
<tr>
<td>Exit interviews</td>
</tr>
<tr>
<td>Personnel statistics</td>
</tr>
<tr>
<td>Consultations with senior managers</td>
</tr>
<tr>
<td>Data on productivity and quality</td>
</tr>
<tr>
<td>Data on performance</td>
</tr>
<tr>
<td>Departmental layout changes</td>
</tr>
<tr>
<td>Knowledge on financial plans</td>
</tr>
<tr>
<td>Introduction of new technologies</td>
</tr>
</tbody>
</table>

Source 2011; Research Data

The table shows that 46% of the respondents felt the training programmes were adequately meeting the organisations goals and objectives. The table demonstrates that 48% indicated that human resources and succession plans were inadequately addressed, 52% of the respondents felt that exit interviews were adequately affected,
58% indicated that personnel statistics were adequately maintained, 50% felt that there was adequate consultation with senior managers on training needs analysis. The table further shows that 61% of the respondents indicated training need analysis focused on data on productivity and quality and on performance data. The respondents’ opinions on knowledge on financial plans were 42% inadequate and introduction of new technology was 40% inadequately addressed.

4.3.3 To find out the general attitude of the employees towards the training program on performance

The respondents were asked to indicate their general attitude towards the training program and the results were as shown in the table 4.9 below.

Table 4.9 Attitude of the employees and performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
</tr>
<tr>
<td>Managers</td>
<td>14</td>
<td>88%</td>
<td>2</td>
</tr>
<tr>
<td>Supervisors</td>
<td>24</td>
<td>67%</td>
<td>12</td>
</tr>
<tr>
<td>Workers</td>
<td>21</td>
<td>88%</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>78%</td>
<td>17</td>
</tr>
</tbody>
</table>
The analysis shows that 78% of the respondents had an attitude of training on performance, this was expressed by 88% of the managers and workers, 67% of the supervisors expressed the same. The respondents expressed adequate satisfaction with the training programs and that the programs were relevant.

4.3.4 To find out the effects of training on performance

The respondents were asked to indicate the effect of training on performance and the results were as shown in the table 4.10 below.

Table 4.10 Effects of training on performance

<table>
<thead>
<tr>
<th>Factor</th>
<th>Highly affect performance</th>
<th>high performance</th>
<th>moderate performance</th>
<th>No effect at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivated employees</td>
<td>16</td>
<td>52</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>Reduced wastage</td>
<td>12</td>
<td>24</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>Improved management</td>
<td>20</td>
<td>42</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Improved attitude to the job</td>
<td>22</td>
<td>50</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>Teamwork</td>
<td>32</td>
<td>56</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Labor turn over</td>
<td>40</td>
<td>36</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>Increased market share</td>
<td>20</td>
<td>28</td>
<td>40</td>
<td>12</td>
</tr>
</tbody>
</table>
The table shows the response on effects of training on performance. The analysis reveals that, teamwork had the highest rating on performance from the training carried out, this was expressed by 52% respondents. The effects of reducing wastage and increased market share moderately affect performance as expressed by 44% and 40% of the respondents. Forty two percent indicated training on improved management had high performance effect as it was on improved attitude expressed by 50%, and low accident rate training did not affect performance at all as felt by 47% respondents.

4.4 Qualitative Analysis
Qualitative analysis entails the procedures that were applied to analyze, present and interpret the study findings. Qualitative data analysis provides ways of discerning, examining, comparing and contrasting, and interpreting meaningful patterns or themes. Meaningfulness is determined by the particular objectives of the study at hand: the data is analyzed and synthesized from multiple angles depending on the particular research or evaluation questions being addressed.

Questionnaires were the major source of primary data used in this study, hence data editing was applied as the first step of qualitative analysis. The data obtained from the questionnaires was critically examined to detect errors and the questions that were not answered properly, all the mistakes were collected and poorly answered questionnaires were exempted from analysis process. This increased accuracy, consistency and reliability of the gathered facts. Data completeness and uniformity was maintained and this facilitated application of other data analysis techniques like coding, data organization, data classification and tabulation.

Coding was the second step of qualitative analysis; this involved assigning the
collected data in the questionnaires numerical values where the response rate of each respondent’s category was determined, the respective response rates in each category were added together to present the total response rate, the percentage of each respective category response rate was calculated out of the total response rate which was 76 respondents. Coding ensured efficient analysis since it reduced the gathered data into small number of classes which contained the most important information. The coded data provided systematic information that easily passed a message to the user.

Data organization was applied, where gathered findings were organized under each respective respondent’s categories, this involved putting the study findings into three categories as; Managers, Supervisors and Workers. Data reduction was also used through the use of a simple scale and this ensured that all the gathered data was maintained within the three categories where large volumes of raw data was reduced into homogenous group so as to get meaningful analysis.

Data classification was applied and this involved grouping of data into to two classes, this involved the respondents who answered yes and respondents who answered no. The response rate from each respondent’s category was grouped in each class. The relevant information was put together to help the researcher get a solution to the research problems and answer all the questions raised at the conceptual level. Tables were used to present the analyzed data and charts were used to give a visual presentation of the study findings.

To find out whether management embraced training policies, the researchers focused on verifying on availability of these policies and who formulated them and where there was no effect. The respondents were of the opinion that management embraced
training policies in the implementation of training programs. The respondents indicated that top management was involved in policies formulation and that the policies were moderately improving organisation performance.

To verify on the effects of training needs analysis the researcher had sought to know how evaluation on training needs was carried out and at what interval and the level of priority training needs. The respondents the training needs analysis were adequately meeting the organisations goals and objectives although human resources and succession plans were inadequately addressed, exit interviews, personnel statistics consultant with senior managers on training needs analysis were adequately effected, training need analysis focused on data on productivity and quality, and on performance data. The respondents' opinions on knowledge on financial plans were inadequate and introduction of new technology was inadequately addressed.

To find out on the general attitude of the employees towards the training programs, the researcher sought to rate satisfaction, meaningfulness and relevancy of the training programs among the employees. The respondents expressed adequate satisfaction with the training programs and that the programs were relevant and meaningful to the firm's performance.

On effects of training on overall performance, the researcher focused on rating how specific training skills affected performance. The findings revealed that, teamwork had the highest rating on performance from the training carried out. The effects of reducing wastage and increased market share moderately affect training on improved management had high performance effect as it was on improved attitude and low accident rate training did not affect performance at all.
CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter elaborates discussions, conclusion and recommendations of the research study. This section gives an in-depth explanation on the findings obtained on challenges of outsourcing recruitment and selection services.

5.2 Summary

The study found out that most of the respondents indicated that training affected organization performance. Many organizations were found to consider training programs to be satisfactorily implemented, consequently impacting highly on the organisation performance. Though some aspects of training did not affect performance at all, majority of the respondents expressed that the set policies, training needs analysis carried out and the training programs implemented had improved on organisation performance.

Training need analysis was found to be a major process that yielded to specific training skills that highly affected performance, in this regard, teamwork skill training was highly rated having high impact on organization performance. Most of the respondents stated that the set policies were effectively embraced as set by top management. The training decision in most of the organizations was found to be influenced by core components of organization set policies.

The study found out that the general attitude of the employees towards the training programs was positive and that the programs were relevant and meaningful to the firms’ performance. The training programs were often offered in accordance with the
training needs. Trainings were sponsored by the organisation and therefore did not affect the financial position of the employee. The study found that training highly improved on the overall performance of the organisation.

5.3 Discussions

5.3.1 Embracing Training Policies

One of the core functions of human resource department is ensuring maintenance of the organisation policies on personnel management. It is responsibility of the human resource managers to provide the other functional organization departments with the required personnel to fulfill the human resources gap in the respective job functions. Training of employees allows the human resource managers to fully exhaust their core tasks and this leads to enhancing skills of the employees. Adherence to the set policies ensures that the set goals and objectives on the training of the staff for the organisation are achieved and to evaluate and monitor the organization’s external goods/or service providers, to manage employees careers, to ensure performance management system exists in the organization, to maintain professionalism and confidentiality of all matters, to effect change in organization and to communicate policies and procedures.

Failure to implement and maintain the set policies derails the whole training process; this reduces staff morale and affects organizations performance. The leadership exhibited by the management, organization corporate governance guidelines and the organization training policy determines how organization performance is enhanced. Since most of the trained staff are not directly trained by the organization human resource management, the transferred knowledge impacts on the organisation
performance. When training is conducted against the organization training polices 
employees job satisfaction is increased and high organization productivity is realized.

5.3.2 Training Need Analysis

Training need analysis ensures identification of the actual training required in an 
organization. A well analyzed training needs play a central role in planning for the 
training, training material, sourcing for trainers and who is to be trained. During the 
training need evaluation, the employees are brought to the knowledge of what is 
required in the organization in line with the set goals and objectives. This ensures 
effective adherences to the set policies. The kind of training carried out improves the 
company’s performance, through skills acquisition, creating confidence in the 
employees, adaptation to new technology and new product hence strengthening 
organization’s competitive edge.

5.3.3 Training Programs

Most of the employees trained through the various programs demonstrate a high level 
of competency in their respective job undertakings. The various training programs 
narrows to; on job training or off-job training. Both categories equip the trainees with 
relevant skills aimed at enhancing quality job performance. Most of the jobs in the 
manufacturing sector require technical specifications that are mostly understood by 
the production managers and supervisors working in the organization. Training of 
such specifications to the employees equips them with the technical know how of the 
job. This therefore influences the quality of the job hence improved product quality in 
effective and efficient manner. Further, the training program ensures continuous 
 improvement of the expected results and performance. Involvement of senior and
most experienced organization staff in these programs ensures a positive attitude on the trainings which goes towards strengthening organization quality policy and improvement of the total organization productivity.

5.4 Conclusions

5.4.1 Embracing Training Policies

Setting up training policy in an organization is paramount in ensuring continuous improvement of the company's performance. The set policy outlines clearly what the organization ought to comply with in recruiting, training and maintaining competent personnel in tandem with changing business environment. Effective policies will make sure regardless of changes in technology, products or environment the staff remains competent and effective to their jobs. This will ensures continuity irrespective of top management, personnel staff or any worker in any given section of the organization.

5.4.2 Training Need Analysis

Training need analysis ensures the training needs are covered as appropriate, the intervals at which the analysis are carried out ensures no gap is realized or particular need left out, with a training program in place and all the needs are adequately covered through out the year. The training needs analysis helps in prioritizing the training needs as per the organization requirements thus setting the performance pace right from the start. Through the training needs analysis the organizations goals and objectives are met, maintenance of personnel statistics, data on productivity and quality and on performance data are effectively adhered to. Availability of this information provides objective evidence on the organizations performance.
5.4.3 Training Programs

The attitude towards the training programs among the employees was found to be positive. This indicates success on identifying the training needs and appropriate analysis. Focused programs ensure instructional objectives, trainees readiness and motivation, and learning principals and instructions are realized. The set programs facilitate the training process in line with the policy resulting to competent staff, timely acquisition of right skills and motivate the staff. The attitude towards training programs is the basis for organizational performance and improvement of the total organization productivity.

5.5 Recommendations

For the manufacturing industries to effectively realize the impacts of training on the organization performance, the study gave the following recommendations;

5.5.1 Embracing Training Policies

The organization human resource management should clearly define the purpose of training of staff. The human resource management should ensure as a matter of policy that training policies are established, maintained and reviewed at specified intervals. The review should verify adequacy and suitability of these policies for the organization. The set policies should be communicated and understood throughout the organization by all cadres of staff.

5.5.2 Training Needs Analysis

Manufacturing companies should consider evaluation methods to ensure effectiveness of the process. Elaborate evaluation schedules should be set to ensure the planned evaluations are not skipped or slumped together. The organization should lay out

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procedures for training needs assessment and analysis. The training need analysis should form the basis for setting up the training programs.

5.5.3 Attitude of Employees on Training Programs

In order to motivate the employees and maintain a positive attitude on the planned trainings, the management should ensure the readiness of the staff by providing them with training calendar before hand. The management should motivate the staff by awarding those notable improved performance after the training. Recognizing the individual performance will ensure sinking of the learnt skills into an individual and transfer of the same to others.

5.6 Suggestion for Further Research

The assessment on impacts of training on organization performance reveals a direct improved performance. Suggestion for further research is therefore advisable to find out how long is the training carried out and results to performance will be sustained beyond the training. This will help the organization establish a training cycle of each skill required in an organization for a continual improvement on performance.
REFERENCES


Training of Trainers in Educational Planning. Afri L.B. 42 157 Report on IEP held in Nairobi


QUESTIONNAIRE

The purpose of this questionnaire is to collect data for research project as described in the appendix I above. The questionnaire is to be filled by managers supervisors and operational employees of the various manufacturing industries in Thika town.

Please DO NOT write your name or the name of your company anywhere on the questionnaire. Tick the appropriate box [ ] where shown or write the responses in the spaces provided.

Read the questions carefully and answer them carefully. There is no right or wrong answers. For structured questions be as clear as possible.

Interview Date

Position of the respondent: Manager [ ] Supervisor [ ] worker [ ]

PART A: Background information (please tick appropriately)

1. Gender: Male [ ] Female [ ]

2. Age: 20-30 yrs [ ] 30-40 yrs [ ] 40-50 yrs [ ] above 50 yrs [ ]

3. Level of education: Certificate [ ] Diploma [ ] Degree [ ] Postgraduate [ ] Others, (specify) ..............................................

4. Nature of employment: contract [ ] permanent [ ]

5. Designation: Manager [ ] Supervisor [ ] Worker [ ]

6. Your working experience: Below 5 yrs [ ] 5-10 yrs [ ] over 10 yrs [ ]
PART B: Training policies

1. Do you have any training policy in your company?
   Yes [ ] No [ ]

2. If there is any training policy, what levels of management are involved?
   Top level management [ ] middle level management [ ] operational level [ ]

3. Are you involved in drafting of these policies?
   Yes [ ] No [ ]

4. If no in 3 above, who then is involved in drafting these policies?
   Top management [ ] HR department [ ] External bodies [ ]

5. How have these training policies affected the overall performance in your organization?
   Improved performances [ ] Unimproved performance [ ]

6. If they have improved in 5 above, how has the performance improved?
   Highly [ ] moderately [ ] Minimal [ ]

7. If the answer is no in 5 above, explain why in your own opinion the policies do not have any impact

   ................................................................................................................
   ................................................................................................................
   ................................................................................................................

8. Suggest any ways that the training policies can be made effective or improve the overall organization performance

   ................................................................................................................
PART C: Training needs analysis

1. Before any training program is implemented in your organization, are you evaluated on training needs?
   Yes [ ]    No [ ]

2. If yes in 1 above, how regular is this done?
   Every three months [ ] every six months [ ] annually [ ] more than one year [ ]

3. Do the training policies in part B above directly address the various training needs? Yes [ ] No [ ]

4. If yes in 3 above, to what extent? Fully [ ] partially [ ] least [ ]

5. If no in 3 above, in your own opinion how can these policies be made to address these needs of the organization and hence the performance?

6. As an employee of this company, are you involved in the identification of these training needs? Yes [ ] no [ ]

7. If Yes in 6 above how are you involved? Self [ ] peer [ ] immediate supervisor [ ]

8. Below are sources of information which help to identify training needs priorities, according to you, what have been their status in the previous training programs?
Please indicate by using 1-very adequate 2-adequate 3-inadequate 4-very inadequate.

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9. How satisfied are you with the current status of training needs analysis in your organization? Very satisfied [ ] satisfied [ ] unsatisfied [ ]
Part D: Attitude of the employees and performance

1. In your own opinion how have the various training programs changed your general attitude towards your job?
   Very highly [ ] highly [ ] minimal [ ] not at all [ ]

2. How adequate are you satisfied with the training programs as an individual?
   Very adequate [ ] adequate [ ] inadequate [ ]

3. How do you rate the meaningfulness of the training programs to your job and their effects on the organizational performance? Very high [ ] high [ ] low

4. How often would you like the training programs to be offered in the company?
   Often [ ] rarely [ ] not at all [ ]

5. If often in 4 above, explain.................................................................

6. If c in 4 above, explain.................................................................

7. To what extent do you think that the training programs are relevant to your job?
   Very relevant [ ] relevant [ ] irrelevant [ ]

8. Do the training programs affect your financial position?
   Yes [ ] No [ ]

9. If yes in 8 above, how do they affect your financial position? Explain

10. If no in 8 above explain.

11. PART E: Training versus performance

1. In your own opinion how do the following effects of training, impacts/affects the overall performance of your company? Please tick appropriately. Where: 1 (Highly affect performance) 2 (high performance) 3 (moderate performance)
<table>
<thead>
<tr>
<th>Factor</th>
<th>1 Highly affect performance</th>
<th>2 high performance</th>
<th>3 moderate performance</th>
<th>4 No effect at all</th>
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<tr>
<td>motivated employees</td>
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<td>Low accident rate</td>
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