



INFLUENCE OF TRAINING ON PERFORMANCE OF EMPLOYEES IN KENYA, A CASE STUDY OF KENYA NATIONAL YOUTH SERVICE

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ABSTRACT

This study aimed at finding out the influence of training on performance of employees in Kenya, a case study of Kenya national youth service. This study was based on a descriptive survey which aims at describing the nature of existing conditions and identifying standards against which conditions can be compared, or to determine relations that exist at NYS. This study targeted the NYS employees that are senior managers, middle level managers and support staff. The sampling technique adopted was Probability sampling. This research collected data using a questionnaire which had pre designed questions. The data collected was analyzed and presented in tables and graphs. The study found out that training is given adequate importance at NYS, skills learnt in training are helpful to the workers, training is periodically evaluated, the senior staff inducts junior employees on use of tools and equipment, and tools and equipment are provided to all employees. The study findings showed that there was consistent, timely and fair method for evaluating lead time, there is feedback process from the management to employee on lead time, workers would want to see improvements in the feedback process, feedback is provided to higher management informing them of the goals, status, and challenges facing employees in lead time, and employee survey, grievance procedures, superior-subordinate. The study found out that motivation was critically important in planning, it was very important to effective supervision, it was very important to recruitment, it was very important to selection, training, and orientation. Further, the study found out that motivation was a norm at NYS, and that it was very important and had a direct impact on employee performance and output. The study recommended that organizations continue to innovate since tools and equipment improved training and therefore competencies. The study concluded that the effects of utilization of tools and equipment on performance included; training was given adequate importance at NYS, skills learnt in training were helpful to the workers, training was periodically evaluated, the senior staff inducted junior employees on use of tools and equipment, and tools and equipment were provided to all employees. From the effects on lead time, the study recommends that the feedback process be improved so as to enhance the effect of lead time on performance. The study further, recommended that motivation be made of paramount importance in institutions as it was found to enhance training to a very great extent. This study recommends for a similar study which can be made with a different case study or different geographical location outside the realm of this study.

Key Words: *Utilization of Tools and Equipment, Lead Time, Competencies, Motivation, Employees' Performance*

Background

With over 4000 students attending more than 40 assorted Technical and Vocational courses annually, National Youth Service makes the biggest single contribution to the less fortunate in our society in the training sector in Kenya. The Service has continuously recruited more than 5500 youths every year from all parts of the country and produced a significant number of graduates who have been absorbed in Kenya's public and private sectors, contributing a substantial percentage in the Kenyan workforce (NYS, 2007).

The institution boasts of highly qualified and experienced teaching and administrative staff. With strength of over 2,500 members of staff, National Youth Service remains a leading Government Training institution in Kenya. The national distribution of National Youth Service Training Institutions is its biggest uniqueness. The Service boasts 16 training institutions and 21 Units spread throughout the country as far as Mombasa and Garissa Counties. The impact of the Colleges in improving the well-being of the youth is felt in all parts of the country (Ministry of Youth Affairs, 2006). Today, you are sure to find National Youth Service Units in major Counties of this country, strategically located next to provincial or district offices and industrial companies where students go for attachment. National Youth Service is the only public training institution under the Department of Youth in the Ministry of Devolution and Planning. The Service started in 1964 at Gilgil Training College.

The National Youth Service has grown tremendously, carving a niche for itself as one of the largest training institutions in Kenya and even beyond, drawing students from all counties in the country. This unprecedented growth from humble beginnings to the complex institution it is today speaks volumes about the direction National Youth

Service is taking towards becoming a training hub for thousands of Kenyans pursuing various courses at different levels of training. The growth is attributable to the unwavering support of the government, dedicated staff, diligent students and sound management. The wide range of courses, from Artisan, Certificate and Diploma level, reflects the institution's responsiveness to the needs of our nation (NYS, 2007).

The rising number of admissions in different courses show the trust bestowed by the public and the aspirations of students. These courses have continuously grown to meet the changing needs of the country. Human resource departments typically conduct activities designed to train the organization's personnel, whether to deal with performance problems or help prepare an employee for management roles. In addition to formal training such as instructor-led sessions, web-based training and seminars, organizations should strive to offer flexible alternatives such as coaching, mentoring and job-rotation experiences. Training on employee aptitude involves managing programs such as employee orientation sessions, policy and procedure awareness sessions, leadership development workshops and other options designed to enable the organization to succeed together with its employees (NYS, 2007).

According to the NYS (2007), the basic steps to achieve a successful training programme are as follows: Configuring the training department to support the employees who require training, creating executive leadership training programs, enable employees to not only execute performance at expected levels but also give them an advantage in terms of career progression. Thus the need to provide access to training courses through a Learning Management System (administrative software). So that employees can register and access training materials any time they need them.

In addition, ensure employees create an annual training plan to maintain working objectives and focus learning on actions that align to the organization's strategic goals. This can be accompanied by providing executive sponsorship for any training initiative the organization establishes so that it can procure the necessary funding and budget allocation required.

It is important that evaluation of training programs is carried out to ensure that they are meeting employee and the organization's needs. Training opportunities typically lead to increased job satisfaction and motivation. Employee efficiencies result in operational cost savings and amplified competence, ensuing financial gains. Learning novel technologies and techniques for getting work done also improves operational productivity. Training activities can also increase employee retention rates. Training views have changed drastically over the past years. Gone are the days when the issue was regarded as matter exclusive to the human resource department. Additionally, some strategic issues can be linked to training management;

This study focused on the relationship between training management and best fit vs. best practice strategies (Herzberg, 2000). The best fit advocates assert that all human resource strategies need to be aligned to the business strategy in order to create or sustain competitive advantage. Therefore, these proponents believe that business strategy comes first, then other human resource policies such as training need to be adjusted to suit that organizational strategy (Pfeiffer, 1994).

On the other hand, best practice proponents assert that an organization with the right human resource policies such as good training approaches can motivate its employees to the extent that they can cause the specific organization to gain or sustain competitive advantage. In this regard, best practice advocates consider employee motivation as the key

issue; then other issues can follow. In this case, policy is more important than strategy (Kohn, 1993).

As it can be seen there are some similarities between best practice and best fit models. Both models attempt to connect the human resource strategy with that of the organization. However, the approaches used in both instances are different. The study aims at comparing the similarities and differences between the two issues with regard to training management and a conclusion drawn on the matter (Kohn, 1993).

The most outstanding reality between best practice and best fit models with regard to training is that both principles recognize the importance of training in sustaining competitive advantage. However, there are differences on how this can be implemented (Herzberg, 2001). Best fit advocates believe that training should be encouraged by linking it to career development. The more training and skills employees gain, the more productive they become and the more their development should be. Best fit proponents argue that companies need to reward employees who have undergone training by giving them higher level jobs. They assert that when employees are given more complex jobs after training, this can be seen as a way of boosting their efforts (IPC, 2001).

Additionally, best fit advocates assert that training prepares employees to be horizontally integrated into the organization. Training is the tool with which employees can diversify and add value to the organization. In this regard, employees who have undergone more training are liable to more promotions. Best fit advocates believe that employees with the highest ranks or promotions ought to be the ones that have undergone in depth and numerous training sessions (Herzberg, 2001).

Statement of the Problem

The problem behind this study is the lack of consistency in training to make sure all employees are in a better position to carry out their work with much more effectiveness in case of changes in the work environment. Training plays a critical role in any organization in the modern day. Training refers to learning the activities done for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitude needed by that organization to acquire and apply the same.

In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (Reid, Barington & Kenney).

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Reid, Barington & Kenney).

Considering the above views, the study on training at National Youth Service gives one an opportunity to study in detail the different techniques adopted by the National Youth Service to train its employees more effectively and efficiently. There is need to determine the training facilities available to the employees and also to identify what best effort has

been put in place by the National Youth Service to improve training. This can be utilized effectively and efficiently by employee in the organization.

The gap in training area was identified from a satisfaction survey documented in the Kenya Training Institute Newsletter (1st Dec 2010). The level of satisfaction was found to be as low as 39.3%. This was as a result of challenges of the job from change in technology and other factors. The Board has set aside funds in every financial year for training. The survey measured employee satisfaction in aspects of their skills and it's on this basis that this study was driven to be carried out on the impact of training on employees' performance at the National Youth Service.

General objective

Is to find out the influence of training on employees' performance at the Kenya National Youth Service.

Specific Objectives

- To determine how utilization of tools and equipment affects performance.
- To establish the effect of lead time on performance
- To determine how competencies affect employees' performance.
- To identify the influence of motivation on employees' performance

LITERATURE REVIEW

This chapter is a review of existing literature on training. It explores different studies carried out to enable this study to identify gaps to be filled.

Theoretical review

Adams' Equity Theory

If you pay peanuts, you may get monkeys. Adams' Equity Theory calls for a fair balance to be struck between an employee's inputs, hard work, skill level, tolerance, enthusiasm, and so on and an employee's outputs salary, benefits, intangibles such as recognition, and so on.

According to the theory, finding this fair balance serves to ensure a strong and productive relationship is achieved with the employee, with the overall result being contented, motivated employees. Adams' Equity Theory acknowledges that subtle and variable factors affect an employee's assessment and perception of their relationship with their work and their employer.

The theory is built-on the belief that employees become de-motivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation generally to the extent the employee perceives the disparity between the inputs and the outputs exist, reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive.

It is important to also consider the Adams' Equity Theory factors when striving to improve an employee's job satisfaction, motivation level, etc., and what can be done to promote higher levels of each. To do this, consider the balance or imbalance that currently exists between your employee's inputs such as: Effort, Loyalty, Hard work, Commitment, Skill, Ability, Tolerance, Determination and many others.

In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting

companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (April, 2010).

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior ((Reid, Barington & Kenney).

Organizations that are dedicated to generating profits for its owners, providing quality service to its customers and beneficiaries, invest in the training of its employees (Evans and Lindsay, 1999). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc, i.e. something which the trainee desires (Flippo, 1976). There are four prerequisites for learning: Motivation comes first. Cue is the second requirement. The learner can recognize related indicators (cue) and associate them with desired responses with the help of training. Response comes third. Training should be immediately followed by positive reinforcement so that the learner can feel the response. Last is the feedback; it is the information which a learner receives and indicates in the quality of his response. This response must be given as quickly as possible to make sure successful learning (Leslie, 1990).

Performance can be defined as the achievement of specified task measured against predetermined or

identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000). Kenney et al., (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance.

While much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. Job characteristics and firm background were found to play key roles in determining training provision. Workers who received off-the-job training were less likely to receive on-the-job training, while those who received on-the-job training were neither more nor less likely to have received off-the-job training. However, a complementary relationship was found between receiving informal training and receiving on-the-job or off-the-job training. Earnings differentials were not found to correlate with different types of training. Unlike in developed countries, training in China was usually intended to remedy skills deficiencies, rather than enhance

productivity (Ying Chu Ng, 2004). There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta and Appiah, 2010). It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and those organizations that do not (Benedicta and Appiah, 2010). Organization that is dedicated to generating profits for its owners and providing quality service for its customers and beneficiaries usually invest in the training of its employees (Evans and Lindsay, (1999).

Theory of Meta-Analysis of Managerial Training

All organizations must manage four resources: money, equipment, information, and people. Investments in better equipment may speed up production or reduce waste. Information is power; data about products, prices, and customers are essential to every business. Investments in training of employees can make them more productive or more effective in their jobs, directly contributing to the bottom line. Burke and Day's (1986) theory of meta-analysis of managerial training effects showed that managerial training is moderately effective. Collins and Holton (2004), in their evaluation of 83 studies from 1982 to 2001, including education, government, medical, and military organizations, came to a similar conclusion. Even a moderately effective training program can have a substantial effect.

The purpose of training programs is to improve employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees.

Training Programs may be focused on individual performance or team performance. The most common management tasks involve managing individual performance, instructing subordinates, planning and allocating resources, coordinating interdependent groups, managing group performance, monitoring the business environment, and representing one's staff. The relative importance of these seven management tasks varies by level in the organization (Kraut, Pedigo, McKenna, & Dunnette, 1989). For first-level managers, managing individual performance is the most important activity, which includes motivating and disciplining subordinates, tracking performance and giving feedback, and improving communications and individual productivity.

For middle managers, the most important tasks involve planning and allocating resources, including estimating group resource requirements, making decisions about how resources should be distributed, and translating general directives into specific plans and communicating their benefits. For executives, monitoring the business environment is the most important job task, including an increased awareness of sales, business, economic, and social trends. For a self-managed work team, the team takes on the tasks and roles of the manager (Chmielewski & Phillips, 2002; Phillips & Phillips, 2006) Said just because employees completed the training program does not guarantee a positive return; some training programs can have negative utility (Morrow, Jarrett, & Rupinski, 1997). To evaluate the utility of a training program, a number of variables need to be considered (Cascio, 1999).

The greater the difference in job performance between trained and untrained employees, the greater the utility of the training program. Every training program has costs, and as the cost of the training program goes up, the utility goes down. If the training program improves trained employees' job performance, the more employees that are trained, the greater the utility (Forrest & Peterson, 2006; Knowles's 1990)

Theory of Adult Learning

To be effective, training and management programs need to take into account that employees are adult learners (Forrest & Peterson, 2006). Knowles's (1990) theory of adult learning is based on five ideas: adults need to know why they are learning something; adults need to be self-directed, adults bring more work-related experiences into the learning situation; adults enter into a learning experience with a problem-centered approach to learning, adults are motivated to learn by both extrinsic and intrinsic motivators

Having a problem-centered approach means that workers will learn better when they can see how learning will help them perform tasks or deal with problems that they confront in their work (Aik & Tway, 2006). At different stages of their careers, employees need different kinds of training and different kinds of development experiences.

Although a business degree might prepare students for their first job, they will need to gain knowledge and skills through education and experience as they progress through their career. Peters (2006) suggests that there are four stages of management education with different learning outcomes; Functional competence, an understanding of finance, accounting, marketing, strategy, information technology, economics, operations, and human resources management; Understanding context and strategy and how organizational processes interrelate, to make sense of societal

changes, politics, social values, global issues, and technological change; Ability to influence people, based on a broad understanding of people and motivations; and Reflective skills, to set priorities for work efforts and life goals. Therefore, to maximize the effectiveness of training Organizations must constantly assess their employees' current training needs and identify the training needs to prepare employees for their next position. This requires that organizations recognize that different employees will have different needs and that these needs will change over time as these workers continue in their career.

Conceptual Framework

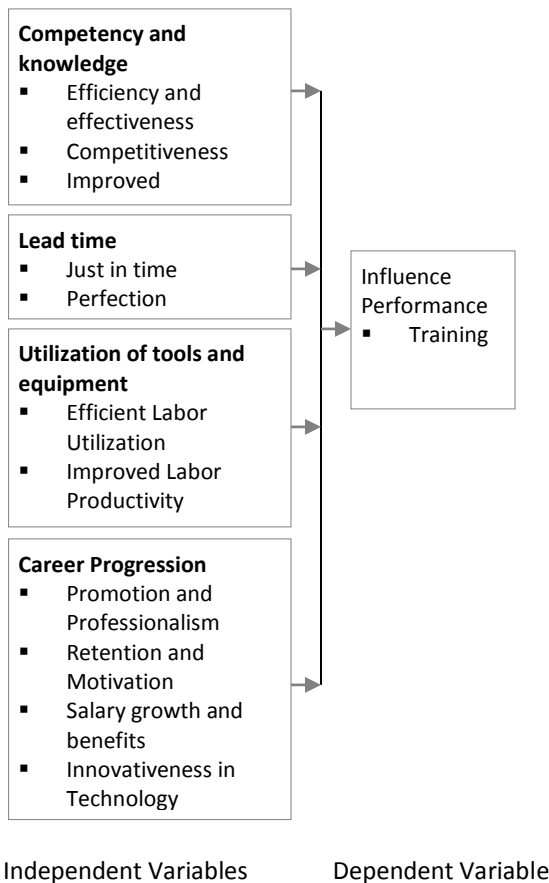


Figure 1: Conceptual framework

Lead Time

It is good news that more and more trainers and Human Resource Management professionals are adopting the JIT (just in time) system in training. As I have mentioned earlier, if training should have been initiated to address performance problems, then it follows that training is perfect Just In Time intervention. However, not all performance problems or discrepancies can be addressed through training. Sometimes, the underlying causes for this are entirely insignificant to training such as improvement on the work process, machine problems and psychological issues like the lack of motivation among others. However, issues that need to be addressed should be acted upon immediately.

Utilization of tools and equipment

Good project management in an organization must vigorously pursue the efficient utilization of labor, materials and equipment. Improved labor productivity should be a major and continual concern of those who are responsible for cost control of organization facilities. Organizations which do not recognize the impact of various innovations and have not adapted to changing environment have justifiably been forced out of business. All work equipment have the potential to cause problems in a work place, and if we fail to manage the risks associated with use of work equipment we could be putting the person using that piece of equipment and others at risk.

By procuring suitable equipment, maintaining it properly and training people to use the equipment correctly, risks to employees and others can be minimized. Technology and innovation are also among the most cited determinants of employer support for training. Baldwin and Johnson (1995) found that companies that innovate are more technologically advanced, emphasize quality

management and their human resources strategies will more frequently support training initiatives. Baldwin and Peters (2001) similarly demonstrated that innovative firms are more likely to support training activities than non-innovative firms, but the former have a preference for on-the-job training.

Competence

Skill building is easier than behavioral modification. It takes time to have employees who are highly motivated and are attuned to the positive corporate culture that an institution is trying to foster. I am seeing more organizations that are placing more importance on this in their agenda and are reaping positive results. Even in hiring, attitude and values are given more premiums over skills and knowledge on the premise that the latter can easily be acquired.

UNESCO research found that young people who develop speaking or listening skills and getting to know others have improved self-awareness, social-emotional adjustment and classroom behavior; self-destructive and violent behavior also were decreased.^[14] The Collaborative for Academic Social and Emotional Learning (CASEL) has identified 22 programs in the US that are especially comprehensive in social-emotional learning coverage and effective in documented impact

Competency-based learning or Competency Based Education and Training is an approach to teaching and learning more often used in learning concrete skills than abstract learning. It differs from other non-related approaches in that the unit of learning is extremely fine grained. Rather than a course or a module every individual skill or learning outcome, known as a competency, is one single unit. Learners work on one competency at a time, which is likely a small component of a larger learning goal. a person is evaluated on the individual competency, and only

once they have mastered it do they move on to others. After that, higher or more complex competencies are learned to a degree of mastery and isolated from other topics. For example, people learning to drive manual transmission might first have to demonstrate their mastery of "rules of the road", safety, defensive driving, parallel parking etc. Then they may focus on two independent competencies: "using the clutch, brake with right foot" and "shifting up and down through the gears". Once the learners have demonstrated they are comfortable with those two skills the next, overarching skill might be "finding first: from full stop to a slow roll" followed by "sudden stops", "shifting up" and "down shifting". Because this is kinetic learning the instructor likely would demonstrate the individual skill a few times then the student would perform guided practice followed by independent practice until they can demonstrate their mastery.

Competency-based learning or training is learner focused and works naturally with independent study and with the instructor in the role of a facilitator. Learners often find different individual skills more difficult than others. This method allows a learner to learn those individual skills they find challenging at their own pace, practicing and refining as much as they like.

Career progression

Career progression path for employees allows managers to address gaps in training. If addressed properly, it can lead to knowledge gained in an employee's current position, promotions and transfers to new positions. Employees usually feel more engaged when they know that the employer is concerned about both the organization's bottom line and about the well-being of its employees by providing an avenue to reach individual career goals while fulfilling the company's mission.

A career progression path provides employees with an ongoing mechanism to enhance their skills and knowledge, which leads to mastering their jobs and added professional progression. The ultimate result will be better production in the workplace. "The typical employee views a career progression programme as a path to upward mobility, the manager sees it as a retention and motivational tool, and the top management view it as a tool for succession planning," explains Tarun Singh, Director, Kenexa Technologies (India). These career progression efforts bring into focus high potential candidates who can be groomed for greater responsibilities in the future.

Employee-friendly work environment with high learning curve and leadership mentoring, understanding broad corporate goals as well as industry requirements and aligning the career progression initiatives, creating friendly work culture and transparent environment for better career growth and salary growth and benefits to match the role specific requirement and ability to perform as per the job requirement.

Empirical Review

Empirical studies present a profile of employee training and identify the obstacles to training that businesses are facing. These are studies that have been done and this is what they say. (Leckie et al. 2001; Baldwin & Johnson, 1995). Lack of time, high cost and lack of information are the main reasons often cited. Compared with large firms, small firms are less capable of absorbing the possible temporary reduction in productivity that can occur during training periods therefore the productivity of a company or organization or any institution or run fund, manpower and a lot of time and dedication from employees. In other words, they are less able to take their employees off the job or replace them during training sessions. In addition, small

businesses do not enjoy as many economies of scale as larger businesses when they offer training for their employees.

Utilization of tools and equipment

Technology and innovation are also among the most cited determinants of employer support for training. Baldwin and Johnson (1995) found that companies that innovate are more technologically advanced, emphasize quality management and their human resources strategies will more frequently support training initiatives so in order for the employees to be innovative technology must exist therefore training is a necessity.

Betcherman, Leckie and McMullen (1998) identified cost as a major obstacle to training for small companies. They concluded that the average cost of training (per employee or person in training) is appreciably higher in small firms than in large firms. As a result, small firms favor on-the-job training because it is less structured and more accessible. This type of training does not incur the fixed costs associated with structured training (training materials, instructors' salaries, etc.). Lack of information on training opportunities is also cited as a barrier to training for small businesses (e.g. training suppliers and programs available) so without funds or a company being economically stable its employees won't be trained.

Lead time

A number of studies indicate that employee training has a positive impact on corporate performance. They generally test the hypothesis that, by improving the competency of employees, training also improves their productivity, which is reflected in an improvement in the firm's performance. Betcherman, McMullen and Davidman (1998)

concluded that firms that have training programs tended to perform better in terms of productivity, revenues, profitability, viability and prospects.

Training is also more likely to be given to the more educated employees. Leckie et al. (2001) found that workers who hold a university degree are twice as likely to take part in employer-sponsored training activities as their colleagues with a high-school diploma. In addition, highly qualified workers (managers and professionals) are more likely to have access to training programs than sales staff, administrative personnel and production workers with no certification. The rationale is that the more education employees have the more likely they are to succeed in training, thus reducing the employer's training investment risk.

Baldwin and Peters (2001) similarly demonstrated that innovative firms are more likely to support training activities than non-innovative firms, but the former have a preference for on-the-job training. Innovative firms particularly favour acquiring experience, in the context of learning by doing, to enhance the ability of employees to innovate and solve problems.

Baldwin and Peters (2001) also found a positive relation between training and productivity, profit, revenue and client satisfaction, a relation that is more significant when the training is accompanied by incentives for the employees, the productivity of a company increases when its employees or more informed or trained. These studies present the profile of employee training and the importance of this activity for businesses; however, none focus specifically on small businesses. The results relating business size to employee training are general in nature, and basically state that medium-sized and large firms provide more training to their employees than small businesses. This paper

segments the business population by firm size in order to understand the differences in training rates and examines training rates by firm size according to different business strategies and human resources practices.

Skills Competence

Turcotte et al. (2003) highlighted a strong link between business strategy and employee training. The authors found that firms emphasizing a human resources strategy or research and development strategy are much more likely to sponsor training than those with no strategy

Chowhan (2005) concluded that the existence and intensity of training activities in a firm depend on the level of technological competency that exists in that firm, rather than on its being a member of a technology-based industry that is without technology training won't exist and so no intensity.

Motivation

The evidence indicates that employer provided training brings about improvements in organizational performance; job quality should be a key objective of any employer. A happy employee creates happy customers which produce business results. Employees want fair, respectful, healthy and a democratic work place that values their participation. The key determination of job quality include: the pace of work and work stress; opportunities for input; job security; work-life balance. This will help in uplifting and motivating the workers to be high spirited and happy at work and do a good job. Quality should be levels of training vary across the economy by size of workplace and industrial sector, and to a lesser extent by region and nation. For training to have an impact on business performance it needs to be part of a wider set of human resource practices. There is

evidence that employers would like to invest more in training but face barriers in doing so. The characteristics of these employers vary according to their size, location, and industrial sector. There is also evidence that should employers seek to improve their level of performance they will be faced with a skill requirement and, thereby, training need.

This section reviews a number of Canadian studies related to employee training. Empirical studies present a profile of employee training and identify the obstacles to training that Canadian businesses are facing. Some researchers are also interested in the impact of employee training on corporate performance.

The literature indicates that small businesses provide their employees with less training than larger businesses. Moreover, small businesses tend to prefer on-the-job training to structured training (Leckie et al., 2001; Baldwin and Johnson, 1995). Lack of time, high cost and lack of information are the main reasons often cited. Compared with large firms, small firms are less capable of absorbing the possible temporary reduction in productivity that can occur during training periods. In other words, they are less able to take their employees off the job or replace them during training sessions. In addition, small businesses do not enjoy as many economies of scale as larger businesses when they offer training for their employees. Betcherman, Leckie and McMullen (1998) identified cost as a major obstacle to training for small companies. They concluded that the average cost of training (per employee or person in training) is appreciably higher in small firms than in large firms. As a result, small firms favour on-the-job training because it is less structured and more accessible. This type of training does not incur the fixed costs associated with structured training (training materials, instructors' salaries, etc.). Lack of information on

training opportunities is also cited as a barrier to training for small businesses (e.g. training suppliers and programs available).

Training is also more likely to be given to the more educated employees. Leckie et al. (2001) found that Canadian workers who hold a university degree are twice as likely to take part in employer-sponsored training activities as their colleagues with a high-school diploma. In addition, highly qualified workers (managers and professionals) are more likely to have access to training programs than sales staff, administrative personnel and production workers with no certification. The rationale is that the more education employees have the more likely they are to succeed in training, thus reducing the employer's training investment risk.

Turcotte et al. (2003) highlighted a strong link between business strategy and employee training. The authors found that firms emphasizing a human resources strategy or research and development strategy are much more likely to sponsor training than those with no strategy. Technology and innovation are also among the most cited determinants of employer support for training. Baldwin and Johnson (1995) found that companies that innovate are more technologically advanced, emphasize quality management and have human resources strategies will more frequently support training initiatives. Baldwin and Peters (2001) similarly demonstrated that innovative firms are more likely to support training activities than non-innovative firms, but the former have a preference for on-the-job training. Innovative firms particularly favour acquiring experience, in the context of learning by doing, to enhance the ability of employees to innovate and solve problems. Chowhan (2005) concluded that the existence and intensity of training activities in a firm depend on the level of technological competency that exists in

that firm, rather than on its being a member of a technology-based industry.

These studies present the profile of employee training and the importance of this activity for businesses; however, none focus specifically on small businesses. The results relating business size to employee training are general in nature, and basically state that medium-sized and large firms provide more training to their employees than small businesses. This paper segments the business population by firm size in order to understand the differences in training rates and examines training rates by firm size according to different business strategies and human resources practices. It has been observed that most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. Keywords: Training, Employee Performance, Job Involvement

RESEARCH METHODOLOGY

This chapter covers research methodology and procedures that were used in collection measuring and analyzing data.

Research Design

The study adopted a descriptive survey. In survey design, data was gathered from a cross-section or sample population being studied.

Target Population

These cases selected from the population were a sample. The population for this study was based on the NYS selected NYS employees i.e. senior managers, middle level managers and support staff. The target population was the NYS employees in the year 2013/2014.

Sampling and Sample Procedures

Since this research was based on one organization, purposive sampling was used to select the NYS. The NYS was selected because it was the only training institution in youth training in the Ministry of devolution and Planning. The sample for this study was seventy officers at NYS. This constituted five senior managers, fifteen middle level managers and fifty support staff of the population.

Data Collection Procedures and Analysis

The development of tools for collection of data in any given study is very important (Mugenda & Mugenda, 2003). All the staff sampled were asked to fill a self-administered questionnaire. The 70 staff were required to fill in the questionnaire forms. This is because all of them are able to read and write. The primary data was collected with the assistance of one research assistant. The questionnaires were administered with the help of the one research assistant at the time to be agreed with the staff at NYS.

Data Analysis

Once raw data was collected, it was systematically organized in a manner that facilitates analysis. The data was first cleaned, and checked for consistency. Then it was than coded.

DATA ANALYSIS AND PRESENTATION

The study generally sought to investigate the influence of training on employees' performance at

the Kenya National Youth Service. This chapter presents analysis of data in various statistical tools for different constructs and variables in the study.

Response Rate

The study issued 70 questionnaires to the respondents for filling, out of which 63 were duly filled and returned. This made a response rate of 90.0% and according to (Mugenda & Mugenda, 2008), a response rate of 50% is acceptable for carrying out analysis. According to Babbie (1990), a response rate of 60% is good, 70% very good and 50% adequate for analysis and reporting from manual surveys. Therefore, the response rates were considered satisfactorily good for data analysis.

Gender of the respondents

The study sought to find out the gender of the respondents. From the findings, 60.3% of the respondents were male while 39.7% were female. Therefore, the findings of this study can be generalized to both gender.

Age of the respondents

The research sought to establish ages of the respondents. From the findings, a majority (68.3%) of the respondents were aged between 31 and 40, 20.6% were Over 40years and 11.1% were below 30 years.

Level of education of the respondents

The study asked the respondents to state their levels of education. The figure showed that a majority 54.0% had studied up to college level, 34.9% had studied up to the university, and 11.1% said they other levels of qualifications such certificates and professional courses such as CPAs/CPSs.

Number of years the respondents has worked for NYS

The research sought to find out the duration respondents had worked with NYS. From the findings, majority (54.0%) of the respondents said for over 10 years, 34.9% for between 5 and 10 years and 11.1% said for 0 – 5 years.

Effects of Utilization of Tools and Equipment on Performance

The study sought to find out the effects of utilization of tools and equipment on performance. 49.2% agreed that training is given adequate importance at NYS, and 54.0% agreed that skills learnt in training are helpful to them. A small majority (42.9%) agreed that training is periodically evaluated, 36.5% agreed that the employees are trained on use of tools and equipment, and 38.1% agreed that there is regular use of tools and equipment. A majority (39.7%) agreed that the utilization of tools and equipment affect employee performance, 47.6% agreed that the senior staff induct junior employees on use of tools and equipment, and a small majority of 42.9% agreed that tools and equipment are provided to all employees.

The Effect of Lead Time on Performance

The research sought to find out the effect that lead time had on performance. From the findings, 31.7% strongly agreed that all employees are aware of lead time concept, 73.0% either agreed or strongly agreed that there is consistent, timely and fair method for evaluating lead time, 36.5% agreed that there is feedback process from the management to employee on lead time, and 44.4% agreed that they would want to see improvements in the feedback process. 41.3% agreed that feedback is provided to higher management informing them of the goals, status, and challenges facing employees in lead

time, and 38.1% agreed that employee survey, grievance procedures, superior-subordinate discussions exist at the organization on job performance. This study confirms that Betcherman, McMullen and Davidman (1998) which concluded that firms that have training programs tended to perform better in terms of productivity, revenues, profitability, viability and prospects.

Effect Of Competencies On Employees' Performance

The study sought to find out the effects of competencies on employee's performance. 46.0% agreed that there is a communication on competencies to employees, 47.6% agreed that employees openly express their views concerning their competencies, and 30.2% agreed that managers take time to listen to employees' point of view on competencies. 46.0% of the respondents agreed that competencies affect employee performances, and 31.7% agreed that there is use of grapevine by both management and employees about competencies of employees.

The Influence Of Motivation On Employees' Performance

The study asked the respondents how important motivation had been in the effective management in regard to employee performance. 36.5% said that motivation was critically important planning, 49.2% said that motivation was very important to effective supervision, 42.9% said that motivation was very important to recruitment, 41.3% said that motivation was very important to selection, 46.0% said that motivation was very important to training, 50.8% said that motivation was very important to orientation, 47.6% strongly disagreed that motivation is not a norm at NYS, 30.2% strongly disagreed while another 30.2% felt it was less important that motivation is offered selectively to top managers only. A majority (30.2%) strongly

disagreed that top management disregards employee motivation, 39.7% said that motivation is very important and has a direct impact on employee performance and output, and 39.7% strongly disagreed that employees at NYS are not motivated. This study agrees with that of Flippo(1976), who found out that the more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc., i.e. something which the trainee desires.

Challenges In Communication

The research sought to establish the challenges in communication that hindered performance. The respondents were asked the extent to which communication parameters form motivation barriers in NYS. The findings were summarized in Table 4.6. From the findings, 42.9% said to a great extent on organizational policy on motivation, 44.4% said to a great extent on organizational rules and regulations, 31.7% said to a great extent on status relationships superiors to subordinates, 30.2% said to a great extent on complexity in the organizational structure (many levels in management).

The study further asked the respondents the extent to which barriers in supervision affect motivation in the organization. From the findings, 61.9% said to a great extent on the attitude of the superiors towards juniors, 34.9% said either said to a great extent while another 34.9% on the fear of challenge of authority, 42.9% said to a moderate extent on insistence on use of proper/formal channel, 36.5% said to a great extent on lack of confidence in subordinates, 34.9% said to a moderate extent on ignoring motivation, 23.8% said to a moderate extent on lack of motivation and 38.1% said to a

moderate extent on lack of awareness of role of motivation on performance.

CONCLUSION AND RECOMMENDATIONS

This chapter endeavored to discuss the findings of the study, the conclusion and the recommendations of the study. The findings of the study and the conclusion were guided by the objectives that were formulated in chapter one.

Summary of the findings

The study sought to find out the effects of utilization of tools and equipment on performance. The study found out that training is given adequate importance at NYS, skills learnt in training are helpful to the workers, training is periodically evaluated, the senior staff induct junior employees on use of tools and equipment, and tools and equipment are provided to all employees where a majority of the respondents agreed with the statements.

The research sought to find out the effect that lead time had on performance. The study findings showed that there is consistent, timely and fair method for evaluating lead time, there is feedback process from the management to employee on lead time, workers would want to see improvements in the feedback process, feedback is provided to higher management informing them of the goals, status, and challenges facing employees in lead time, and employee survey, grievance procedures, superior-subordinate discussions exist at the organization on job performance.

The study sought to find out the effects of competencies on employee's performance. The study findings showed that, there is a communication on competencies to employees, employees openly express their views concerning their competencies, managers take time to listen to

employees' point of view on competencies, and competencies affect employee performances

The study asked the respondents how important motivation had been in the effective management in regard to employee performance. The study found out that motivation was critically important in planning, it was very important to effective supervision, it was very important to recruitment, it was very important to selection, training, and orientation. Further, the study found out that motivation was a norm at NYS, and that it was very important and had a direct impact on employee performance and output. The study also found that employees at NYS are motivated.

Conclusions of the study

The first objective of the study was to find out the effects of utilization of tools and equipment on performance. From the findings the study concluded that the effects of utilization of tools and equipment on performance included; training was given adequate importance at NYS, skills learnt in training were helpful to the workers, training was periodically evaluated, the senior staff inducted junior employees on use of tools and equipment, and tools and equipment were provided to all employees. This findings confirm those of Baldwin and Johnson (1995) who found that companies that innovate are more technologically advanced, emphasize quality management and their human resources strategies will more frequently support training initiatives.

In the second objective, the research sought to find out the effect that lead time had on performance. The study from the findings concluded that the effect of lead time on performance included; consistency, timely and fair method for evaluating lead time, presence of feedback process from the management to employee on lead time, feedback is

provided to higher management informing them of the goals, status, and challenges facing employees in lead time, and employee survey, grievance procedures, superior-subordinate discussions existed at the organization on job performance. This study confirms that Betcherman, McMullen and Davidman (1998) which concluded that firms that have training programs tended to perform better in terms of productivity, revenues, profitability, viability and prospects. In a similar study by Baldwin and Peters (2001), they demonstrated that innovative firms are more likely to support training activities than non-innovative firms, but the former have a preference for on-the-job training. Innovative firms particularly favour acquiring experience, in the context of learning by doing, to enhance the ability of employees to innovate and solve problems.

The third objective of the study sought to find out the effects of competencies on employee's performance. From the study findings, the research concluded that there was a communication on competencies to employees, employees openly expressed their views concerning their competencies, managers took time to listen to employees' point of view on competencies, and competencies affected employee performances. This study confirmed that of Chowhan (2005) who concluded that the existence and intensity of training activities in a firm depend on the level of technological competency that exists in that firm, rather than on its being a member of a technology-based industry that is without technology training won't exist and so no intensity.

In the fourth objective, study asked the respondents how important motivation had been in the effective management in regard to employee performance.

The study concluded that motivation was critically important in planning, it was very important to effective supervision, recruitment, selection, training, and orientation. Further, the study found out that motivation was a norm at NYS, and that it was very important and had a direct impact on employee performance and output. The study also found that employees at NYS are motivated. This study agrees with that of Flippo (1976), who found out that the more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why training should be related to money, job promotion, and recognition etc., i.e. something which the trainee desires.

Recommendations of the study

The study recommended that organizations continue to innovate since tools and equipment improved training and therefore competencies.

From the effects on lead time, the study recommends that the feedback process be improved so as to enhance the effect of lead time on performance.

The study further, recommended that motivation be made of paramount importance in institutions as it was found to enhance training to a very great extent.

Recommendations for further research

The study generally sought to investigate the influence of training on employees' performance at the Kenya National Youth Service. A similar study can be made with a different case study or different geographical location outside the realm of this study.

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