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ABSTRACT

The motive behind the study was to investigate the determinants of training effectiveness in the Kenyan health sector, a case of Kenyatta national hospital. The research questions were generated from the objectives. This research was anchored in the behavioral theories, cognitive theories, constructivism theory and social learning theories. The study adopted a descriptive research design since it is concerned with determining the frequency with which something occurs. The target population of the study comprised of 205 employees from different divisions which included doctors, nurses, paramedics and support staff. The used both primary and secondary data. The primary data was collected through structured questionnaires, and secondary data collected from reviews of existing literatures for both contextual and conceptual issues relating to the study. Data was analyzed using descriptive statistics and presented in simple tabular analysis such as charts and tables employing the use of frequency distribution, percentages and other descriptive models that formed the basis of quantitative analysis of data. The multiple regression statistical model was used to establish the relationship between the independent and dependent variable. The findings showed that there were positive and statistically significant associations between training design, trainee characteristics, managerial support, training needs assessment and training effectiveness at Kenyatta national hospital. The multiple regression analysis showed that the independent variables explained 67.7 % of training effectiveness at 95 % confidence level. Training needs assessments were found to have the greatest effect on training effectiveness followed by training design, trainee characteristics and lastly managerial support. The study recommended that Kenyatta Hospital human resource managers should conduct needs assessments for training programs; that there should be continuous monitoring of staff fresh from training and provide incentives to motivate staff to enroll in training programs offered by the hospital.

Key Words: Training Design, Trainee Characteristics, Managerial Support, Training Needs Assessment, Training Effectiveness

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INTRODUCTION

As the world becomes a global village due to emergence of new advanced technologies, organizations and its management are forced to reckon with these changes so as to survive, grow and have profitable operations. Increased instances of globalization and the search for high returns and competitiveness, has pushed organizations to seek a means of attracting, retaining skilled, committed and motivated workforce (Sung & Choi, 2014). In essence, due to the changing workloads, market needs, operational work adjustments and changing work tasks, creating a need to keep employees updated from time to time on the current happenings and changes at the workplace. According to Larsen (2017) organizations seeking chances of improving their workforce performance and productivity must then invest in training and re-training their employees. This means that well trained and equipped employees are able to push for the organizational agenda and meet the set strategic goals. Training is seen as a valuable tool and an investment in the organization that helps to improve profitability, reduce operational costs and increase employee motivation, commitment and effectiveness.

Training is very crucial in organizations because new employees are continuously recruited to fill positions left vacant or the newly created positions and they must therefore be trained to work in the specific organizational context. As such training and development activities increase the productivity at an individual level and also serves as a motivation method to improve performance (Sung & Choi, 2014). The main purpose of training is to eliminate performance discrepancies whether current or anticipated so that the employees are equipped with relevant skills to perform their job tasks. Kiruja and Mukuru (2018) mentions that training is particularly important for purposes of improving performance both at individual or organizational level and especially in organizations that report a decline in performance levels.

Factors that influence effectiveness of training can be classified into management-related factors, including financial constraint, failure in strategic planning, high cost, motivation problems among employees and lack of managerial support (Omar 2011). Birdi (2011) is for the opinion that lack of managerial support negatively affects effectiveness of training. Fischer (2011) notes that open-mindedness is an important aspect in for success of any training program. He further notes that employee attitude can affect the outcome of a training program. Driskell (2011) concludes that the manner in which training is offered, content of the training and the ability of the trainee ability would influence the training outcomes. Haslinda and Mahyuddin (2009), established that failure of the management to support training initiatives may negatively impact on the success of training in the organization. Effectiveness of training is also affected by individual-related factors on part of the trainees. Individual characteristics including motivation, attitudes, behaviors and self-efficacy are associated with effectiveness of training. Noe and Wilk (2013) observed that attitudes and motivation among employees to learn play a crucial role in achieving training success. Similarly, Tai (2014) see training motivation as a mediator strongly influencing training performance. Noe (2013) is of the opinion that employees' are likely to resist training opportunities if they do not attach any benefits, which could be gained from the activity. The perception of benefits is a factor that has a significant effect on employees' willingness to attend training and development activities (Noe and Wilk, 2013).

Kenyatta National Hospital is the oldest hospital in Kenya. It is a public, tertiary, referral hospital for the Ministry of Health. It is also the teaching hospital of the University Of Nairobi College Of Health Sciences. It is the largest hospital in the country. The hospital is located in the area to the immediate west of Upper Hill in Nairobi, the capital and largest city of Kenya. Its location is about 3.5 kilometers west of the city's central business

district. The hospital complex measures 45.7 acres. KNH was founded as the Native Civil hospital, in 1901 with a bed capacity of 40. In 1952 it was renamed the King George VI Hospital, after King George VI of England. At that time the settler community was served by the nearby European Hospital (now Nairobi Hospital). The facility was renamed Kenyatta National Hospital, after Jomo Kenyatta, following independence from the British. It is currently the largest referral and teaching hospital in the country. Kenyatta National Hospital employs over 6,000 staff and has a bed capacity of 1,800.

Problem Statement

Despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource development issues in the health sector (Debrah & Ofori 2006) and increasing concerns from patients towards low quality services in the health sector. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found especially in the health sectors.

Lin and (Shariff, 2010) point out that effective training is designed with the aim of imparting skills and behaviors, which help an organization, achieve its goals. Thus training is considered to be effective and successful if it links to the organizational needs and its outcomes meet the organization's target. For training to be effective it should be aligned to the goals and objectives of the organization. Effectiveness of training benefits both the individual and the organization through sharing of ideas and dissemination of good practices resulting in efficient and effective performance (Saleemi 2009). Luong (2015), investigated factors influence effectiveness of training in micro and small enterprises, results showed that the training system was still poor and being neglected. The study found out that micro and small enterprises did not receive the adequate investment and efforts from the employer and company's managers. The training

likely did not satisfy the needs of its target audience. The level of training effectiveness of in micro and small enterprises was not high. Thus, company and employees were not fully beneficial from training. Wognum (2014) did a study on assessment of the effectiveness of training on improving skills and competencies on enhancing capabilities of civil servant. The study found that quite a number of civil servants had been accorded relevant training opportunities, but this had not achieved the desired results.

Studies in the past have shown that effective training can enhance employees' performance. Luong (2015) supports this view by observing that effective training encourage performance. Therefore, employees should be adequately trained to boost their morale and therefore improve performance. Ngure (2013) studied on training of civil servant course on senior management. The study concluded that staff perceptions of course was negative as viewed it only as requirement for promotion. Those who attended the course merely wanted to meet the requirement as provided in scheme of service.

According to the KNH Strategic Plan (2013-2018), the hospital is aware to the fact in order to deliver quality services to its customers, there will be need for elaborate training programs among their employees. The hospital has undertaken a number of initiatives aimed at motivating and developing its staff to enhance performance. These include improvement of working environment, automation of various activities, introduction of Performance contracting, outsourcing none core function training and development opportunities. Training of employees at the hospital is meant to boost service delivery and achievement of the hospital's goals. However, despite elaborate training programs being undertaken in the hospital, there still exist many training gaps as evidenced by employee performance appraisal reports. From the studies done little had been done on determinants of training effectiveness at KNH, therefore this study aimed at addressing this research gap through

answering the question: what are the determinants of training effectiveness at KNH?

Objectives of the Study

The general objective of this study was to investigate the determinants of training effectiveness at Kenyatta National Hospital in upper hill Nairobi. The study was guided by the following research objectives;

- To determine the influence of training design on training effectiveness
- To establish the impact of trainee characteristics on training effectiveness
- To assess the effect managerial support on training effectiveness
- To examine the effect of training needs assessment on training effectiveness at Kenyatta National Hospital

LITERATURE REVIEW

Behavioral Theories

The term "behaviorism" was coined by John Watson (1878–1959). Watson believed that theorizing thoughts, intentions or other subjective experiences was unscientific and insisted that psychology must focus on measurable behaviors. For behaviorism, learning is the acquisition of a new behavior through conditioning (Myers, 2010). According to Myers (2010), there are two types of conditioning namely classical and operant conditioning.

Classic learning process: This is a process of learning by temporal association in which two events that repeatedly occur close together in time become fused in a person's mind and produce the same response. That means learning occurs when a natural reflex responds to a stimulus.

Operant learning process: This process occurs when a response to a stimulus is reinforced. If a behavior is rewarded, that behavior is repeated. With this process, learning is a function of change in overt behavior. Changes in behavior are the result of an individual's response to events (stimuli) that occur in the environment. Behaviorists view the learning process as a change in behavior, and will arrange the environment to elicit desired responses through

such devices as behavioral objectives, Competency-based learning, and skill development and training (Smith, 2002).

Cognitive Theories

Cognitive theories grew out of Gestalt psychology, developed in Germany in the early 1900s and brought to America in the 1920s. The German word *gestalt* is roughly equivalent to the English configuration or pattern and emphasizes the whole of human experience (Yount, 1996). According to Yount (1996), over the years, the Gestalt psychologists provided demonstrations and described principles to explain the way we organize our sensations into perceptions. Gestalt psychologists criticize behaviorists for being too dependent on overt behavior to explain learning. They propose looking at the patterns rather than isolated events. Gestalt views of learning have been incorporated into what have come to be labeled cognitive theories. According to Yount (1996), two key assumptions underlie this cognitive approach: that the memory system is an active organized processor of information and that prior knowledge plays an important role in learning. Cognitive theories look beyond behavior to consider how human memory works to promote learning, and an understanding of short term memory and long term memory is important to educators 16 influenced by cognitive theory (Yount et al., 1996). Yount et al. (1996) indicated that this theory views learning as an internal mental process (including insight, information processing, memory and perception) where the educator focuses on building intelligence and cognitive development. The individual learner is more important than the environment.

Constructivism

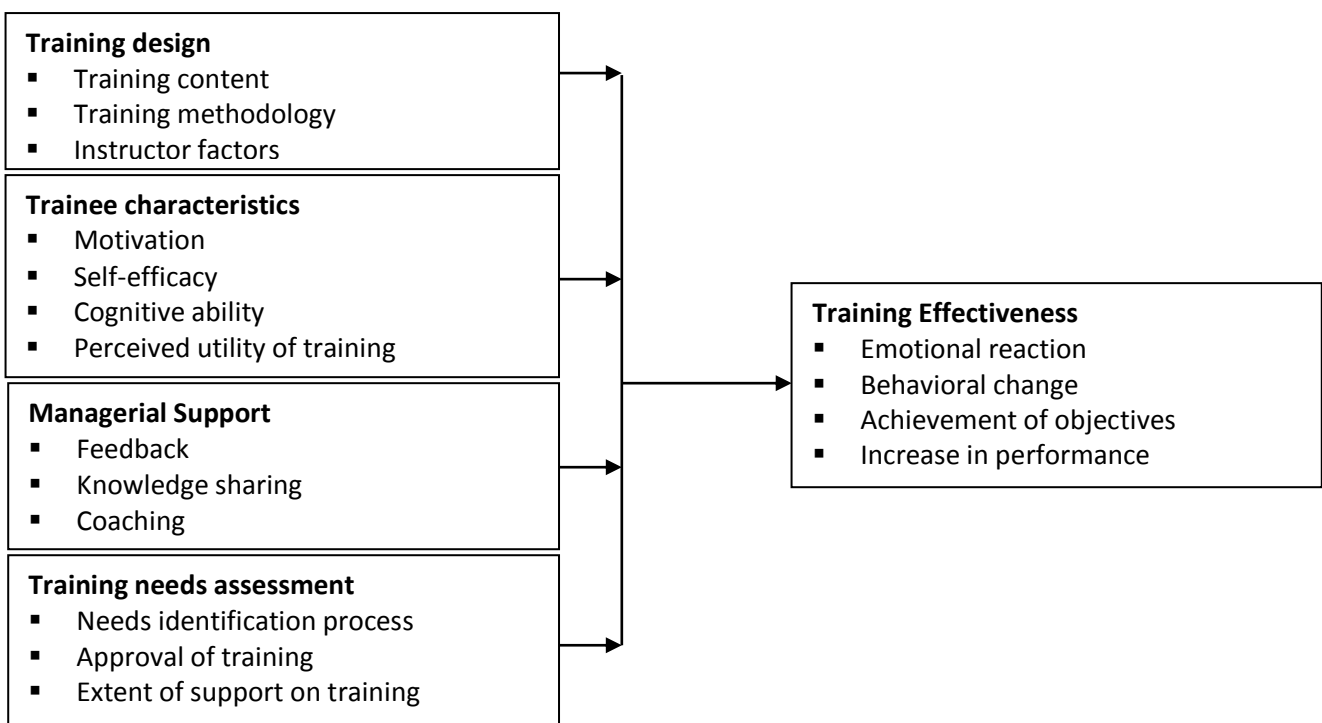
Constructivism emphasizes the importance of the active involvement of learners in constructing knowledge for themselves, and building new ideas or concepts based upon current knowledge and past experience (Smith, 2002). Constructivism is recognized as a unique learning theory in itself. Behaviorism and cognitivist both support the practice of analyzing a task and breaking it down

into manageable chunks, establishing objectives, and measuring performance based on those objectives. Constructivism, on the other hand, promotes a more open-ended learning experience where the methods and results of learning are not easily measured and may not be the same for each learner (Smith, 2002). According to Smith (2002), constructivists believe that all humans have the ability to construct knowledge in their own minds through a process of discovery and problem solving. The extent to which this process can take place naturally without structure and teaching is the defining factors amongst those who advocate this learning theory.

Social Learning Theories

Social learning theory plays an important role in training and development. First, the manager, by becoming a role model for his/her coworkers, can improve their behavior. In fact employees are more likely to imitate their superiors than their peers because of their status, experience and reward

power. Second, modeling has a considerable role to play in implementing a self-managed approach through self-observation and self-monitoring (Davis and Luthans, 1980). Third, for improving the effectiveness of training, a vicarious or modeling principle has been proposed to be used in four stages, namely, presentation of models displaying the desired behaviors, imitation or rehearsal by the observer of the modeling behaviors, social reinforcement or favorable recognition for adoption of the modeled behaviors by the observer; and transfer of training to encourage the use of learned behaviors back on the job (Goldstein and Sorcher, 1974; Manz and Sims, 1981). Because of the importance in human interaction in management, social learning theory (particularly modeling and role-playing) provides general framework for many aspects of management education. Coaching and monitoring are commonly used management development techniques that attempt to harness social learning in the work place (Rossett, 1990).



Independent Variables

Dependent Variable

Figure 1: Conceptual Framework

Training effectiveness is essentially a measure that examines the degree to which training improved

the employee's knowledge, skill, and behavioral pattern within the organization as a result of the

training. Training effectiveness in an organization can be indicated by emotional reaction behavioral change achievement of objectives and increase in performance

Training design implies to the systematic method for developing a training program. This process is described as needing to be flexible and still systematic to adapt to the business needs of an organization. According to Olubukunola (2015), a training design should be tailored to the needs of staff, organizations that develop a good training design in line to the staff needs often lead to good results.

These are described as the staff envisioned efforts to use the impacted skills and knowledge in a training session to real situations of work via a combination of its predictors or one of its predictors. Specifically, personal characteristics, such as learning motivation, job attitudes, personal features, self-efficacy, trainability, and transfer of training conditions for learning have been shown to have an effect on outcomes of training (Homklin, Takahashi, & Techakanont, 2013).

Birdi (2011) argues that the leading elements that influence effectiveness of training is top management support on training initiatives. Managers should focus to nature an enabling environment for learning. Further, they should encourage training initiatives. Failure of management support may result to lack of funds allocated for the training function. For training effectiveness, managers should aspire to accord the required support to training activities.

Training Needs Assessment (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap (Ortho, 2013). TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need. (Kulkarni, 2013).

Empirical Review

Training is a tool that helps organization to gain a competitive advantage. According to Kreitner [2013], no matter how careful job application are screened, typically a gap remains between what the employee does know and what they should know. There is therefore the need for organization to train their human resource to be able to learn in order to acquire more skills to beat competition. Training is a key element for improved organizational performance through the increasing level of individual competences. This means that training that training will help employees to master skills, behaviors, sense of self-worth and confidence upon which they will perform efficiently to improve on the performance of the organization. Among the many benefits of training, training can also eliminate risks in organizations because the trained personnel will be efficient, thus will be able to make better use of the organization property thereby reducing and avoiding waste.

The training design implies to the systematic method for developing a training program. This process is described as needing to be flexible and still systematic to adapt to the business needs of an organisation. According to Olubukunola (2015), a training design should be tailored to the needs of staff, organisations that develop a good training design in line to the staff needs often lead to good results. Organisations are required to identify the needs of its staff and design training that will contribute to optimal use of their workforce towards meeting organisation objectives.

Several scholars and researchers have shown the significance of training design on effectiveness of training and training performance. Nijman, Nijhof, and Veldkamp (2006) described training design as a significant determinant on training effectiveness.

In Pakistan, Khan, Khan, and Khan (2011), examined the impact of development and training on organisation performance. The descriptive study was conducted among 100 staff of a selected firms in Islamabad, Pakistan. The data was collected through a questionnaire. The study found that

training design has a positive and significant effect on the organizational performance. The findings further indicated that training delivery method have a significant impact on firm performance and all these collectively affected the firm's performance.

Trainee characteristics are described as the staff envisioned efforts to use the impacted skills and knowledge in a training session to real situations of work via a combination of its predictors or one of its predictors. Specifically, personal characteristics, such as learning motivation, job attitudes, personal features, self-efficacy, trainability, and transfer of training conditions for learning have been shown to have an effect on outcomes of training (Homklin, Takahashi, & Techakanont, 2013).

Scholars (Velada 2007; Suleiman, Dassanayake, & Othman, 2016) identified trainee characteristics (job attitudes) as having an effect on training effectiveness. Others (Cheng & Ho, 2001; Salas & Cannon-bowers, 2001) identified values, trainee attitudes, expectations, and interests as influencing training effectiveness. Chiaburu (2010) further identified trainee characteristics to include locus of control, achievement and motivation, cognitive ability, anxiety and conscientiousness. Studies on trainee characteristic suggest that certain personality traits influence training outcome to a greater extent than others.

Birdi (2011) found that the leading elements that influence effectiveness of training is top management support on training initiatives. Managers should focus to nature an enabling environment for learning. Further, they should encourage training initiatives. Failure of management support may result to lack of funds allocated for the training function. For training effectiveness, managers should aspire to accord the required support to training activities. Training programme success largely is depended on training facilitation and the trainer's experience. Pradhan and Pradhan (2012), established that some factors including goodwill by the top management, fellow workers, personal perceptions towards training, job-related aspects and also the shortcomings of

the training programs may contribute negatively or positively to the effectiveness of training.

In determining the role of managers and supervisors in regard to training, Ellström (2012), synthesizes the meaning of management support for subordinates learning at work from the previous studies. She mentions the similarities in the dimensions and themes of management (i.e. the encouragement of risk taking and knowledge sharing, feedback provision, promote learning climate and role models for learning) Birdi (2011). Moreover, is of the views that in each step of training process, there is the participation of managers. For instance: they take an active role to determine the training needs. The needs are defined by managers in top, middle and lower position respectively within various levels of the organizations including top management middle level management and lower level. By observing employees, manager recognizes and discovers the defects or the required skills which employees lack to perform the tasks.

Training Needs Assessment (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap (Ortho, 2013). TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need. (Kulkarni, 2013).

Similarly, according to Obi-Anike and Ekwe (2014) while assessing the impact that training and development has on training effectiveness in the Nigerian public sector, revealing that training is seen as equipping employees with knowledge and skills to enable the group of trainees achieve the set strategic objectives and goals. Achievement of goals is made possible through the development of appropriate knowledge, skills and attitude of the employees. The appropriate training can convert any employee into an effective manager through passing on information that can equip them with

the competency to manage all organizational activities. In an effort to improve the performance of the entire organization as well as individual performance, organizations must assess the job requirements versus the skills and knowledge of employees. (Larsen, 2015). Bridging the gap between the job requirement and inherent skills and knowledge is possible through training programs that respond to the needs.

METHODOLOGY

This study adopted a descriptive research design, which according to Creswell and Creswell (2017) is appropriate in the creating a profile of the variables. The study then applied descriptive statistic to describe information or data through the use of numbers. According to HR records at KNH, there were 1160 permanent employees working at their head offices in Upper hill Nairobi County of which were tThe target population for this study.

This study adopted stratified sampling and simple random sampling methods. For this study, the sample frame consisted of the **1160** permanent employees of KNH identifiable by the human resources department registry of employee at KNH. This study collected primary data using structured questionnaires. The questionnaire was designed in line with the research objectives and had closed-ended questions. For the qualitative data, analysis of the data was done through descriptive statistics such as frequency counts, percentage charts and averages for structured items by use of Statistical Package for Social Sciences (SPSS) and the results were presented by use of tabulations, bar graphs

and pie charts. For the quantitative data, analysis of the data was done through descriptive statistics such as frequency counts and percentage charts and the results presented by use of tabulations, bar graphs and pie charts. The correlation between the independent and dependent variables was determined by the use of regression analysis. The regression model was used to determine if the regression assumptions used in the study were valid before performing the inference. The Regression Model followed this format:

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

Where Y= Determinants of Training Effectiveness at Kenyatta National Hospital

β_0 = Constant

$\beta_1, \beta_2, \beta_3$ and β_4 are Coefficients of determinants of training effectiveness at KNH

ϵ = error term

X_1 = Training Design

X_2 = Trainee characteristics

X_3 = Managerial Support

X_4 = Training Needs Assessment

The findings from the analysis were presented in form of charts, pie charts, figures, graphs, tables and narrations.

FINDINGS

Training Design

The first objective of the study was to determine the influence of Training Design has on Training Effectiveness in Kenyatta National Hospital. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = strongly agree was used. The findings were as shown in Table 1.

Table 1: Training Design

Training Design	Mean	SD
The content for training of staff are in line with the training needs established	3.77	1.03
Training content is always deep enough to cover the scope of skills gap	3.62	0.952
The knowledge and skills from training is relevant to my job	3.86	0.856
The training content is developed with the level of employees in the organization	3.72	1.12
The training contents allow provision of feedback for greater learning impact	4.13	0.977
The trainings keep in line with organizational policies and procedures	3.61	1.25
The training incorporated audio and visual material instruction	3.00	1.22
There was mental and emotional involvement of the instructor in training	3.52	1.06
Average Score	3.65	1.060

The findings pointed out that majority of the respondents agreed that the content for training of staff are in line with the training needs established as supported by a mean of 3.77 with standard deviation of 1.03. Respondents agreed that training content is always deep enough to cover the scope of skills gap the as shown by a mean of 3.62 with standard deviation of 0.952. Respondents agreed that the knowledge and skills from training was relevant to their job as supported by a mean of 3.86 with standard deviation of 0.856. Respondents agreed that the training content was developed with the level of employees in the organization as shown by a mean of 3.72 with standard deviation of 1.12.

The findings established that majority of the respondents agreed that the training contents allowed for provision of feedback for greater learning impact with a mean of 4.13 with standard deviation of 0.977. This is supported by Menguin, (2017) who established that to provide the desired motivation and accountability, it is a good idea to assess people skills in advance of the training

programmes by employing executives who able to coach their supervisors and subordinates in ensuring frequent feedback, encouragement and reinforcement.

Respondents agreed that the trainings kept in line with organizational policies and procedures as supported by a mean of 3.61 with standard deviation of 1.25. Respondents moderately agreed that the training incorporated audio and visual material instruction as supported by a mean of 3.00 with standard deviation of 1.22.

Respondents agreed that there was mental and emotional involvement of the instructor in training as supported by a mean of 3.52 with standard deviation of 1.06.

Trainee characteristics

The second objective of the study was to establish the influence of Trainee Characteristics on Training Effectiveness at Kenyatta National Hospital. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = strongly agree was used. The findings were as shown in Table 2.

Table 2: Trainee characteristics

Trainee Characteristics	Mean	SD
I am able to learn new skills and knowledge	4.42	0.495
I am able to apply learnt skills and knowledge in my work	4.40	0.492
I set standards of learning new skills and knowledge from the training	4.62	0.488
I believe I am capable of absorbing the material taught in a training program	4.29	0.451
I feel confident I can succeed from a training program	4.43	0.499
I am capable of performing the training assignments	4.57	0.501
I exert considerable effort to obtain a high grade in a training program	4.04	0.892
I devote a considerable amount of time to my training assignments	4.40	0.592
I have set high achievement goals for myself in training programs	4.45	0.692
The opportunity to learn new things is important to me	4.66	0.492
I like doing challenging work	4.55	0.592
It is important to me to make the most of my skills	4.40	0.492
Average Score	4.43	0.555

The finding agreed with self-efficacy theory proposition that a person's behavior, cognitive factors (self-efficacy and outcome expectations) and behavior are all related (Bandura, 1986). The assumption is that individuals with high self-efficacy are able to achieve what he/she wants to achieve.

Applying this theory to the finding, this meant that staff who had received training were confident to applying skills learnt in the training to their work.

Managerial Support

The study sought to establish whether Managerial Support influences Effectiveness of Training in

Kenyatta National Hospital. The responses on various statements were indicated using a scale of

1-5 where (1 = strongly disagree, 2=disagree, 3=Neutral, 4=agree, 5=strongly agree).

Table 3: Managerial Support

Managerial Support	Mean	SD
In my organization managers support effectiveness of training	3.94	0.971
My supervisor participates in each step of the training process	3.61	1.11
In my organization success of training programme depends on facilitation method	3.72	0.902
In my organization top managers participates in coaching, assisting and helping employees to learn and improve skills	3.73	0.990
Support from top management influences effectiveness of training in my organization	3.81	0.908
Knowledge sharing in my organization promotes learning climate and role modeling for learning	3.94	0.881
Average Score	3.79	0.960

The findings pointed out that majority of the respondents agreed that in their organization managers supported effectiveness of training as supported by a mean of 3.94 with standard deviation of 0.971. Respondents agreed that their supervisors participated in each step of the training process as supported by a mean of 3.61 with standard deviation of 1.11. The finding supported the social exchange theory which suggested that staff need support from the organisation or work environment. The social exchange theory argues that there is a process of interactions that lead to obligations between two parties (Emerson, 1976). This interaction is between the supervisors and management staff who had received training.

Respondents agreed that in their organization success of training programme depended on facilitation method supported by a mean of 3.72 with standard deviation of 0.902.

The study further established that in the organization top managers participated in coaching, assisting and helping employees to learn and

improve skills as shown by a mean of 3.73 with standard deviation of

0.990. Respondents agreed that support from top management influenced effectiveness of training in the organization as supported by a mean of 3.81 with standard deviation of 0.908. Respondents agreed that knowledge sharing in their organization promoted a learning climate and role modeling for learning as supported by a mean of 3.94 with standard deviation of 0.881.

Training Needs Assessments

Several statements on the effect of Training Needs Assessment on Training Effectiveness in the Kenyan Health Sector were identified by the researcher. Respondents were asked to indicate the extent of their agreement with each statement in regard to trainings needs assessment at Kenyatta National Hospital and how it has influenced Training Effectiveness. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = Strongly agree was used. The findings were as shown in Table 4.

Table 4: Training Needs Assessment

Training Needs Assessment	Mean	SD
There are regular skills set evaluation	3.63	1.16
Regular evaluation of skills set bring out areas of deficiency that employees are to be trained on	4.00	0.914
Employee skills set evaluation is done regularly	3.38	1.13
Trainings for staff are tailored to tasks performed by each staff	3.52	1.06
The evaluation of skills set is done objectively	3.47	1.06
Employee trainings improve employee commitment levels	4.08	0.863

There are clear policies on training needs assessment	3.44	1.19
Training contents are tailored to the needs as per the skills required	3.44	1.19
Training contents are tailored to the gaps in skills possessed	3.50	1.06
Trainings equip employees with new formats of accomplishing their tasks	3.94	0.971
Trainings are tailored on improving employee competencies	3.81	0.996
Trainings are used to reduce the level of employee turnover	3.25	1.11
Average Score	3.62	1.059

The study established that majority of the respondents agreed that there were regular skills set evaluation as supported by a mean of 3.63 with standard deviation of 1.16. The study established that majority of the respondents agreed that regular evaluation of skills set bring out areas of deficiency that employees were to be trained on as supported by a mean of 4.00 with standard deviation of 0.914. Respondents moderately agreed that employee skills set evaluation was done regularly as supported by a mean of 3.38 with standard deviation of 1.13. Respondents agreed that trainings for staff were tailored to tasks performed by each staff by a mean of 3.52 with standard deviation of 1.06. This agrees with Hafeez and Akbar (2015) who established that training of employees according to the knowledge gap exhibited in organization results in increasing their productivity through better job performance.

The study pointed out that majority of the respondents moderately agreed that the evaluation of skills set was done objectively as supported by a mean of 3.47 with standard deviation of 1.06. Respondents agreed that employee trainings improved employee commitment levels as supported by a mean of 4.08 with standard deviation of 0.863. Majority of the respondents moderately agreed that there were clear policies on training needs assessment as supported by a mean of 3.44 with standard deviation of 1.19. Respondents moderately agreed that training contents were tailored to the needs as per the skills required as supported by a mean of 3.47 with standard deviation of 1.04. This agrees with Sultana (2013) who stated that it is evident that the more

employees get relevant training, the efficient they become in their productivity and performance. Training is seen as equipping employees with knowledge and skills to enable the group of trainees achieve the set strategic objectives and goals (Hafeez & Akbar, 2015).

The study further pointed out that majority of the respondents agreed that training contents were tailored to the gaps in skills possessed as supported by a mean of 3.50 with standard deviation of 1.06. Respondents agreed that trainings equipped employees with new formats of accomplishing their tasks as supported by a mean of 3.94 with standard deviation of 0.971. This is supported by Kum, Cowden and Karodia (2014) who revealed that the management in organizations should approve training programs and content to ensure that the employees learn new formats of working. Respondents agreed that trainings were tailored on improving employee competencies as supported by a mean of 3.81 with standard deviation of 0.996. Majority of respondents moderately agreed that trainings were used to reduce the level of employee turnover as shown by a mean of 3.25 with standard deviation of 1.11.

Training Effectiveness

Several statements on Determinants of Training Effectiveness were identified by the researcher. Respondents were asked to indicate the extent of their agreement with each statement in regard to Training Effectiveness at Kenyatta National Hospital. A scale of 1-5 where 1= strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 = strongly agree was used. The findings were as shown in Table 5.

Table 5: Training Effectiveness

Training effectiveness	Mean	SD
Reaction		
I liked and enjoyed the training	4.32	0.742
Participating in the training was good use of my time	4.34	0.693
I consider the training provided as relevant	4.39	0.684
Achievement of objectives		
I learned what was expected from the training	4.21	0.650
I experienced what I expected from the training	4.19	0.731
I believe I have advanced in my performance after the training	4.26	0.707
Behavioral changes		
I was able to put the learning into effect when back on the job	4.10	0.949
I was able to transfer the learning to another person	3.99	0.879
I am applying the relevant skills and knowledge from the training	4.25	0.771
Organizational impact		
I was able to increase customer service ratings of the bank after the training	4.11	0.795
I was able to reduce wastages of working resources in the workplace	4.20	0.802
I have been able to achieve work customer standards after the training	4.22	0.811
Average Score	4.22	0.768

Table 5 showed that the highest mean score for reaction was I consider the training provided as relevant (M=4.39, SD=0.684). In achievement of objectives dimension, I believe I have advanced in my performance after the training had a mean score of 4.26 and standard deviation of 0.707. Respondents indicated that to an extent they applied relevant skills and knowledge from the training as shown by a mean score of 4.25 and standard deviation of 0.771. Staff indicated that to an extent they were able to achieve work customer

standards after the training as shown by a mean score of 4.22 and standard deviation of 0.811.

Inferential Statistics

The researcher conducted multiple regression analysis and correlation analysis to establish the determinants of training effectiveness at Kenyatta National Hospital. The use of different tests was driven by the need to corroborate results and to further query the results to find out more about the underlying patterns explaining such results.

Table 6: Correlations Coefficient

		Training Design	Trainee Characteristics	Managerial Support	Training Needs Assessment	Training Effectiveness
Training design	Pearson Correlation	1				
	Sig. (2-tailed)	151				
Trainee characteristics	Pearson Correlation	.575	1			
	Sig. (2-tailed)	.000	151			
Managerial support	Pearson Correlation	.540	.663**	1		
	Sig. (2-tailed)	.000	.000	151		
Training Needs Assessment	Pearson Correlation	.527	.677	.540**	1	
		.000	.000	.000		

	Sig. (2-tailed)	151	151	151	151	
Training Effectiveness	Pearson Correlation	.721**	.776**	.685**	.730**	1
	Sig. (2-tailed)	151	151	151	151	151

** . Correlation is significant at 0.01 level (2-tailed)

The correlation analysis to determine the effect of training design on training effectiveness showed a significant correlation existed ($r = 0.721$, $p < 0.05$). Pearson's correlations coefficient was higher than 0.5 suggesting a strong relationship existed between the two variables. The study had also sought to determine the influence of trainee characteristics on training effectiveness. The analysis yielded a Pearson correlation coefficient of $r = 0.776$, $p < 0.05$; indicating that a strong relationship existed between the two variables. The study also sought to determine the effects of managerial support on training effectiveness. The

analysis showed ($r = 0.685$, $p < 0.05$) to show a strong relationship between the two variables. The study also sought to determine the effects of training needs assessment on training effectiveness. The analysis yielded Pearson correlations coefficient is ($r = 0.730$, $p < 0.05$) to indicate a strong relationship between the two variables. Hence, it is evident that all the independent variables could explain training effectiveness. The correlation summary shown therefore indicated that the associations between each of the independent variables and the dependent variable were significant

Table 7: Multiple Linear Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.881 ^a	.677	.645	2.705

a. Predictors: (Constant), Training Design, Trainee Characteristics, Management support, Training Needs Assessment

In Table 7, R is the correlation coefficient which indicates the relationship between the study variables, from the findings shown it was notable that there exists a strong positive relationship between the study variables as shown by 0.881. The coefficient of determination that is the percentage variation determination in the dependent variable that supported by the variation in independent variables is indicated by the R square which was 0.677. This implied that 67.7 % of the variance in training effectiveness can be explained by; Training

Design, Trainee Characteristics, Management support and Training Needs Assessment. This indicated that 32.3% of the changes can be explained by other factors. Adjusted R squared is coefficient of determination which indicates the variation in the dependent variable due to changes in the independent variable. From the findings in the above table the value of adjusted R squared was 0.645, an indication that there was variation of 64.5 percent.

Table 8: Analysis of Variance (ANOVA)

	Sum of Squares	df	Mean Square	F	Sig.
Regression	536.683	4	178.894	24.449	.002 ^b
Residual	343.905	141	7.317		
Total	880.588	145			

a) Dependent Variable: Training Effectiveness

b) Predictors: (Constant), Training Design, Trainee Characteristics, Management support, Training Needs Assessment

From the ANOVA statics, the study established the regression model had a significance level of 0.002% which was an indication that the data was ideal for making a conclusion on the population parameters as the value of significance was less than 0.05. F (24.449) statistic is the regression mean divided by the residue mean. The significant value shown by

0.002 is smaller than estimated value of 0.05 which implied that the data was significant for making conclusion that is the predictors variable; Training Design, Trainee Characteristics, Management support, Training Needs Assessment explains the variation in the dependent variable that is Training Effectiveness.

Table 9: Regression Coefficients results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	1.346	2.131		.632	.003
Training Design	.326	.090	.423	3.517	.001
Trainee Characteristics	.236	.103	.252	2.199	.002
Managerial support	.191	.085	.249	2.120	.002
Training Needs Assessment	.387	.117	.424	3.217	.002

a. Dependent Variable: Training Effectiveness

The Multiple Regression Model was as follows:

$$Y = 1.386 + 0.326X_1 + 0.236X_2 + 0.191X_3 + 0.387X_4$$

X₁= Training Design

X₂= Trainee Characteristics

X₃= Managerial Support

X₄= Training Needs Assessment

From the above linear regression model, all independent variables have positive coefficient. This shows that there is a positive relationship between dependent variable

deficiency that employees were to be trained on. Pearson's correlations coefficient was higher than 0.5 for all variables suggestion a strong relationship existed between the independent and dependent variable

The findings concluded that Training Needs Assessment had the greatest influence on Training Effectiveness, followed by Training Design, then Trainee characteristics. Managerial Support had the least influence on Training Effectiveness.

CONCLUSION AND RECOMMENDATIONS

The study concluded that Training Design significantly influenced Training Effectiveness, this was associated to the fact that the training content allowed for feedback for a greater learning impact. Trainee Characteristics significantly influenced Training Effectiveness since the employees set standards of learning new skills and knowledge from the training. Managerial Support significantly influenced Training Effectiveness due to supervisors participating in each of the steps in the training process of the staff. The study further established that Training Needs Assessment significantly influenced employee performance. This was associated to the fact that the hospital had regular skills set evaluation that brought out areas of

The study recommended that policy makers at the Kenyatta Hospital to consider introducing performance management policy on effectiveness of training to enhance work performance in the organization. Such policy should seek to include employees in the formulation of training programs. The study recommended that Kenyatta National Hospital human resources managers should design training programs with consideration to employee personality and their particular needs and wants in mind to ensure effectiveness of the program. The study also recommended that Kenyatta National Hospital human resources managers should continuously monitor the progress of staff fresh from training and provide incentives to motivate staff to enroll in training programmes offered by

the organisation. The study also recommended that Kenyatta National Hospital human resource managers should encourage supervisors to support staff where staff can apply skills acquired from training in their day-to-day roles. This can be achieved by developing organisational policy to give directions on how supervisors can support staff from training. Finally, the study recommended that Kenyatta National Hospital human resource managers should conduct needs assessments for training programmes among their staff in order to ensure that training content is consistent with staff duties.

In the present world, environment of organizations are relying on the organizational knowledge and its employees for the comparative advantage, timely and appropriate answers to challenges is the key towards success. The management of human resource, especially the programs of training, plays an important role in any business. Through training programs employees can learn about the organization and can grater the rate of change

through creativity and effective decision-makings. If training is to continue to grow in any organization then there will be innovations on product and services, and performance regarding productivity of the organization will be better. From training processes, there will be motivation and prosperity within the organization.

Recommendation for Further Research

The study focused on the determinants of training effectiveness at Kenyatta National Hospital, future scholars ought to carry out similar studies on different Kenyan hospitals both public and private health sector. The current study focused on training effectiveness, future scholars ought to focus the overall employee training and development in Kenyan health sector. The study had a coefficient of determination of 78.4% making a residual of 21.6% which can be explained by other factors beyond the scope of the current study that future scholars ought to focus on like instructor competence and training type as predictor variables of training effectiveness.

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