

Effect Of Training Dimensions On Employee's Work Performance: A Case Of Mumias Sugar Company In Kakamega County

Ashikhube Humphrey Otuko¹, Dr. KimaniChege G², Dr. Musiega Douglas³

¹ School of Human Resource and Development, Jomo Kenyatta University of Agriculture and Technology, Kakamega campus, Kenya

² Senior Lecturer, Department of Psychology, Moi University

³ Director, Jomo Kenyatta University of Agriculture and Technology, Kakamega Campus, Kenya

ABSTRACT: *This paper assesses the effect of training dimensions on employee performance, a case of Mumias Sugar Company, Kenya. The study sought to find out; the effects of training needs assessment on employee performance, the effects of Training contents on employee performance and the effects of Training evaluation on employee performance. The study targeted a total of 150 employees and 6 departmental heads. Questionnaires and interview schedules were used. The departmental heads were selected using purposive sampling while the employees were selected through simple random sampling. The researcher used content validity; internal consistency was achieved through the use of a Cronbach's Alpha coefficient which yielded an alpha of 0.86 implying that the instruments were reliable. The researcher then analyzed the data using descriptive and inferential statistical where regression analysis was used to establish the associations of the study variables. Results show that there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited. Training contents has a positive and significant effect on the employee performance in Mumias Sugar Company Limited and training evaluation and employee performance were positively and significantly.*

KEY WORDS: *On Job Training, Mumias Sugar Company Limited, Training Dimensions, Training Evaluation Levels, Training Needs Assessment*

I. INTRODUCTION

Training helps people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance. Human resource theory supports the significance of training in which it is considered as one of the processes in achieving organizational goals by attracting and maintaining employees, and also managing them effectively. This chapter covers the following sub-topics: background of the study, statement of the problem, significance of the study, specific objectives, research questions, justification of the study, scope of the study, limitations of the study, and operational definition of terms

1.1 Background of the Study

With the current expansion of the global economy and the fast-changing evolution of technology and innovation, organizations are facing an on-going need for employee learning and development. As knowledge increasingly becomes a key factor for productivity, it has also become a currency for competitive success. The resource base approach contends that the organization can develop a sustained competitive advantage only if its activities create value in a unique way, on that competitors cannot easily copy. The human capital cannot be easily copied once they acquire the expertise and the necessary skills and knowledge in their workplace. Training is of growing importance to companies seeking to gain an advantage among competitors. There is significant debate among professionals and scholars as to the affect that training has on both employee and organizational goals. One school of thought argues that training leads to an increase in turnover while the other states that training is a tool to that can lead to higher levels of employee retention. Regardless of where one falls within this debate, most professionals agree that employee training is a complex human resource practice that can significantly impact a company's success. Training process is time consuming as the employees need time to adapt and struggle with the task given. Successful organizations today must have managers who able to motivate and inspire their employees. Successful managers must see themselves not just as bosses, but as performance coaches by providing training; help employees enhance their careers; and mentor them to become the best they

can be. The importance of ensuring employee retention following training may lie in the strategic approach that is utilized. Companies can seek to achieve organizational goals through a variety of human resource strategies and approaches. One such approach, a commitment strategy, attempts to develop psychological connections between the company and employee as a means of achieving goals (Arthur, 2003). In an attempt to ensure that the employee remains with the company following training, employers may implement a strategy to training that fosters commitment. Training that attempts to increase employee commitment may serve to counter the numerous direct and indirect costs associated with turnover. Although a commitment strategy can be tied to all company human resource practices; recruitment, selection, performance and evaluation,

II. STATEMENT OF THE PROBLEM

Previous studies have examined the effect that training and workplace education programs (Krueger and Rouse, 1998), training and organizational outcomes, on-the-job training and commercial banks, training on employee's work commitment and performance (Hamid, 1987), but very few studies if any have addressed the effect of training dimensions on employee work commitment and performance in Sugar Manufacturing firms in Kenya and in particular in Mumias Sugar Company. Most studies have focused on the effect of training on organizational performance in manufacturing firms in developed countries with little in developing countries. This study assesses the effect of training dimensions on employee performance in Mumias Sugar Company Limited in Kakamega County, Kenya.

OBJECTIVES OF THE STUDY

The general objective of the study was to assess the effect of training dimensions on employee performance in Mumias Sugar Company Limited in Kakamega County, Kenya.

Specifically the study sought to address the following objectives:

1. To determine the effect of training needs assessment on employee performance in Mumias Sugar Company Limited in Kakamega County.
2. To establish the effect of training contents and delivery approaches on employee performance in Mumias Sugar Company Limited in Kakamega County.
3. To examine the effect of Training evaluation on employee performance in Mumias Sugar Company Limited in Kakamega County.

RESEARCH HYPOTHESIS

The study was guided by the following research hypotheses:-

Ho1: There is no significant effect of training needs assessment on employee performance in Mumias Sugar Company Limited in Kakamega County.

Ho2: There is no significant effect of training contents on employee performance in Mumias Sugar Company Limited in Kakamega County.

Ho3: There is no significant effect of training evaluation on employee performance in Mumias Sugar Company Limited in Kakamega County.

III. LITERATURE REVIEW

3.1 Introduction

This chapter searches for the gaps in the existing literature by various authors through reviewing of the relevant literature on the effect of training dimensions on employee performance.

3.2. Training Dimensions and Employee Performance

An employee must be nurtured and developed but it is not enough just throw a training to employees and hoping for the best from them. Most of the training is not tied to the organization's goals as it is often conducted in a vacuum, which unrelated to the problems facing by the organizations. So, the training results are considered less important than the activity itself because the organizations are satisfied as long as the employees attend. Hence, whether the employees retain anything or can apply what they have learned from the training to the job, it is immaterial because it is the activity that count and not the results benefited from the training (Hamid, 1987). Most of managers sent their employees for training because of performance problems arise in organizations as they expecting to see them to come back, a day or so later, and able to perform satisfactorily. However, the manager not aware of the purpose of training nor he was given tools to help in coaching the employees in applying what they had learned in training on the job. So, employees often questioned the value of the relevance of training they

received as they returned to work environment that did not support a change, even though they wanted to make some changes in their behaviors and trying out new skills on their works (Lin and Tremblay, 2003). Research into training influence employee's performance has generated much debate among previous academic researchers. The desire for training is supported by human resource management (HRM) theory, which training is one of the processes in achieving organizational goals by attracting and maintaining employees, and also to manage them effectively. HRM theory indicated that training is the field concerned with organizational activity aimed at bettering the employee's performance in organizational settings (Hamid 1987).

Recent studies mentioned that training is an essential element for sustainable competitive advantage and survival in the 21st century as it is the process of providing employees with specific skills or helping them to correct deficiencies in their performance (Poh, 2001). It can be defined as development of skills, specifies measurable objectives, and should result in observable change in behavior (Wagonhurst, 2003). Training is a systematic process, which helps people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance (Buckley and Caple, 2000).

Most of managers give training to their employees for three main purposes (Belcourt, Wright and Saks, 2000), which are (1) to increase productivity or the performance of employees; (2) to achieve organizational goals; and (3) to invest in employees to succeed in the unpredictable and turbulent business environment. The literature on training dimensions and employee's work performance will be discussed under the following sub-headings:

3.3. Training Commitment

The study done by Ismail and Othman (1998) stated that 23% out of 44% of respondents conducted formal training did not conduct a "Training Needs Assessment (TNA)" but 16% indicated TNA based only on the strategic plan of the organization. Past evidence also mentioned that most of training conducted for managers is in the service sector rather than manufacturing sector (Juhary and Saiyadain, 1996). So, in order to maintain economic scenario as the fastest growing nation in Southeast Asia, Malaysia able to have a large and professional, trained workforce by referring to this study. In order to maintain in creation of a developed and industrialized society, a country needs large; professional and trained workforce where 2 schemes will be initiated according to Saiyadain (1994); (1) Human Resources Development Fund (HRDF), which requires companies to contribute an amount equivalent to a certain percentage of their payroll to a fund and then claim back a part of the cost of training from this fund; and (2) providing higher education to those who are not qualified to get it through the traditional route as high turnover forced many companies to spend more on training because more new recruits had to be trained. So, in order to determine how committed organizations are towards the training on their executives, it is by looking at the proportion of the total payroll it spends on the activity and also demonstrated by its financial commitment during financially difficult times (Poon and Othman, 2000). According to Saiyadain (1994), most training programmes are offered to fulfill the expectation of the employee's needs because most of the training programmes are practical and relate to the actual problems arise in the work environment, so the employees able to test out the techniques which they have learned from the training programmes in their work tasks. Besides that, the employees able to obtain input by learned and shared from other participants' experiences in most training programmes (David, Scott, Nancy and Michelle, 2005 and Jenks, Carter and Jenks, 2007). In addition, most of training programmes are not a 'one – shot' affairs but it follow – up based on experience from previous training program and also the continuity after the previous program succeed (Saiyadain, 1994; Saiyadain and Juhary, 1995). To many organisations, training is an expense centre that reward their subordinates for good work or pass problem managers to trainers for the duration of training; and some send their employees to make up the quota, so training has becomes statistics and does not have much value added (Saiyadain and Juhary, 1995). The investment in human capital can occur via formal training in a structured environment or can be informal, on – the – job training. Training programmes can be expensive to design and implement, so it is one of the reason why most of small organizations may hesitate to do training (O'Connor, Bronner and Delaney, 1996). However, if managers are going to invest time and money in training, it would be best spent in training in conflict resolution skills, which develop good goal setting skills and planning skills (Hartenian, 2003).

Therefore, organizations should give serious attention in designing and evaluating training programmes in striving to meet demands from the management for the profit contributions and participants who want programmes that able to produce results and give benefit not only to the participants but also to the organizations. This effort will be in line with an organisation's development as an industrialized nation and to support HRD strategies (Hamid, 1987).

3.4. Training Needs Assessment

Training Needs Assessment (TNA) refers to developing a composite impression of the professional setting and includes inquiries regarding short and long term business strategies, the physical work environment, departmental culture, performance capabilities and the personalities of the employees. Also known as Training Objectives or Terms of Reference, which need to be achieved after conducting the training program. However, conducting a systematic TNA is a crucial initial step to design a training program and can substantially influence the overall effectiveness of training programmes (Goldstein and Ford, 2002), which also affected the performance of employees (Wagonhurst, 2002). According to Buckley and Caple (2000), there are five major benefits by having and stating TNA in the training, which are (1) prevention in teaching too much or too little, which too little training indicates inadequate training may not provide a stimulus for improvement, while overload training can lead to overtraining syndrome. (2) guidelines for the training course design and are the basis for producing enabling objectives and learning points; (3) clarification of what are the goals in the training for the reference to the trainers and for the trainees; (4) effectiveness of the training in terms of knowledge, skills and attitudes expected of the trainees, the minimum acceptable performance standards and the conditions under which the performance is measured and (5) validation of the training which providing the link between training needs and the training. A systematic needs assessment can guide and serve as the basis for the design, development, delivery and evaluation of the training program; it can be used to specify a number of key features for the implementation and evaluation of training programmes. The expectation of the training objectives to be achieved at the end of the program; the conditions under which the trainees able to demonstrate their learning and the standards that must be reached to confirm level of competence and understanding are another dimensions of TNA, which have been discussed by previous researchers (Bersin, 2006 and Buckley and Caple, 2000). Moreover, the presence and comprehensiveness of TNA should be related to the overall effectiveness of training because it provides the mechanism whereby the questions central to successful training programmes can be answered. So, in the design and development of the training programmes, systematic attempts to assess the training needs of the organization, identify the job requirements to be trained and identify who needs training and the kind of training to be delivered should result in more effective training (Wagonhurst, 2002).

3.5. Training Contents and Delivery Approaches

An outcome of the TNA is the specification of the training objectives that, in turn, identifies or specifies the skills and tasks to be trained. For a specific task or training contents, a given training delivery approach may be more effective than others because all training delivery approaches are capable and intended to communicate specific skills, knowledge, attitudinal or task information to trainees, so different training delivery approaches can be selected in order to deliver different training contents (Hamid, 1987). According to Wexley and Latham (2002), the need to consider skill and task characteristics in determining the most effective training delivery approaches should be highlighted. A number of typologies have been offered for categorizing skills and tasks (Gagne, Briggs and Wagner, 1997; Rasmussen, 1982), which can be categorized into two broad categories: people or technical skills (Poon and Othman, 2000), is crucial in designing training programmes. Many organizations fail because their employees not trained well enough in skills that truly matter in the age of information. However, people skills are typically hard to observe; quantify and measure as much as it needed for everyday life and in work because it's have to do with how people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as team member, solving problems and resolving conflicts (Coates, 2004). The benefits of people skills training are (Menguin, 2007): (1) providing a platform to showcase technical skills; (2) helping in the fast lane; (3) bring out the leadership qualities; and (4) helping personal growth. 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. So, organizations can achieve the desired return on a considerable investment in people skills training. Organizations should acknowledge that their employees have the latest technical skills training, which are designed and offered by organizations in updating their existing skills and acquiring new technologies that will best suit with organization's technical training needs, goals and budgets. Employees need to learn specific skills for assessing a comprehensive new hiring training programmes and able to perform specific job tasks (Hamid, 1987).

Positive effects of technical skills training have been evaluated in several studies: technical skills training leads to the performing of more skills on the organizations higher scores on written skills test (Remmen, Scherpbier, Van Der Vleuten, Denekens, Derese, Hermann, Hoogenboom, Kramer, Van Rossum, Van Royen and Bossaert, 2001); and improved employees performance (Bradley and Bligh, 1999). The technical skills training played by tutor or trainer projected a positive attitude towards the method of role playing, which achieved better results in employee's commitment and performance (Nikendei, Zeuch, Dieckmann, Roth, Schafer, Volkl, Schellberg, Herzog and Junger, 2005).

The training delivery approaches used are as varies as the training content areas (Poon and Othman, 2000). Organizations conducted training programmes used one or more types of the approaches for delivering training objectives and developing their management employees. Teams have become increasingly popular in organizations of all sizes and industries because most of managers believe that teams often provide better outcome such as improving productivity, enhancing creativity, reducing response times and improving decision making (Lawler, 1988; Hartenian, 2003), rather than individuals. Team training is one of delivery approach of training by which people learn how to work effectively in problem – solving groups, where direct observation and feedback is needed in the process of training (Rasmussen, 1982; Forbush and Morgan, 2004). Most of the organizations need ongoing, real time training which constantly raises the bar for performance standards for individuals, teams and the organization as a whole, where the real time training learn from the successes and failures of current practices .

Mentoring is a delivery approach of training, which mentors are the person who have more firm – specific of knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, goal setting and planning (Hartenian, 2003). Traditionally, mentoring meant helping others learn business –related lessons quickly with less risk and also based on chemistry between two people who had a lot in common. However, nowadays mentoring involves everything that is done to support career advancement and professional development in order to maximize learning and development (Miller, Devaney, Kelly and Kuehn, 2008). Mentoring relationships have been proved with many positive outcomes, including improved socialization (Ostroff and Kozlowski, 1993), promotions (Dreher and Ash, 1990), reduced turnover intentions (Viator and Scandurs, 1991), and career satisfaction (Fagenson, 1989). In addition, mentoring activities have great value for building an organization with a strong culture that keeps it competitive in the battle for talent and lays the foundation for addressing the succession issues that many organizations face.

3.6. Training Evaluation

The choice of evaluation criteria is a primary decision that must be made when evaluating the effectiveness of training (Hamid, 1987). However, training evaluation is a difficult and complex task (Arthur and Bennett, 2003; Easterby – Smith, 1986) but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use (Goldstein, 1993). Although newer approaches to training evaluation have been proposed by(Day, Arthur and Gettman 2001), but four level model of training evaluation continues to be the most popular (Winfrey, 1999; Salas and Canon – Bowers, 2001; Van Buren and Erskine, 2002). Based on Kirkpatrick's model (1967, 1994) there are four levels for categorizing training criteria and trainee reactions, which each level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis. These four levels are evaluation – reactions, evaluation – learning, evaluation – transferring and evaluation – results.

Evaluation – reactions level can be defined by asking the employees how they liked and felt about the training, which reactions are emotionally based on opinion. Every training program should at least be evaluated at this level in order to provide for the improvement of a training program, where the knowledge and skills contents as expressed in the training objectives. Also evaluate the training methods used and trainer who delivered it; the general learning conditions and environment; and the degree to attitudinal objectives of training programmes have been achieved (Hamid, 1987). The evaluation beyond the trainee satisfaction and attempts to assess the extent trainees have advanced in skills, knowledge, or attitude. Methods range from formal to informal testing to team assessment and self-assessment . Some of participants take the test or assessment before the training (pre –test) and after training (post-test) in order to determine the amount of learning that has occurred. There are several strategies for ensuring training transfer, such as: link training objectives to the strategic goals of the organization; maximize similarity between training content and work environment; have supervisors encourage employees to use acquired skills; ensure supervisors are accountable for reinforcing training transfer; select trainees who are already committed to training transfer; and develop re – entry plans for trainees. It is application to the work tasks that defines training success (Alliger, Tannenbaum and Bennett, 1995). Evaluation is never absolute truth as it is an attempt to provide credible evidence, which can be useful to people in making decisions. So, most of companies unable to conduct a systematic training evaluation with using only rating sheets completed by trainees at the end of a training program (Saari, Johnson, McLaughlin and Zimmerie, 1998) because some of the organizations not understand the importance of evaluating the training programmes; some may be incapable of evaluating; the awareness among trainees in giving negative feedback as for fear of what the company may find; and hard to express cogent criticisms (Saiyadain, 1994).

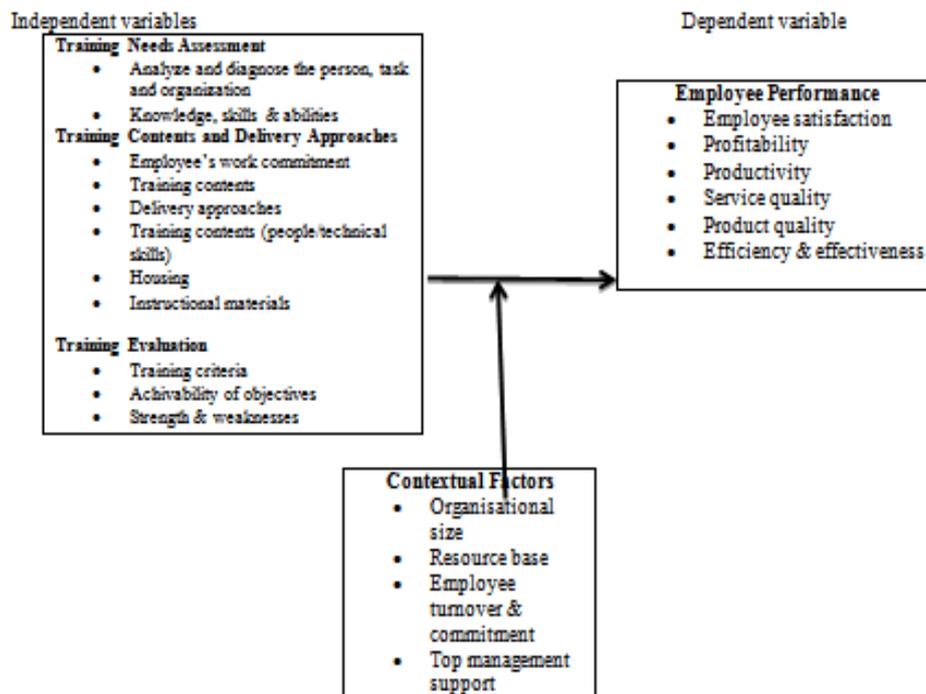
3.7. Employee's Work Performance

Training facilitates the updating of skills and leads to increase commitment, well – being, and sense of belonging, thus directly strengthening the organization's competitiveness (Acton and Golden, 2002; Karia and Ahmad, 2000). To earn commitment, top management must offer a workplace with effective performance feedback and opportunities for participation so committed employees are less likely to leave for another job and are more likely to perform at higher levels. An effective training program cannot be analyzed and studied as phenomenon unto itself. As with any systematic process, an effective training program is driven by several factors, including training commitment of employees which reflects to commitment of organizations in preparing training; comprehensive needs assessment in resolving organizational problems; employing appropriate training contents and delivery approaches; and training evaluation handed out at the end of training programmes, which influence the transfer of skills from training environment to work environment (Wagonhurst, 2002).

3.8. Contextual Factors

With the current expansion of the global economy and the fast-changing evolution of technology and innovation, organizations are facing an ongoing need for employee training and development. As knowledge increasingly becomes a key factor for productivity, it has also become a currency for competitive success. Understanding factors that contribute to organizational performance and the transfer of knowledge to the workplace environment are essential to human resource development (HRD). The effectiveness of skilled employees can be limited if they are not motivated to perform their jobs. The form and structure of an organization can affect employee motivational levels in several ways. First, organizations can implement merit pay or incentive compensation systems that provide rewards to employees for meeting specific goals. A substantial body of evidence has focused on the impact of incentive compensation and performance management systems on firm performance (Gerhart and Milkovich, 1992). In addition, protecting employees from arbitrary treatment, perhaps via a formal grievance procedure, may also motivate them to work harder because they expect their effort to be fairly rewarded (Ichniowski, 1986; Ichniowski *et al.*, 1994).

CONCEPTUAL FRAMEWORK



IV. RESEARCH METHODOLOGY

4.1 Introduction

This chapter covers research design, target population, sample and sampling procedure, research instruments, validity and reliability, procedure for data collection, data analysis and ethical consideration that were used.

4.2 Research Design

This study was guided by descriptive survey design to ascertain the effect of training dimensions and employee performance. The survey design was preferred as it enabled the researcher to generate information directly from the respondents on the training dimensions and employee's work performance (Mugenda and Mugenda, 1999). Descriptive statistics was used to describe the sample, which is a group of individuals. In this case the researcher used variance and standard deviation as a measure of dispersion, while mean, median and mode will be used as measures of central tendency.

4.3. Sample Size and Sampling Procedures

Stratified sampling technique was used to categorize employees and departmental heads. The simple random sampling was used to select 150 employees so that each and every one in the target population has an equal chance of inclusion from the target populations of 1500 employees. the sample size of employees was determined on the basis of 10% recommended by Kombo and Tromp (2006): The 6 departmental heads were selected using purposive sampling because this technique allows the researcher to use cases that have required information with respect to the objectives of the study (Mugenda&Mugenda, 1999).

4.4 Methods of Data Collection and Data Analysis

The study used both the questionnaire and interview schedules for data collection. Then data was then organized under different variables and the frequency established. Percentages and the ratios were calculated to allow for the use of descriptive statistics. The second level of the data analysis involved inferential statistics where Chi Square and Regression Analysis were used to establish the association between study variables at 95% confidence level and also to test hypotheses. Using SPSS (Statistical Program for Social Sciences),

V. RESEARCH FINDINGS AND DISCUSSIONS

5.1. Introduction

The results of data analysis and discussions are presented in this chapter. Data was analysed as per the study objectives..The questionnaire return rate stood at 94.7%, since 142 out of a total of 150 questionnaires issued were returned.

5..2 Effect of Training Needs Assessment on Employee Performance

This sub-section deals with training needs assessment variables like guidelines, prevention, effectiveness, validity, clarification, expectation, conditions and standards and how these variables affect employee performance in Mumias Sugar Company Limited. This was the first objective of this study. The results are recorded in Table 8.1. On the question asked if there was a clear view of training objectives in conducting training program, majority respondents (75.9%) were supportive, 10.5% of respondents were undecided, 11.7% of respondents disagreed while 6.3% strongly disagreed. In accordance to the question asked whether training objectives helps participants to be focused, 39.4% of respondents strongly agreed, 58.5% of respondents agreed while 2.1% of respondents strongly disagreed.

Table 8.1: Effect of Training Needs Assessment on Employee Performance

Variables	SA	A	U	D	SD
There is a clear view of training objectives in conducting training program	52(36.4%)	56(39.5%)	8(10.5%)	17(11.7%)	9(6.3%)
Training objectives helps participants to be focused	56(39.4%)	83(58.5%)	0(0.0%)	0(0.0%)	3 (2.1%)
Training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees	51(35.9%)	69(48.6%)	11(7.7%)	11(7.7%)	0(0.0%)
Validity of training objectives is able to link the training needs and training which is to be delivered	59(41.6%)	81(57.0%)	0(0.0%)	2(1.4%)	0(0.0%)

Training objectives clarify for trainers and trainees precisely what their goals are in training	69(48.6%)	55(38.7%)	6(4.2%)	10(7.0%)	2(1.4%)
There is expectation to be achieve at the end of the training	54(38.0%)	75(52.8%)	3(2.1%)	4(2.8%)	6(4.2%)
The standards must be reached to confirm level of competence	48(33.8%)	60(42.3%)	14(9.9%)	15(10.6%)	5(3.5%)
N = 142; Strongly Agreed (SA = 5), Agree (A = 4), Not sure (Ns = 3), Disagree (D = 2), strongly disagree (SD = 1)					

Majority of respondents (84.5%) were of the views that training objectives was the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees, 7.7% of respondents were undecided and 7.7% of respondents disagreed. Most of the respondents (98.6%) indicated that there was validity of training objectives to link the training needs and training delivery and Furthermore, results did illustrate that training objectives clarify for trainers and trainees precisely what their goals were in training (48.6% strongly agreed, 38.7% agreed,. On the question asked whether there was expectation to be achieve at the end of the training, 38% of respondents strongly agreed, 52.8% agreed. Similarly, results did show that the standards must be reached to confirm level of competence among the participants 76.1% of respondents agreed. Therefore, on overall most respondents indicated that training needs assessment was conducted before actual training.

Table 8.2: Effect of Training Needs Assessment on Employee Performance

Model 1	Regression coefficient, b	t-value	p-value/ Sig.
Guideline & employee performance	0.348	4.426	0.00 (s)
Clarity & employee performance	0.216	3.932	0.00 (s)
Effectiveness & employee performance	0.58	0.967	0.01 (s)
Validity & employee performance	0.47	5.126	0.00 (s)
Expectations & employee performance	0.36	4.563	0.00 (s)
Standards & employee performance	0.242	2.680	0.01 (s)
Overall effect	0.369	3.62	<0.05 (s)

N = 142; s-significant with p-value <0.05 with p-value >0.05

From Table 8.2 the results indicated there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited ($b = 0.369$, $t = 3.62$, $p < 0.05$). Therefore, the hypothesis one (Ho1) which states that there is no significant effect of training needs assessment on employee performance in Mumias Sugar Company in Kakamega County was rejected at $p < 0.05$. These study findings were consistent with what Poon and Othman (2000) found out that training needs assessment positively influences employees' performance. Poon and Othman found out that 92% of respondents stated that their organizations conduct formal training needs assessment before conducting training. Training needs assessment is the important to determine what knowledge, skills and abilities are necessary for employees to commit in organizations and to perform well in their work tasks, with beta coefficient of $r = 0.54$ ($p < 0.05$). Employees who attend and participate in training, able to know the purpose of the training in order for them to achieve their goals in work tasks. These results agree also with the research done by (Buckley and Caple 2000, Bersin2006).

5.3. Training Contents and Employee Performance

The results are recorded in Table 8.3. Results show that there was provision of a platform to showcase technical skills 84.5% of respondents agreed. The question on whether there was mentoring another people in organization as role model received varied responses 24.6% of respondents strongly agreed, 66.9% agreed, but majority of responses (91.5%) indicated that there was mentoring taking place in the organisation. Most respondents (82.4%) were of the views that training aids in personal growth of the participants and that there was updating existing skills and acquiring new technologies (92.2% of respondents were positive).

Table 8.3: Training Contents and Employee Performance

Variables	SA	A	Ns	D	SD
There is provision of a platform to showcase technical skills	56(39.4%)	64(45.1%)	7(4.9%)	11(7.7%)	4(2.8%)
There is mentoring another people in organization as role model	35(24.6%)	95(66.9%)	0(0.0%)	5(3.5%)	7(4.9%)
Training helps in personal growth	51(35.9%)	66(46.5%)	5(3.5%)	12(8.5%)	8(5.6%)
There is updating existing skills and acquiring new technologies	55(38.7%)	76(53.5%)	0(0.0%)	7(4.9%)	4(2.8%)
There is utilization of information gathered to support and assist top management	25(17.6%)	33(23.2%)	46(32.4%)	34(23.9%)	4(2.8%)
There is assessing of comprehensive new hiring training programmes; and updated organizational procedures and policies	41(28.9%)	24(16.9%)	29(20.4%)	44(31.0%)	4(2.8%)
There is planning and goal setting	54(38.0%)	75(52.8%)	2(1.4%)	5(3.5%)	6(4.2%)

N = 142; Strongly Agreed (SA = 5), Agree (A = 4), Not sure (Ns = 3), Disagree (D = 2), strongly disagree (SD = 1)

Furthermore, the questions on utilization of information gathered to support and assist top management (40.8% of respondents agreed) and assessing of comprehensive new hiring training programmes; and updated organizational procedures and policies received low scores (45.8% of respondents agreed). Inferential statistics were conducted to ascertain the association between training contents and employee performance. This was achieved by carrying out t-test and simple regression to establish the associations of the study variables as illustrated in Table 8.4. Results indicate that training contents has a positive and significant ($p < 0.05$) effect on the employee performance in Mumias Sugar Company Limited ($b = 1.18$, t -value = 4.93, p -value < 0.05). This implies that increase in training contents will increase the level of employees' performance. The results concur with the findings of Ostroff and Kozlowski (1993) that mentoring relationships have been proved with many positive outcomes, including improved socialization promotions

Table 8.4: Training Contents and Employee Performance

Model 2	Regression coefficient, b	t-value	p-value/Sig.
Showcase of technical skills & employee performance	3.519	11.573	0.000
Mentoring & employee performance	0.506	3.943	0.000
Updating existing skills and acquiring new technologies & employee performance	0.427	3.108	0.001
Utilization of information gathered & employee performance	0.275	1.086	0.005
Overall effect	1.18	4.93	<0.05 (s)

N = 142; s-significant with p-value < 0.05

5.4. Training Evaluation and Employee Performance

From Table 4.5 results indicates that that training evaluation and employee performance were positive and significant ($b = 0.315$, t -value = 4.54, $p < 0.05$). This shows that evaluation of content of the training and the methods employed, measure performance of knowledge, skills and attitudes against the standard could easily contributed to enhanced employee performance at work depending on the choice of evaluation criteria. The study findings were in agreement with what (Alliger, Tannenbaum, Bennett, Traver and Shotland 1997) and

(Lam and Kong 1992), training evaluation is positively influence employee's performance, because training evaluation has proved that training has actually taught what was intended and improved the training contents for future use, with beta coefficient of $r = 0.60$ ($p < 0.05$). The effectiveness of training is depending on evaluation of employees by looking at their understanding throughout the training programmes, and their ability to transfer the new skills and knowledge into their work tasks. So, employees who understand the purpose of training and able to transfer new skills and knowledge, then employees are committed and able to perform well in organization.

The second hypothesis, Ho2 which states that there is no significant effect of training contents on employee performance in Mumias Sugar Company in Kakamega County was rejected because a positive and significant ($p < 0.05$) relationship was established between training contents and employee performance.

Table 8.4: Training Evaluation and Employee Performance

Model 3	Regression coefficient, b	t-value	p-value/ Sig.
Content of the training & methods employed & employee performance	0.260	5.109	0.000 (s)
Measure performance of knowledge, skills & attitudes against criteria & employee performance	0.246	3.297	0.001 (s)
Analyze resources acquisition from external environment & employee performance	0.441	5.755	0.000 (s)
A detailed examination of particular training program & employee performance	0.362	5.214	0.000 (s)
Missing link in transfer link chain in training program & employee performance	0.267	3.312	0.001 (s)
Overall effect	0.315	4.54	<0.05 (s)

N = 142; s-significant with p-value ≤ 0.05 and ns-not significant with p-value ≥ 0.05

Therefore, the hypothesis, Ho3 which states that there is no significant effect of training evaluation on employee performance in Mumias Sugar Company in Kakamega County was rejected on the ground that a positive and significant association was established at $p < 0.05$.

In summary, this study established that training dimensions such as training needs assessment, training contents and training evaluation have positive and significant effect on employees' performance. So, the findings of this study are considered achieved, because all the three objectives of this study were achieved.

VI. SUMMARY OF THE FINDINGS

Results indicated there was a positive and significant effect between training needs assessment and employee performance in Mumias Sugar Company Limited ($b = 0.369$, $t = 3.62$, $p < 0.05$). Therefore, the hypothesis one (Ho1) which states that there is no significant effect of training needs assessment on employee performance in Mumias Sugar Company in Kakamega County was rejected at $p < 0.05$. Therefore, on overall most respondents indicated that training needs assessment was conducted before actual training. Results indicate that training contents has a positive and significant ($p < 0.05$) effect on the employee performance in Mumias Sugar Company Limited ($b = 1.18$, t -value = 4.93, p -value < 0.05). This implies that increase in training contents will increase the level of employees' performance in Mumias Sugar Company Limited. From results there was indication that training evaluation and employee performance were positively and significantly associated ($b = 0.315$, t -value = 4.54, $p < 0.05$). This could be interpreted to mean that evaluation of content of the training and the methods employed, measure performance of knowledge, skills and attitudes against the standard could easily contributed to enhanced employee performance at work depending on the choice of evaluation criteria.

RECOMMENDATIONS

The following recommendations were made based on the findings and the conclusions of the study:

- a) Since training has significant influence on employees' performance, it is important to reinforce and apply training as part of organizational agendas in achieving organizational goals through seminars, workshops and conferences to increase employees' knowledge, skills and abilities.
- b) Training evaluation should be enhanced in terms of content of the training and the methods employed, measuring performance of knowledge, skills and attitudes against the standard to ensure organisational and employees' goals are achieved.

SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions were made after research findings and discussions for they were not adequately underscored:

- i. Training dimensions and employee performance in other Sugar Manufacturing Firms
- ii. Training commitment and employee performance

ACKNOWLEDGEMENTS

The authors are thankful to Mumias Sugar company for providing useful information for the study. Special thanks to all the participants for filling the questionnaire and providing necessary data for study.

REFERENCES

- [1] Arthur, W. and Bennett, W. (2003). "Effectiveness of training in organizations: A meta – analysis of design and evaluation features," *Journal of Applied Psychology*, Vol. 88, No. 2, pp. 234 – 245.
- [2] Hamid, A, Mohd. Salleh, A., Muhammad and Ismail, J. (1987), *Management education in Malaysia*, in Tan, J.H. and You, P.S. (Ed.), *Developing Managers in Asia*, Singapore: Addison – Wesley
- [3] Lin, Z. and Tremblay, J.F. (2003), "Employer supported training in Canada: Policy Research Key Knowledge Gaps and Issues," *Human Resources Development Canada, Industry Canada, and Social Sciences and Humanities Research Council, Working Paper 2003 B – 01*.
- [4] Poh, J.P. (2001), *TQM in Malaysia: A comparative study on employee's perception of management practices in TQM and non – TQM companies*, MBA unpublished thesis, University Tun Abdul Razak, Malaysia.
- [5] Wagonhurst, C. (2002), "Developing effective training programmes," *Journal of Research Administration*, Vol. 33, No. 2, pp. 77 – 81.
- [6] Buckley, R. and Caple, J. (2000), *The Theory and Practice of Training*, Kogan Page Ltd. 4th Edition.
- [7] Belcourt, M., Wright, P.C. and Saks, A.M. (2000). "Managing performance through training and development," in *Nelson Series in Human Resources Management*, 2nd Edition.
- [8] Othman, R. (1998), "Human resource management practice of service organizations," *Journal of Asia – Pacific Business*, Vol. 2, No. 3, pp. 65 – 80.
- [9] Juhary, H.A. and Saiyadain, M.S. (1996), "Management training effectiveness in Malaysia industry: A survey of training needs, training administration and training effectiveness in Malaysian firms," *Proceedings of the First Convention on Asian Business and Management Education*, pp. 1 – 9.
- [10] Saiyadain, M.S. (1994), "Perceptions of sponsoring managers, training organizations, and top management attitude towards training," *Malaysian Management Review*, pp. 69 – 76.
- [11] Poon, J. and Othman, R. (2000), "Management training and development practices of Malaysian organizations," *Malaysian Management Review*, pp. 77 – 85. Quah, P.S.E. (1976), *Management training needs in Peninsular Malaysia*, MBA Thesis, Manila: Asia Institute of Management.
- [12] David, A, Scott, J, Nancy, B. and Michelle, K. (2005). "Employee commitment and organizational policies," *Management Decision*, Vol. 43, No. 2, pp. 203 – 219.
- [13] Jenks D, Carter, J. and Jenks, C. (2007), "Command Staff Leadership Training and Job Commitment in the LADP," *Southwest Journal of Criminal Justice*, Vol. 4, No. 2, pp. 106 – 119.
- [14] Saiyadain, M. and Ali, J. (1995), *Managerial training and development in Malaysia*, Malaysian Institute of Management, Kuala Lumpur.
- [15] O'Connor, B.N., Bronner, M. and Delaney, C. (1996), "Training for organizations," Cincinnati, OH: Southwestern.
- [16] Hartenian, L.S. (2003), "Team member acquisition of team knowledge, skills and abilities," *Journal of Team Performance Management*, Vol. 9 No. 1 / 2, 2003, pp. 23– 30.
- [17] Goldstein, I. and Ford, J. (2002). "Training in organizations: Needs assessment, development and evaluation (4th Ed.)," Belmont, CA: Wadsworth.
- [18] Bersin, J. (2006). "Companies still struggle to tie training to business goals," *Journal of Training*, Vol. 43, No. 10, pp. 22.
- [19] Wexley, K. and Latham, G. (2002), "Developing and training human resources in organization," Upper Saddle River, NJ: Prentice Hall 3rd Edition.
- [20] Gagne, R, Briggs, L. and Wagner, W. (1997), "Selecting and using media: Principles of instructional design," Orlando: Harcourt, Brace and Javanovich
- [21] Rasmussen, R.V. (1982), "Team training: A behavior modification approach," *Group and Organization Studies*, pre – 1986, March 1982, pp. 51 – 66.
- [22] Coates, D. (2004), "People skills training: Are you getting a return on investment?," *Performance Support System*.
- [23] Menguin, J. (2007), "Why get people skills training?," *Worldpress.com Programmes*. Meyer,

- [24] Remmen, S., Scherpbier, A., Van Der Vleuten, C., Denekens, J., Derese, A., Hermann, I.,
- [25] Hoogenboom, R., Kramer, A., Van Rossum, A., Van Royen, P. and Bossaert, L. (2001), "Effectiveness of basic clinical skills training programmes: Across – sectional comparison of four medical schools," *Medical Education*, Vol. 35, pp. 121 – 128.
- [26] Bradley, P. and Bligh, J. (1999), "One year's experience with a clinical skills resource center," *Medical Education*, Vol. 33, pp. 114 – 120.
- [27] Nikendei, C., Zeuch, A., Dieckmann, P., Roth, C., Schafer, S., Volkl, M., Schellberg, D., Herzog, W. and Junger, J. (2005), "Role playing more realistic technical skillstraining," *Medical Teacher*, Vol. 27, No. 2, pp. 122 – 126.
- [28] Lawler, E.E. III (1988), "High improvement: Participative strategies for improving organizational effectiveness," San Francisco, CA: Jossey – Bass
- [29] Forbush, D.E. and Morgan, R.L. (2004), "Instructional team training: Delivering live, internet courses to teachers and paraprofessionals in Utah, Idaho and Pennsylvania,"
- [30] Miller, L, Devaney, S, Kelly, G. and Kuehn, A. (2008), "E – mentoring in public health nursing practice," *Journal of Continuing Education in Nursing*, Vol. 39, No. 9, pp. 394 – 399.
- [31] Ostroff, C. and Kozlowski, S. (1993), "The role of mentoring in the information gathering processes of socialization," *Journal of Vocational Behavior*, Vol. 42, pp. 170 – 183.
- [32] Dreher, G. and Ash, R. (1990), "A comparative study of mentoring among men and women in managerial, professional and technical positions," *Journal of Applied Psychology*, Vol. 75, pp. 539 – 546.
- [33] Viator, R. and Scandura, T. (1991), "A study of mentor – protégé relationships in large public accounting firms," *Accounting Horizons*, Vol. 5, pp. 20 – 30.
- [34] Fagenson, E. (1989), "The mentor advantage: Perceived career / job experiences of protégées vs. non – protégées," *Journal of Organizational Behavior*, Vol. 10, pp. 309 – 320.
- [35] Easterby – Smith, M. (1986). "Training course evaluation from an end to a means," *Personnel Management*, pp. 25 – 27.
- [36] Goldstein, I.L. (1993), "Training in organizations: Needs assessment, development and evaluation," Pacific Grove, CA: Brooks / Cole, 3rd Edition
- [37] Day, E, Arthur, W and Gettman, D. (2001). "Knowledge structures and the acquisition of a complex skill," *Journal of Applied Psychology*, Vol. 86, pp. 1022 – 1033.
- [38]
- [39] Winfrey, E. (1999), Kirkpatrick's Four Levels of Evaluation, *Encyclopedia of Educational Technology*. Salas, E. and Cannon – Bowers, J. (2001), "The science of training: A decade of progress," *Annual Review of Psychology*, Vol. 52, pp. 471 – 499.
- [40] Van Buren, M. and Erskine, W. (2002), *The 2002 ASTD state of the industry report*, Alexandria, VA: American Society of Training and Development. Alliger, G., Tannenbaum, S, Bennett, W, Traver, H. and Shotland (1997). "A meta analysis of the relations among training criteria," *Personnel Psychology*, Vol. 50, pp. 341 – 358. Saari, L, Johnson, T, McLaughlin, S. and Zimmerie, D. (1988), "A survey of management training and education practices in U.S. companies," *Personnel Psychology*, Vol. 41, pp. 731 – 743
- [41] Acton, T. and Golden, W. (2002). "Training: The way to retain valuable IT employees?" in *Conference Proceedings, Informing Science*, pp. 1 – 12. Karia, N. and Ahmad, Z. (2000), "Quality practices that pay: Empowerment and teamwork," *Malaysian Management Review*, Vol. 35, No. 2, pp. 66 – 76. Mugenda O. and Mugenda A. (2003). *Research Methods: Quantitative and Qualitative Approaches*, Africa Centre for Technology Studies, Nairobi. Kombo D. & Tromp D. (2006). *Proposal and Thesis Writing*, Nairobi: Pauline's publications Africa. Lam, K. and Kong, K. (1992), "A study on the effectiveness of in – house management training and development programmes," *Malaysian Management Review*, pp. 46 – 55.