

EMPLOYEE TRAINING AND PERFORMANCE OF PROGRAMME FOR AGRICULTURE AND LIVELIHOODS IN BUSIA COUNTY, KENYA

Wesonga Lynah Ateya

Masters in Business Administration (Human Resource Management) Kenyatta University, Kenya

Chrispen Maende

Lecturer, Business Administration Department, School of Business, Kenyatta University, Kenya

©2018

**International Academic Journal of Human Resource and Business Administration
(IAJHRBA) | ISSN 2518-2374**

Received: 4th October 2018

Accepted: 12th October 2018

Full Length Research

Available Online at:

http://www.iajournals.org/articles/iajhrba_v3_i3_137_172.pdf

Citation: Ateya, W. L. & Maende, C. (2018). Employee training and performance of Programme for Agriculture and Livelihoods in Busia County, Kenya. *International Academic Journal of Human Resource and Business Administration*, 3(3), 137-172

ABSTRACT

Employee performance is about the timely, effective and efficient completion of mutually agreed tasks by the employee, as set out by the employer. It is evident that employees are a crucial resource hence it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. Better employee performance is realised because of excellent training programs that results to employee inspiration and the fulfilment of their needs. The purpose of this study is to examine the impacts of training on employee performance in an organization: a case study Programme for Agriculture and Livelihoods in Western Communities (PALWECO) in Busia County. The specific objectives of the study is to assess the role of delivery approaches used at PALWECO on employee performance, to establish the role of training evaluation on employee performance at PALWECO and to examine the effect training need assessment on the employee performance in PALWECO. The study adopted human capital theory and human resource management theory in the development of the literature whereas the conceptual framework consisted of employee performance as dependent variable and training evaluation, training

needs assessment and training contents and approaches to delivery as an independent variable. The study utilized descriptive research design with target population comprising of all the 112 employees in PALWECO Busia County. The validity of the research instrument was done using content validity while cronbach alpha was used to test reliability. SPSS version was used to carry out both descriptive and inferential analysis. Descriptive statistics entailed percentages and frequencies while inferential comprised of correlation and regression analysis. The findings were presented in form of charts and table. The findings revealed that training need assessment, training delivery approaches and training evaluation had significant influence on employee performance. Overall, up to 61.0% of change in employee performance is significantly explained by employee training. It was concluded that employee training had significant influence on employee performance in PALWECO. It was recommended that PALWECO should also improve their employee training program in line with the present educational and technological changes in order to offer employee training through relevant approach akin to employee characteristics.

Key Words: *employee training, performance, Programme for Agriculture and Livelihoods, Busia County, Kenya*

INTRODUCTION

Globalization and improvement in technology have left many organizations to rethink about the performance of their employees and the role of human resource department on training of their workforce (Nassazi, 2013). Improvements in technology have brought forth the need of specializations required to perform particular tasks. Thus, to cope with these challenges,

advanced training programs are required by all organizations. The economic development of most developed countries such as Britain, Japan, China and United States of America can be attributed to the important role that its human resources have played through proper training of its workforce (Appiah, 2010). Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006).

According to Amir and Imran (2013), the value of employee as an asset in an organization cannot be overlooked. Employees are as a tool which determines an organization's reputation and can adversely affect viability. The goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Employees are the critical strategic asset in any organization. By improving their employees' skills at work environment, organizations can act as successful and highly compete within the domain of their courses of action (Tareq & Zahari, 2014). It is evident that employees who undergo proper training tend to keep their jobs longer than those who do not as they are able to compete with their peer in the organization without jeopardizing organization performance. Training is a necessity in the workplace. Without it, employees don't have a firm grasp on their responsibilities or duties. "Lack of appropriate training for employees leads to their not receiving the information and grow skills necessary for accomplishing their tasks at their maximum potential. Training has been known to aid employees do their current jobs or help meet current performance requirements, by zeroing in on specific skills required for the current need. However, its benefits may extend throughout a person's career and help develop that person for future responsibilities" (Benedicta, 2010).

In Cooke (2000), performance is termed as the achievement of specific tasks measured against predetermined standards of accuracy, completeness, speed and cost. In a contract of employment, performance is considered to be an achievement of the employee's commitment that releases the performer from all liabilities that is designed under the contract. Efficiency and effectiveness are components of performance regardless of competitiveness and productivity, which is the best way of training to increase performance of individual. Employee performance is defined as whether a person executes their duties and responsibilities well. Many companies assess their employee's performance on an annual or quarterly basis in order to define certain areas that need improvement. Performance is a critical factor in organizational success. Becker et al. (2011) stated that, "employee's performance is measured alongside the organization's performance standards. Good performance is deemed to be how well employees performed on the assigned tasks. In every organization employees have obligations in respect to their performance. When employees meet the set standards and fulfil organizational expectations they are believed to be good performers.

Employee Training

Training is a structured procedure through which people learn knowledge or skills for specific purposes (Jones & George, 2005). The main purpose of training employees is to attain behavioural change in those trained. This means that the trainees shall acquire new manipulative skills, technical knowledge and skills on the job in such a way as to aid in the achievement of organisational goals. Training therefore is a deliberate effort to teach specific skills, knowledge and attitudes to serve a specific purpose (Archive, 2008). Training is not only aimed at improving the employee's knowledge and skills with regard to his or her functional and administrative duties, but also the acquisition of certain virtues and attitudes like diligence, willingness, integrity, loyalty and responsibility is also within its scope. According to Noe (2010), training refers to the planned effort by a company to facilitate employees' learning of job related skills. These skills comprise of knowledge or behaviours that are critical for successful job performance.

The mastery of knowledge, skill and behaviour highlighted in training programs and their application in their day to day activities is as a result of training. Companies have to encompass their training in all their activities in order to have competitive advantage. If a company has to gain a competitive advantage, its training has to involve more than just basic skill development. A company should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills (skills needed to perform one's job), advanced skills (such as how to use technology to share information with other employees), an understanding of the customer or manufacturing system and self-motivated creativity. An organization provides training as a way of preparing their employees to the job as desired by the organization management as well as meet market expectations. This helps to optimize employee's potential in the organization which increases the performance of the employees (Amir and Imran, 2013). Knowledgeable workers can easily accomplish their tasks successfully with high autonomy level (Farooq & Aslam, 2011). Also, most of the organizations engage in training and development in order to make the small gap between employee's actual work and expectations which is identified by performance appraisals (Rehman, 2010).

Different level of training is required for the people with high qualification and those with low qualification. Extensive training and high motivation is required for those with low qualification and that is necessary to make them able to work with other highly qualified people (Becci, 2006). According to Cole (2002), the gradation of change in the external environment, degree of internal change, availability of suitable skills within the existing work-force and the extent to which management views training as a motivating factor in work greatly influences the capacity and worth of training and development activities." According to Tzafir (2005), training is an important component in producing the human capital. Investing in training programs can make employees feel indebted to the company. Training is necessary for the employees to perform particular jobs because job requires particular skills and knowledge by which the job is much

easier to perform as it is in the benefit of the employee.” Training provides employees with the skills, abilities and knowledge required by the post.

The organization is interested in investing in training for the employees and giving them confidence and intends to count on them in future, they will make more effort and give their best at their work in an effective way. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Wei-Tai, 2006). Most of the organizations in corporate world invest heavily in long term planning, building new skills by their workforce so that they prepare their workforce to cope with the uncertain and any eventuality conditions that they may face in future, thus, improving the employee performance through superior level of training. Employees are also found to apply their best effort to achieve organizational goals especially when the management offers them training program as they view this as reward or recognition of the services rendered to organization is vital for its survival. In practice, the nature, content and extent of training received by personnel should be reconciled with the needs of the organization for staff trained in particular fields. Training needs to be given under the guidance of a knowledgeable instructor. It is necessary that, persons responsible for the training of a particular employee or group of employees should have the necessary knowledge, skills and attitudes to do a meaningful job (Stahl, 2009).

Programme for Agriculture and Livelihoods in Western Communities (PALWECO)

The Programme for Agriculture and Livelihoods in Western Communities (PALWECO) is a multi-sectoral rural development five-year-programme covering Busia County, which comprises the Sub-Counties of Matayos, Bunyala, Butula, Nambale, Samia, Teso South and Teso North. The overall objective of the Programme aims at reducing poverty, improving livelihoods and standards of living of the population of Busia County. The programme purpose is to strengthen capacity of the poor people of Busia County to influence structures affecting them and increase wealth from sustainable farming and non-farming activities.

The programme works under six outcomes: Productivity of land sustainably increased whose output include functioning small scale water collection and distribution systems; irrigation schemes established, soil rehabilitation and water management improved, public/private extension services upgraded and land tenure improved. Marketing of prioritized value chains substantially increased whose outputs include small livestock production and marketing improved, high value crop production increased. Agri-processing and other rural industries running profitably whose output include new and existing processing enterprises upgraded, community resource centres established and disseminating information to the public. Infrastructure to promote market access installed whose outputs include rehabilitation or constructed with adequate design and supervision. Household food security improved whose output include integrated post-harvest management and storage techniques for reduced losses

and rural community actively engaged in matters that promote their social and economic development whose output include savings and credit groups strengthened or established, awareness of opportunities created by devolution improved among the public.

The programme focuses on various cross - cutting issues such as the protection of children, people living with disabilities and ethnic minorities, the promotion of gender equality, the reduction of HIV/AIDS, the protection of the environment and the combat against climate change. The direct beneficiaries of the programme are not only the poor communities but also the poor households, while the government departments, NGOs, CBOs and the private sector service providers benefit indirectly from the programme's implementation, coordination and alignment. PALWECO collaborates with the relevant governmental and not governmental development agencies, creating partnerships on the basis of comparative advantages and added value. Its emphasis is not on direct implementation of activities but rather on facilitation and support of partner organizations and service providers. According to GoK (2012), from the key indicators, PALWECO plays a key role in reducing the gap between percentages of the population living below the national poverty line in Busia County and in the country as a whole has decreased from 18.4% (2009) to 9% (2016). Also the average household income in Busia County has increased from 1,239 KES/month (2009) to 8,000 KES/month (2016). Besides, PALWECO is determined to showcase results in improved and sustainable livelihoods and living standards in households and communities (Component 1, Household economy), improved and sustainable income and food security through value chains approach (Component 2, Agricultural value chains) and to strengthened capacity to plan and monitor development activities and improved access to resources and support services (Component 3, Support Functions). With all these tasks, there is need to train employees so as to be able to handle different stakeholders from the primary beneficiaries who are mainly women, children and HIV/AIDS groups which are considered marginalized as well as donor who in this case are the GOK and the republic of Finland.

The secondary beneficiaries are public, civil society and private sector organizations and networks in the Programme area, whose mandate is to provide services to primary beneficiaries. They are referred to as partner organisations (POs), to whom the Programme provides capacity building support in order to improve the quality of their services. This calls for training of its workforce with role of improving employee performance. Since training aims to improve employee business training skills like capacity building, managerial/supervisory skills; technical training skills like organization specific technical skills and fundamental training skills like interpersonal communication and occupational safety/compliance, the study will interrogate the impact of training evaluation, training need assessment and training content and its delivery on PALWECO employee performance (Programme Administration Manual 2014).

STATEMENT OF THE PROBLEM

The key features of the PALWECO approach among them are community capacity building through targeted and activity prompted strategic training approach. This has seen PALWECO conducting training in areas such as training of facilitating agents, training on the use of monitoring and evaluation software and other core areas of the program. PALWECO strengthens their capacities through training and facilitation so as to meet its objectives and goal. With a total of Ksh 305,144,290.00 been allocated for support functions including training programme, PALWECO sends their employees of different cadres to Kenya School of Government, Kenya Institute of Management, universities to pursue various courses as well as perform various on job and off job training. Managers have been involved in developing effective training programs for their employees for capacity building to equip them with the desired knowledge, skills and abilities to create an enabling working environment inside and outside the organization so as to make the programme sustainable in the long run after its expiry in 2016. Studies have in the past attributed employee performance to training course contents & delivery approaches, training evaluation and training need assessment and actual job executions (Guan, 2014; Anam et al., 2013; Afshan et al., 2012; Appiah, 2010). Management of PALWECO has been developing the employee's capabilities training. Effective training programs help employees of PALWECO to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform the core objectives of the organization in terms of strengthened capacity of the poor people of Busia County to influence structures and processes affecting them and increased wealth from sustainable farming and non-farming activities (Robert, 2006). Therefore, this study intends to investigate the influence of employee training and performance at PALWECO. In this study, the researcher will seek to identify PALWECO training practices and how they impact on employee performance as the core objectives of the organization is strengthening the capacity of the poor people of Busia County to influence structures and processes affecting them and increase wealth from sustainable farming and non-farming activities.

GENERAL OBJECTIVE

To investigate the influence of employee training and performance in PALWECO (Programme for Agriculture and Livelihoods in Western Communities) in Busia County.

SPECIFIC OBJECTIVES

1. To ascertain the extent to which training delivery style influences employee performance at PALWECO.
2. To establish the influence of training evaluation on employee performance at PALWECO.
3. To determine the influence of training need assessment on the employee performance in PALWECO.

THEORETICAL LITERATURE REVIEW

The theories that guided the study included human capital theory, resource based view theory and Universalist Theory to explain study objectives.

Human Capital theory

This study is anchored by human capital theory by Garrick, 1999 which states “that people are worth investing in as a form of capital”. People’s performance and the results achieved can then be considered as a return on investment and assessed in terms of costs and benefits(cited in Bratton, 2007). It is a theory that can explain workplace learning. Sen (1997) explains that, “human capital concentrates on the agency of human beings through skill knowledge, effort in augmenting production, possibilities.” Marsick and Watkins cited by Bratton (2007) state that, “training attempts to close the gap by bringing employees up to, but not beyond, the desired standard or competence.”

The preferred routine to have effective training is to adopt systematic training. Training needs are identified so that wasteful expenditure can be avoided, objectives are set and outcomes are evaluated to ensure that programmes meet the objectives specified and organizational criteria (Bratton, 2007). This is in agreement with the training policy of many organization whereby it is the responsibility of the managers to ensure that each member of staff is appropriately trained and developed to their full potential and individual’s responsibility to submit training needs to the superior (MOPS, 2006).

Flamholtz & Lacey (1981), state that, “human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes.” The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects. Thus, the human capital perspective at the level of the organizations, due to its emphasis on skills and performance, appears to offer more support for generalized investments in the human resources. The theory is relevant to the study since employee performance is determined through training, which requires organization in in terms of need assessment, evaluation and training methods. As employees upgrade their skills, they maintain the mastery of their specialization area likely to bear fruit. Employee’s value is determined from their methods of delivery, forwarding arguments or choosing a more informed way and respect by others on their ideas hence making their organization to gain a competitive advantage over others because human capital gained through training can be source of competitive advantage. Lucas (2006), argues that, “at the micro level, human capital of employees contributes to competitive advantage supports this.”

In the study, human capital was considered as the skills and training an entrepreneur acquires, e.g., apprenticeship, work experience, and training in various skills through training. The objective of the study was to investigate the influence of employee training and performances in PALWECO more specifically need assessment during training, delivery approaches and evaluation of training. This theory is therefore suitable for selection process as it outlines the benefits of time, experience, knowledge and abilities of an individual which can be used in the production process in an ongoing concern.

Resource Based View Theory

The theory was founded by Penrose (1959) and advanced by Barney (1991) to understand the potential of the human assets of organizations in providing competitive advantage and the role they play in organizations. According to the resource based view, human resources contribute to a sustained competitive advantage for an organization when they are valuable, non-tradable, non-imitable and non-sustainable. The resource based view of an organization determines the value of human resources for the organization as people can be competitive.

The theory provides a framework and criteria for determining the type of human resources which can be the source of competitive advantage of an organization. The theory emphasizes the need for resources as being primary in the determination of policies and procedures. Organizations are viewed as able to succeed by gaining and retaining control over scarce valuable resources such as human resources. Proponents of this model, such as Barney (2007), define 'resources' as "all assets, capabilities, organisational processes, firm attributes, information, knowledge etc. controlled by a firm that enable the firm to conceive of and implement strategies that improve its efficiency and effectiveness." He classifies them into three categories: physical capital, organisational capital and human capital, where 'human capital resources' include the experience, judgement and intelligence of individual managers and workers in the firm.

Lado and Wilson (1994) believes that a strategic approach to human resource management recognizes that human resources are a key source for competitive advantage because it is skills, behaviour and values of human resources that are permanent in sustaining high performance. The resource based view also opine that human resource practices deliver added value and helps achieve sustainable competitive advantage through the strategic development of the organization's rare resource as it is claimed that human resource can play a major part in ensuring that the firm's human resources meet the required criteria.

The resource-based view (RBV) of the firm focuses on its internal resources, strategy and business performance, where the contribution of a firm's human resources is to promote competitive advantage through developing 'human capital' instead of just aligning human resources to the firm's strategic goals. According to Barney (1991), 'the resource-based model of strategic management suggests that organisation theory and organisational behaviour may be a

rich source of findings and theories concerning rare, non-imitable, and non-substitutable resources in firms’.

Overall, the Resource-Based Theory provides a useful basis for understanding the value that HRM adds to the employee performance in an organization. In this study, it is assumed that employee training will add value to employee performance when the training of employees put a lot of emphasize on need assessment before rolling out training programme, use of appropriate training delivery approaches depending on the available resources in PALWECO. Therefore, resources been held at PALWECO is essential for determination of policies and procedure in employee training.

Universalist Theory

This study was anchored on the Universalistic Approach (Delery & Doty, 1996), who stated that, “Universalistic perspective seeks for “best practices”. Studies employing the Universalistic perspective are micro-analytical in nature and posit that some HRM practices are always better than others and that all organizations should adopt these practices.” The work by Huselid (1995) reflected the universalistic approach to HRM. This perspective assumes that there are certain “best” HRM practices that impact positively to organisational performance regardless of the strategic goals of the organization. Moreover, a Universalistic approach to HRM research assumes that HRM practices contribute to worker motivation (and thereby increased productivity) as well as increased efficiency (Ichniowski, Kochan, Levine, Olson and Strauss, 2000).

The best human resource practice areas are job design, training, communication/participation, career development, performance management, employee reward and job security (Maina, 2012). It is plausible that when employees judge the organization to be fair and supportive in their treatment of workers, particularly with regards to the availability and frequency of promotional opportunities as a results of undertaking training, which is likely to stimulate that by increasing their loyalty to the organization and reducing turnover (Nasurdin et. al, 2012). Wayne et al. (2012) suggested that HRM practices that signalled the organization’s intentions to invest in employees (such as developmental experiences and training) produced higher levels of ‘influenceive’ organizational commitment.

On training, DeCenzo and Robbins (2012) opine that, “employee training has become increasingly important, as jobs have become more sophisticated and influenced by technological changes.” Still, Bernardin and Russel (2012) argue that over the years, training has become increasingly popular as HR tool for improving employee and managerial performance in organizations. Hence, this Universalist, "best practice" approach argues that by adopting the same best HRM practices that generate profits and bringing competitive advantage to the organization, all organizations will be better off (Pfeffer & Veiga, 1999; Khilji & Wang, 2007).

On the basis of the above theory, training and development has an impact on employee performance depending on how an organization carries out employee training. Optimal performance can only be achieved from training and development if an organization is able to select the best training delivery approach. The theory assumes that there are certain “best” training practices that impact positively on organisational performance regardless of the strategic goals of the organization. The theory further postulates that, an organization should adopt a training delivery approach that would contribute to employee motivation thereby improve on the outcome of training and development practice. Therefore, this theory is ideal as it would guide on finding out the relationship between employee performance and training delivery approach.

EMPIRICAL LITERATURE REVIEW

The empirical review was based on the objectives of the study as follows: to establish the influence of training delivery approaches used at PALWECO on employee performance, to establish the influence of training evaluation on employee performance at PALWECO and determine the influence of training need assessment on the employee performance in PALWECO.

Training Delivery Approaches and Programme Performance

Each specific training task requires specific training contents through a delivery style of training. Some approaches are more effective as compared to others because the main purpose of the delivery approach is to communicate a particular knowledge, skills, attitude and specific task information to those trained. Therefore, various training delivery approaches ought to be chosen so as to deliver training contents differently (Hamid, 1987).

It is vital to consider task characteristics and skills in establishing the most appropriate training delivery methodology. A number of typologies have been advanced to group tasks and skills (Wexley & Latham, 2002). They can be grouped into two main groups, technical skills or people (Poon & Othman, 2000) that are important in the design of training programmes. Many companies have been found to fail due to insufficient training programmes for their staff in specific skills that are truly required in the information technology era. Nonetheless, although training is needed in everyday life and work, employee skills are usually difficult to observe, measure and quantify as a result of its nature on the employee relationship in the workplace with specific reference to listening, communicating, giving feedback, team member cooperation, and engagement in dialogue, conflict resolution and problem solving (Coates, 2010).

Menguin (2007) asserted that training people in various skills leads to providing them with a stage to showcase their technical skills, exposing the leadership qualities in them, aiding on the right side and helping employee personal growth. To achieve required accountability and motivation, it is a proper idea to examine employees' skills prior to initiating training programmes by acquiring executives who are in a position to drill their subordinates and supervisors so as to ensure frequent

feedback, reinforcement and encouragement. Therefore, companies can attain the required return with substantial investment in its employee's skills training. Companies ought to acknowledge that their workers have up-to-date technical skills in training which are offered and designed the same companies in appraising the current skills and getting technologies that is most suitable with company goals, training needs and budgets. Workers are also required to acquire specific skills for the assessment of complete fresh hiring of training programmes and at the same be in position to carry out specific task. Several authors have carried out studies to examine positive impacts related with technical training skills. According to Remmen et al. (2001) technical skills as a results of training have been shown to results in the performance of more skilled related tasks which has seen improvement in written skills and overall improvement in employee performance. Therefore, training in technical skills by trainer or tutor has resulted to positive attitude projection toward role playing methods. This has resulted to attainment of better outcome in employee's performance and commitment (Nikendei et al., 2005).

According to Poon and Othman (2000), there are various training delivery approaches just as there are various areas in training content areas. Most companies conducting training programs prefer to use various types of training approaches in delivering training contents as well as the development of employee management. Hartenian (2003) revealed that the importance of teams in an organization can be underestimated regardless of the industries and size of the organization. This has made them popular as majority of managers view them in terms of capability in providing better results like enhancing creativity, improving productivity, enhancing decision making as well as decreasing response time which cannot be achieved through individual. Through team training as one of the delivery approaches, employees in the organization ate able to learn how to work efficient in group problem solving which requires direct feedback and observation during the process of training (Forbush & Morgan, 2004). Most of the companies requires steady real-time training that is continuously increase the level of performance standards for organization as a whole, teams and individual employees in which the real-time training is a as a results from learning the current success and failures of practices adopted. Mentoring is another delivery approach during training where the mentors are the people have possesses more specific skills, knowledge and abilities about the firm in planning, goal setting, communication, conflict resolution and problem solving (Hartenian, 2003).

In Nigeria, Enugu state, Ndibe (2014) investigated the organization performance as a result of employee training in soft drink bottling companies. The used a sample of 254 bottling companies. The study administered questionnaire to collect primary data from 254 respondents of the sampled organization. Secondary data was also utilized. The results revealed that the extent of delivery style during training has strong impact on the performance. These results also mirrored Vasudevan (2014) who examined the association between organizational effectiveness and training on job. The study targeted 180 workers in Malaysia using psychoanalysis survey. Using SPSS version 20.0, it was established that training delivery approaches has positive and significant influence on employee performance and job satisfaction. On the other hand, Sohail et

al (2014) sought to find out how development on employee's performance is impacted by their training of selected banks in Northern Punjab in India. The primary data was collected hundred employees from eleven banks by use of questionnaire. It was found that delivery style during training had positive relationship with employee performance.

Training Evaluation and Employee Performance

Training evaluation is often defined as the systematic process of collecting data to determine if training is positive impact (Goldstein & Ford, 2002; Noe, 2002). According to Kenneth and Megan (2002), "evaluation should include procedures that ensure alignment of a training activity with the organizations strategy." The awareness of the learning process and how it impacts employee's behaviour is critical and of great importance as a lot of organizations spend considerable amounts of money to train their employees. The flaws exhibited in many executive management systems are as a result of the failure to train employees by Managers and supervisors and eventually they do not get appropriate feedbacks (Stewart et al., 2003). Earlier studies (Brameley and Kitson, 1994) pointed out that, "firms and institutions use different levels of analysis to evaluate training effectiveness."

American Society for Training and Development (ASTD) evaluated the countrywide existence of the significance of evaluation and measurement to executive in Human Resource Department by carrying out a survey study on three hundred HRD panel executives in various types of organizations in the United States of America. The results indicated that most of executives from Human Resource Department have devoted some degree of significance in the evaluation and over half of them adopted Kirkpatrick Model. During a research conducted by Sinha (1974), it was observed from research analysis that attitudinal changes following training programs that training evaluation results to visible and appropriate outcomes and it is subject to the nature of training programs. The results further revealed that employees could be aided to enhance upon existing job qualities and at the same acquire newest skills in the industry. Employees who had received training were found to increase in their sales during the six month of the study while those who were used as control experiment were found that their sales had decrease in the same period. Krishna et al. (1983) asserted that some training programmes had dysfunctional perceptions amongst the employees who are involved. Some of training programmes are seen a reward during nomination, paid holidays hence they had view that for one for nominated to participate in any training programme, they must have management influential or idle.

Bramley (1994) asserted that the most common approaches to the measurement of training programme effectiveness is at reaction level as well as the degree to which knowledge gained or skills learned. Prakash et al (2010) indicated suitable performance of duties at workplace cannot be attained lest the employees are in position to enjoy an array of capabilities which can only be achieved through training and learning. The assessment of training effectiveness implies that the organization is to determine the extent to which training programmes which are been undertaken

have to the acquisition of expected practical skills. Training evaluation is considered at relative truth as it tries to offer convincing evidence which it can important to the management in decision making. Therefore, majority of organizations are unable to perform a systematic training evaluation by use on rating sheets only that are expected to be completed by employees undergoing train (Saari et al., 1998). This is because some companies do not comprehend to the significance of training evaluation programmes, other are incapable of carrying out training evaluation, some employees find it difficult to express lucid criticisms and there is low awareness among the employees undertaking training in regard to giving negative feedback for fear that their organization may find out (Saiyadain, 1994).

Companies have also been found to spend considerable amount of time and money on training programmes so as to expedite learning of job related competences by the employees (Noe 2006; Casio, 2000). In regard to organization investment in training especially financial, it is vital to show the evidence of training to the organization so as to determine if the goals have been fully realized (Dowling & Welch, 2005). Leach and Liu (2003) asserted that training evaluation critically examine training investments, acquisition of knowledge, change in behaviour impact results and the reaction as a results of organizational training.

A descriptive study undertaken by Mohammed, Kazi and Rehnuma (2012) on the importance of post training and evaluation Sainsbury's Supermarket Limited in the United Kingdom so as to establish employee effectiveness. The study indicated that firm ought to consider 4 levels during training evaluation while measuring effectiveness of programs. The company should come up with an assessment practices culture as well as making sure that employees/colleagues development in performance review is maintained effectively and timely. Besides, line managers ought to be involved more in development and training process as they best knowledge regarding their employees.

In Malaysia, using 182 employees Hasniza (2009) sought to find out the effect of training evaluation on work commitment of employees and their performance. The findings revealed that training evaluation is more vital dimension of training as it affect work commitment of employees as well performance. In Kenya, Mumias Company Limited was found to be practicing training evaluation which affected employee performance in a positive and significant manner (Otuko et al., 2013). In Ethiopia, Abeba, Argaw and Bayissa (2014) sought to examine impact of training and development on the performance of employees as well as their effectiveness in District Five Administration in the Capital City. The methodology was centered around cross-section design based on institutional quantitative research methodology. The findings revealed that effectiveness and efficient of employee performance exhibited positive and significant relationship with training evaluation. The general observation was that training evaluation was low in the administrative offices.

Training Needs Assessment and Programme Performance

A training need is a gap between “what is” and “what ought to be” regarding training and development activities. Training needs assessment identifies gaps and provides information for a decision on whether the gaps could be addressed through training. The assessment is part of a planning process focusing on identifying and solving performance problems. These performance problems are knowledge, skills and attitudes based. Training needs assessment (TNA) is usually related to organizational and individual performance. A needs assessment means that the individual assessed has a defined job performance or that an organization has defined objectives and goals. A Training Needs Assessment (TNA) is used to assess an organization’s training needs. . This is an assessment of the gap between the knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization’s objectives (Bartram, Sharon & Gibson, Brenda 1997). According to Boydell (1990), to identify your training needs you need to ask yourself: Where your business wants to go, what knowledge and skills you need to help you get there? And which skills you already have within the business and which skills are you missing? In order to fully understand all training requirements one should: Identify what you want to achieve by implementing a training programme, ensure your objectives are SMART - Specific, Measurable, Achievable, Realistic and Time-bound, Involve staff - ask what training they feel they require, and explain the benefits of training and carry out a full audit of the skills you already have in your business. Some staff could have interests and qualifications that you did not know about and that they are not currently using.

Once it can be established which skills are missing, it can be identified what training is required to fill that gap. It is important to note that training should be applicable to the job, relevant to the person carrying out the job and tied to business objectives. It is important to note that employees can require training for a variety of reasons, which usually fall into two categories: Training to fill a performance gap as identified during the performance management process and Training to fill a "growth gap", that is, to be promoted or be able to fill another open position in the organization. Atoki (2013) focused on training needs assessment (TNA) in a Libyan context. Organisational factors were also found to have an impact on the process of individuals’ needs assessment, in terms of the absence of appropriate regulations or protocols relating to the process of identifying training needs, or overlooking any regulations or protocols, if any, for some reasons, including favouritism. This led to including these factors and issues in the proposed theoretical framework.

Mwakibasi (2013) investigated the significance of training needs assessment effectiveness on Christian based organization in ELCT-Konde Diocese. The methodology was centered a sample size of sixty respondents from target population of one hundred and sixty five which was selected using random and non-random sampling basis. It was find out that there was no clear training need assessment understanding of the concept in the Diocese. Further, the Diocese was

found to lack bench making training in its hierarchy. Besides, it realized that there was need for training need assessment so as to achieve effective training so that employees are equipped with skills for them to fit in the dynamic world.

In Bangladesh Banking sector, Tahmina and Razzak (2012) investigated the significance of training need assessment and established that TNA is a necessity for effective and efficient training programme that aid in firm development and growth via improved employee performance. On the other hand, Gabriel (2007) focussed on training need assessment and its role in the immigrant department organizational performance. It was discovered that there was irregular training need assessment conducted in the organization in spite of some of the employees training in several study fields that have been conducted. The findings also revealed that only individual workers were able to relate directly as well as various parts of their job that were interested. However, the trainers were found not to consider that training was a vital part toward enhancing organization performance.

Muma et al. (2014) found that in JKUAT as well as other public universities in Kenya, training need assessment was not conducted effectively which led to inadequate commitment from the staff toward their jobs. It was concluded training need assessment was the most essential factor as far as employee commitment is concerned. Altarawneh and Aseery (2016) in training need assessment in Saudi Arabia District of Assir General Educational Directorate. It was revealed that majority of the supervisor have not been able to identify training needs for of the employees under their supervision. The shortcoming of training and development was found to be failure in identifying training needs, inadequate motivation to spur participation in training and development and inadequate approved and qualified centers for training as a result of little support from the external environment.

Employee Training and Programmes Performance

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not (April, 2010). There exists a positive association between training and employee performance. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (April, 2010).

Training and development has significant role for the development of employee's performance. According to Partlow, (1996); Tihanyi et al., (2000) and Boudreau et al., (2001) training should be designed according to the need of employee and organizations which perform these things get better results. The design of training should be according to the needs of the employees (Ginsberg, 1997), without any pre-training employee cannot perform easily (Thomas N. Garavan, 1997). As compared to untrained employees trained employees perform well (Partlow, 1996; Tihanyietal., 2000; Boudreau et al., 2001). Organizational goals can be well achieved if employees of those organizations are provided sufficient training and development (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Furthermore through training and development the performance of employees increases (Shepard, Jon et al., 2003). Training and development programs are expensive but it payback more than it costs to organizations (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Each organization should focus on training and development in order to better place in the present era of competition.

There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. Training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between the organizations that train their employees and that organization that do not (Benedicta & Appiah, 2010). An effective training program cannot be analysed 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).

A study carried out by Farooq and Aslam (2011) revealed that training has positive correlation with employee performance. From there results, it is difficult for organization to realize higher profits without proper use of human resource. This implies that a company that is able to take care of it workers job related need promptly would able to realize improved performance. Training provide organizations with the opportunity to identify employee's deprived need and offers them chance to reach optimum competence level thereby helping the company to achieve their goals. In Telecommunication industry in Pakistan, Sultan et al. (2012) revealed that over half of change in employee performance is a result of various training programs conducted by firms in the industry. This implied that training programs are good employee performance predictor.

Harrison (2000) asserted that organization performance is greatly influenced by learning through training as individual employee performance is crucial factor in achieving corporate goals. According to Swart et al. (2005) adopting training programs as way out to circumvent performance issues like filling the gap between actual and standard performance is efficient way of employee performance improvement. According to Swart and her friends, filling gaps in performance is means the implementation of applicable training intervention with sole purpose of building abilities and skills of workers and at the same time enhancing employee performance. They further substantiated the notion by specifying that training in organization facilitates it to recognize that its employees are delivering as expected, therefore, their attitudes, skills and knowledge are required to be shaped in line with the company needs.

As indicated by Swart et al.(2005) an organization can only realize its worker superior performance if they implement training programs that are of good quality therefore, employees are motivated and their needs are fulfilled. Wright and Geroy (2001) asserted that changes in employee's competences can only be achieved through training programs that are effective. Training programs apart from enhancing employees overall performance to efficient performance in the current job, it also improves skills, attitude and knowledge of the employees for any future job assignment hence resulting to greater organizational performance. Therefore, training offer development of employee competencies that allow them to adopt various job related work in an efficient manner and attain company objectives competitively.

RESEARCH METHODOLOGY

Research Design

Descriptive survey research design was employed to determine the relationship between the dependent and the independent variables and establish any association between these variables. According to Mugenda & Mugenda (2003), "descriptive survey design helps a researcher to gather, summarize, present and interpret information for the purpose of clarification." This strategy was proposed as it allows the collection of a large amount of data from a sizeable population in an economical manner. Saunders et al. (2009), recommend this strategy because the method allows researchers to collect quantitative data which can be analyzed quantitatively using inferential statistics. This study considered this design appropriate since it facilitates gathering of reliable data while describing the true characteristics of employee training and performance within PALWECO in Busia County Kenya. This design was found ideal for this study because it was conducted in a natural setting; it sought direct responses from the respondents and a definite geographical area. Similarly, the design augured well with the research instruments in this study because it investigated a phenomenon that existed without manipulating the variables. This design allowed the participants to describe and provide their opinions regarding the variables studied in detail.

Target Population

The target population comprised 112 employees in PALWECO Busia County (PALWECO, 2016). It comprised of top management, middle level and lower level employees as shown in Table 3.1. Top level management are responsible for formulating of strategies and policies for employee training while middle level are mainly under supervisory role with aim of implementing strategies and policies formulated by top management. Lower level staffs are expected to gain from policies and strategies on employee training initiated by the organization.

Sampling Technique and Procedure

Since the population is small; all the 112 employees were the respondents. The use of census sampling was due to small number of target population and according to Mugenda and Mugenda (2008), for a population of 1-100 a sample of 100% is used as a sample size.

Data Collection Instruments

The primary data was collected by a semi-structured questionnaire. Questionnaire has been developed based on the objectives of the study. The questions have been designed to consist of five sections. Section I consists of bio-data to obtain personal information from respondents. The other four Sections deal with questions to help answer the research questions. Section II comprised of questions related to training evaluation while section III comprised of statements related to training need assessment. Then section IV comprised of statements related to training content and delivery approach. The last section V comprised of questions related to employee performance. Items in the questionnaire were measured using a five-point Likert Scale, with 1 representing strongly disagree, 2 disagree, 3 not sure, 4 Agree and 5 representing strongly agree.

Data Collection Procedure

The researcher obtained an introduction letter from Kenyatta University and also a research permit was obtained from the National Commission for Science, Technology and Innovations (NACOSTI) for identification by the staff of PALWECO, when approaching respondents to provide relevant information for achieving the research objectives. Questionnaires were administered to eligible staff through the heads of the various departments. A cover letter was attached to the questionnaires to introduce the respondents to the research topic and avoid any suspicion or mistrust respondents might have about the study. The cover letter was also expected to help motivate respondents to participate in the study and answer the questions and to assure them of anonymity and confidentiality, and to show them how to fill the questionnaires. The questionnaires were administered among the employees through their departments. The survey period for data collection was a span over a period of two weeks. The advantage of selecting this

method is that, it ensured confidentiality and keep track on those who may not return the questionnaire on time and need to be reminded.

Data Analysis and Presentation

The study employed descriptive statistics method for presenting and summarizing bio-data. Statistical instrument to be used for the research analysis were mainly inferential statistics, specifically correlation matrix and multiple regression analysis. Data was analysed using Statistical Package for Social Sciences (SPSS) version 22 which is a software tool for data analysis. Quantitative data was presented in form tables and charts. In addition, a multivariate regression model was applied to determine the relative importance of each of the three variables with respect to performance. "Multiple regressions is a flexible method of data analysis that may be appropriate whenever quantitative variables (the dependent) is to be examined in relationship to any other factors (expressed as independent or predictor variable). Relationships may be non-linear, independent variables may be quantitative or qualitative and one can examine the effects of a single variable or multiple variables with or without the effects of other variables taken into account," (Cohen, West & Aiken, 2003). The regression model was as shown below:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Where: Y = Financial performance; β_0 = Constant Term; β_1 , β_2 and β_3 = Slopes of X_1 , X_2 , X_3 ; X_1 = Training Need Assessment; X_2 = Training Evaluation; X_3 = Training Delivery Approach; E=Error

RESEARCH RESULTS

Method of assessment of employees or individuals through personal appraisal helped in the training exercises at the workplace especially through identifying employees with problems, reviewing development plans as well as suggesting alternative plans. It was also revealed that when performances standards are not met, then particular staff need training are initiated, there is delay in service delivery and lack of sense of responsibility, absenteeism and poor communication. When designing training programmes for staff, staff knowledge background is most considered while other factors are content, duration, methods and organization goals. Majority of the respondents revealed that they assess training need before embarking on Training. Likert scale results revealed that majority of the respondents confirmed that there is enough training that enables them work as required. Also, training objectives stated as guidelines in conducting training have been set out clearly.

Basing on the training delivery approach, it was found that PALWECO used various method of training. The most notable was seminar. Others were on the job performance, understudy training, apprenticeship and formal lecturers. It was widely held that the training delivery style warrants that the objective of employee training is realized and good training design ensures that

identified employee skill gaps are properly captured.

On Training evaluation, several factors were driving force that enables Employee to pay attention to training exercises key among them was upgrading of skills and establishing good relationship. Others were revision of methods and monetary rewards. All the respondents were in agreement that training evaluation was done through improved performance and increased productivity. Majority of the respondents indicated that PALWECO has the ability to reflect trainees opinions in knowledge and skills them as well as the aptitude to measure performance of knowledge, skills and attitudes against criteria which were set during training and immediate post training period.

More than half of the respondents revealed that current training provided by PALWECO is enough to assist Employees in achieving their job performance objectives at large extent. Most of training programmes establish a clear view of work roles and increase performance and training programmes provide supportive and trusting work environment for my efficient performance. All the employee training constructs had significant relationship with employee performance and from regression results 61.0% of the change in employee performance is significantly explained by employee training. The results also revealed that they independent variable (TNA, training evaluation and TDA) carried a positive predicative power with training delivery approach have highest significant effect on employee performance.

Regression Results of Training Need Assessment

A Linear regression analysis was conducted to find out the influence of training need assessment on employee performance. The results are as shown in Table 1.

Table 1: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.508 ^a	.258	.250	.76832

a. Predictors: (Constant), Training Need Assessment

Table 2: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.496	1	18.496	31.332	.000 ^b
	Residual	53.129	90	.590		
	Total	71.624	91			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Training Need Assessment

From the table above, R is the correlation coefficient which shows the relationship between the training need assessment and employee performance is significant, moderate and positive as shown by $R=0.508$ at 5% significance level. The R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable was 0.258, an indication that there was variation of 25.8% on employee performance due to changes in employee training at 95% confidence interval. The F-statistic of 31.33 was significant at 5% level of significance, $p = .000$. This shows that the model was fit to explain the relationship between the training need assessment and the employee performance at PALWECO with $F(1, 91) = 31.332, P=0.000$. This also implies that training need assessment is significant predictor of employee performance.

The findings revealed an increase in training need assessment would result in increase in employee performance. This implies that when there is a clear view of training objectives stated as guideline in conducting training and there is enough training that enables employees to do their job as required the employee performance would increase. These discoveries are similar with Tahmina and Razzak (2012) found out that training need assessment is prerequisite for an effective training that helps for organisational growth and development through increased employee performance. Similar results were obtained by Altarawneh and Aseery (2016) in Saudi Arabia and Atoki (2013) who focused on training needs assessment and employee performance in a Libyan context.

Regression Results of Training Delivery Approaches

A Linear regression analysis was conducted to find the influence of training delivery approaches on employee performance. The results are as shown in Table 3.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 ^a	.511	.506	.62379

a. Predictors: (Constant), Training delivery approaches

Table 4: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.604	1	36.604	94.069	.000 ^b
	Residual	35.021	90	.389		
	Total	71.624	91			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Training delivery approaches

From the table 4, R is the correlation coefficient which shows the relationship between the training delivery approaches and employee performance is significant, strong and positive as shown by $R=0.716$ at 5% significance level. The R squared is coefficient of determination which tells us the variation in the employee performance because of changes in the training delivery approaches was 0.511 suggesting that there was variation of 51.1% on employee performance due to changes in employee training at 95% confidence interval. The F-statistic of 94.069 was significant at 5% level of significance, $p = .000$. This shows that the model was fit to explain the relationship between the training delivery approaches and the employee performance at PALWECO with $F(1, 91) = 94.069, P=0.000$. This also implies that training delivery approaches is significant predictor of employee performance.

From the results, it can be deduced that improvement in training delivery approaches such proper methods of training, efficient training delivery styles and good training design would result to increase in employee performance. This implies that increase in training styles would ensure objective of training are achieved and where organization are able to identify employee skills gap then they are able to increase in their training delivery approach. These findings are similar to Ndibe (2014) the extent to which training delivery style affected employee productivity was high. The findings also agreed with Vasudevan (2014) revealed that training contents and delivery approaches positively and significantly influence the job satisfaction and employee performance. Lastly Sohail et al. (2014) also obtained similar results when he found positive relationship between delivery style and employee performance.

Regression Results of Training Evaluation

A Linear regression analysis was conducted to find the influence of Training Evaluation on employee performance. From the table 5, R is the correlation coefficient which shows the relationship between the Training Evaluation and employee performance is significant, strong and positive as shown by $R=0.640$ at 5% significance level. The R squared is coefficient of determination which tells us the variation in the employee performance due to changes in the Training Evaluation was 0.410 implying that there was variation of 41.0% on employee performance due to changes in employee training at 95% confidence interval. The F-statistic of 62.554 was significant at 5% level of significance, $p = .000$. This shows that the model was fit to explain the relationship between the Training Evaluation and employee performance at PALWECO with $F(1, 91) = 62.554, P=0.000$. This also implies that Training Evaluation is significant predictor of employee performance. The results are as indicated in Table 5

Table 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.640 ^a	.410	.403	.68520

a. Predictors: (Constant), Training Evaluation

Table 6: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.369	1	29.369	62.554	.000 ^b
	Residual	42.255	90	.470		
	Total	71.624	91			

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Training Evaluation

Increase in the ability to establish clearly and specifically the training objective as training would results to increase in employee and organization performance. Further, the ability to measure performance of knowledge, skills and attitudes against criteria which were set during training and immediate post training period would results to enhanced employee performance. Hasniza (2009) found out that training evaluation positively and significantly influenced the employee’s performance in Malaysia. Otuko et al. (2013)” revealed that there was a positive and significant effect between training evaluation and employee performance of Mumias Sugar Company Limited”. Abeba, Argaw & Bayissa (2014) “indicated that training evaluation had positively correlated and claimed statistically significant relationship with employee performance and effectiveness”.

CORRELATION TEST

A correlation analysis was conducted between employee training aspects (TNA, TDA and TE) and employee performance. The results are as shown in Table 7.

Table 7: Correlation Matrix

		TNA	TDA	TE	EP
TNA =Training Need assessment	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	92			
TDA =Training delivery approach	Pearson Correlation	.385**	1		
	Sig. (2-tailed)	.000			
	N	92	92		
TE =Training Evaluation	Pearson Correlation	.277**	.708**	1	
	Sig. (2-tailed)	.007	.000		
	N	92	92	92	
EP =Employee Performance	Pearson Correlation	.508**	.715**	.640**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	92	92	92	92

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

Table 7 shows the Pearson correlation results between employee training and employee performance. According to the scale a value between -1 and -0.5 indicates strong negative correlation, a value between -0.4 and -0.1 indicates weak negative correlation, a value between 0.1 and 0.4 indicates weak positive correlation and values between 0.5 and 1 indicates strong positive correlation. A value of 0.0 indicates no correlation. All values which have a significant value of below 0.05 shows statistical significance while those with values greater than 0.05 indicates no statistical significance. From the findings, the study realized that the Training Need assessment was positively correlated with employee performance ($r=0.508$, $p=0.000$). This shows that the employee performance increased with number of training need assessment. The improvement of the employees performance was positively correlated with Training delivery approach ($r=0.715$, $p=0.000$). This shows that improvement of the employee’s performance increased with increase in training delivery approach adopted at PALWECO. The employee performance was positively correlated with Training Evaluation ($r=0.640$, $p=0.000$). This shows that employee performance increased with increase in training evaluation.

REGRESSION ANALYSIS

Multiple regression analysis was conducted to find out the overall correlation between employee performance and employee training (R), changes in employee performance that is been accounted by employee training (R^2) and the regression coefficient for the study model. The results are as follows. The Table 8 shows the regression model summary results. The results show the values of R, R^2 , adjusted R^2 , and the standard error of estimate.

Table 8: Modal Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781 ^a	.610	.597	.56336

a. Predictors: (Constant), TE, TNA, TDA

From the table 8, R is the correlation coefficient which shows the relationship between the study variables, from the findings shown in the table above, there was a strong positive relationship between the study variables as shown by $R=0.781$ at 5% significance level. The Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable, from the findings in the table above the value of adjusted R squared was 0.610 an indication that there was variation of 61.0% on employee performance due to changes in employee training at 95% confidence interval. This is an indication that 61.0% of the changes in employee performance could be accounted for by the independent variables (Training Need assessment, Training delivery approach, Training Evaluation)

The results in Table 9 present the ANOVA from the regression analysis and are used to show the significance of F-statistic.

Table 9: ANOVA Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.696	3	14.565	45.894	.000 ^b
	Residual	27.928	88	.317		
	Total	71.624	91			

a. Dependent Variable: EP

b. Predictors: (Constant), TE, TNA, TDA

Table 9 shows that the F-statistic of 45.894 was substantial at 5% level of significance, $p = .000$. This shows that the model was fit to explain the relationship between the independent variables (employee training) and the employee performance at PALWECO with $F(3, 88) = 45.894$, $P = 0.000$. This also implies that employee training is significant predictor of employee performance. The significance is shown in terms of t-values and the p-values. Table 10 shows the results of the regression coefficients.

Table 10: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.883	.245		3.610	.001
Training Need assessment	.257	.068	.272	3.767	.000
Training delivery approach	.368	.086	.421	4.293	.000
Training Evaluation	.248	.088	.267	2.829	.006

a. Dependent Variable: Employee Performance

A unit increase in Training need assessment results to increase in employee performance by a factor of 0.257. A unit increase in Training delivery Approach would lead to increase in employee performance by factors of 0.368. Lastly, a unit increase in Training Evaluation would lead to increase in employee performance by factors of 0.248. From the above regression equation it was revealed that holding TNA, TDA and TE, employee performance (EP) would stand at 0.883 significantly. The overall study model as obtained from the regression coefficient is Table 10 is as shown below

$$EP = 0.883 + 0.257TNA + 0.368TDA + 0.248TE$$

This was supported by a study by Otuko, Chege and Douglas (2013) looking at the effect of training dimensions on employee's work performance with a focus on Mumias Sugar Company. The study indicated that there was a positive and significant effect between training needs assessment; training contents and employee performance in Mumias Sugar Company Limited. Similarly, a study by Naveed et al. (2014) at Peshawar city, Pakistan on the effects of employees training on performance showed a positive relationship. Mwangi (2017) on the influence of training and development on performance revealed the existence of a statistically significant

relationship between training and development and employee performance in 67 INGOs working in Somalia but located in Nairobi. This finding also supports the findings by Asim (2013) that there is both direct and indirect relationship between employee training and development and their work performance. He notes that training assist in creating good results at work. This in turn motivates an employee to work harder. The motivation in turn stimulates the employee more to achieve better work performance. This is supported by Sahinidis and Bouris (2008) who also argued that training practices used by organizations have an effect, direct or indirect on employee motivation, organizational commitment and performance.

Conclusions

Training Delivery Approaches

Training delivery approaches plays significant role on employee performance at PALWECO as there was significant relationship between Training delivery approaches and employee performance. This implies that increase in the use of seminar as Training delivery approaches would ensure objective of employee training is achieved thus increase in performance. Training delivery approaches also afford good training design which ensures that identified employee skill gaps are properly captured.

Training Evaluation

The study concluded that training evaluation had significant role on employee performance. This implies that increase in training evaluation resulted to performance increase through satisfaction with the quality of training services provided to them, opportunity provided to implement the skills learned as well as ability to reflect trainees' opinions in knowledge and skills content as expressed in objective. It was revealed that evaluation of training was done through improved performance and employees were motivated by upgrading skills and establishing good relationship.

Training Needs Assessment

The results also concluded that training need assessment had significant effect on employee performance at PALWECO. This implies that consistent training need assessment resulted to a positive improvement on employee performance. Increase in identifying problems with employees as well as suggesting alternative plans would results to increase in employee performance. It was also concluded that training needs for specific staff were determined when performance standards are not met. Staff background knowledge was considered most when designing training programmes for staff. It was also concluded that there was need to assess training needs before embarking on Training. Lastly, the study concluded that employee training

significantly influenced performance in PALWECO (Programme for Agriculture and Livelihoods in Western Communities) in Busia County

RECOMMENDATIONS

Review Employee Training Needs Assessment

PALWECO should review its employee training need assessment in order to improve their employee performance and productivity. This would ensure that valid training objectives was able to link the training needs and training delivered which would result to providing enough training that would enable them to their job as required.

Improve Employee Training Programme

During training delivery approaches, it is recommended that PALWECO should improve their employee training program in line with the present educational and technological changes in order to offer employee training through relevant approach akin to employee characteristics.

Need of a Role Model and Mentor in the Organisation

It was recommended that there is need of role model and mentor within the organization. The Programme should improve interpersonal relations in order develop skills, increase knowledge about the organization and its clients by interacting with a more experienced members in their job line. The management should ensure the readiness of the staff by providing them with training calendar beforehand.

Staff Motivation

The management should motivate the staff by awarding those notable improved performance after the training. Recognizing the individual performance will ensure sinking of the learnt skills into an individual and transfer of the same to others.

Carry out regular Training Evaluation

Lastly, the study recommended that training evaluation should be done regularly by approaching it bottom up approach. The employee of PALWECO should be involved in all stage of training evaluation by clearly and objectively state the purpose of the training evaluation and how it would help them achieve organizational objectives. Elaborate evaluation schedules should be set to ensure the planned evaluations are not skipped or slummed together.

REFERENCES

- Afshan, S., Sobia, I., Kamran, A., & Nasir, M. (2012). Impact of training on employee performance: a study of telecommunication sector in Pakistan, *interdisciplinary journal of contemporary research in business*, 4(1), 23-65.
- Aidah, N. (2013). *Effects of Training on Employee Performance. Evidence from Uganda*. University of Applied Sciences International Business.
- Alliger, G., Tannenbaum, S., and Bennett, W. (1995). "Transfer of training: Comparison of paradigms in "Searching for solutions to the transfer of training problem: A multi – disciplinary approach (Smith, K.A. and Salas, E.)," in *Symposium conducted at the 10th Annual conference of the Society for Industrial and Organizational Psychology Inc.*, Miami.
- Amir Elnaga, Amen Imran. (2012). The Effect of Training on Employee Performance, *European Journal* 19(5), 90–120.
- Appiah April, (2010). The impact of training on employee performance: A Case Study of HFC Bank (GHANA) Ltd.
- Archieve, B. (2008). *Effect of Training and Manpower Development on Productivity of Workers*, New York, Harper and Row Publishers
- Asim, M., 2013. impact of motivation on employee performance with the effect of training:specific to education sector of pakistan. *international journal of scientific and research publications*, Volume 3, pp. 1-9.
- Atoki, O. (2013). *An Investigation of Training Needs Assessment Processes in a Libyan Organisational Context: Case Study of the Libyan General Electricity Company* (Doctoral dissertation, University of Gloucestershire).
- Barney, J. B. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120.
- Bartone, P. T. (2010). *Enhancing human performance in security operations: International and law enforcement perspectives*. Springfield: Charles C Thomas Publisher.
- Bartram, S. & Gibson, B. (1997). *Training Needs Analysis: A resource for identifying training needs, selecting training strategies, and developing training plans*, 2nd Edition, Aldershot, Gower.
- Becker, B., & Huselid, A. (2006). Strategic Human Resource Management: Where Do We Go From Here? *Journal of Management*, 32(5), 898-925.
- Becker, K., Antuar, N., and Everett, C. (2011). Implementing an Employee Performance Management System in a Nonprofits Organization. *Nonprofits Management and Leadership*. 21(3), 255-271
- Benedicta Appiah April, (2010). *The impact of training on employee performance: A Case Study*

of HFC Bank (GHANA) Ltd.

- Boselie, P. (2010). High performance work practices in the health care sector: a Dutch case study. *International Journal of Manpower*, 31(1), 42-58.
- Boudreau, B., & Judge, T. (2001). "Effects of personality on executive career success in the United States and Europe", *Journal of Vocational Behavior*, 58(1), 53-81
- Boydell, T. (1990). *The Identification of Training Needs*, 2nd edition, London, British Association for Commercial and Industrial Education.
- Bradley, P. and Bligh, J. (1999). "One year's experience with a clinical skills resource center," *Medical Education*, 33(6), 114 – 120.
- Bramley, P. (1991). "Evaluating trainer effectiveness," McGraw Hill.
- Bratton, G., and Gold, T. (2007). *Human Resource Management: Theory and practice* 4th edition, Palgrave Macmillan. New York
- Brogden, H., and Taylor, E. (1950). "The dollar criterion: Applying the cost accounting concept to criterion construction," *Journal of Personnel Psychology*, 3(3), 133 – 154.
- Brown, G. Kenneth & Gerhardt, W. (2002). Formative evaluation: an integrated practice model and case study, *Personnel Psychology*, 55(2), 951-983.
- Bryan, J. (2006). Training and performance in small firms', *International small Business Journal* 24 (6), 635-660.
- Casio, W. (2000). *Costing Human Resources: The Financial Impact of Behavior in Organizations*, (4th Ed), (Cincinnati, OH: South Western).
- Chahal, A. (2013). A study of training need analysis based training and development: Effect of training on performance by adopting development based strategy. *International Journal of Business and Management Invention*, 2(4), 41-51.
- Coates, N. and Nikolaus, L. (2010). Zambia and e-Government: an assessment and recommendations. In: Maumbe, B. M. ed. *E-Agriculture and e-government for global policy development: implications and future directions*. Hershey, PA: Information Science Reference, 137-161.
- Cooke, L. (2000). Human Resource Strategy to improve Organizational Performance: A route for British firms, *Working Paper No 9 EWERC*, Manchester School of Management
- Cooper, D., & Schindler, P. (2000). *Business Research Methods*. Boston, McGraw- Hill Irwin.
- Cooper, R., & Schindler, P. (2001). *Business Research methods*, Boston, McGraw- Hill Irwin 7th Edition,

- David, A., Scott, J., Nancy, B., and Michelle, K. (2005). "Employee commitment and organizational policies," *Management Decision*, Vol. 43, No. 2, pp. 203 – 219.
- Debnath, R. M., Bank and legal environment (Nabajuga Prokashani, Dhaka, 1st Ed., 2003).
- Dowling, P., Festing, M. and Engle A. (2008). *International Human Resources Management: Managing in a Multinational Context*. London. Thompson Learning
- Dowling, P.J., and Welch, D.E. (2005), *International Human Resource Management: Managing People in a Multinational Context*. (4th Ed), (Mason, O.H: Thomson South-Western).
- 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*, 77(4), 539 – 546.
- Edmond, H., & Noon, M. (2001). *A dictionary of human resource management*. Oxford University Press.
- Elenaga, Imran (2013). *European Journal of Business & Management Review* 5(4) (2013)
- Fagenson, E. (1989). "The mentor advantage: Perceived career / job experiences of protégées vs. non – protégées," *Journal of Organizational Behavior*, 10 (1), 309– 320.
- Farooq, Mubashar and Khan, Dr. Muhamamd Aslam (2011). "Impact of Training and International Journal of Business and Behavioral Sciences Vol. 2, No.7; July 2012 30 Feedback on Employee Performance", *Far East Journal of Psychology and Business* Vol. 5 No. 1, October 2011 pp. 23-33, Far East Research Centre
- Flynn, B., Schroeder, R., Sakakibara, S. (1995). "The impact of quality management practices on performance and competitive advantage", *Decision Sciences*, 26 (6), 659-91.
- Furqan, A., & Muhammad, K. (2011). Impact of Training and Development on Organizational Performance, *Global Journal of Management and Business Research*, 11 (1), 309– 320.
- Gagne, R., Briggs, L., and Wagner, W. (1997). "*Selecting and using media: Principles of instructional design*," Orlando: Harcourt, Brace and Javanovich.
- Georges, J. (1996). "The myth of soft skills training," *Training*, 33(3), 48 –54.
- Ginsberg, L. (1997). "Training for the long haul". *Computer Shopper*. 17(13), 15-45
- Goldstein, I. (2002). "Training in work organizations. In M. D. Dunnette & L. M. Hough (Eds.)", *Handbook of industrial and organizational psychologists Press*, Palo Alto CA: Consulting Psychologists Press,

- Grobler, P., Warnich, S., Carrell, M., Elbert, N., and Hatfield, R. (2006). *Human Resource Management in South Africa*. 3rd edition. London: Thompson Learning.
- Guthrie, J., Datta, D., & Wright, P. (2004). Peeling back the onion competitive advantage through people: Test of a causal model. *CARHS Working Paper Series*
- 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
- Harrison, R. (2000). *Employee Development*. Silver Lakes, Beekman Publishing, Pretoria.
- Hartenian, L.S. (2003). “Team member acquisition of team knowledge, skills and abilities,” *Journal of Team Performance Management*, 9(1), 23– 30.
- Heras, I. (2006). "How quality management models influence company results conclusions of an empirical study based on the Delphi method", *Total Quality Management & Business Excellence*, 17 (6), 775-94
- Herzog, D., and Junger, J. (2005). “Role playing more realistic technical skills training,” *Medical Teacher*, 27(2), 122 – 126.
- International Labour Conference (2008). *Conclusions on Skills for improved productivity, employment, growth and development*. International Labour Office Geneva.
- Jenks, D., Carter, J., and Jenks, C. (2007). “Command Staff Leadership Training and Job Commitment in the LADP,” *Southwest Journal of Criminal Justice*, 4 (2), 106 – 119.
- Jones, G., and George, J. (2005). *Contemporary Management*, New York, Irwin and McGraw Hills
- Kaynak, H. (2003). "The relationship between total quality management practices and their effects on firm performance", *Journal of Operations Management*, 21(4), 5-35
- Kombo, D. & Tromp, D. (2006). *Proposal and thesis writing: An introduction*. Makuyu, Kenya: Paulines publications Africa.
- Kraiger, K., Ford, K. and Salas, E. (1993). “Application of cognitive, skill based and affective theories of learning outcomes to new methods of training evaluation,” *Journal of Applied Psychology*, 78(2), 311 – 328.
- Krishna et al. (1983). Encounters with children: Pediatric behaviour and development. *Elizabeth* pp 111
- Leach P. Mark & Liu H. Annie., (2003). Investigating interrelations among sales training evaluations, *Journal of Personal Selling & Sales Management*, 22(4), 327-339.
- Lytras, D., & Ordonez de Pablos, P. (2008). The rule of a “make“or internal human resource

management system in spanish manufacturing companies: empirical

- McKinsey, Q. (2006). "An executive take on the top business trends", *a McKinsey Global Survey*.
- Menguin, J. (2007). "Why get people skills training?," *Worldpress.com Programmes*.
- Meyer, J., & Allen, N. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*, 1(3), 61-89.
- Milkovich, G. T., & Bordereau, B. (2003). Pay, performance, and participation. In D. Lewin, O. Mitchell, & P. Sherer (Eds.), *Research Frontiers in Industrial Relations*, 12(3), 193-238.
- Miller, L., Devaney, S., Kelly, G., and Kuehn, A. (2008). "E – Mentoring in public health nursing practice," *Journal of Continuing Education in Nursing*, September 2008, 39 (9), 394 – 399.
- Mugenda, A. G., & Mugenda, O. M. (2003). *Research Mehods, Quantitative & Qualitative Approaches*. Nairobi, Kenya: African Centre For Technology Studies, ACTS press.
- Mwakibasi, B. J. (2013). *The need for effective training needs assessment in christian organisations: a case of ELCT-Konde diocese* (Doctoral dissertation).
- Mwangi, S. (2017). *The Influence of Training and Development on Employee Performance: A Case of Somalia Non-Governmental Organization Consortium in Nairobi* (Doctoral dissertation, United States International University-Africa).
- Nassazi, A. (2013). "Effects Of Training On Employee Performance: Evidence from Uganda", Vaasan Ammattikorkeakoulu. University of applied sciences
- Nassazi, A. (2013). EFFECTS OF TRAINING ON EMPLOYEE PERFORMANCE.: Evidence from Uganda.
- 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 skills training," *Medical Teacher, 27* (2), 122 – 126.
- Noe, A. (1996). "Trainees' Attributes and Attitudes: Neglected Influences on Training Effectiveness", *Academy of Management Review, 11*(4), 736-749.
- O'Connor, B., Bronner, M. and Delaney, C. (1996). "Training for organizations," Cincinnati, OH: Southwestern.
- Ostroff, C. and Kozlowski, S.W. (1993). "The role of mentoring in the information gathering processes of socialization," *Journal of Vocational Behavior, 42* (5), 170 – 183.

- Othman, A. (2009). Strategic integration of human resource management practices: Perspectives of two major Japanese electrical and electronics companies in Malaysia.
- Othman, R. (1998). "Human resource management practice of service organizations," *Journal of Asia – Pacific Business*, 2 (3), 65 – 80.
- Paauwe, J. (2009). HRM and performance: Achievements, methodological issues and prospects. *Journal of Management Studies*, 46(1), 129-142
- Paauwe, J., & Boselie P. (2005). HRM and performance: what next? *Human Resource Management Journal*, 15(4), 68-83.
- Remmen, S., Scherpbier, A., Van Der Vleuten, C., Denekens, J., Derese, A., Hermann, I., Hoogenboom, R., Kramer, A., Van Rossum, A., Van Royen, P. and Bossaert, L. (2001), "Effectiveness of basic clinical skills training programmes: A cross – sectional comparison of four medical schools," *Medical Education*, 35 (3), 121 – 128.
- Robinson, P. (1997). *The myth of parity of esteem: Earnings and qualifications*. London: Centre for Economic Performance, London School of Economics and Political Science.
- Rothwell, W. J., *Beyond training and development: State-of-the-art strategies for enhancing performance*, AMACOM, New York, 2002.
- Saari, L., Johnson, T., McLaughlin, S., and Zimmerie, D. (1988). "A survey of management training and education practices in U.S. companies," *Personnel Psychology*, 41 (3), 731 – 743.
- Sahinidis, A. G., & Bouris, J. (2008). Employee perceived training effectiveness relationship to employee attitudes. *Journal of European Industrial Training*, 32(1), 63-76.
- Saiyadain, M. (1994). "Perceptions of sponsoring managers, training organizations, and top management attitude towards training," *Malaysian Management Review*, 23 (3), 69 – 76.
- Saiyadain, M. and Ali, J. (1995). *Managerial training and development in Malaysia*, *Institute of Management*, Kuala Lumpur.
- Salem, S., Himanshu, S., and Deborah, S. (2012). Employee Training Effectiveness in Saudi Arabian SME Performance, *International Journal of Business and Social Science*, 3(12), 23-53
- Saunders, M., Lewis, P., & Thornhill, A. (2010). *Research methods for business students*. FT Prentice Hall
- Sen, A. (1997). Human capital and human capability', *World Development* V25 (12), 1959-1961,

- Shelton, S. and Alliger, G.M. (1993). "Who's afraid of Level 4: Evaluation? A practical approach," *Journal of Training and Development*, 47(3), 43 – 46.
- Shepard, J., & Greene. A. (2003). "*Sociology and You*". Ohio Glencoe McGraw-Hill.
- Sinha, D. (1974). Deprivation and development of skills for pictorial depth perception *Journal of Cross-cultural Psychology*, 31(5), 434-450
- Srinivas, S. (2008). Employer – Sponsored Training and Job retention of Mid – Career Employees. *Journal of Business and Economic Research*, 6(11), 89-98.
- Stahl, O. G. (2009). *Public Personnel Administration*, New York, Harper and Row Publishers
- Sultana, S., Kamranm A., & Nasir, M. (2012). Impact of training on employee performance: a study of telecommunication sector in Pakistan, *interdisciplinary journal of contemporary research in business*, 4 (6), 34-49
- Swart, J., Mann, C., Brown, S. & Price, A. (2005). *Human Resource Development: Strategy and Tactics*. Oxford. Elsevier Butterworth-Heinemann Publications.
- Tannenbaum, S. (1996). "Customer – focused training evaluation," *ASTD Healthcare Forum in Action*, pp. 1 – 2.
- Tannenbaum, S., and Woods, S. (1992). "Determining a strategy for evaluating training: Operating within organizational constraints," *Journal of Human Resource Planning*, 15 (3), 63 – 82.
- The Republic of the Government of Uganda (1998). *Human Resource Training in public service, MOPS: A report by Crown Agents*, Kampala.
- Thomas, N. (1997). "Interpersonal skills training for quality service interactions" *Industrial and Commercial Training* Vol. 29 (3), 70–77
- Tihanyi, A.E., Daily, C., & Dalton, D. (2000). "Composition of the top management team and firm international diversification", *Journal of Management*, 26 (6), 1157-77
- Torrington, D., Hall, L. & Taylor, S. (2005). *Human Resource Management*. 6th Ed. London: Prentice Hall
- Tzafrir, S.S. and Gur, A. (2007). HRM Practices and Perceived Service Quality: The Role of Trust as a Mediator. *Research and Practice in Human Resource Management*, 15(2): 1-20.
- Viator, R.E. and Scandura, T.A. (1991). "A study of mentor – protégé relationships in public accounting firms," *Accounting Horizons*, (5), 20 – 30.
- Wagonhurst, C. (2002). "Developing effective training programmes," *Journal of Research Administration*, 33(2), 77 – 81.

- Wei-Tao, T. (2006). "Effects of training framing, general self-efficacy and training motivation on trainees' training effectiveness", *Personnel Review*, 35(1), 51 – 65
- Wexley, K. N. & Latham G. P. (2002). *Developing and Training Human Resources in Organizations*. 3 Ed. Prentice Hall, London.
- Wognum, A. A. M. (2001). Vertical Integration of HRD Policy within Companies. *Human Resource Development International* 4(3), 407–421.
- Wright P., Geroy D. G., (2001). *International Journal of Human Resource Management* 12(4), 586-600.