

**INFLUENCE OF STAFF TRAINING AND EMPLOYEE PERFORMANCE IN
NON GOVERNMENTAL ORGANIZATIONS IN NAIROBI COUNTY:
A CASE STUDY OF KENYA RED CROSS SOCIETY**

**BY
DENIS MBATHA KYUI
15S05DMBA001**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF BUSINESS ADMINISTRATION SCHOOL OF BUSINESS OF AFRICA
NAZARENE UNIVERSITY**

JUNE 2022

DECLARATION

I declare that this document and the research describe my original work and that they have not been presented in any other university for academic work.

Name (printed): __ Denis Mbatha Kyui _____



6/06/2022

Student signature

Date (dd/mm/yyyy)

This research was conducted under my supervision and is submitted with my approval as university supervisor

Supervisor name (printed): __Dr. Lucy Kirima_____



6/06/2022

University supervisor signature

Date (dd/mm/yyyy)

Africa Nazarene University

Nairobi, Kenya

DEDICATION

I wish to dedicate this proposal to God for his blessings that he has showered upon me throughout my research. Second is to my parents for their financial, moral and spiritual support throughout my studies. Third is to my classmates who have contributed immensely to this research and also my lecturers for their continued support and encouragement.

ACKNOWLEDGEMENTS

I wish to express my sincere thanks to my supervisor for critique, support and guidance throughout the process of writing my project. I would also like to extend my gratitude to all the lecturers who participated in imparting knowledge throughout my master's degree.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT	x
DEFINITION OF TERMS.....	xi
ABBREVIATIONS/ACRONYMS.....	xii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of the Study	1
1.2.1 History of Kenya Red Cross Society	6
1.3 Statement of the Problem	6
1.4 Purpose of the Study	8
1.5 Research Objectives	8
1.6 Research Questions	8
1.7 Research Hypothesis	9
1.8 Significance of the Study.....	9
1.9 Scope of the Study	10
1.10 Delimitation(s) of the Study	10
1.11 Limitations of the Study	10
1.12 Assumptions of the Study.....	11
1.13 Theoretical Framework	11
1.13.1 Human Capital Theory	11
1.14 Conceptual Framework	13
CHAPTER TWO.....	16
LITERATURE REVIEW.....	16
2.1 Introduction.....	16
2.2 Review of Literature.....	16
2.2.1 Training Needs Assessment and Employee Performance.....	16

2.2.2 Process of Training and Employee Performance	18
2.2.3 Training Methods and Employee Performance	21
2.2.4 Employee Performance	24
2.3 Summary and Research Gap.....	26
CHAPTER THREE.....	29
RESEARCH METHODOLOGY.....	29
3.1 Introduction.....	29
3.2 Research Design.....	29
3.3 Research Site.....	29
3.4 Target Population.....	30
3.5 Study Sample	30
3.5.1 Sampling Procedure	Error! Bookmark not defined.
3.5.2 Study Sample Size	30
3.6 Data Collection	31
3.6.1 Data Collection Instruments.....	31
3.6.2 Pilot Testing of Research Instruments	31
3.6.3 Instrument Reliability	32
3.6.4 Instrument Validity	33
3.6.5 Data Collection Procedures	33
3.7 Data Analysis.....	34
3.8 Legal and Ethical Considerations	34
CHAPTER FOUR DATA ANALYSIS AND FINDINGS	36
4.1 Introduction.....	36
4.2 Response Rate.....	36
4.3 Demographic Information	37
4.3.1 Gender of Respondents.....	37
4.3.2 Level of Education of the Respondents.....	37
4.3.3 Number of Years Worked in the Organization	38
4.3.4 Position Held in the Organization	39
4.4 Descriptive Analyses of Staff Training and Employee Performance	40
4.4.1 Analyses on Training Need Assessment	40
4.4.2 Analyses on Process of Training.....	44
4.4.3 Analyses on Training Methods	48
4.4.4 Analyses on Employee Performance.....	52

4.5 Inferential Analyses of Staff Training and Employee Performance	56
4.5.1 Pearson Correlation of Staff Training and Employee Performance.....	56
4.5.2 Regression Analyses on Staff Training and Employee Performance	57
CHAPTER FIVE	61
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	61
5.1 Introduction.....	61
5.2 Discussions	61
5.3 Summary of Main Findings	63
5.4 Conclusions.....	65
5.5 Recommendations	66
5.6 Areas of Further Research	66
REFERENCES	67
APPENDICES.....	73
Appendix 1 –Questionnaire	73
Appendix 2 – Research Permit	76
Appendix 3 – Research Approval and Letters.....	77
Appendix 4 – Map of Study Area (Nairobi County, Kenya)	78

LIST OF TABLES

Table 3.1 Cronbach's Alpha Coefficient	32
Table 4.1 Analyses on Training Need Assessment	41
Table 4.2 Analyses on Process of Training	45
Table 4.3 Analyses on Training Methods.....	49
Table 4.5 Analyses on Employee Performance	52
Table 4.6 Pearson Correlation of Staff Training and Employee Performance	56
Table 4.7 Model Summary on Staff Training and Employee Performance	57
Table 4.8 Analysis of Variance on Staff Training and Employee Performance.....	58
Table 4.9 Coefficients of Staff Training and Employee Performance	58

LIST OF FIGURES

Figure 1.1 Conceptual Framework	14
Figure 4.1 Response Rate	36
Figure 4.2 Gender of Respondents	37
Figure 4.3 Level of Education of the Respondents	38
Figure 4.4 Number of Years Worked in the Organization	39
Figure 4.5 Position Held in the Organization	40

ABSTRACT

Investment in human capital is viewed as a competitive practice that facilitates organizations to perform effectively using knowledgeable workers with appropriate skills and attitude. Even though, literature demonstrates that training can influence employee performance in organizations, there is insufficient evidence on the link between training and employee performance among non-governmental organizations, thus the need for further studies in these areas in Kenya to unfold the controversies in evidence. The main objective of this study was to determine the influence of training on employee performance in Kenya Red Cross Society (KRCS) in Nairobi County, Kenya. The specific objectives were determining the influence of training needs assessment, training process and training methods employee performance among non-governmental organizations in Nairobi County. This study adopted two theories namely

human capital theory, and goal setting theory. Descriptive research design were used in this study. The target population was employees of KRCS. Stratified random sampling technique was used to select respondents of the study. The sample size comprised of all 52 staff. Structured questionnaire with open and closed ended questions were used to collect data. Validity of the research instrument was tested using the researchers' supervisor and industry experts while reliability of the research instrument was tested using Cronbach Alpha formula where all variables had a coefficient above 0.7, thus were acceptable. Data was analysed using descriptive and inferential statistics. The analysed data were presented in form of tables and figures. The findings of this study were beneficial to policy makers, NGO managers, researchers, scholars and academicians. The study found that training influence the performance of employees. Specifically, the findings of the study established that the process of training influence employee performance. In addition, the findings of the study revealed that training methods influence employee performance. The study recommended that organization should do an audit of the needs that are required by the employees before engaging in an training methods. In addition, the organization can evaluate each employee need of training so that they can customize the trainings. On the process of training, it is recommended that organization should use both on-line and off-line training method so that they can enhance the skills, knowledge and experience of the employees. Finally, on training methods it is recommended that organizations evaluate the best methods that help employees in enhancing performance.

DEFINITION OF TERMS

- Effect:** For the purposes of this study, the word effect will be used to denote a change which is a result or consequence of an action or other cause. This word will therefore be used to ascertain whether or not there is a relationship between training and employee performance.
- Employee:** Operationally defined, this term will be used to mean someone who gets paid a salary or wage to work for an employer, i.e., another person, business or company.
- Non-governmental Organization:** In this study, this term will be used to mean a not-for-profit-making, citizen-based organization or group that functions independently of government. Such a group is organized on community, national and international levels to serve specific social or political purpose.
- Performance:** For the purposes of this study, the word performance will be used to denote a record of outcomes produced on specified job functions or activities during a specified period of time.
- Training:** Operationally defined, this term will be used to denote the teaching and learning activities carried out for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities and attitudes needed to perform a particular task or job.

ABBREVIATIONS/ACRONYMS

ANOVA	Analysis of Variance
ANU	Africa Nazarene University
APA	American Psychological Association
CBOs	Community-Based Organizations
CMS	Collection Management Skills
CVI	Content Validity Index
KRCS	Kenya Red Cross society
NACOSTI	National Commission for Science, Technology and Innovation
NGO	Non-Governmental Organization
PMSE	Performance Management System
SPSS	Statistical Package for Social Sciences
TNA	Training Needs Assessment
UAE	United Arab Emirates
WHO	World Health Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background and problem statement on influence of training and employees' performance. In addition, the chapter explains the purpose of the study, objectives, questions, scope and significance of the research. Further, it discusses the delimitations, limitations and assumptions, theories and a conceptual framework.

1.2 Background of the Study

The background of the study focused on employee performance, training need assessment, process of training and methods of training.

1.2.1 Employee Performance

In today's dynamic and fast-changing business environment, there is always an ever-increasing need for employees and management to acquire the right knowledge, skills and attitudes that are critical for attaining better performance, gaining a competitive edge and ensuring future sustainability of an organization. This is irrespective of whether the organisation is a profit-making or a not-for-profit-making entity. Thus, according to Hamadamin and Atan (2019), managing the performance of an organisation's human resources plays a critical role towards enabling the organisation gain a competitive advantage in a highly competitive business environment.

Employee performance entails fulfilling of specific duties or assignments measured against predetermined requirements of accuracy, completeness and cost; or the accomplishment of precise task measured towards predetermined or diagnosed

standards of accuracy, completeness and price (Locke & Latham, 2019). In an employment contract, performance is deemed to be the success of a task stipulated within the contract. Efficiency and effectiveness are additives of performance as measured with the aid of the standards set by any organization. Employee performance is related to quality of output, timeliness of output, consistency on the activity, performance of the completed and effectiveness of work finished. The general view is that employee's performance is motivated by elements such as salaries, profits, motivation, training and development, as provided for by the employer, as well as working conditions.

In this regard, organisations tend to undertake various activities that are aimed at building a strong human capital base, which can be a source of competitive advantage (Sendawula et al., 2018). Employee training is one of those critical activities that are aimed at the development of human capital through the sharpening of people's skills, knowledge and capabilities. Employee training programs also play an important role in leveraging on the performance of both the individual and the training organisations (Sendawula et al., 2018).

According to Navajas-Romero et al., (2020), training especially for non-governmental organizations – helps to promote superior level of motivation and commitment, which are key components for enhancing optimal employee performance. Bahrain, Hajjar and Alkhanaizi (2018) says that employees recognize that the organization is interested in improving personal and collective skills through offering of training programs, in turn apply best efforts to achieve organizational goals and show high performance on the job. Hence, training is critical in achieving an elastic workforce which is motivated and committed.

1.2.2 Training Needs Assessment

Training needs assessment is described as a systematic process of identifying the kind of skills, knowledge and experience required by employees of an organization in order to achieve organizations goals in a more efficient and effective manner. Training needs assessment is positively attributed to employee performance from one organization to another. Employee performance in both large and small organizations is viewed as a function of training needs assessment if effectively implemented (Khan & Masrek, 2019).

Furthermore, in United States, Rodriguez and Walters (2016) argue that in order to prepare workers to do specific jobs as desired, organizations have no option but to provide training so as to optimize the employees' potentials in terms of knowledge, skills and job-related attitudes. It was also noted that most firms apply long-term planning by investing in building new skills among the workforce in order to be able to cope with uncertain conditions that may face employees now and in the future.

NGOs are most often driven by the need to impart positive socio-economic change to the community. Examples include United Nations, which is focused on world peace; World Vision, a Christian advocacy and humanitarian organization; and Compassion International, which sponsors needy children to pursue the educational goals (Tunio, Channa & Pathan, 2016). Thus, these international NGOs recruit and re-orient employees towards the philanthropic nature of the work ahead. On the other hand, mainstream organizations are usually profit-driven, and employees are trained

to work with the goal of making the company profitable and increase shareholder value (Qasim & Hyder, 2020). Similarly, NGOs encourage a lot of volunteer work, especially in poorer countries in Africa and Southeast Asia, whereas for-profit and government institutions rarely use volunteers, and the only form of unpaid work may be attachments or internships. Thus, to make them fit for the voluntary kind of jobs, employees in NGOs require different kinds of training and development activities across all sectors of human resource management - including orientation, on-the-job training, management training, employee performance appraisal for promotions and transfers (Halawi & Haydar, 2018).

1.2.3 Training Process

Process of training is a series of stages performed by human resources managers in any organization/firm with an objective of identifying; training needs, setting definite objectives, identifying suitable method, realizing the programs, evaluate program and providing timely feedback to the intended workers. Afsana et al. (2016) empirical study on effect of training on employee performance in telecommunication industry in Bangladesh mainly based on primary data which were collected from a questionnaire survey encompassing the opinion of hundred staff working in six telecommunication firms.

Consequently, Nassary (2020) study examined the effect of employees training on employee's performance in Arusha Municipality. The study used a sample of eighty participants chosen through purposive and simple random sampling techniques using questionnaires. Another study by Landa (2018) examined the "influence of training on employees performance; in Tanga Urban Water Supply and Sewerage Authority", Tanzania. The study focused on whether training programmes and employees were

systematically selected to attend the programmes to acquire knowledge and skills.

Also,

1.2.4 Training Methods

Training methods are regarded as techniques adopted by organization in order to impart the required skills and knowledge to a specific team of workers. In human resource management literature, it is viewed that there is no single approach of training that fits all organizations (Mahadevan and Yap, 2019)

Mahadevan and Yap (2019) research on the impact of training methods and employee performance in Malaysia, identified the factors of on-the-job and off-the-job training on employee performance. Moreover, Agbo and Okpara (2020) examined the “impact of induction on employees’ performance in an organization in Abia State Polytechnic, Aba”. The study focused on effect of induction programs on employee’s effectiveness.

McHete and Shayo (2020) study explored the “role played by induction training on the performance of new employees at workplace in Open University of Tanzania”. In addition, the study focused on how the induction training offered to the new employees facilitated theoretical knowledge, practical knowledge and integration at workplace. Abdiwali and Musa (2020) study examined the “relationship between on-the-job training and employee performance in petroleum companies in Uganda”. The study focused on job rotation, coaching, induction and employee performance in petroleum companies.

1.2.1 History of Kenya Red Cross Society

The KRCS is a humanitarian relief organization and an auxiliary to the national and county government of Kenya created through an act of parliament, Cap 256 of the laws of Kenya on 21st December 1965. Since 1967, the Society has been a member of the International Red Cross and Red Crescent Movement, the largest humanitarian relief organization in the world, with representation in 189 countries (Kenya Red Cross Society, 2020).

Kenya Red Cross society works in close collaboration with various stakeholders ranging from Government, private sector and civil society organizations including Community-Based Organizations (CBOs) and individual communities. Many projects are multi-Sectoral, reflecting approaches that are holistic and that take into account the considerable complexity of many of poverty, disaster and climate challenges faced by vulnerable communities in Kenya (Kenya Red Cross Society, 2020).

KRCS engages on building a pool of human resources across the organization with skills in building effective partnerships, programme development and resource mobilization. Trainings are conducted on business and programme development, proposal writing, donor engagement, compliance and grant management, sustainable income generation an innovative financing, development and the requirements for different partners (Kenya Red Cross Society, 2020).

1.3 Statement of the Problem

Organizations consider employees as a critical asset towards the attainment of organizational goals. However, these goals can only be attained by organizations that focus on employee training as a precursor for efficient and effective organizational outcomes (Locke & Latham, 2019). There is, therefore, a continual need for employee

training (Bell, Tannenbaum, Ford, Noe & Kraiger, 2019). Training also offers the necessary impetus for improving performance practices within an organization, which leads to greater productivity, more employee happiness and a better company-employee relationship (Khilukha, 2021). A highly motivated, satisfied and committed workforce will in turn lead to the achievement of organizational goals.

A number of studies have questioned employee performance levels among non-governmental organizations (NGOs), arguing that majority fail to meet stakeholder expectations despite receiving significant donor funding. For instance, a study by Tunio, Chania and Pathan (2019) sought to establish the performance of NGOs in Pakistan; this study found out that NGOs geared towards improving the Pakistani community had not effectively met the expected goals. The study identified lack of employee training as a major concern and recommended that the management should implement various training programs, including on-the-job and off-the-job trainings that are focused on youth and gender development. Based on the findings, the study concluded that training of employees would improve the overall employee performance, which would lead to overall increased organizational performance.

From the foregoing, it is clear that NGOs are faced with challenges of employee performance. Most of the existing literature has clearly demonstrated that training can play a critical role in improving the performance of an organization for sustainable competitive advantage.

Even more specifically, few studies have been conducted with the aim of exploring in detail the significance, process and methods of training, and their effect on employee performance for NGOs within Nairobi County. Without proper research, specifically focusing on the above aspects of training, it would be difficult for

managements of NGOs and other policy makers to prioritize training programs amidst dwindling resources and competing organizational needs. It is against this backdrop therefore that the current study will be undertaken to establish the effect of training on employee performance among non-governmental organizations in Nairobi County, Kenya.

1.4 Purpose of the Study

The purpose of the study was to establish the influence of training on employee performance in non-governmental organizations in Kenya with the focus of Red Cross Society in Nairobi County, Kenya.

1.5 Research Objectives

This research was guided by the following specific objectives:

- i. . To determine the influence of training needs assessment on employee performance in non-governmental organizations in Kenya with the focus of Red Cross Society in Nairobi County, Kenya.
- ii. To assess the influence of the training process on employee performance in non-governmental organizations in Kenya with the focus of Red Cross Society in Nairobi County, Kenya.
- iii. To examine the influence of training methods on employee performance in non-governmental organizations in Kenya with the focus of Red Cross Society in Nairobi County, Kenya

1.6 Research Questions

The study sought to answer the following research questions:

- i. What is the influence of training needs assessment on employee performance in humanitarian organization in Nairobi County?

- ii. How does the process of training influence employee performance in humanitarian organization in Nairobi County?
- iii. How does the training methods influence employee performance among in humanitarian organization in Nairobi County?

1.7 Research Hypothesis

The study sought to answer the following null hypotheses:

- i. There is no statistical relationship between training needs assessment and employee performance in humanitarian organization in Nairobi County.
- ii. There is no statistical relationship between process of training and employee performance in humanitarian organization in Nairobi County.
- iii. There is no statistical relationship between training methods and employee performance among in humanitarian organization in Nairobi County.

1.8 Significance of the Study

This study was deemed significant for a number of reasons including, but not limited to the following: the study findings and recommendations will be of value to policy framers, decision makers and other key stakeholders, especially those working in the NGO sector, in formulating policies on employee training and development with the objective of motivating the workforce and improving organizational performance. Furthermore, the research will also help the sector regulators in advancing suggestions on how to solve problems of staff underperformance and employee dissatisfaction by formulating and implementing tailor-made training programmes .More so, this study will be used by other scholars and researchers seeking to undertake similar research .

1.9 Scope of the Study

The scope of the current study focused only on Kenya Red Cross Society within Nairobi region. This is one of the five regions of the lower Eastern region which consisted of Nairobi, Machakos, Makueni, Kitui and Kajiado.

1.10 Delimitation(s) of the Study

Delimitations are boundaries set for the study regarding the subjects of interest (Jacobsen, 2021). It also includes a declaration of what the study does not intend to cover. For this study, the research intended to determine the influence of training on employee performance in NGOs within Nairobi County in Kenya. The study was delimited to training methods, the process of training and the training needs assessment and the performance of NGOs operating within Nairobi County.

1.11 Limitations of the Study

According to Kothari (2008), limitations are influences that the researcher cannot control, which are often imposed by circumstances outside the grasp of the researcher. A similar view is shared by (Jacobsen, 2021), who defines limitations to mean the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on the study's methodology and conclusions. A few limitations were envisaged in this study: for instance, some respondents were not willing or had not adequate time to participate in the filling-in of the questionnaires - however, this limitation was overcome by organizing a familiarization forum with the respondents beforehand through the respective team leaders that is senior managers. Another anticipated limitation was inadequate time allocated for collecting, analyzing, interpreting and presenting field data - however, the researcher overcome this challenge by embarking on field work early enough and hiring the services of two qualified personnel to serve as research assistants.

1.12 Assumptions of the Study

All research studies make assumptions. This study was based on a number of assumptions. The first assumption was that training had an influence on employee performance in non-governmental organizations. Secondly, the respondents were available and willing to participate in the filling-in of questionnaires. Thirdly, the respondents were transparent and answered the questions honestly and truthfully. Finally, that the conclusions and recommendations were drawn from the study findings provoked objective decision-making and spurred positive action from policy makers and other key stakeholders in the NGO sector in prioritizing staff training for better organizational performance.

1.13 Theoretical Framework

A theoretical framework is the structure that can hold or support a theory (or a number of theories) of a research study. According to (Locke & Latham, 2019), a theory consists primarily of concepts and causal relationships that relate to these concepts. A theory can also be described as a general body of assumptions and principles used to describe a particular set of facts or some observed phenomenon (Locke & Latham, 2019). A good theory should be prescriptive, that is, it should reveal how action contributes to the goals and objectives set to it. This study adopted the use of the following two theories, which were considered to be relevant to the topic under study: Human Capital Theory; and Goal Setting Theory.

1.13.1 Human Capital Theory

The idea of human capital can be traced back to the works of Adam Smith. The modern theory was however popularized by Becker before it received mainstream adoption by later scholars. The theory postulates that all employees,

individually, have their inherent abilities and skills; and that given further training and employee education, they can accumulate further skills while also improving their abilities and performance in the organization (Ameyaw et al., 2019). Later proponents of this theory include Dhar who propagates that the main reason people invest time and resources in learning and skills development is to increase their ability to get higher earnings and make themselves more competitive in the labour market. While sharing a similar view, Kassim and Ndegwa (2017) hold that from an organization's perspective, the main characteristic of human capital investments is that the organization cannot acquire property rights over the people they have trained.

Furthermore, according to Onwumelu and Ikechukwu (2018), while organisations usually have the final decision over what capital assets they may acquire, training of employees must always involve the participation of the employees in question and, as such, it must always be tuned to suit employee learning ability, hence conduct training need assessment. However, according to one of the main critics of this theory (Khayinga & Muathe, 2018), it assumes the individual experiences can be translated into skills and knowledge; this is not always the case, since education and/or managerial industry experience are also important predictors of employee success. This theory is relevant to the present study as it clearly underscores the fact that training need assessment, training process and method of training is an important factor that serves as a critical predictor of employee performance. This fact is even more critical for the NGO sector, which has to compete with for-profit-making industry against the same resources that are normally scarce for not-for-profit-making ventures. This calls for high levels of efficiency and accountability in the use of the resources, principles that can be enhanced through continuous employee training.

1.13.2 Goal Setting Theory

Developed in 1968 by Edwin Locke, goal setting theory postulates that an individual's goal is usually set with the sole purpose of helping them achieve a given performance expectation (Locke & Latham, 2019) point out that setting goals is important because the individual is more likely to push themselves more if they have a goal to achieve than if they do not, and goal attainment brings a higher level of satisfaction with oneself, thus can engage in training programs to improve their performance. When goals are not met, the individual may consider several options, including improving their performance in their next attempt, reducing their goal to be more achievable, or giving up with little satisfaction and motivation to go on (Locke & Latham, 2019).

The theory is relevant in this study because it underscores the fact that for any organization to exist, it should be able to fulfil given goals that are necessary and important for both the individual and the organization. Training need assessment helps the individual and the organisation not only to understand the significance of setting goals, but also to know how to position themselves in order to achieve those goals. Hence, according to (Locke & Latham, 2019) training methods and programs may be focused on understanding the concept of goal setting, something that is necessary for employees to be able to perform well in their duties because without a good understanding of how to set and follow performance goals, it will be hard for the employees to be able to achieve or set goals.

1.14 Conceptual Framework

Tan (2019) define a conceptual framework as a graphical or diagrammatic representation of the relationships among various variables under study. A conceptual framework is very useful in research since it helps the researcher and future readers to

identify the proposed relationship between different variables easily and quickly. It also helps to capture and summarize, in a diagrammatic form, the research topic and objectives.

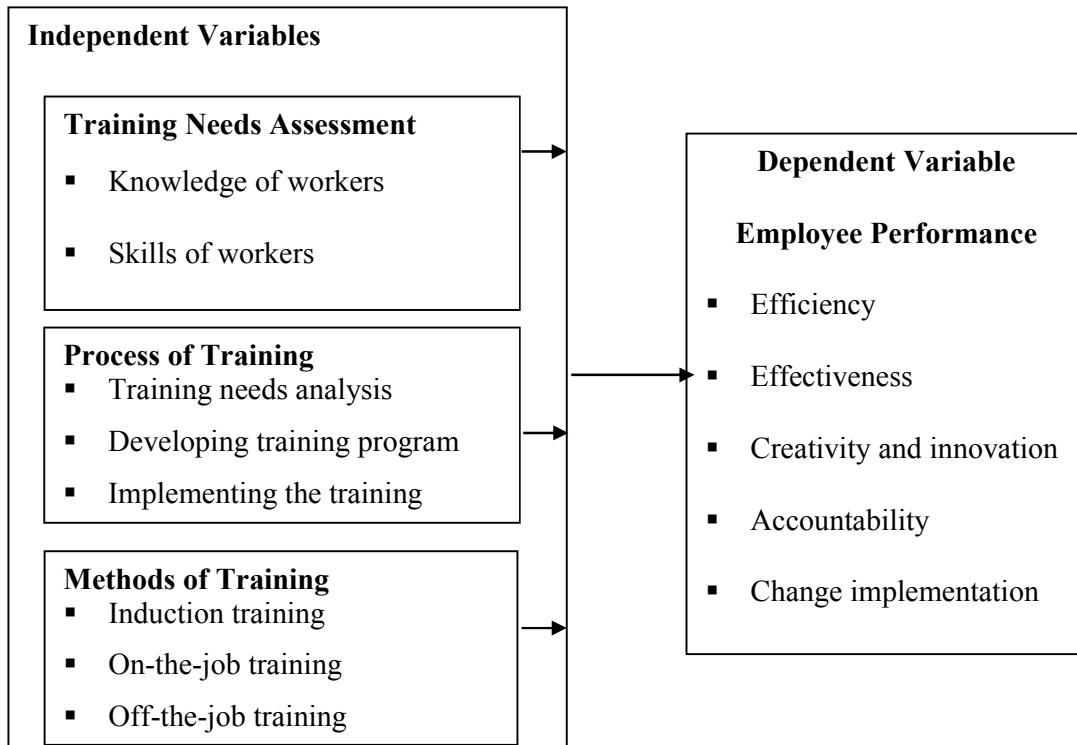


Figure 1.1 Conceptual Framework

Source: Researcher

As shown in Figure 1.1, the dependent variable (employee performance) is conceptualized to be influenced by the three selected independent variables (training needs assessment, process of training and methods of training). The process of

training variable is evaluated using training needs analysis, developing training program and implementing the training indicators. Methods of training variable is measured using induction, on-the-job and off-the-job training indicators.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlines the literature review section that discusses key variables of the study based of the findings of previous empirical studies conducted globally, regionally and locally. It further provides a summary of the literature review and knowledge gaps.

2.2 Review of Literature

This section discussed empirical studies carried out globally, regionally and locally in relation to variables of the current study being investigated.

2.2.1 Training Needs Assessment and Employee Performance

Training needs assessment is described as a systematic process of identifying the kind of skills, knowledge and experience required by employees of an organization in order to achieve organizations goals in a more efficient and effective manner. Training Needs Assessment is positively attributed to employee performance from one organization to another. Employee performance in both large and small organizations is viewed as a function of training needs assessment if effectively implemented (Khan & Masrek, 2019).

Mahmud et al. (2019) study assessed the influence of training needs assessment (TNA) on the performance of the employees in telecommunication companies in Bangladesh. In addition, primary data was collected from a sample of 136 employees through random sampling procedure within two telecommunication companies belonging to commercial department. Further, results from ordinary least square technique revealed that TNA played a positive role in improving employees'

performance. The research gaps addressed by the current study was to examine the influence of training needs on employee performance within NGOs using stratified sampling method and multiple regression, since the above study used random sampling method and ordinary least square methods.

Consequently, Khan and Masrek (2019) studied the training needs of university librarians in Pakistani and “collection management skills (CMS)”. The study randomly selected the sample through a questionnaire. Moreover, t-test was used ascertaining the significance differences between skills acquired and skills required. Further, descriptive statistics or data were used in performing TNA. Thus, the outcomes from t-test revealed significant differences on all measures of CMS. In addition, the findings of TNA indicated greater than fifty percent of deficit that is over-utilization, less than fifty percent of surplus that is less utilization, and twenty percent of job best fitted in relation to CMS. Hence, the current study filled the gaps on using multiple regression analysis to depict the relationship of the independent and dependent variables as the above study used t-test.

Ejakait (2019) investigated the relationship between training needs assessment and employees’ performance within the Postal Corporation in Kenya. The study utilized a sample of fifty staff chosen from management levels and descriptive statistics used in analyzing data. Additionally, the results depicted that the organizations did not perform TNA before development of training programs. The research gaps of the study will be addressed by the current study seeking to examine the relationship between training and employee performance in non-governmental organizations in Nairobi County. Thus, the conceptual research gaps addressed by the

current study was seeking to examine the relationship between staff training and employee performance in NGO's in Nairobi City County

Mutysia, Thuo and Mutegi (2019) carried out a study in Nairobi County on influence of TNA on organizational performance, used a sample of eighty-four staff selected through random sampling procedure. In addition, the research used a questionnaire. The results from Pearson correlation and regression analysis showed a positive relationship between TNA and performance of organizations. The research gaps addressed by the current study were that it was based on NGOs and used stratified sampling method.

2.2.2 Process of Training and Employee Performance

Process of training is a series of stages performed by human resources managers in any organization/firm with an objective of identifying; training needs, setting definite objectives, identifying suitable method, realizing the programs, evaluate program and providing timely feedback to the intended workers.

Afsana et al. (2016) empirical study on effect of training on employee performance in telecommunication industry in Bangladesh mainly based on primary data which were collected from a questionnaire survey encompassing the opinion of hundred staff working in six telecommunication firms. The study outcomes depicted there was a positive statistically significant influence of training on employee performance. The study also revealed that investing on employee training employee enhanced job knowledge, skill and that created positive attitude within employees. Thus, current research conducted further studies to facilitate collaboration of the results in developing countries.

More so ,the study Nassary (2020) examined the effect of employees training on employee's performance in Arusha Municipality. The study used a sample of eighty participants chosen through purposive and simple random sampling techniques using questionnaires. Further, data was analyzed through descriptive and inferential statistics. The study findings revealed that training that is training strategies, short courses and seminars had strong effect on employees' performance. Moreover, there was need to conduct the current study because the above research used simple random and purposive methods in selecting the sample, and again it was based on the municipality.

Another study by Landa (2018) examined the influence of training on employees performance; in Tanga Urban Water Supply and Sewerage Authority”, Tanzania. The study used a stratified random sand purposive sampling methods in selecting seventy-one employees. Moreover, data were gathered through interview, questionnaires and documentary review. Also, quantitative data were analyzed to descriptive statistics like frequency and percentages while Chi-square was employed in determining “influence of training on employee perfomance”. On the other hand, qualitative data were analyzed through content analysis. The findings indicated that the company organized numerous training programs and staff systematically attended those programs and acquired knowledge and skills. Further, the study found that training had significant effects on employee performance. Thus, the current study filled the gaps on studying the influence of process of training process and employee performance by studying the whole population and use of Pearson correlations and multiple regression analysis.

Also, Saputri et al. (2020) study was to find out the role of training and development on the performance of analysis consultant employees on environmental impacts. The sample of the study were thirty-five employees chosen through purposive sampling. The method that was used in study for data collection was a questionnaire. The technique used to analyze data was simple linear regression. The result were that training and development significantly influence staff performance simultaneously. Thus, the current study filled the gaps on studying the influence of process of training process and employee performance through conducting a census, employing stratified sampling method, and use of Pearson correlations and multiple regression analysis.

Furthermore, Motloko et al. (2018) study in Lesotho's Banking Sector was on the impact of training and employees' performance. This study employed stratified sampling technique and drew a sample of one hundred and seventy-one employees from a population of three hundred staff by self-administered questionnaire. The findings of the study generally revealed that training not only increases employees' performance but also positively affects employees' motivation and job satisfaction. Hence, the study filled the gaps of influence of training process on employee performance in NGOs as the current study was based on banking sector.

For effectiveness of any training, Alnawfleh (2020) study was conducted to identify the effect of training and development on Employee Performance in the Aqaba Special Economic Zone Authority . In addition, random sampling method was used and questionnaires were distributed to one hundred and twenty-one. Also, descriptive statistical methods and t-test were used on the data. The results revealed that there were significant differences in trained employees scores and untrained

employees with large effect of thirty percent of the employees' performance was explained by training and development programs. It is proved that independent variables contribute positively towards change in the dependent variable thus, a contextual research gaps to be addressed by the current study were on influence of training process on employee performance.

2.2.3 Training Methods and Employee Performance

Training methods are regarded as techniques adopted by organization in order to impart the required skills and knowledge to a specific team of workers. In human resource management literature, it is viewed that there is no single approach of training that fits all organizations. Techniques of training can vary from one organization to another depending on the size of the organization in terms of workers.

An investigation by Mahadevan and Yap (2019) examined the impact of on-the-job and off-the-job training on employee performance. The study used positivism research philosophy and gathered quantitative primary data through a questionnaire which were based on on-the-job and off-the-job training methods. A census method was used to all employees. The results from regression analyses showed both on-the-job and off-the-job training attained a standardized coefficients beta value of 0.370 and 0.546 respectively with significant value of 0.000 that indicates the results had a positive significant impact on employee performance. Thus, the contextual gaps left by the study on influence of training methods on employee performance were addressed by the current study.

Mchete and Shayo (2020) study examined the role played by induction training on the performance of new employees at workplace in Open University of Tanzania. The study design was explanatory case study using qualitative data

collected through interviews from both employees and management personnel. The study found that induction training is of great value to the University as it serves to inform new staff of the important aspects of their new working environment. Thus, the study filled the gaps on using a questionnaire and quantitative as the above study was based on interviews and qualitative data.

Agbo and Okpara (2020) examined the impact of induction on employees performance in an organization in Abia State Polytechnic, Aba. In addition, questionnaires were used. The results revealed that induction programs had positive relationship with employee's profitability which was strong relationship and organizational profitability were significantly and positively related with each other. On the basis of these results null hypothesis was rejected and alternate hypothesis was accepted. Despite the findings of these studies, it is observed that there exist constraints of operationalization variables of the studies thus the current study needed to unfold the conceptual research gaps.

Abdiwali and Musa (2020) study examined the "relationship between on-the-job training and employee performance in petroleum companies in Uganda. The study was based on the following objectives: the relationship between job rotation, coaching, induction and employee performance in petroleum companies. The study used a correlational research design and collected data using a self-administered questionnaire. The results obtained highlighted that; there was a statistically significant positive relationship between job rotation and employee performance in petroleum companies. Further, the findings revealed that there was a statistically significant positive relationship between coaching and employee performance in petroleum companies. Finally, the outcomes showed that there was a statistically

significant positive relationship between induction and employee performance. This research filled the gap of training variables that are training need assessment, process and method of training

Samwel (2018) study analyzed the impact of employee training on the performance of drilling companies in Geita, Shinyanga and Mara Regions in Tanzania. The study used a sample size of 219 staff selected/chosen using purposive and simple random sampling techniques. Data collection was done through the questionnaire administered to the respondents. Data was analysed using descriptive statistics. The study results found that employee training has a significant effect on the performance of drilling companies. However, the study results found lack effective training and development policies in drilling companies. Hence, the current research filled the gaps on using stratified sampling procedure and a census.

In a study conducted by Ananthalakshmi and Ming (2019) in Malaysia using a sample size of one hundred and twenty-four respondents chosen using stratified random sampling technique and regression approaches used in data analysis. The study revealed that both on-the-job training and off-the-job training had a significant positive effect on employee performance. However, it is noted that the findings cannot be generalized in the current study based on the fact that the study was confined to Malaysia which is a developed economy with different social-cultural structures as opposed to Kenya which is a developing economy with different social cultural structures. Thus, the current study filled the gaps on examining the influence of training methods on employee performance in NGOs.

2.2.4 Employee Performance

Awan et al. (2020) explored the effectiveness of a comprehensive performance management system (PMSE) in terms of employee performance. A sample of 285 employees was selected from various branches of private banks located across Pakistan. A structured questionnaire was used, which was validated through confirmatory factor analysis. The results indicated a significant impact of PMSE and work engagement on task and contextual performance of employees. Thus, the above research was based on effectiveness of PMSE in banks, while the current study filled the gaps on examining the influence of training methods on employee performance in NGOs.

Ahmed and Sigamony (2020) study investigated the effect of employee creativity in project performance in project-based organizations of Pakistan. In addition, data was gathered from 273 staff. The results obtained after the data analysis, revealed that there was relationship between employees' creativity and project performance. Hence, the above study was on employee creativity, while the current study filled the gaps on examining the influence of staff training methods on employee performance in NGOs.

Osman et al. (2019) investigated the relationship between innovation and employee performance at Tenaga Nasional Berhad, in Malaysia. Responses from employees through a survey from selected management team were gathered. A sample of 294 respondents' feedback were used to analyze the impact of innovation on employee performance. Through Factor Analysis the findings were that innovation influenced staff performance. Thus, above study used factor analysis while the current study

filled the gaps on examining the influence of training methods on employee performance in NGOs through regression analysis.

Han and Hong (2019) study provided quantitative evidence regarding the impact of accountability on organizational performance in the U.S. The study examined whether the level of autonomy perceived by the employees influences the association between accountability and performance. The findings suggest that the levels of accountability manifested in staffing, performance evaluation, and compensation all positively and significantly affect organizational performance. Thus, the current study filled the gaps on examining the influence of training methods on employee performance in NGOs, as the above study was based on organization performance.

Matekwa and Omuya (2018) study explored the influence of strategic change management implementation on employee performance in the state department of correctional services in Kenya. The study used a descriptive survey research design on a target population of 873. Simple random sampling technique was used to select the sample of 238 respondents. Both quantitative and qualitative data was analyzed. The study used a questionnaire to gather data. Statistically quantitative data was analysed using both descriptive and inferential statistics Study findings revealed a statistically significant relationship between vision and strategy and employee performance in the state department of correctional services, a significant relationship between communication and employee performance, a significant relationship between transformative leadership and employee performance and a significant relationship between organizational culture and employee performance.

2.3 Summary and Research Gap

On training need assessment, it can be summarized that Mahmud et al. (2019) study assessed the impact of training needs assessment (TNA) on the performance of the employees who were employed in the telecommunication sector in Bangladesh. The research used ordinary least square technique while the current study used Pearson correlation and multiple regression. Consequently, Khan and Masrek (2019) research explored the training needs of Pakistani university librarians on collection management skills. Thus, the current study filled the gap of training needs on employee performance within NGOs. Further, the study of Ejakait (2019) investigated the relationship between training needs assessment and employees' performance in the Postal Corporation in Kenya. The research gaps of the study addressed relationship between training and employee performance in non-governmental organizations in Nairobi County.

On the process of training empirical research conducted by Afsana et al. (2019) on effect of training on employee performance in telecommunication industry in Bangladesh used primary data. The variables investigated were training as independent variable comprising of job knowledge, skill, positive attitude (intervening variables) and employee performance (dependent variable). This research filled the gap of training variables that are training need assessment, process and method of training. Consequently, Nassary (2020) study examined the effect of employees training on employee's performance in Arusha Municipality. The study filled the gap of using a census and also is based on NGOs. Another study by Landa (2018) examined the influence of training on employees performance in Tanga Urban Water Supply and Sewerage Authority. Motloko et al. (2018) study in Lesotho's Banking Sector was on the impact of training and employees' performance employed

stratified sampling technique and questionnaire. Furthermore, Alnawfleh (2020) study was conducted to identify the effect of training and development on Employee Performance in the Aqaba Special Economic Zone Authority used random sampling technique. This research will fill the gap of training variables that are training need assessment, process and method of training.

Moreover, on training methods, an investigation by Mahadevan and Yap (2019) examined the impact of on-the-job and off-the-job training on employee performance. Also, McHete and Shayo (2020) study explored the role played by induction training on the performance of new employees at workplace. Furthermore, Agbo and Okpara (2020) examined the Impact of Induction on Employees Performance in an Organization (A Study of Abia State Polytechnic, Aba). Abdiwali and Musa (2020) study examined the relationship between on-the-job training and employee performance in petroleum companies in Uganda. Samwel (2018) study analysed the impact of employee training on the performance of drilling companies in Geita, Shinyanga and Mara Regions in Tanzania. In addition, Ananthalakshmi and Ming (2019) in Malaysia using a sample size of 124 respondents selected using stratified random sampling technique as well as regression method of data analysis.

On employee performance, Awan et al. (2020) explored the effectiveness of a comprehensive performance management system in terms of employee performance in Pakistani. Similarly. Ahmed and Sigamony (2020) study investigated on the effect of employee creativity in project performance in project-based organizations of Pakistan. Osman et al. (2016) investigated the relationship between innovation and employee performance at Tenaga Nasional Berhad, in Malaysia. Han and Hong (2019) study provides quantitative evidence regarding the impact of accountability on organizational performance in the U.S. federal government. Matekwa and Omuya

(2018) study explored the influence of strategic change management implementation on employee performance in the state department of correctional services in Kenya.

Considering that there exists conflicting evidence on the relationship between variables of the current study in different contexts, it is on this foundation this study was motivated to investigate the the relationship between staff training and employee performance in the non-governmental organizations in Kenya and more specifically in Nairobi City County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design, research site, target population, sampling design, data collection instruments, testing reliability and validity of the instrument, data collection procedures, data processing and analysis and finally legal and ethical considerations are described.

3.2 Research Design

The study used a descriptive research design. This research design is most useful when the study is aimed at gathering information from respondents on their attitude and opinion on a specific subject matter (Kothari & Garg, 2019). The research design is deemed to be relevant to the present study because the study focused on gathering detailed information about the respondents' opinions and feelings on the influence of training on employee performance in their organizations. According to Sekaran & Bougie (2019), this method has an advantage of being efficient and forms the basis for many social science studies since it relies on sampling to represent a larger population. A similar supporting view is advanced by Jacobsen (2021) who points out that descriptive design is the best design for a researcher who intends to gather original data for the purpose of describing a population a given phenomenon.

3.3 Research Site

According to Kothari and Garg (2019), research site is a place where the study was conducted - for instance, in field research locations and research institutes. This study was carried out KRCS in Nairobi County, Kenya.

3.4 Target Population

A target population is a group of people in which a sample is drawn from (Ghauri et al., 2020). It can also be defined as the entire group of individuals or objects to which researchers are interested in generalizing the conclusions (Creswell, 2004). The KRCS human resource consisted of 52 employed staff (Kenya Red Cross Society, 2020).

Table 3.1 Target Population

Category	Population
Top management	4
Middle & lower management	10
Other staff	38
Total	52

Source: Kenya Red Cross Society (2020)

3.5 Study Sample

The study adopted non-probability sampling technique (census technique) to select the sample of the study where all departments targeted formed the sample size of the study. Census method is the method of statistical enumeration where all members of the population are studied.

3.5.2 Sample Size

The entire population was used for the study because target population was 52. We use a census technique when we want accurate information for many subdivisions of the population. Such a survey usually requires a very large sample size and often a census offers the best solution.

3.6 Data Collection

3.6.1 Data Collection Instruments

Data collection is the gathering and measuring information on variables of interest. There are different types of data collection methods which include surveys, questionnaires, oral histories and observations (Jacobsen, 2021). This study used a questionnaire to collect data from the sampled respondents. The questionnaire had three sections which were in line with the objectives of the study: section 1 collected demographic information of the respondents; section 2 collected data related to the influence of training on employee performance; and section 3 collected data on the influence of staff training on employee performance. The questionnaire was designed to include both open-ended and closed-ended questions. According to Jacobsen (2021), the inclusion of open-ended questions is meant to give room for further elaboration, explanation or clarification from the respondents, if any. A 5-point Likert scale was used to rate the strength of the main variables under study and to facilitate accurate response rate. The questionnaire was shared with the participants through their email addresses.

3.6.2 Pilot Testing of Research Instruments

Piloting of research instruments is the pre-testing of data collection, research protocols and other research methods that are intended for a larger population (Kothari & Garg, 2019). Before the actual data is collected, the study carried out a pilot testing, which was not part of the study sample. In addition, 10 questionnaires were filled by identified respondents from World Vision Kenya in Machakos County as it is similar organization as KRCS and offering humanitarian services. The reason for piloting is to improve the quality of the research by eliminating items that are

found to be irrelevant or inadequate for the study, as well as to assess the clarity of the questionnaires.

3.6.3 Instrument Reliability

Reliability refers to the ability of research instruments to yield consistent results. There are four main ways of measuring reliability of a research instrument, that is, inter-rater reliability, test re-test reliability, parallel forms reliability and internal consistency reliability (Schindler, 2019). The test re-test technique will be applied to establish the internal consistency of the questionnaire items. Cronbach Alpha Technique was used to determine the reliability of the instrument. The reliability of an instrument usually varies from 0.00 to 1.00, with 1.00 indicating perfect reliability, while 0.00 indicates lack of it. A reliability measure of greater than 0.7 will be considered ideal to warrant the use of the questionnaire (Kothari & Garg, 2019). SPSS will be used to generate Cronbach's alpha test. where Cronbach's Alpha Coefficient of $\alpha \geq 0.9$ is Excellent (High-stakes testing), $0.7 \leq \alpha < 0.9$ is Good (Low-stakes testing), $0.6 \leq \alpha < 0.7$ is Acceptable, $0.5 \leq \alpha < 0.6$ is poor and $\alpha < 0.5$ is Unacceptable and the level of $0.7 \leq \alpha < 0.9$ will be acceptable for this study.

Table 3.2 Cronbach's Alpha Coefficient

Variable	Cronbach's Alpha Coefficient	Number of Items
Training Need Assessment	0.813	8
Training Process	0.909	8
Training Method	0.740	8
Employee Performance	0.887	8

From table 3.1 all the variables were acceptable since they had a Cronbach Alpha coefficient above 0.7 which is the recommended one.

3.6.4 Instrument Validity

Validity refers to the extent to which the research instruments will appropriately and accurately measure what they are intended to measure. This study checked content validity. According to Schindler (2019), noted that validity of the content is the approximation of how much a degree represents all elements of a construct. Thus, to establish the validity, the study used scale level content validity index (CVI) that is content validity index refers to how accurately an assessment or measurement tool taps into the various aspects of the specific constructs in question (Kothari & Garg, 2019). The average Content Validity Index formula was used to capture adequate and representative sets of items taped the content:

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

Thus, to ensure that this method and measurement technique are high quality and targeted to measure exactly what is expected, the study was thoroughly researched and based on existing knowledge.

3.6.5 Data Collection Procedures

The study will make use of primary data. Primary data was collected using questionnaires. Authority to carry out the study was secured from the National Commission for Science, Technology, and Innovation (NACOSTI) after getting permission from the School of Business of the African Nazarene University. Thereafter, the administered to respondents. Respondents' confidentialities were assured by keeping responses anonymous; the respondents were requested to participate in the study voluntarily in line with the ethics of any research process. The research questionnaires were self-administered for a period of two weeks. Data

collected was carefully sorted and cleaned as a pre-caution for any element that may bring data contamination.

3.7 Data Analysis

Data processing and analysis refers to the process of obtaining raw data and converting it into useful information for decision making (Cooper & Schindler, 2014).

Data collected was cleaned, sorted and coded to the computer with the help of Statistical Package for Social Sciences (SPSS) version 26.0 software. Descriptive statistical analysis was used for basic description of data while regression method was used to determine the statistical predictive power of the independent variables on the dependent variable. Consequently, a multivariate analysis was conducted to establish and predict the linear relationship between the independent and dependent variable by adopting the following regression models: In addition, to ascertain the direct statistical influence between training needs assessment, process of training, training methods and employee performance, linear repression model was as depicted in equation.

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

Where: Y = Employee performance, β_0 = Constant term, β_1 = regression coefficient, X_1 = Training Needs Assessment, X_2 = process of training, X_3 = training methods and ϵ = Error term.

3.8 Legal and Ethical Considerations

According to Jacobsen (2021), these ethical safeguards assist in determining between the acceptable and unacceptable behavior among researchers and prevent against the fabrication or falsifying of data and, hence, encourage pursuit of knowledge and truth, which is the primary goal of a research. Ethical behaviors encourage trust, accountability and mutual respect among researchers (Jacobsen,

2021). This is about issues such as data sharing, copyright guidelines and confidentiality.

Firstly, while dealing with the respondents, they participated voluntarily without coercion. Secondly, the participants were fully informed about the procedures and risks (if any) involved in research; and they must give their consent to participate. Thirdly, the respondents were assured that information they provided was not be used or shared to parties outside the scope of study thus was confidential. Finally, the researcher strived to ensure honesty in all scientific communications by honestly reporting data, results, methods and procedures, and publication status.

CHAPTER FOUR DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter present data analysis and findings on influence of training on employee performance in KRCS in Nairobi County, Kenya. In addition, the chapter present the response rate and demography of the respondents. Moreover, the chapter present the descriptive statistics, correlation and regression analyses of the variables studied.

4.2 Response Rate

The study gathered data from respondents using questionnaires, where 52 questionnaires which were administered to top, middle, lower and other staff of KRCS, 50 questionnaires were returned. Hence, the responses rate analysis was indicated in the figure 4.1.

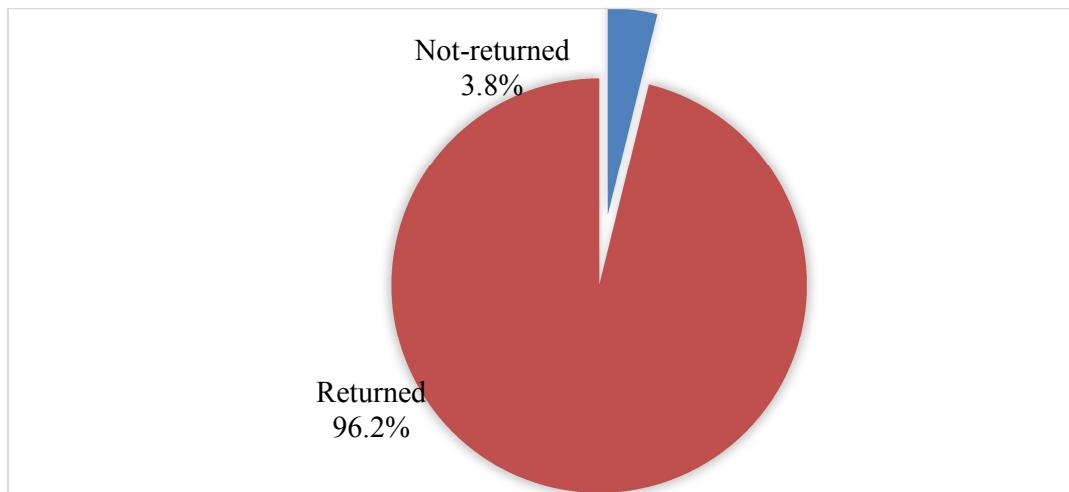


Figure 4.1 Response Rate

Figure 4.1 shows that those questionnaires that were returned and used for data analysis were represented by 96.2%. This response rate was adequate for the study and this indicated that the analysis could be done using the above questionnaires.

4.3 Demographic Information

The demographic information of the respondents included the gender, level of education, number of years worked in the organization and position held in the organization.

4.3.1 Gender of Respondents

The gender of the respondents was analyzed on influence of training on employee performance in KRCS. The results are indicated in the figure 4.2.

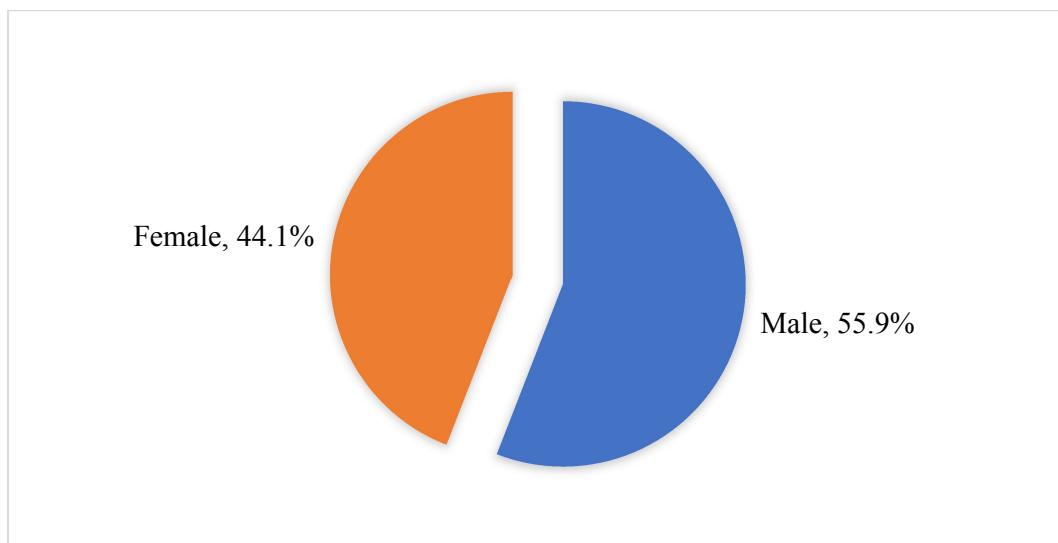


Figure 4.2 Gender of Respondents

Figure 4.2 indicates that 55.9% respondents were male and 44.1% were female. This shows that majority of the employees in KRCS are men.

4.3.2 Level of Education of the Respondents

The study sought to determine whether education level of the respondents was significant on influence of training on employee performance in KRCS. The education level was from certificate to PhD level. The results were presented on the figure 4.3.

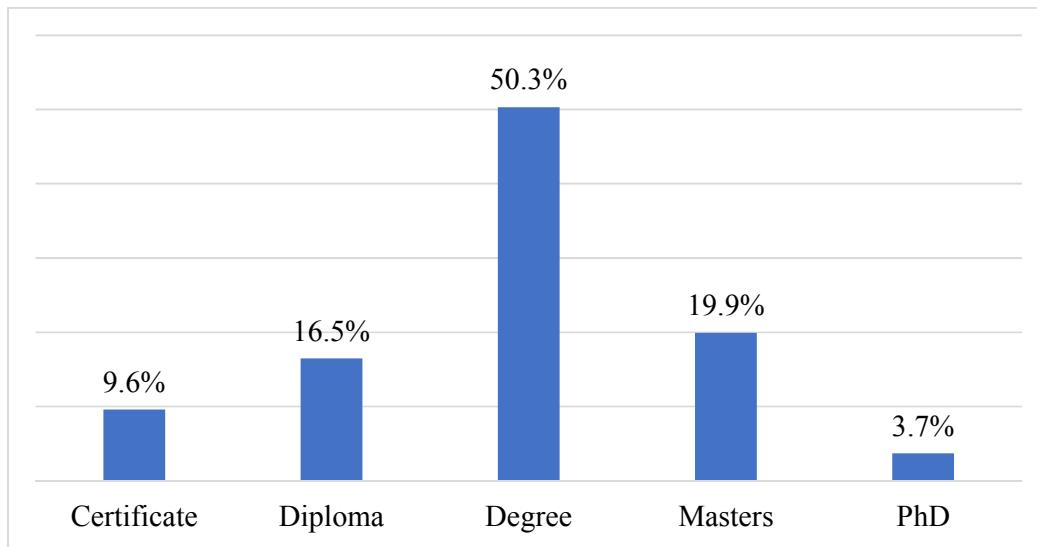


Figure 4.3 Level of Education of the Respondents

From table 4.3, it can be deduced that respondents who had certificate level of education were 9.6%. Moreover, those respondents with diploma level of education were 16.5%, those who had degree level of education were 50.3 %., master's level of education 19.9% and doctoral level of education had 3.7%. It can be noted that majority of the respondents had degree level of education with 50.3%

4.3.3 Number of Years Worked in the Organization

The study also sought to determine the number of years the respondents had worked for the organization who participated in this study of influence of training on employee performance in KRCS. The results were presented on figure 4.4.

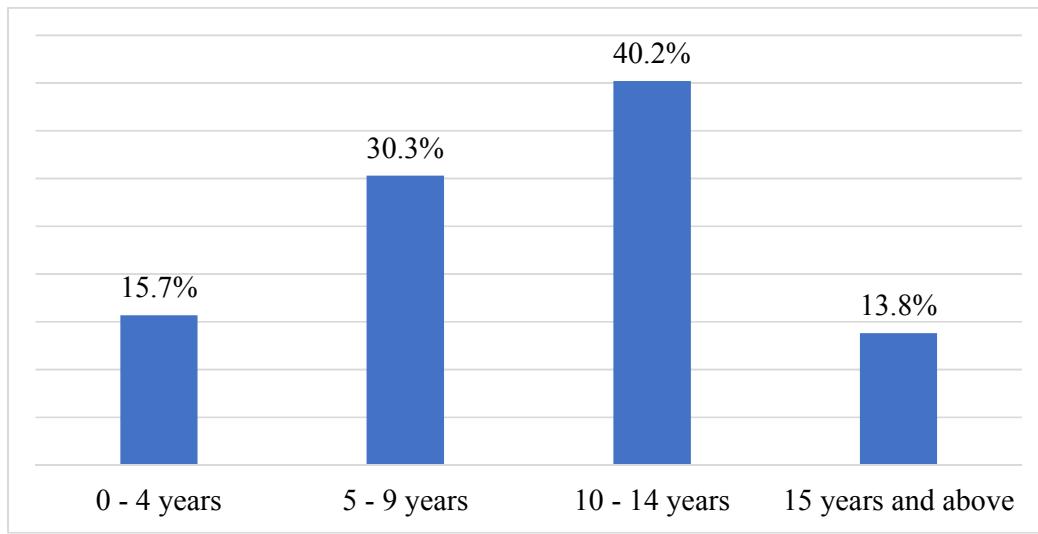


Figure 4.4 Number of Years Worked in the Organization

From figure 4.4, it can be deduced that the respondents who participated on the study of influence of training on employee performance in KRCS and had worked for the organization for less than 4 years with for 15.7%. In addition, those who had worked for the humanitarian organization for a period ranging from 5 to 9 years was 30.3%. Moreover, those respondents who had worked for the organization between 10 to 14 years were 40.2%. Further, those who had worked for the humanitarian organization for more than 15 years were 13.8%. It can be deduced that majority of the respondents had worked for the organization for a period of more than 5 years.

4.3.4 Position Held in the Organization

The position held by respondents in the organization was evaluated by the study of influence of training on employee performance in KRCS. In, addition, the positions were categorized as top management, middle and lower management and other staff.

The results were indicated in the figure 4.5.

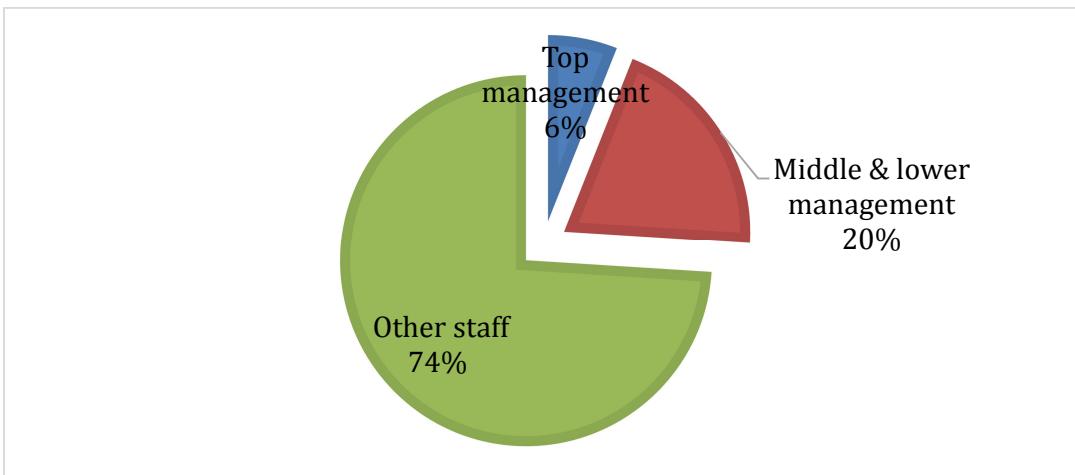


Figure 4.5 Position Held in the Organization

From figure 4.5 it can be deduced that those respondents who participated in the study on influence of staff training on employee performance in KRCS and were elected by other staff were 74%. In addition, those who were middle and lower levels were represented by 20%. Moreover, those who were in the top management were represented by 6%. It can be deduced that majority of the respondents were registered members.

4.4 Descriptive analyses of Staff Training and Employee Performance

The study sought to determine the influence of training on employee performance in KRCS. In the following section descriptive analyses on training need assessment, process of training, training methods, and employee performance is presented.

4.4.1 Analyses on Training Need Assessment

The research examined the influence of staff training need assessment on employee performance in KRCS. Further, the responses were analyzed using the Likert scale: strongly disagree (SD); disagree (D); neutral (N); agree (A); strongly agree (SA); mean (μ) and standard deviation (δ). The results were indicated in the table 4.1 below.

Table 4.1 Analyses on Training Need Assessment

Training Need Assessment	SD %	D%	N%	A%	SA %	μ	δ
I am evaluated periodically for what I do	12.0	8.0	14.0	26.0	40.0	2.62	1.52
I report any challenge I encounter at work to my immediate supervisor	4.0	8.0	18.0	22.0	48.0	2.44	1.63
I can use any new technology without any challenge	14.0	8.0	26.0	16.0	36.0	2.68	1.15
I have the required skills to perform my job	4.0	8.0	16.0	18.0	54.0	2.96	1.18
I have the required knowledge to perform my job	10.0	8.0	16.0	22.0	44.0	2.92	1.35
I have the required experience to perform my job	16.0	6.0	18.0	22.0	38.0	3.06	1.32
I periodically receive feedback from my immediate supervisor concerning my performance	8.0	14.0	22.0	20.0	36.0	2.82	1.48
I am allocated duties that I can competently perform	4.0	8.0	14.0	34.0	40.0	2.22	1.18
Composite mean and standard deviation						2.72	1.35

Table 4.1 shows analyzes of training need assessment and influence on employee performance. Eight statements were developed as indicated in table 4.6. Statement (1) I am evaluated periodically for what I do, out of 50 respondents who participated in the study, 20(40.0%) of respondents strongly agreed with the statement, 13(26.0%) agreed, 6(12.0%) strongly disagreed, 4(8.0%) disagreed while 7(14.0%) were neutral. This finding showed that 26(56.0%) respondents agreed with the statement, 7(14.0%) disagreed with the statement while 10(20.0%) were neutral. This construct had a mean of 2.62 and a standard deviation of 1.52 which is lower than composite mean of 2.72 with standard deviation of 1.35, implying that the statement negatively influenced

employee's performance.

Statement (2) I am evaluated periodically for what I do. Out of 50 respondents who participated in the study, 24(48.0%) of respondents strongly agreed with the statement, 11(22.0%) agreed, 2(4.0%) strongly disagreed, 4(8.0%) disagreed while 9(18.0%) were neutral. This finding showed that 35(70.0%) respondents agreed with the statement, 12(24.0%) disagreed with the statement while 9(18.0%) were neutral. This construct had a mean of 2.44 and a standard deviation of 1.63 which is lower than composite mean of 2.72 with standard deviation of 1.35, implying that the statement negatively influenced employee's performance.

Statement (3) I can use any new technology without any challenge. The respondents who participated in the study, 18(36.0%) strongly agreed with the statement, 8(16.0%) agreed, 7(14.0%) strongly disagreed, 4(8.0%) disagreed while 13(26.0%) were neutral. This finding showed that 26(52.0%) respondents agreed with the statement, 11(22.0%) disagreed with the statement while 13(26.0%) were neutral. This construct had a mean of 2.68 and a standard deviation of 1.15 which is lower than composite mean of 2.72 with standard deviation of 1.35. This shows that the statement negatively influences employee's performance.

Statement (4) I have the required skills to perform my job. Out of 50 respondents who participated in the study, 27(54.0%) of respondents strongly agreed with the statement, 9(18.0%) agreed, 2(4.0%) strongly disagreed, 4(8.0%) disagreed while 8(16.0%) were neutral. This finding showed that 36(72.0%) respondents agreed with the statement, 12(24.0%) disagreed with the statement while 8(16.0%) were neutral. This construct had a mean of 2.96 and a standard deviation of 1.18 which is higher than composite mean of 2.72 with standard deviation of 1.35, implying that the statement positively influenced employee's performance.

Statement (5) I have the required knowledge to perform my job, out of 50 respondents who participated in the study, 24(48.0%) of respondents strongly agreed with the statement, 22(44.0%) agreed, 11(22.0%) strongly disagreed, 5(10.0%) disagreed while 4(8.0%) were neutral. This finding showed that 33(66.0%) respondents agreed with the statement, 9(18.0%) disagreed with the statement while 8(16.0%) were neutral. This construct had a mean of 2.92 and a standard deviation of 1.35 which is higher than composite mean of 2.72 with standard deviation of 1.35, implying that the statement positively influenced employee's performance.

Statement (6) I have the required experience to perform my job, out of 50 respondents who participated in the study, 19(48.0%) of respondents strongly agreed with the statement, 11(22.0%) agreed, 8(16.0%) strongly disagreed, 3(6.0%) disagreed while 9(18.0%) were neutral. This finding showed that 30(60.0%) respondents agreed with the statement, 11(22.0%) disagreed with the statement while 9(18.0%) were neutral. This construct had a mean of 3.06 and a standard deviation of 1.32 which is higher than composite mean of 2.72 with standard deviation of 1.35, implying that the statement positively influenced employee's performance.

Statement (7) I periodically receive feedback from my immediate supervisor concerning my performance, out of 50 respondents who participated in the study, 18(36.0%) of respondents strongly agreed with the statement, 10(20.0%) agreed, 4(8.0%) strongly disagreed, 7(14.0%) disagreed while 11(22.0%) were neutral. This finding showed that 28(56.0%) respondents agreed with the statement, 11(22.0%) disagreed with the statement while 11(22.0%) were neutral. This construct had a mean of 2.82 and a standard deviation of 1.48 which is higher than composite mean of 2.72 with standard deviation of 1.35, implying that the statement positively influenced employee's performance.

Statement (8) am allocated duties that I can competently perform, out of 50 respondents who participated in the study, 20(40.0%) of respondents strongly agreed with the statement, 17(34.0%) agreed, 2(4.0%) strongly disagreed, 4(8.0%) disagreed while 7(14.0%) were neutral. This finding showed that 37(74.0%) respondents agreed with the statement, 12(24.0%) disagreed with the statement while 7(14.0%) were neutral. This construct had a mean of 2.22 and a standard deviation of 1.18 which is lower than composite mean of 2.72 with standard deviation of 1.35, implying that the statement negatively influenced employee's performance.

The study findings were that respondents were evaluated periodically, reported any challenge encountered at work to their immediate supervisor and could use any new technology without any challenge. In addition, the research findings were that the respondents had the skills, knowledge and experience required for to perform their job. Finally, the study has found that participants periodically received feedback from immediate supervisors concerning performance and perform competently duties allocated.

4.4.2 Analyses on Process of Training

The study sought to determine the influence of staff training process on employee performance in KRCS. Further, the responses were analyzed from the Likert scale: strongly disagree (SD); disagree (D); neutral (N); agree (A); strongly agree (SA); mean (μ) and standard deviation (δ). The results were indicated in the table 4.2.

Table 4.2 Analyses on Process of Training

Process of Training	SD %	D%	N%	A%	SA%	μ	δ
My organizations conduct training needs assessment periodically	6.0	8.0	20.0	30.0	36.0	2.5	1.49
Trainings that I attend are customized to my needs	8.0	14.0	26.0	22.0	30.0	3.48	1.27
During the training I am given the opportunity to share my challenges	28.0	20.0	16.0	14.0	22.0	2.78	1.50
I am provided with the required materials when I attend the trainings	10.0	8.0	24.0	28.0	30.0	3.30	1.53
I am evaluated by trainers when I complete any training	12.0	14.0	20.0	22.0	32.0	2.72	1.57
My organization caters for everything for all trainings I attend	14.0	12.0	16.0	24.0	34.0	3.00	1.21
I am evaluated by my organization after I attend the trainings	12.0	8.0	22.0	26.0	32.0	3.08	1.14
I take positively any information I obtain from my employer after evaluation	14.0	12.0	20.0	24.0	30.0	3.06	1.56
Composite mean and standard deviation						2.61	1.41

Table 4.2 on analyzing how process of training influenced employee performance eight statements were developed as indicated in table 4.6. Statement (1) My organizations conduct training needs assessment periodically, out of 50 respondents who participated in the study, 15(36.0%) of respondents strongly agreed with the statement, 15(30.0%) agreed, 3(6.0%) strongly disagreed, 4(8.0%) disagreed while 10(20.0%) were neutral. This finding showed that 33(66.0%) respondents agreed

with the statement, 7(14.0%) disagreed with the statement while 10(20.0%) were neutral. This construct had a mean of 2.50 and a standard deviation of 1.49 which is lower than composite mean of 2.61 with standard deviation of 1.41, implying that the statement negatively influenced employee's performance.

Statement (2) Trainings that I attend are customized to my needs, out of 50 respondents who participated in the study, 15(30.0%) of respondents strongly agreed with the statement, 11(22.0%) agreed, 4(8.0%) strongly disagreed, 7(14.0%) disagreed while 13(26.0%) were neutral. This finding showed that 26(52.0%) respondents agreed with the statement, 11(22.0%) disagreed with the statement while 13(26.0%) were neutral. This construct had a mean of 3.48 and a standard deviation of 1.27 which is higher than composite mean of 2.61 with standard deviation of 1.41, implying that the statement positively influenced employee's performance.

Statement (3) During the training I am given the opportunity to share my challenges, out of 50 respondents who participated in the study, 11(22.0%) of respondents strongly agreed with the statement, 7(14.0%) agreed, 14(28.0%) strongly disagreed, (8.0%) disagreed while 10(20.0%) were neutral. This finding showed that 33(66.0%) respondents agreed with the statement, 7(14.0%) disagreed with the statement while 8(16.0%) were neutral. This construct had a mean of 2.78 and a standard deviation of 1.50 which is higher than composite mean of 2.61 with standard deviation of 1.41, implying that the statement positively influenced employee's performance.

Statement (4) I am provided with the required materials when I attend the trainings, out of 50 respondents who participated in the study, 15(30.0%) of respondents strongly agreed with the statement, 14(28.0%) agreed, 5(10.0%) strongly disagreed, 4(8.0%) disagreed while 12(24.0%) were neutral. This finding showed that 29(58.0%) respondents agreed with the statement, 9(18.0%) disagreed with the

statement while 12(24.0%) were neutral. This construct had a mean of 3.30 and a standard deviation of 1.53 which is higher than composite mean of 2.61 with standard deviation of 1.41, implying that the statement positively influenced employee's performance.

Statement (5) I am evaluated by trainers when I complete any training, out of 50 respondents who participated in the study, 16(32.0%) of respondents strongly agreed with the statement, 11(22.0%) agreed, 6(12.0%) strongly disagreed, 7(14.0%) disagreed while 10(20.0%) were neutral. This finding showed that 26(52.0%) respondents agreed with the statement, 13(26.0%) disagreed with the statement while 10(20.0%) were neutral. This construct had a mean of 2.72 and a standard deviation of 1.57 which is higher than composite mean of 2.61 with standard deviation of 1.41, implying that the statement positively influenced employee's performance.

Statement (6) My organization caters for everything for all trainings I attend, out of 50 respondents who participated in the study, 17(34.0%) of respondents strongly agreed with the statement, 1(24.0%) agreed, 7(14.0%) strongly disagreed, 6(12.0%) disagreed while 8(16.0%) were neutral. This finding showed that 29(58.0%) respondents agreed with the statement, 12(24.0%) disagreed with the statement while 8(16.0%) were neutral. This construct had a mean of 3.00 and a standard deviation of 1.21 which is higher than composite mean of 2.61 with standard deviation of 1.41, implying that the statement positively influenced employee's performance.

Statement (7) I am evaluated by my organization after I attend the trainings, out of 50 respondents who participated in the study, 16(32.0%) of respondents strongly agreed with the statement, 13(26.0%) agreed, 6(12.0%) strongly disagreed, 4(8.0%) disagreed while 11(22.0%) were neutral. This finding showed that 29(58.0%) respondents agreed with the statement, 10(20.0%) disagreed with the statement while

11(22.0%) were neutral. This construct had a mean of 3.08 and a standard deviation of 1.14 which is higher than composite mean of 2.61 with standard deviation of 1.41, implying that the statement positively influenced employee's performance.

Statement (8) I take positively any information I obtain from my employer after evaluation, out of 50 respondents who participated in the study, 15(30.0%) of respondents strongly agreed with the statement, 12(24.0%) agreed, 7(14.0%) strongly disagreed, 6(12.0%) disagreed while 10(20.0%) were neutral. This finding showed that 27(54.0%) respondents agreed with the statement, 13(26.0%) disagreed with the statement while 10(20.0%) were neutral. This construct had a mean of 3.06 and a standard deviation of 1.56 which is higher than composite mean of 2.61 with standard deviation of 1.41, implying that the statement positively influenced employee's performance.

The findings revealed that periodically organizations conducted training needs assessment, trainings were customized to needs, during training respondents were given opportunities to share challenges and materials required for training were provided. In addition, the study results were that respondents were evaluated by trainers when training were completed. Moreover, the organization catered for everything needed in trainings, organization evaluated participants after attending the trainings and took positively any information obtained from the employer after evaluation.

4.4.3 Analyses on Training Methods

The study sought to determine the influence of staff training methods on employee performance in KRCS. Further, the responses were analyzed from the Likert scale: strongly disagree (SD); disagree (D); neutral (N); agree (A); strongly agree (SA); mean (μ) and standard deviation (δ). The results were indicated in the table 4.3.

Table 4.3 Analyses on Training Methods

Training Methods	SD %	D%	N%	A%	SA %	μ	δ
My organizations encourage employees to suggest favorable training methods	6.0	8.0	10.0	16.0	60.0	3.64	0.88
Training that I attend are customized to my needs	4.0	2.0	6.0	18.0	70.0	4.64	0.66
I am always inducted for any new responsibility allocated to me	8.0	12.0	14.0	26.0	40.0	2.62	1.52
I learnt a lot of information during the induction process in my organization	4.0	8.0	18.0	22.0	48.0	2.44	1.63
I prefer on-the job training	8.0	14.0	16.0	26.0	36.0	2.68	1.15
I prefer off-the job trainings	6.0	10.0	14.0	20.0	50.0	2.96	1.18
In-house trainings are more friendly to me	14.0	16.0	18.0	22.0	30.0	2.92	1.35
Off-the-job trainings are more friendly to me	16.0	6.0	22.0	18.0	38.0	3.06	1.32
Composite mean and standard deviation						3.12	1.21

From table 4.3 on analyzing how training methods influenced employee performance eight statements were developed as indicated in table 4.6. Statement (1) My organizations encourage employees to suggest favorable training methods, out of 50 respondents who participated in the study, 30(60.0%) of respondents strongly agreed with the statement, 8(16.0%) agreed, 3(6.0%) strongly disagreed, 4(8.0%) disagreed while 5(10.0%) were neutral. This finding showed that 38(76.0%) respondents agreed with the statement, 7(14.0%) disagreed with the statement while 5(10.0%) were neutral. This construct had a mean of 3.64 and a standard deviation of 0.88 which is higher than composite mean of 3.12 with standard deviation of 1.21, implying that the statement positively influenced employee's performance.

Statement (2) Training that I attend are customized to my needs, out of 50 respondents who participated in the study, 35(70.0%) of respondents strongly agreed with the statement, 9(18.0%) agreed, 2(4.0%) strongly disagreed, 1(2.0%) disagreed while 3(6.0%) were neutral. This finding showed that 44(88.0%) respondents agreed with the statement, 3(6.0%) disagreed with the statement while 3(6.0%) were neutral. This construct had a mean of 4.64 and a standard deviation of 0.66 which is higher than composite mean of 3.12 with standard deviation of 1.21, implying that the statement positively influenced employee's performance.

Statement (3) I am always inducted for any new responsibility allocated to me, out of 50 respondents who participated in the study, 20(40.0%) of respondents strongly agreed with the statement, 13(26.0%) agreed, 4(8.0%) strongly disagreed, 6(12.0%) disagreed while 7(14.0%) were neutral. This finding showed that 33(66.0%) respondents agreed with the statement, 10(20.0%) disagreed with the statement while 7(14.0%) were neutral. This construct had a mean of 2.62 and a standard deviation of 1.52 which is lower than composite mean of 3.12 with standard deviation of 1.21, implying that the statement negatively influenced employee's performance.

Statement (4) I learnt a lot of information during the induction process in my organization, out of 50 respondents who participated in the study, 24(48.0%) of respondents strongly agreed with the statement, 11(22.0%) agreed, 2(4.0%) strongly disagreed, 4(8.0%) disagreed while 9(18.0%) were neutral. This finding showed that 35(70.0%) respondents agreed with the statement, 6(12.0%) disagreed with the statement while 9(18.0%) were neutral. This construct had a mean of 2.44 and a standard deviation of 1.63 which is lower than composite mean of 3.12 with standard deviation of 1.21, implying that the statement negatively influenced employee's performance.

Statement (5) I prefer on-the job training, out of 50 respondents who participated in the study, 30(60.0%) of respondents strongly agreed with the statement, 18(36.0%) agreed, 13(26.0%) strongly disagreed, 4(8.0%) disagreed while 8(16.0%) were neutral. This finding showed that 31(62.0%) respondents agreed with the statement, 11(22.0%) disagreed with the statement while 8(16.0%) were neutral. This construct had a mean of 2.68 and a standard deviation of 1.15 which is lower than composite mean of 3.12 with standard deviation of 1.21, implying that the statement negatively influenced employee's performance.

Statement (6) I prefer off-the job trainings, out of 50 respondents who participated in the study, 25(50.0%) of respondents strongly agreed with the statement, 10(20.0%) agreed, 3(6.0%) strongly disagreed, 5(10.0%) disagreed while 7(14.0%) were neutral. This finding showed that 35(70.0%) respondents agreed with the statement, 8(16.0%) disagreed with the statement while 7(14.0%) were neutral. This construct had a mean of 2.96 and a standard deviation of 1.18 which is lower than composite mean of 3.12 with standard deviation of 1.21, implying that the statement negatively influenced employee's performance.

Statement (7) In-house trainings are more friendly to me, out of 50 respondents who participated in the study, 15(300.0%) of respondents strongly agreed with the statement, 11(22.0%) agreed, 7(14.0%) strongly disagreed, 8(16.0%) disagreed while 9(18.0%) were neutral. This finding showed that 26(52.0%) respondents agreed with the statement, 15(30.0%) disagreed with the statement while 9(18.0%) were neutral. This construct had a mean of 2.92 and a standard deviation of 1.35 which is lower than composite mean of 3.12 with standard deviation of 1.21, implying that the statement negatively influenced employee's performance.

Statement (8) Off-the-job trainings are more friendly to me, out of 50 respondents

who participated in the study, 19(38.0%) of respondents strongly agreed with the statement, 9(18.0%) agreed, 8(16.0%) strongly disagreed, 3(6.0%) disagreed while 11(22.0%) were neutral. This finding showed that 28(56.0%) respondents agreed with the statement, 11(22.0%) disagreed with the statement while 11(22.0%) were neutral. This construct had a mean of 3.06 and a standard deviation of 1.32 which is lower than composite mean of 3.12 with standard deviation of 1.21, implying that the statement negatively influenced employee's performance.

Findings on training methods showed that organizations encouraged employees to suggest favorable training methods, training needs were customized, and respondents were always inducted for any new responsibility allocated. Further, the results revealed that respondents learnt a lot of information during the induction process in their organizations, prefer both on and off-the job training.

4.4.4 Analyses on Employee Performance

The study sought to determine the influence of staff training on employee performance in KRCS. Further, the responses were analyzed from the Likert scale: strongly disagree (SD); disagree (D); neutral (N); agree (A); strongly agree (SA); mean (μ) and standard deviation (δ). The results were indicated in the table 4.5.

Table 4.4 Analyses on Employee Performance

Employee Performance	SD %	D% %	N% %	A% %	SA %	μ	δ
I can make independent decision without interference from my immediate supervisor	4.0	14.0	16.0	30.0	36.0	2.82	1.48
I serve customers on a timely basis without delay	8.0	4.0	14.0	34.0	40.0	2.22	1.18
I accept new changes without any difficulty	6.0	8.0	20.0	30.0	36.0	2.50	1.49

I am directly accountable for whatever I do	8.0	14.0	22.0	26.0	30.0	3.48	1.27
I delegate my duties to my junior employees	14.0	16.0	18.0	20.0	32.0	2.78	1.50
I am always punctual at my workplace	10.0	8.0	20.0	26.0	36.0	3.30	1.53
I achieve my daily targets	12.0	14.0	20.0	22.0	32.0	2.72	1.57
I fulfill promises to my clients	10.0	12.0	18.0	26.0	34.0	3.00	1.21
Composite mean and standard deviation						2.85	1.40

Table 4.5 on analyzing how staff training influenced employee performance eight statements were developed as indicated in table 4.6. Statement (1) My organizations encourage employees to suggest favorable training methods, out of 50 respondents who participated in the study, 18(36.0%) of respondents strongly agreed with the statement, 15(30.0%) agreed, 2(4.0%) strongly disagreed, 7(14.0%) disagreed while 8(16.0%) were neutral. This finding showed that 33(66.0%) respondents agreed with the statement, 9(18.0%) disagreed with the statement while 8(16.0%) were neutral. This construct had a mean of 2.82 and a standard deviation of 1.48 which is lower than composite mean of 2.85 with standard deviation of 1.40, implying that the statement negatively influenced employee's performance.

Statement (2) I serve customers on a timely basis without delay, out of 50 respondents who participated in the study, 20(40.0%) of respondents strongly agreed with the statement, 17(34.0%) agreed, 4(8.0%) strongly disagreed, 2(4.0%) disagreed while 7(14.0%) were neutral. This finding showed that 37(74.0%) respondents agreed with the statement, 6(12.0%) disagreed with the statement while 7(14.0%) were neutral. This construct had a mean of 2.22 and a standard deviation of 1.18 which is lower than composite mean of 2.85 with standard deviation of 1.40, implying that the

statement negatively influenced employee's performance.

Statement (3) I accept new changes without any difficult, out of 50 respondents who participated in the study, 18(36.0%) of respondents strongly agreed with the statement, 15(30.0%) agreed, 3(6.0%) strongly disagreed, 4(8.0%) disagreed while 10(20.0%) were neutral. This finding showed that 33(66.0%) respondents agreed with the statement, 7(14.0%) disagreed with the statement while 10(20.0%) were neutral. This construct had a mean of 2.50 and a standard deviation of 1.49 which is lower than composite mean of 2.85 with standard deviation of 1.40, implying that the statement negatively influenced employee's performance.

Statement (4) I am directly accountable for whatever I do, out of 50 respondents who participated in the study, 15(30.0%) of respondents strongly agreed with the statement, 13(26.0%) agreed, 4(8.0%) strongly disagreed, 7(14.0%) disagreed while 11(22.0%) were neutral. This finding showed that 28(56.0%) respondents agreed with the statement, 11(22.0%) disagreed with the statement while 11(22.0%) were neutral. This construct had a mean of 3.48 and a standard deviation of 1.27 which is higher than composite mean of 2.85 with standard deviation of 1.40, implying that the statement positively influenced employee's performance.

Statement (5) I delegate my duties to my junior employees, out of 50 respondents who participated in the study, 16(32.0%) of respondents strongly agreed with the statement, 10(20.0%) agreed, 7(14.0%) strongly disagreed, 8(16.0%) disagreed while 9(18.0%) were neutral. This finding showed that 26(52.0%) respondents agreed with the statement, 15(30.0%) disagreed with the statement while 9(18.0%) were neutral. This construct had a mean of 2.78 and a standard deviation of 1.50 which is lower than composite mean of 2.85 with standard deviation of 1.40, implying that the statement negatively influenced employee's performance.

Statement (6) I am always punctual at my workplace, out of 50 respondents who participated in the study, 18(36.0%) of respondents strongly agreed with the statement, 13(26.0%) agreed, 5(10.0%) strongly disagreed, 4(8.0%) disagreed while 10(20.0%) were neutral. This finding showed that 31(62.0%) respondents agreed with the statement, 9(18.0%) disagreed with the statement while 10(20.0%) were neutral. This construct had a mean of 3.30 and a standard deviation of 1.53 which is higher than composite mean of 2.85 with standard deviation of 1.40, implying that the statement positively influenced employee's performance.

Statement (7) I achieve my daily targets, out of 50 respondents who participated in the study, 16(32.0%) of respondents strongly agreed with the statement, 11(22.0%) agreed, 6(12.0%) strongly disagreed, 7(14.0%) disagreed while 10(20.0%) were neutral. This finding showed that 27(54.0%) respondents agreed with the statement, 13(26.0%) disagreed with the statement while 10(20.0%) were neutral. This construct had a mean of 2.72 and a standard deviation of 1.57 which is lower than composite mean of 2.85 with standard deviation of 1.40, implying that the statement negatively influenced employee's performance.

Statement (8) I fulfill promises to my clients, out of 50 respondents who participated in the study, 17(34.0%) of respondents strongly agreed with the statement, 13(26.0%) agreed, 5(10.0%) strongly disagreed, 6(12.0%) disagreed while 9(18.0%) were neutral. This finding showed that 30(60.0%) respondents agreed with the statement, 11(22.0%) disagreed with the statement while 9(18.0%) were neutral. This construct had a mean of 3.00 and a standard deviation of 1.21 which is higher than composite mean of 2.85 with standard deviation of 1.40, implying that the statement positively influenced employee's performance.

The findings of the study revealed that respondents were efficient in the duties assigned, served customers effectively on a timely basis without delay, creative and innovative when executing duties and directly accountable at work. In addition, the study found respondents participated in change implementation, always punctual at workplace, achieved daily targets and fulfill promises to clients.

4.5 Inferential Analyses of Staff Training and Employee Performance

The inferential analyses adopted by the study were correlation analysis, regression analysis and analysis of variance.

4.5.1 Pearson Correlation of Staff Training and Employee Performance

The study sought to examine the correlation analysis of influence of training on employee performance in KRCS. The four (4) variables were: employees' performance (EP), training need assessment (TNA), Process of Training (POT) and Training Methods (TM). The analyses were computed and presented in the table 4.6.

Table 4.5 Pearson Correlation of Staff Training and Employee Performance

		EP	TNA	POT	TM
EP	Pearson Correlation	1			
	Sig. (2-tailed)				
TNA	Pearson Correlation	.863 **	1		
	Sig. (2-tailed)	<.001			
POT	Pearson Correlation	.986 **	.856 **	1	
	Sig. (2-tailed)	<.001	<.001		
TM	Pearson Correlation	.789 **	.979 **	.798 **	1
	Sig. (2-tailed)	<.001	<.001	<.001	
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 4.6 showed that all the three variables had positive relationship with the employee performance. First, the Pearson correlation of training need assessment was 0.863 which shows that it was significant as the p – value was less than 0.01 that is 0.00 and thus it influenced employee performance. The second variable of process of training had also very strong positive Pearson correlation of 0.986 which was significant at the 0.01; hence it influences employee performance. Finally, training methods had a stronger positive Pearson correlation of 0.789 which was significant at the 0.01 that showing that it influenced employee's performance.

4.5.2 Regression Analyses on Staff Training and Employee Performance

The first model examined the linear relationship of the training need assessment and employee performance. In addition, table 4.6 presents the summary of the regression analysis.

Table 4.6 Model Summary on Staff Training and Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.991 ^a	.983	.981	.14349

a. Predictors: (Constant), Training method, Process of training, Training need assessment

From the table 4.7, the study found out the correlation coefficient R was 0.991 indicating very strong relationship between influence of staff training need assessment and employee performance. The R Square was 0.983 and adjusted R square is 0.981 indicating that the regression model can explain 79.3% about the influence of training and employee performance. Further, analysis of variance (ANOVA) shown in table

4.8, depicts that the computed data indicated the population parameters had statistical significance at level of 0.000 ($p<0.05$) which showed the data was ideal for making conclusions on the population parameters as the value of significance (p-value) was less than five percent. The F-statistic of 864.855 showed the overall significance of the plane; its p-value ($p<0.05$) showed that the model was statistical significance to explain the training need assessment and employee performance.

Table 4.7 Analysis of Variance on Staff Training and Employee Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.418	3	17.806	864.855	<.001 ^b
	n					
	Residual	.947	46	.021		
	Total	54.365	49			
a. Dependent Variable: Employee performance						
b. Predictors: (Constant), Training method, Process of training, Training need assessment						

Table 4.9 depicts the coefficients of the three independent variables. It revealed when the training need assessment, process of training, training methods and employee performance had a constant of 0.766, 0.804, -0.742 and coefficient of 0.686. The finding indicates that all variables influenced employee performance.

Table 4.8 Coefficients of Staff Training and Employee Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.686	.151		4.555	<.001
Training need assessment	.766	.141	.652	5.435	<.001

Process of training	.804	.039	.845	20.73	<.001
Training method	-.742	.146	-.523	-5.095	<.001
a. Dependent Variable: Employee performance					

$$Y = 0.686 + 0.766X_1 + 0.804X_2 - 0.742X_3$$

Hypothesis Testing

The standardized beta coefficients give a measure of effects of each variable to the model and indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant. From table 4.9, the first research null hypothesis was that “there was no statistical relationship between training needs assessment and employee performance in humanitarian organization in Nairobi County.” This was rejected because the (p-value = 0.000) was less than alpha of 0.005 in this study. Hence, the alternative hypothesis was accepted that “there was statistical relationship between training needs assessment and employee performance in humanitarian organization in Nairobi County” which had a positive coefficient of 0.766.

In addition, the second research null hypothesis that “There was no statistical relationship between process of training and employee performance in humanitarian organization in Nairobi County.” This was rejected because (p-value = 0.001) was less than alpha of 0.005. Thus, the alternative hypothesis was accepted that “there was statistical relationship between process of training and employee performance in humanitarian organization in Nairobi County” which had a positive coefficient of 0.804.

Finally, the research null hypothesis that “There is no statistical relationship between training methods and employee performance among in humanitarian organization in Nairobi County” was rejected since the p-value = 0.000 was less than the alpha of 0.005. Hence, the alternative hypothesis was accepted that “there was statistical relationship between training methods and employee performance in humanitarian organization in Nairobi County” which had a negative coefficient of 0.742.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presented the discussion, recommendations, and conclusions about influence of training methods on employee performance. In addition, the chapter elucidate on the areas for further research.

5.2 Discussions

The research evaluated three research questions about influence of training methods on employee performance as discussed below.

5.2.1 Training need assessment influence employee performance

On training need assessment, the study has found that it influenced the performance of employees. These findings are in agreement with the outcomes of Mahmud et al. (2019) on influence of training needs assessment (TNA) on the performance of the employees in telecommunication companies in Bangladesh, whose results from ordinary least square technique revealed that TNA played a positive role in improving employees' performance.

Similarly, the findings of the research concur with the findings of Khan and Masrek (2019) on training needs of university librarians in Pakistani and “collection management skills (CMS)”. The outcomes from t-test revealed significant differences on all measures of CMS. In addition, the findings of TNA indicated greater than fifty percent of deficit that is over-utilization, less than fifty percent of surplus that is less utilization, and twenty percent of job best fitted in relation to CMS.

However, the findings of the study disagreed with the finding of Ejakait (2019) on relationship between training needs assessment and employees' performance within the Postal Corporation in Kenya. Which results depicted that the organizations did not perform TNA before development of training programs.

5.2.2 Process of training influence employee performance

The findings of the study were that the process of training influence employee performance. The findings concur with the study of Nassary (2020) study examined the “effect of employees training on employee's performance in Arusha Municipality”. The study findings revealed that training that is training strategies, short courses and seminars had strong effect on employees' performance.

Moreover, the study results agree with the finding of Landa (2018) examined the “influence of training on employees performance; in Tanga Urban Water Supply and Sewerage Authority”, Tanzania. The findings indicated that the company organized numerous training programs and staff systematically attended those programs and acquired knowledge and skills. Further, the study found that training had significant effects on employee performance.

In addition the findings are in unison with the study of Saputri et al. (2020) study was to find out “the role of training and development on the performance of analysis consultant employees on environmental impacts. The result were that training and development significantly influence staff performance simultaneously. Furthermore, the research outcomes concur with the findings of Motloko et al. (2018) study in Lesotho's Banking Sector was on the impact of training and employees' performance. The findings of the study generally revealed that training not only increases employees' performance but also positively affects employees' motivation and job satisfaction.

5.2.3 Training methods influence employee performance

Findings of the study revealed that training methods influence employee performance. The findings are in unison with the study of Mahadevan and Yap (2019) who examined the “impact of on-the-job and off-the-job training on employee performance”. The results from regression analyses showed both on-the-job and off-the-job training attained. In addition, the findings agree with the study of McHete and Shayo (2020) that explored the “role played by induction training on the performance of new employees at workplace in Open University of Tanzania”. The study found that induction training is of great value to the University as it serves to inform new staff of the important aspects of their new working environment.

Also, the findings concur in with the study of Agbo and Okpara (2020) which examined the “impact of induction on employees’ performance in an organization in Abia State Polytechnic, Aba”. The results null hypothesis was rejected and alternate hypothesis was accepted. In addition, the findings of Abdiwali and Musa (2020) who examined the “relationship between on-the-job training and employee performance in petroleum companies in Uganda”. The results obtained highlighted that; there was a statistically significant positive relationship between job rotation and employee performance in petroleum companies. Further, the findings revealed that there was a statistically significant positive relationship between coaching and employee performance in petroleum companies. Finally, the outcomes showed that there was a statistically significant positive relationship between induction and employee performance.

5.3 Summary of Main Findings

The summary of the findings on the study of influence of staff training

and employee performance within humanitarian organizations in Nairobi county were as follows:

5.3.1 Training Need Assessment

The summary on training need assessment were that respondents were evaluated periodically, reported any challenge encountered at work to their immediate supervisor and they can use any new technology without any challenge. In addition, the research findings were that the respondents had the skills, knowledge and experience required for to perform their job. Finally, the study has found that participants periodically received feedback from immediate supervisors concerning performance and perform competently duties allocated.

5.3.2 Process of Training

In addition, the summaries on the influence of process of training and employee performance. The findings revealed that periodically organizations conducted training needs assessment, trainings were customized to needs, during training respondents were given opportunities to share challenges and materials required for training were provided. In addition, the study results were that respondents were evaluated by trainers when they completed any training, organization catered for everything needed in trainings, organization evaluated participants after attending the trainings and they took positively any information obtained from the employer after evaluation

5.3.3 Training Methods

Findings on training methods showed that organizations encouraged employees to suggest favorable training methods, training needs were customized, and respondents were always inducted for any new responsibility allocated. Further, the results revealed that respondents learnt a lot of information during the induction process in their organizations, prefer both on and off-the job training.

5.3.3 Employee Performance

The findings of the study revealed that respondents were efficient in the duties assigned, served customers effectively on a timely basis without delay, creative and innovative when executing their duties and directly accountable to whatever they were doing. In addition, the study found respondents participated in change implementation, always punctual at workplace, achieved daily targets and fulfill promises to clients.

5.4 Conclusions

On training need assessment, it can be concluded that respondents were evaluated periodically, reported any challenge encountered at work to their immediate supervisor and they can use any new technology without any challenge. In addition, the research findings were that the respondents had the skills, knowledge and experience required for to perform their job. Finally, the study has found that participants periodically received feedback from immediate supervisors concerning performance and perform competently duties allocated.

On process of training, it can be concluded that periodically organizations conducted training needs assessment, trainings were customized to needs, during training respondents were given opportunities to share challenges and materials required for training were provided. In addition, the study results were that respondents were evaluated by trainers when they completed any training, organization catered for everything needed in trainings, organization evaluated participants after attending the trainings and they took positively any information obtained from the employer after evaluation

On training methods, it can be concluded that organizations encouraged employees to suggest favorable training methods, training needs were customized, and respondents were always inducted for any new responsibility allocated. Further, the results revealed that respondents learnt a lot of information during the induction process in their organizations, prefer both on and off-the job training.

5.5 Recommendations

On training need assessment, it can be recommended that organization should do an audit of the needs that are required by the employees before engaging in any training methods. In addition, the organization can evaluate each employee need of training so that they can customize the trainings.

On the process of training, it is recommended that organization should use both on-line and off-line training method so that they can enhance the skills, knowledge and experience of the employees. Finally, on training methods it is recommended that organizations evaluate the best methods that help employees in enhancing performance.

5.6 Areas of Further Research

The research was about influence of training methods on employee performance in Kenya humanitarian organizations. Further, studies can explore effects of training methods on performance of employees in public sectors and private sectors.

REFERENCES

- Abdiwali, R., & Musa, M. (2020). On-The-Job Training And Employee Performance In Petroleum Companies In Uganda. *International Journal of Research - GRANTHAALAYAH*, 7(8), 51–61. <https://doi.org/10.29121/granthaalayah.v7.i8.2019.638>
- Afsana, J., Afrin, F., & Tarannum, T. (2016). Effect of Training on Employee Performance: An Empirical Study on Telecommunication Industry in Bangladesh. *Journal of Business and Technology (Dhaka)*, 10(2), 67–80. <https://doi.org/10.3329/jbt.v10i2.29468>
- Agarwal, S. (2020). Leadership Style and Performance of Employees. *International Research Journal of Business Studies*, 13(1), 1–14. <https://doi.org/10.21632/irjbs.13.1.1-14>
- Agbo, M. U., & Okpara, M. (2020). Impact of Induction on Employees Performance in an Organization: A Study of Abia State Polytechnic, ABA, Abia State, Nigeria. *International Journal of Educational Research and Management Technology*, 5(1), 63–76.
- Ahmed, H., & Sigamony, C. (2020). Effect of Employee Creativity on Project Performance with the Mediating Role of Knowledge Sharing and Moderating Role of Openness to Experience. *Global Social Sciences Review*, V(II), 137–148. [https://doi.org/10.31703/gssr.2020\(V-II\).13](https://doi.org/10.31703/gssr.2020(V-II).13)
- Al-Jammal, H. R., Al-Khasawneh, A. L., & Hamadat, M. H. (2015). The Impact of the Delegation of Authority on Employees' Performance at Great Irbid Municipality: Case Study. *International Journal of Human Resource Studies*, 5(3), 48. <https://doi.org/10.5296/ijhrs.v5i3.8062>
- Alnawfleh, S. H. (2020). Effect of Training and Development on Employee Performance in the Aqaba Special Economic Zone Authority. *Journal of Business & Management (COES&RJ-JBM)*, 8(1), 20. <https://doi.org/10.25255/jbm.2020.8.1.20.34>
- Ameyaw, D. A. K., Peprah, W. K., & Anowuo, I. (2019). Human Capital Development and Organizational Performance: A Conceptual Review. *International Journal of Innovative Research and Development*, 8(10). <https://doi.org/10.24940/ijird/2019/v8/i1/DEC18038>
- Angela, G. (2014). *Effects of employee training on employee performance: A case study of United Nations Support Staff Office for African Union Mission in Somalia*. Nairobi: United States International University.
- Asfaw, A. M., Argaw, M. D., & Bayissa, L. (2015). The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia. *Journal of Human Resource and Sustainability Studies*, 03(04), 188–202. <https://doi.org/10.4236/jhrss.2015.34025>

- Asmus, S., Karl, F., Mohnen, A., & Reinhart, G. (2015). The Impact of Goal-setting on Worker Performance—Empirical Evidence from a Real-effort Production Experiment. *Procedia CIRP*, 26, 127–132. <https://doi.org/10.1016/j.procir.2015.02.086>
- Awan, S. H., Habib, N., Shoaib Akhtar, C., & Naveed, S. (2020). Effectiveness of Performance Management System for Employee Performance Through Engagement. *SAGE Open*, 10(4), 215824402096938. <https://doi.org/10.1177/2158244020969383>
- Bell, B. S., Tannenbaum, S. I., Ford, J. K., Noe, R. A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology*, 102(3), 305–323. <https://doi.org/10.1037/apl0000142>
- Bell, E., Bryman, A., & Bill, H. (2019). *Business research methods*.
- Brauns, M. (2015). The management of change in a changing environment – To change or not to change? *Corporate Board Role Duties and Composition*, 11(3), 37–42. <https://doi.org/10.22495/cbv11i3art4>
- Chimaobi, & Chikamnele, M. H. (2020). Employee Participation in Decision Making and its impact on Organizational Performance. *Social Science Research Network*, 27(18), 1–18.
- Cooper, D. R., & Schindler, P. S. (2014). *Business research methods* (12. ed., internat. student ed.). McGraw-Hill Irwin.
- Dermol, V., & Čater, T. (2013). The influence of training and training transfer factors on organisational learning and performance. *Personnel Review*, 42(3), 324–348. <https://doi.org/10.1108/00483481311320435>
- Ejakait, J. E. (2016). Effects of Training Needs Assessment on Employee Performance in the Postal Corporation of Kenya, Bungoma County. *Research on Humanities and Social Sciences*, 6(17), 140–145.
- EL Hajjar, S. T., & Alkhanaizi, M. S. (2018). Exploring the Factors That Affect Employee Training Effectiveness: A Case Study in Bahrain. *SAGE Open*, 8(2), 215824401878303. <https://doi.org/10.1177/2158244018783033>
- Ghauri, P. N., Grønhaug, K., & Strange, R. (2020). *Research methods in business studies* (Fifth Edition). Cambridge University Press.
- Githinji. (2014). Effects of Training On Employee Performance: A Case Study of United Nations Support Office for The African Union Mission in Somalia. *MBA Project*, United States International University.
- Halawi, A., & Haydar, N. (2018). Effects of Training on Employee Performance: A Case Study of Bonjus and Khatib & Alami Companies. *International Humanities Studies*, 5(2), 24–45.

- Hamadamin, H. H., & Atan, T. (2019). The Impact of Strategic Human Resource Management Practices on Competitive Advantage Sustainability: The Mediation of Human Capital Development and Employee Commitment. *Sustainability*, 11(20), 5782. <https://doi.org/10.3390/su11205782>
- Han, Y., & Hong, S. (2019). The Impact of Accountability on Organizational Performance in the U.S. Federal Government: The Moderating Role of Autonomy. *Review of Public Personnel Administration*, 39(1), 3–23. <https://doi.org/10.1177/0734371X16682816>
- Jonyo, B. O., Ouma, C., & Mosoti, Z. (2018). The Effect of Mission and Vision on Organizational Performance within Private Universities in Kenya. *European Journal of Educational Sciences*, 05(02). <https://doi.org/10.19044/ejes.v5no2a2>
- Kassim, M., & Ndegwa, P. (2017). Training and Development Factors and Employees' Performance in Non-Governmental Organizations Operating in Mandera County, Kenya. *International Journal of Current Aspects in Human Resource Management*, 1(1), 141–152.
- Kenya Red Cross Society. (2020). Publications. *Cooperation Agreement Strategy 2020*.
- Khan, A., & Masrek, M. N. (2017). Training needs analysis based on mismatch between the acquired and required levels of collection management skills of academic librarians. *Collection Building*, 36(1), 20–28. <https://doi.org/10.1108/CB-06-2016-0012>
- Khayinga, C. M., & Muathe, S. (2018). Human Capital Development and organizational performance: Review & critique of literature and A research agenda. *International Journal for Innovation Education and Research*, 6(2), 144–153. <https://doi.org/10.31686/ijier.vol6.iss2.959>
- Khilukha, O. (2021). The Effect of Training on Employee Performance. *Scientific opinion: Economics and Management*, 4(74). <https://doi.org/10.32836/2521-666X/2021-74-8>
- Kothari, C. R., & Garg, G. (2019). *Research methodology: Methods and techniques* (Fourth multi colour edition). New Age International (P) Limited, Publishers.
- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners* (5th edition). SAGE Publications.
- Landa, E. (2018). Influence of Training on Employees Performance in Public institution in Tanzania. *International Journal of Human Resource Studies*, 8(2), 324. <https://doi.org/10.5296/ijhrs.v8i2.13136>
- Locke, E. A., & Latham, G. P. (2019). The development of goal setting theory: A half century retrospective. *Motivation Science*, 5(2), 93–105. <https://doi.org/10.1037/mot0000127>

- Mahadevan, A., & Yap, M. H. (2019). Impact of Training Methods on Employee Performance in a Direct Selling Organization, Malaysia. *IOSR Journal of Business and Management (IOSR-JBM)*, 21(10), 07–14.
- Mahmud, K. T., Saira Wahid, I., & Arif, I. (2019). Impact of training needs assessment on the performance of employees: Evidence from Bangladesh. *Cogent Social Sciences*, 5(1), 1705627. <https://doi.org/10.1080/23311886.2019.1705627>
- Matekwa, M. G. W., & Omuya, J. M. (2018). Influence Of Strategic Change Implementation On Employee Performance In State Department For Correctional Services In Kenya. *Strategic Journal of Business & Change Management*, 5(4), 1011–1039.
- Mcchete, T., & Shayo, F. (2020). The Role of Induction Training On Performance Of New Employees At Workplace: Case Study Of The Open University Of Tanzania. *International Journal of Business Management and Economic Review*, 03(01), 285–300. <https://doi.org/10.35409/IJBMER.2020.3158>
- Motloko, M. E., Sekantsi, L. P., & Monyolo, R. P. (2018). The Impact of Training on Employees' Performance: The Case of Banking Sector in Lesotho. *International Journal of Human Resource Studies*, 8(2), 16. <https://doi.org/10.5296/ijhrs.v8i2.12812>
- Mutysia, J., Thuo, A., & Mutegi, D. (2017). Effect of Training Needs Assessment on Organizational Performance in the Counties in Kenya a Case Study of City County of Nairobi. *International Journal of Current Aspects in Human Resource Management (IJCAHRM)*, 1(1), 44–59.
- Nassary, R. P. (2020). The Effects of Training on Employees' Performance in Public Institutions: A Case of Arusha Municipality, Tanzania. *International Journal of Research and Innovation in Applied Science (IJRIAS)*, 5(9), 235–246.
- Navajas-Romero, V., Caridad y López del Río, L., & Ceular-Villamandos, N. (2020). Analysis of Wellbeing in Nongovernmental Organizations' Workplace in a Developed Area Context. *International Journal of Environmental Research and Public Health*, 17(16), 5818. <https://doi.org/10.3390/ijerph17165818>
- Onwumelu, O. P., & Ikechukwu, D. (2018). Impact of Human Capital Development on Employee Performance: A Study of Selected Oil Service Firms in Rivers State, Nigeria. *International Journal of Social Sciences and Management Research*, 4(3), 56–69.
- Osman, S., Shariff, S. H., & Lajin, M. N. A. (2016). Does Innovation Contribute to Employee Performance? *Procedia - Social and Behavioral Sciences*, 219, 571–579. <https://doi.org/10.1016/j.sbspro.2016.05.036>
- Qasim, M., & Hyder, M. (2020). Integrating Training & Development Programmes in HR Practices. A Case of Service Providing Organizations in Pakistan. *Karachi University Business Research Journal*, 1(2). <https://doi.org/10.46568/kubrj.v1i2.20>

- Rodriguez, J., & Walters, K. (2016). *The Importance of Training and Development in Employee Performance and Evaluation*. 7;3(10), 206–212.
- Samwel, J. O. (2018). Impact of Employee Training on Organizational Performance— Case Study of Drilling Companies in Geita, Shinyanga and Mara Regions in Tanzania. *International Journal of Managerial Studies and Research*, 6(1). <https://doi.org/10.20431/2349-0349.0601005>
- Saputri, P., Lorensa, D., Asriani, A., & Saida, Z. (2020). The Influence of Training and Development to Employee Performance. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 4(1), 133–140.
- Schindler, P. S. (2019). *Business research methods* (Thirteen edition). McGraw-Hill/Irwin.
- Sekaran, U., & Bougie, R. (2019). *Research methods for business: A skill-building approach* (Eighth edition). John Wiley & Sons, Inc.
- Sendawula, K., Nakyejwe Kimuli, S., Bananuka, J., & Najjemba Muganga, G. (2018). Training, employee engagement and employee performance: Evidence from Uganda's health sector. *Cogent Business & Management*, 5(1), 1470891. <https://doi.org/10.1080/23311975.2018.1470891>
- Sides, J. D., & Cuevas, J. A. (2020). Effect of Goal Setting for Motivation, Self-Efficacy, and Performance in Elementary Mathematics. *International Journal of Instruction*, 13(4), 1–16. <https://doi.org/10.29333/iji.2020.1341a>
- Slåtten, T., Mutonyi, B. R., & Lien, G. (2021). Does organizational vision really matter? An empirical examination of factors related to organizational vision integration among hospital employees. *BMC Health Services Research*, 21(1), 483. <https://doi.org/10.1186/s12913-021-06503-3>
- Tan, W. (2017). *Research methods: A practical guide for students and researchers*. World Scientific.
- Tintasari, D., Niramaya, S., & Damayanti, N. A. (2019). Relationship between Training on Employee Performance. *Indian Journal of Public Health Research & Development*, 10(10), 1111. <https://doi.org/10.5958/0976-5506.2019.02975.9>
- Tunio, G., Channa, N., & Pathan, S. (2016). Training Practices and their Effectiveness in Non-Government Organisations of Pakistan. *Journal of Asian and African Studies*, 1(1), 191–198.
- Ugoani, J. K. N. (2020). Effective Delegation and Its Impact on Employee Performance. *International Journal of Economics and Business Administration*, 6(3), 78–87.
- Ugwu, K. E., Ijeoma, C., & Nnaji-Ihedinmah, N. (2020). *Participatory Management And Employee Satisfaction: Evidence From Afam Power Plc, Port Harcourt, River State, Nigeria*. <https://doi.org/10.5281/ZENODO.3948156>

- Ugwu, K. E., Okoroji, L. I., & Chukwu, E. O. (2019). Participative Decision Making and Employee Performance in the Hospitality Industry: A Study of Selected Hotels in Owerri Metropolis, Imo State. *Management Studies and Economic Systems (MSES)*, 4(1), 57–70.
- Yin, R. K. (2014). *Case study research: Design and methods* (Fifth edition). SAGE.
- Zia ur-Rehman, M., Ansari, R. H., & Ali, H. (2020). Impact of Training on Employees' Performance. *Global Management Sciences Review*, V(III), 120–128. [https://doi.org/10.31703/gmsr.2020\(V-III\).13](https://doi.org/10.31703/gmsr.2020(V-III).13)

APPENDICES

Appendix 1 –Questionnaire

SECTION A: POPULATION DEMOGRAPHIC

Kindly answer the following questions by ticking the appropriate response in one of the Blank boxes provided below

- Kindly indicate your Gender? a) Male [] b) Female []

 - Please indicate your Level of Education
- | | | | | |
|--------------------|-----------------|---------------|----------------|------------|
| A) Certificate [] | B) Diplom a [] | C) Degree [] | D) Masters [] | E) PHD [] |
|--------------------|-----------------|---------------|----------------|------------|
-

- Please Indicate the Period You have Worker with Your Respective Employer
- | | | | |
|------------------|------------------|--------------------|---------------------------|
| A) 0-4 years [] | B) 5-9 years [] | C) 10-14 years [] | D) 15 years and above [] |
|------------------|------------------|--------------------|---------------------------|
-
- Please Indicate Your Mode of Employment
- | | | |
|-----------------------|----------------------------------|--------------------|
| A) Top management [] | B) Middle & Lower management [] | C) Other staff [] |
|-----------------------|----------------------------------|--------------------|
-

SECTION B: TRAINING NEEDS ASSESSMENT

- How frequent do you conduct Training Needs Assessment in your Organization?
- | | | |
|-----------------------|-----------------------|---------------------|
| A) After 4 months [] | B) After 6 months [] | C) After 1 year [] |
|-----------------------|-----------------------|---------------------|
-
- Using a Likert Scale Type of Measurement as provided, please Tick in the Blank Spaces provided the Extent to which you agree Training Needs Assessment Influence Employee Performance in your respective NGO {Use the Scale: 5 = Very large extent; 4 = Large extent; 3 = Neutral; 2 = Low extent; 1 = Very low extent}

	Training Needs Assessment	1	2	3	4	5
1.	I am evaluated periodically for what I do					
2.	I report any challenge I encounter at work to my immediate supervisor					
3.	I can use any new technology without any challenge					
4.	I have the required skills to perform my job					

5.	I have the required knowledge to perform my job				
6.	I have the required skills to perform my job				
7.	I periodically receive feedback from my immediate supervisor concerning my performance				
8.	I am allocated duties that I can competently perform				

SECTION C: PROCESS OF TRAINING

- Using a Likert Scale Type of Measurement as provided, please Tick in the Blank Spaces provided the Extent to which you agree Process of Training Influence Employee Performance in your NGO {Use the Scale: 5 = Very large extent; 4 = Large extent; 3 = Neutral; 2 = Low extent; 1 = Very low extent}

	Process Of Training	1	2	3	4	5
▪	My organizations conduct training needs assessment periodically					
▪	Trainings that I attend are customized to my needs					
▪	During the training I am given the opportunity to share my challenges					
▪	I am provided with the required materials when I attend the trainings					
▪	I am evaluated by trainers when I complete any training					
▪	My organization caters for everything for all trainings I attend					
▪	I am evaluated by my organization after I attend the trainings					
▪	I take positively any information I obtain from my employer after evaluation					

SECTION D: TRAINING METHODS

- Using a Likert Scale Type of Measurement as provided, please Tick in the Blank Spaces provided the Extent to which you agree Training Methods Influence Employee Performance in your respective NGO {Use the Scale: 5 = Very large extent; 4 = Large extent; 3 = Neutral; 2 = Low extent; 1 = Very low extent}

	Training Methods	1	2	3	4	5
▪	My organizations encourage employees to suggest favorable training methods					
▪	Training that I attend are customized to my needs					
▪	I am always inducted for any new responsibility allocated to me					
▪	I learnt a lot of information during the induction process in my organization					
▪	I prefer on-the job training					
▪	I prefer off-the job trainings					

<input type="checkbox"/>	In-house trainings are more friendly to me					
<input type="checkbox"/>	Off-the-job trainings are more friendly to me					

SECTION E: MEASUREMENT OF EMPLOYEE PERFORMANCE

- Using a Likert Scale Type of Measurement as provided, please Tick in the Blank Spaces provided the Extent to which you agree the following indicators mentioned measure Employee Performance in your respective NGO {Use the Scale: 5 = Very large extent; 4 = Large extent; 3 = Neutral; 2 = Low extent; 1 = Very low extent}

		1	2	3	4	5
1.	I can make independent decision without interference from my immediate supervisor					
2.	I serve customers on a timely basis without delay					
3.	I accept new changes without any difficulty					
4.	I am directly accountable for whatever I do					
5.	I delegate my duties to my junior employees					
6.	I am always punctual at my workplace					
7.	I achieve my daily targets					
8.	I fulfill promises to my clients					

Thank you for your time and cooperation.

Appendix 2 – Research Permit

<p>National Commission for Science, Technology and Innovation - National Commission for Science, Technology and Innovation - REPUBLIC OF KENYA</p> <p>Ref No: 678710</p> <p>RESEARCH LICENSE</p> <p>This is to Certify that Mr., Denis Mbatha Kyui of Africa Nazarene University, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF TRAINING ON EMPLOYEE PERFORMANCE IN NAIROBI COUNTY KENYA: A CASE STUDY OF KENYA RED CROSS SOCIETY for the period ending : 14/March/2023.</p> <p>License No: NACOSTIP/22/16324</p> <p>Applicant Identification Number 678710</p> <p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	 <p>National Commission for Science, Technology and Innovation - National Commission for Science, Technology and Innovation - NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION Date of Issue: 14/March/2022</p> <p>RESEARCH LICENSE</p> <p>This is to Certify that Mr., Denis Mbatha Kyui of Africa Nazarene University, has been licensed to conduct research in Nairobi on the topic: INFLUENCE OF TRAINING ON EMPLOYEE PERFORMANCE IN NAIROBI COUNTY KENYA: A CASE STUDY OF KENYA RED CROSS SOCIETY for the period ending : 14/March/2023.</p> <p>License No: NACOSTIP/22/16324</p> <p>Applicant Identification Number 678710</p> <p>Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p> <p>Verification QR Code</p> 
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix 3 – Research Approval and Letters



7th, March, 2022

E-mail: researchwriting.mba.anu@gmail.com

Tel. 0202711213

Our Ref: 12S03MBA003

The Director,
National Commission for Science,
Technology and Innovation (NACOSTI),
P. O. Box 30623, 00100
Nairobi, Kenya

Dear Sir/Madam:

RE: RESEARCH AUTHORIZATION FOR: DENIS MBATHA KYUI

Mr. Denis is a postgraduate student of Africa Nazarene University in the Master of Business Administration (MBA) program.

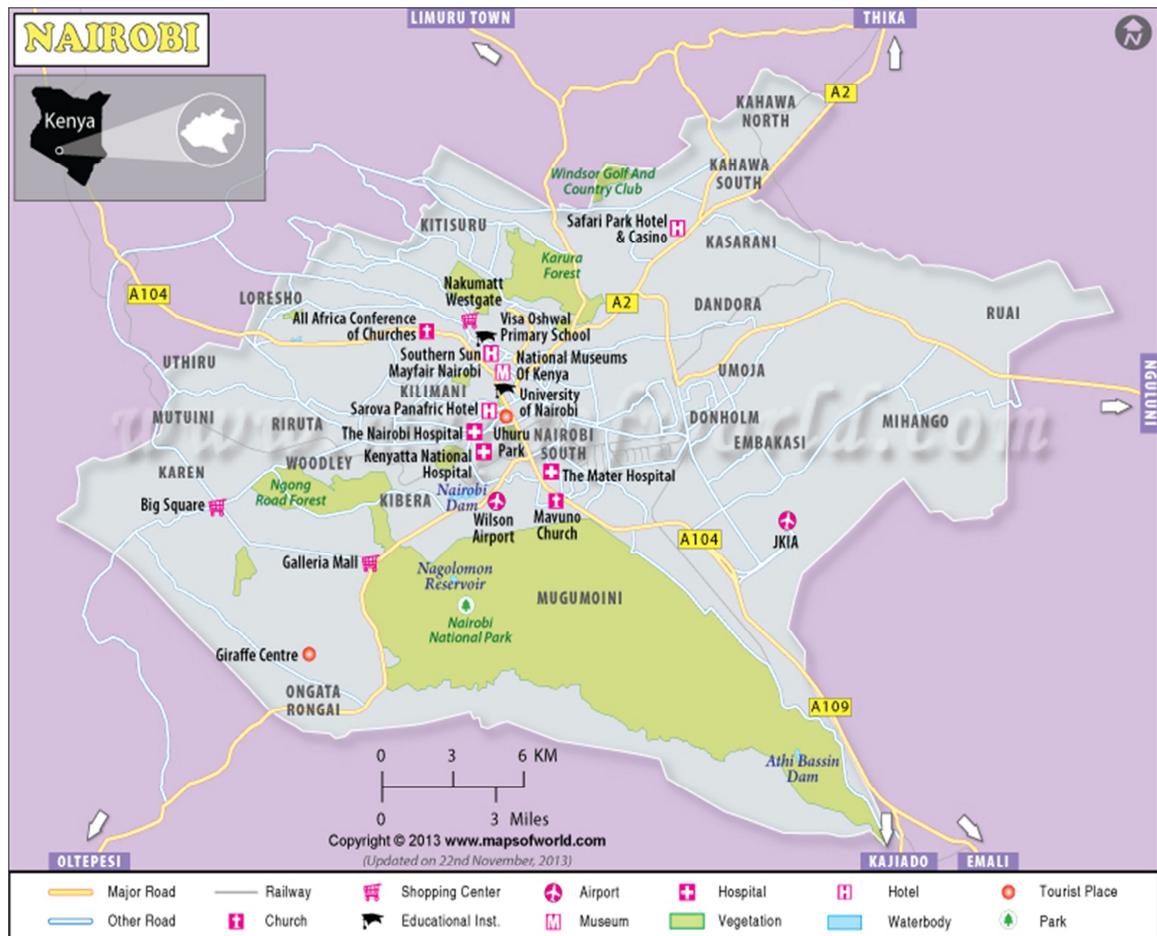
In order to complete his program, Mr. Denis is conducting a research entitled: "**Influence of Training on Employee Performance in Nairobi County Kenya: A Case Study of Kenya Red Cross Society.**"

Any assistance offered to him will be highly appreciated.

Yours Faithfully,


DR. Kimani Gichuhi,
MBA, Coordinator,
School of Business,
Africa Nazarene University.

Appendix 4 – Map of Study Area (Nairobi County, Kenya)



(Source: <http://www.mapsofworld.com/kenya/cities/nairobi.html>)