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**EMPLOYEE TRAINING AND PERFORMANCE OF CIVILIANS
IN BRITISH ARMY TRAINING UNIT CENTERS IN KENYA**

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Strategy

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Abstract

Purpose: BATUK is an organization that trains UK army personnel on light force operations here in Kenya. BATUK employs civilians workforce component to offer support services to the training troops. The main objective of this study was to find out the effect of training on the performance of employees at BATUK.

Methodology: The study utilized a descriptive survey research design and the target population comprised of all the 520 permanent staff members of BATUK. The sample of this study was 156 BATUK employees. This was selected through stratified random sampling technique. The study used primary data which was largely quantitative and descriptive in nature. The study used a semi-structured questionnaire. The questionnaires were self-administered with the help of two research assistants using a drop and pick method. After quantitative data was obtained through questionnaires, it was prepared in readiness for analysis by editing, coding, categorizing and keyed into statistical package for social sciences (SPSS) computer software for analysis. Descriptive and inferential statistics such as sampling were used to analyse the data. Microsoft excel was used to complement SPSS in data analysis. The particular descriptive statistics included frequencies and means while the particular inferential statistics, correlation analysis and regression.

Results: The research findings indicate that types of training have positive correlation to employee's performance. On the job training had the highest occurrence as a type of training amongst other types of training.

Unique Contribution to Theory, Practice and Policy: The research recommends that training should be encouraged. More funding should be directed to on the job training as it showed to be the most effective. Online training, Team work training and instructor led training should be expounded to compliment on the job training.

Key Words: *Training, Performance, Employees, BATUK.*

1.0 INTRODUCTION

Performance is the accomplishment of particular task measured against predetermined or identified standards of accuracy, completeness, cost and speed Cooke (2000). In an employment contract, performance is deemed to be the achievement of an assignment laid down under the contract. Efficiency and effectiveness are components of performance as measured by the standards set by the organization. Employee performance is related with quantity of output, timeliness of output, quality of output, attendance on the job, efficiency of the work finished and effectiveness of work completed (Mathis & Jackson 2009). Performance is the achievement of a given duty measured against predetermined principles of accuracy, completeness, cost and speed.

Previous studies provide the evidence that there is a strong positive relationship between human resource management practices and employee performance (Purcell, 2003). Guest (1997) mentioned in a study that training programs are one of the vital human resource management practices, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance. Farooq and Aslam (2011) study depicts the positive correlation between training and employee performance. Training is the only way of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. The result of the study of Sultana (2012), conducted in telecom sector of Pakistan, found out that variation in employee performance was as a result of training. The study further stated that training was a good predictor of performance of employees.

Employee Training

Training facilitates the updating of skills and lead to increase commitment, wellbeing, and sense of belonging, thus directly strengthening the organization's competitiveness (Acton, Golden, Karia & Ah-mad, 2000). Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002). Training is a process by which individuals change their skills, knowledge, attitudes, and/or behaviour (Robbins & DeCenzo, 1998). According to Dessler (2005) and Dessler and Varkkey (2010), employee training includes apprenticeship training, job instruction training, program learning and team work training.

On-the-job-training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between organizations that train their employees and organizations that do not (Evans, 1999). In a study by Wanjala (2015), in Mumias Sugar Company, most unskilled workers rise up to positions that require specific skills with specific duties. Even some cane cutters find themselves in positions requiring skills, therefore the need for on-the-job-training.

Employee Performance

Becker, Antuar and Everett (2011) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. When they perform up to the set standards and meet organizational expectations they are believed to be good performers. Employee

performance entails quality and quantity of output, presence at work, accommodative and supportive nature and timeliness of output. According to the results of the study conducted by Yang (2008) on individual performance showed that performance of the individuals cannot be verified.

It is not sufficient to comply with the formal job requirements, one needs to go beyond what is formally required (Parker, 2006). Sonnentag and Frese (2002) assert that contextual performance consists of behaviour that does not directly contribute to organisational performance but supports the organisational, social and psychological environment. Task performance covers a person's contribution to organisational performance. Individual performance is of high relevance for organisations and individuals alike. Showing high performance when accomplishing tasks results in satisfaction, feeling of self-efficacy and mastery (Kanfer, 2005). Moreover High performing individuals get promoted awarded and honoured. Career opportunities for individuals who perform well are better than those of moderate performers (Van Scotter, 2000).

British Army Training Unit Kenya

British Army Training Unit Kenya is an institution affiliated to United Kingdom Ministry of Defence. The purpose of BATUK is to train UK army personnel on light force operations. BATUK is funded by UK MoD and is located in Laikipia, Samburu and Nairobi County in Kenya (UK MoD, 2018). The organisation employs civilian to provide support services to the exercising troops. The locally engaged civilians' are required to handle specialised army equipment and information. It is a not for profit entity. Currently, BATUK has engaged over 500 permanent employees from across the country. The workforce is composed of skilled, semi-skilled and unskilled employees. This is the largest number of civilians engaged in any given military camp in Kenya currently. The civilians engaged in Kenyan military camps are civil servants hired by the Government of Kenya. The choice of BATUK provides a unique population for the research study to be conducted since the civilians are directly engaged by the army.

BATUK has a documented training program in place. Training in BATUK is done both locally and overseas depending on the technicality of the course being offered and the availability of the course in local markets. Due to the course specifications and requirements by UK MOD, some courses are offered abroad as and when required. The courses depend on the requirements of the departments and the nature of the job. Even though there is a documented training program in place, the line managers will from time to time request employees to be re-trained on specific areas so that employees can deliver on the job requirements.

Statement of the Problem

Despite the increasing effects on training of employees by organizations, there is still limited literature on employee training and performance issues in developing countries (Debrah & Ofori, 2006) and increasing concerns from organizational customers towards low quality services. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey, Matt, Milord, Jackson & Kamoche, 2002) have taken a general human resource management focus creating a gap on issues such as the effect of training on employee performance.

There are a many studies that have been done on training and performance but none has focused on civilian staff working in military organisations. Wanyama and Mutsotso (2010) conducted a study in Kenya on the relationship between capacity building and employee productivity on performance of commercial banks and concluded that indeed both the elements of capacity building and employee productivity have a positive correlation to organizational performance. Also, Musili (2010) studied the perceived effectiveness of training and development on employee performance among in-flight attendants in Kenya airways and the findings revealed that training and development was perceived by the in-flight attendants as key to their performance. Furthermore, Obisi (2011) investigated the effect of employee training and development in Nigeria and found that training adds value to performance of employees in form of efficiency in performing tasks assigned to them. Mohamed (2006) also did a study on training in commercial banks in Kenya but his focus was on the training services that banks outsource and why. So far, no study has been done on the relationship between training on performance, particularly at BATUK. Therefore, there is a knowledge gap which the current study purposes to fill as all of these studies have focused on different organizations. It is therefore imperative to do a research to show the relationship between training and employee performance in BATUK.

Mbaabu (2013) to analyse the perceived factors that influence lecturers performance at the Institute of Human Resource Management (IHRM). The findings revealed that rewards, training and, motivation play a key role in enhancing employees' performance in the work place. Kaimuri (2012) carried out a study on the perceived factors affecting employee performance management in the city council of Nairobi, it was found that stakeholder involvement, continuous monitoring, feedback, dissemination and learning from results, organizational culture and leadership commitment highly influenced employees' performance. Another study by Ong'amo (2012), employees disagreed that the variables of who you know and not what you know and constant pressure by worker on the supervisor were factors influencing employee promotion in Mumias Sugar Company Limited. Little research has been done on civilian in military establishments.

During annual audit on the performance of the unit, BATUK received a negative report on its control measures across all departments (UK MOD annual report, 2015). The audit report noted that there was lack of understanding of accounting systems used by the army, increased disciplinary cases, road transport accidents and low morale on the employees. The report recommended an expansive staff training program to be put in place throughout the year 2016

2.0 LITERATURE REVIEW AND THEORITICAL REVIEW

Social Learning Theory

Albert Bandura asserted that behaviour is a result cognitive and environmental factors interplaying with each other (Bandura, 1963). Learning is increasingly becoming a normative goal in management (Parson & Clark 2005), This trend is linked to earlier shifts toward adaptive management and stakeholder engagement as a means to cope with complexity and the resultant uncertainty with which managers are faced (Pace, 2015). It is argued that those involved in the management of social-ecological systems may learn and therefore enhance their adaptive capacity through their involvement in decision making processes (Fazey, 2007). The literature is often vague when it comes to defining the concept and some definitions are so broad they could

encompass almost any social process. Ison and Watson (2007) define social learning as achieving concerted action in complex and uncertain situations. In this article, we attempt to clarify the concept of social learning.

Early work conceptualized social learning as individual learning that takes place in a social context and is hence influenced by social norms by imitating role models (Checkel, 2000). However, this conceptualization is not particularly useful, because most learning takes place in some social context. Recently, a different school of thought has arisen, as reflected in a number of articles in *Ecology and Society* (Ison & Watson 2007).

This literature conceptualizes, often implicitly, social learning as a process of social change in which people learn from each other in ways that can benefit wider social-ecological systems. Originating from concepts of organizational learning (William, 2000), This second school of thought is informed by social theories of learning, which define learning as active social participation in the practices of a community and emphasize the dynamic interaction between people and the environment in the construction of meaning and identity (Muhoro, 2008). However, much of this literature ignores conceptual advancements in the education and psychology literature (Fazey, 2007), and there remains little consensus or clarity over the conceptual basis of social learning (Wals & Leij, 2007)

Recently theorists have recognized a natural affinity between situated cognition, New Literacy Studies and new literacies research (Gee, 2010). This connection is made by understanding that situated cognition maintains that individuals learn through experiences. It could be stated that these experiences, and more importantly the mediators that affect attention during these experiences is affected by the tools, technologies and languages used by a socio-cultural group and the meanings given to these by the collective group. New literacies research examines the context and contingencies that language and tool use by individuals and how this change as the Internet and other communication technologies affect literacy (Mbiu, 2009). At BATUK, the employer focuses on training employees and applying the skills gained in similar job situations. Social learning stipulates that human beings can gain skills and experiences from a cognitive process that takes place in a social context that can occur purely through observation or direct instruction. BATUK employees being social beings often engage in this kind of learning in their day to day tasks hence the relevance of this theory. They constantly learn through observation of their colleagues

Experiential Learning Theory

A constructivist learning perspective implies that knowledge and skills can be improved in different ways without necessarily any one ideal solution (Akers, 2009). Constructivism is well suited to the scenic methods as it stresses comprehensible real world functions in organizational environments. In skills moulding in a specific environment, the various aspects of performance need to be defined, demonstrated, and comprehended (Lyons, 2010). The theory base offers support for the activities and steps contained in scenic training methods. The theories, in combination, address motivation, distinct learning tasks and activities, and the regulation of learning. To an extent, scenic methods invite the trainee to create and manage learning with guidance and support from trainers. This delegation of responsibility to the trainee has powerful motivational consequences. This will enable people and groups to pinpoint gaps and deficiencies in performance in a specific skill area. This type of dynamic social participation

should also accelerate the learning process. The multidisciplinary theory of experiential learning is, to a great extent, based on constructivism and uses psychology, philosophy, sociology, anthropology, and cognitive sciences to gain a greater insight into the learning process (Carver, 2006).

Constructivism is an epistemological view of knowledge acquisition emphasizing knowledge construction rather than knowledge transmission and the recording of information conveyed by others. The role of the learner is conceived as one of building and transforming knowledge. Within constructivism there are different notions of the nature of knowledge and the knowledge construction process. Moshman (1999) has identified three types of constructivism: exogenous constructivism, endogenous constructivism and dialectical constructivism. In exogenous constructivism, as with the philosophy of realism, there is an external reality that is reconstructed as knowledge is formed. Thus one's mental structures develop to reflect the organization of the world. The information processing conceptualizations of cognitive psychology emphasize the representation view of constructivism, calling attention to how we construct and elaborate schemata and networks of information based on the external realities of the environments we experience.

Endogenous constructivism or cognitive constructivism (Cobb, 1994; Moshman, 2000) focuses on internal, individual constructions of knowledge. This perspective, which is derived from Piagetian theory (Johansen, 2010), emphasizes individual knowledge construction stimulated by internal cognitive conflict as learners strive to resolve mental disequilibrium. Essentially, children as well as older learners must negotiate the meaning of experiences and phenomena that are discrepant from their existing schema. Students may be said to author their own knowledge, advancing their cognitive structures by revising and creating new understandings out of existing ones. This is accomplished through individual or socially mediated discovery oriented learning activities.

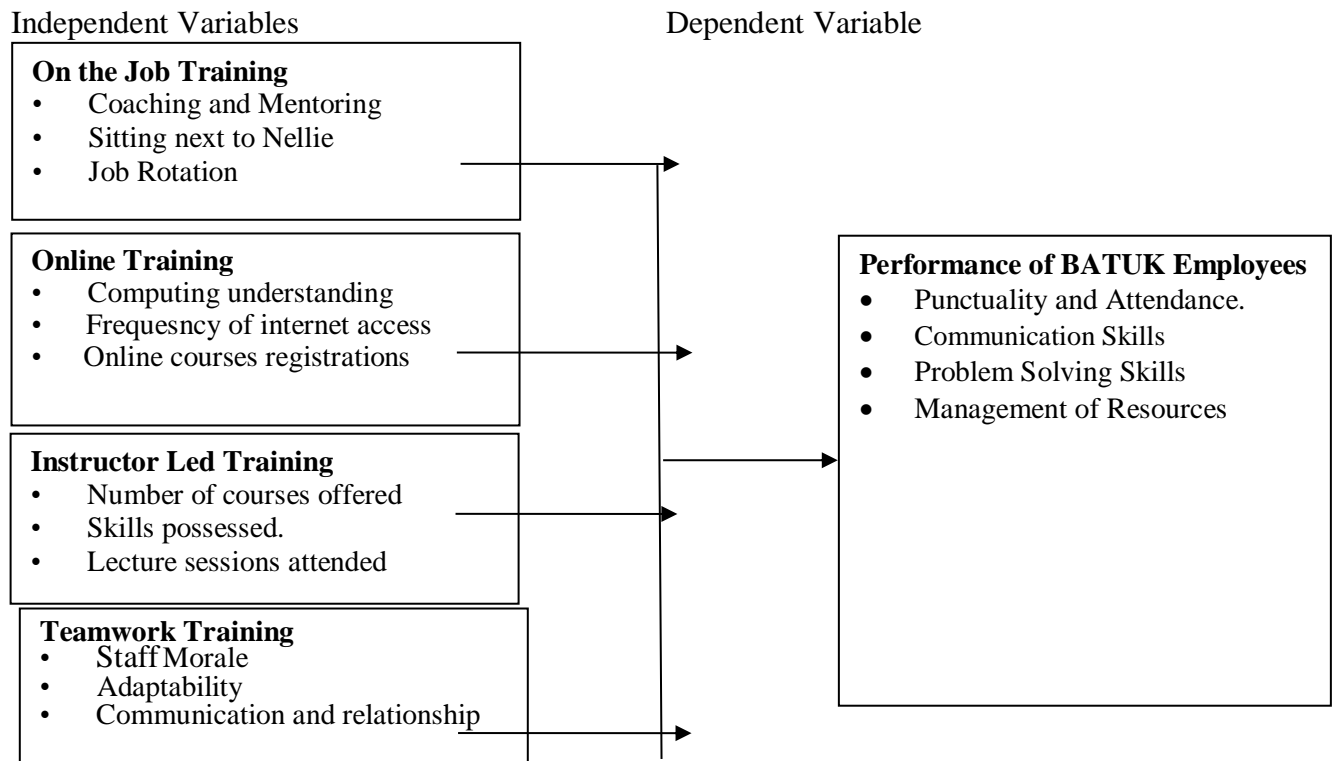
Dialectical constructivism or social constructivism (Brown, Collins & Duguid, 1998; Rogoff, 2000) views the origin of knowledge construction as being the social intersection of people, interactions that involve sharing, comparing and debating among learners and mentors. Through a highly interactive process, the social milieus of learning are accorded centre stage and learners both refine their own meanings and help others find meaning. In this way knowledge is mutually built.

This view is a direct reflection of Vygotsky's (2008) sociocultural theory of learning, which accentuates the supportive guidance of mentors as they enable the apprentice learner to achieve successively more complex skill, understanding, and ultimately independent competence. The fundamental nature of social constructivism is collaborative social interaction in contrast to individual investigation of cognitive constructivism. Through the cognitive give and take of social interactions, one constructs personal knowledge. In addition, the context in which learning occurs is inseparable from emergent thought. This latter view known as contextualise in psychology becomes a central tenet of constructivism when expressed as situated cognition. Social constructivism captures the most general extant perspective on constructivism with its emphasis on the importance of social exchanges for cognitive growth and the impact of culture and historical context on learning.

While there are several interpretations of what constructivist theory means, most agree that it involves a dramatic change in the focus of teaching, putting the students' own efforts to understand at the centre of the educational enterprise (Alman, 2009). For the learner to construct meaning, he must actively strive to make sense of new experiences and in so doing must relate it to what is already known or believed about a topic. Employees trained with scientific methods out-perform employees trained with more conventional methods on some if not most of the variables under examination. The findings demonstrate that scientific methods clearly have promise, although statistical precision is compromised owing to small sample sizes. (Lyons, 2011). In other words, learners must build their own understanding. How information is presented and how learners are supported in the process of constructing knowledge is of major significance. The pre-existing knowledge that learners bring to each learning task is emphasized too. Students' current understandings provide the immediate context for interpreting any new learning (Akeyo, 2000). Regardless of the nature or sophistication of a learner's existing schema, each person's existing knowledge structure will have a powerful influence on what is learned and whether and how conceptual change occurs.

Constructivism and experiential learning theories posit that employees be allowed to provide solutions on a trial and error method. From time to time, BATUK employees are allowed to devise ways to solve problems that they come across daily at work thus applicability of this theory. The solutions developed not only save time but also prove to be less costly and more efficient. BATUK employees are rewarded for initiatives that prove to be worthwhile at the workplace. This encourages employees to keep learning

Conceptual Framework



Empirical Literature

Formal on-the-job training plays an important role in improving the skills of those in the labour force. According to Statistics Sweden, who investigates the size of employer-provided training, slightly less than 3 per cent of the GDP is used for training employees and approximately 40 per cent of all employed undertake some kind of job-related training every six months (Statistics Sweden, 1999). Data from Statistics Sweden (1992, 1995) also show that there are substantial differences in the incidence of on-the-job training between groups in the labour market. For example, on-the-job training seems to be most common among the middle-aged, workers in the public sector, and among individuals who work full-time. Moreover, women receive less training on average than men. Souchi (2015) stresses the importance of training as a complement to schooling, but also points out that training at the job increases the existing individual differences in educational background if those who are already well-educated get more training on average than those with shorter school education.

Research suggests that people can and do learn from technology-delivered instruction. Brown (2010), for example, demonstrated that manufacturing employees taking an intranet-delivered course improved their knowledge substantially from pre to post-test. O'Hara (2005) found that computer-delivered simulations helped future US Maritime Officers improve their job-specific decision-making skills. Similarly, Gopher (2004) found that practice in a low-fidelity simulation improved most measures of cadets' subsequent flight performance as compared to a group who did not use the simulation. Bramble and Martin (2016) found that five technical courses (e.g., typing, handling hazardous waste) using two-way interactive video were effective for improving content-related achievement tests. Baker (2002) found that a computer tutorial given to truck and bus drivers helped improve their test performance on a federally mandated exam, and improved their reading levels. North (2001) found that teachers were able to effectively complete training related exercises after completing a class delivered primarily via CD-ROM.

Instructor led training is another way that most organizations train their employees which lasts for one to three months. This is a simple and quick way to impart knowledge to a large group of employees (Dessler, 2005). It involves having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization. Off-the job training according to De Couza (2006), this form of training includes; vestibule training: which is this training method attempt to duplicate on-the-job situation in a company classroom. It is a classroom training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train underwriters, investigators, machine operators, typists etc. In this, training is generally given in the form of lectures, conferences, case studies, role-play etc.

Team training is the set of tools and methods that form an instructional strategy (Bowers, 1997), which provide team members with the opportunity to practice skills and receive feedback in a rich learning environment. Not every form of team training is the same. The strategy is

dependent on many variables, such as the KSAs that need to be trained, and the resources available. Regardless of strategy, team training focuses on the development of a robust instructional method for influencing team processes and outcomes. Team training comes to life when available tools (e.g., team task analysis, performance measurement, or task simulation and exercises), delivery methods (e.g., information, demonstration, or practice-based), and content (e.g., KSAs) are combined.

Employee training plays an important role in improving performance and increasing productivity. This leads to organizations being at an advantage in facing competition and staying at the top. Existing literature presents evidence of the effects of training on employee performance. Black and Lynch (1996), citing Bishop (1994) indicates that training by employer raises productivity and performance measure by almost 16%. This shows that organizations training employees consistently get better outcomes than those which do not offer training. When an organization invests money in training employees, they get a high sense of worth and also feel more loyal to the company. This in turn gives employees more willingness to work harder and longer to ensure improved performance and that the organization becomes a success.

3.0 METHODOLOGY

The study utilized a descriptive survey research design and the target population comprised of all the 520 permanent staff members of BATUK. The sample of this study was 156 BATUK employees. This was selected through stratified random sampling technique. The study used primary data which was largely quantitative and descriptive in nature. The study used a semi-structured questionnaire. The questionnaires were self-administered with the help of two research assistants using a drop and pick method. After quantitative data was obtained through questionnaires, it was prepared in readiness for analysis by editing, coding, categorizing and keyed into statistical package for social sciences (SPSS) computer software for analysis. Descriptive and inferential statistics such as sampling were used to analyse the data. Microsoft excel was used to complement SPSS in data analysis. The particular descriptive statistics included frequencies and means while the particular inferential statistics, correlation analysis and regression.

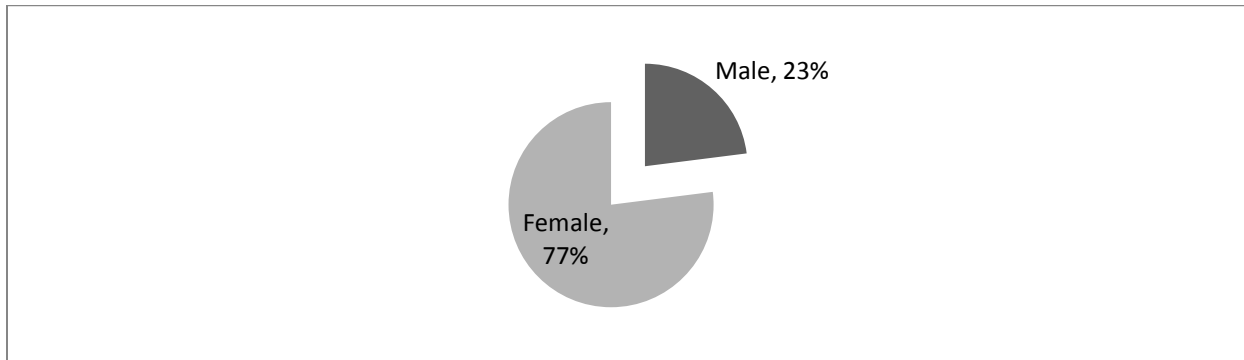
4.0 RESEARCH FINDINGS

4.1 Demographic Information

4.1.1 Gender of the Respondents

The study sought to find out the gender of the respondents with the presumption that variation in gender could influence opinions on training and performance of employees. Figure 2 indicates that 77% were males and 23% female. However, this gender imbalance did not affect the research study. It was used for comparison purposes. The researcher sought to get views from both genders.

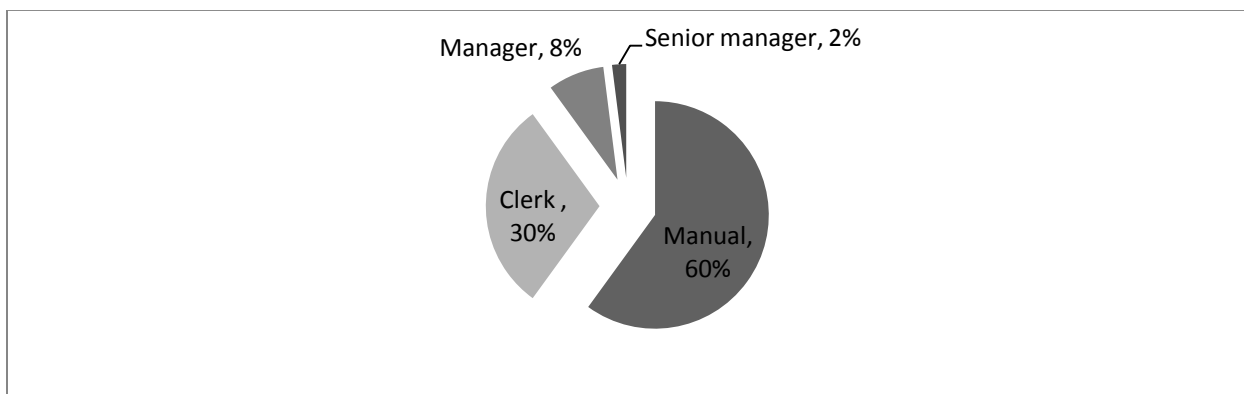
Figure 2: Gender of the Respondents



4.1.2 Job Position

With a presumption that management position could influence the opinions of the respondents, the study sought to find out the management position levels respondents. Figure 3 shows that the majority of the respondents were of the low level /manual jobs at 60%. Managerial and clerical jobs were at 8% and 30% respectively. Senior managerial roles stood at 2% being the least. This ensured that all the job cadres were adequately represented to avoid bias from job roles.

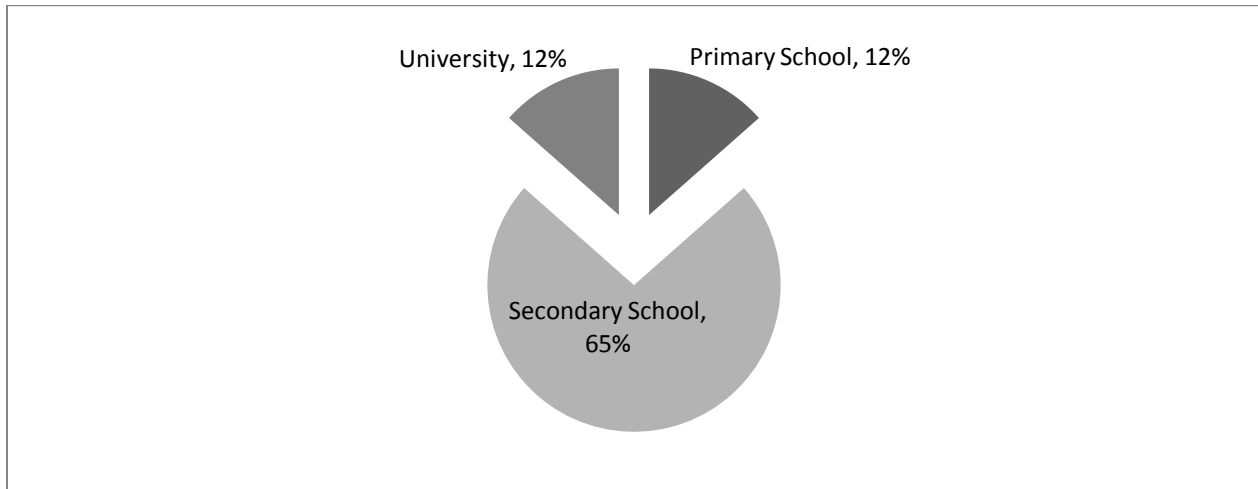
Figure 3: Job positions



4.1.3 Education Level

The research study was also interested in finding out the education level levels of the respondents and their relationship to training and performance. The levels identified were in 3 categories that is Primary school, Secondary school and College/University education. Majority of the respondents had attended secondary school as their highest level of education. This was 65% of the respondents. 23 % of the respondents had only primary school education. University / college graduates were only 12%.The literacy levels helped in ensuring that the respondents understands the language used in the questionnaires and are able to answer the questions satisfactorily.

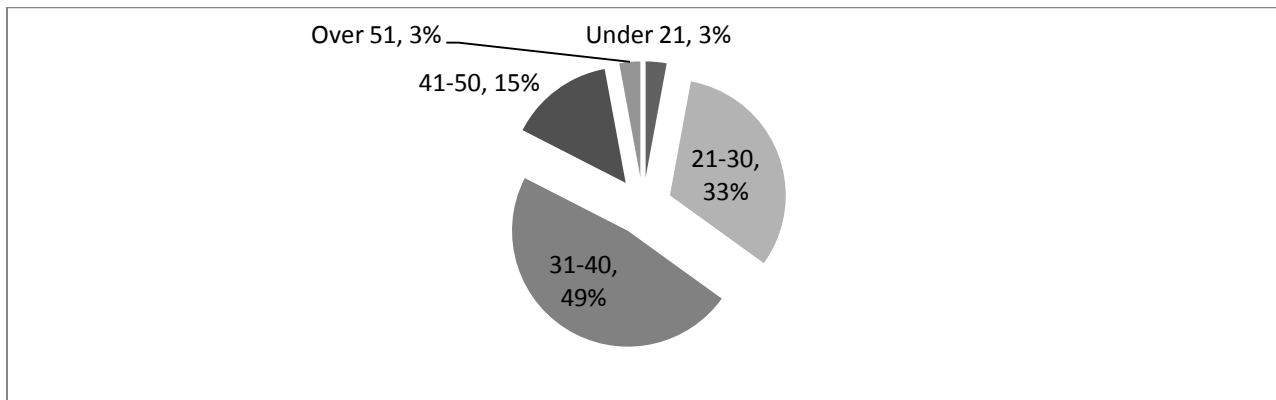
Figure 4: Education Level



4.1.4 Age group

The study aimed to find the age categories of the employees of BATUK and how it affects the training and performance of the employees. The research findings revealed that the majority of the respondents were in the age category of 31-40 years of age. This represented a 49% of the sample population. There were no respondents aged below 21 years. 15 % of the respondents were aged 41-50 years. Over 51 years represented the least of the respondents with a paltry 3%. This seeks to strike a balance across all age sets.

Figure 5: Age group in years



4.2 Descriptive Analysis

The respondents were requested to indicate their level of extent with the following factors with regard to participation. The responses were rated on a five point Likert scale where; 1 = strongly disagree, 2 = disagree, 3 =not certain, 4 = agree, 5 = strongly agree as shown in Table 1.

Table 1: Descriptive Statistics

	N	Mean	Variance	Standard Deviation
On the job Training	128	4.7	0.0225	0.15
On line Training	128	4.2	0.1225	0.35
Instructor Led	128	4.7	0.0225	0.15
Team work Training	128	4.6	0.0025	0.05
Average		4.55	0.0425	0.206

From the study findings shown in the table above, majority of the respondents shows that On the job training had a high mean score of (4.7) and Standard deviation of (0.15), Online Training had a mean of 4.2 and Standard deviation of (0.35), while Instructor Led had a mean of (4.7) standard deviation of (0.15) and Team work Training of the respondents had a mean (4.6) standard deviation of (0.05). 90 were male (78.3%) while were 25 female (21.7%).The mean average was 4.55 and Standard deviation of 0.206. This indicates a high convergence between the variables in the research as the result indicates low variance and standard deviation.

4.3 Correlation Analysis

Two predictor variable are said to be correlated if their coefficient of correlations is greater than 0.5. In such a situation one of the variables must be dropped from the analysis. As shown in table 4.16, none of the predictor variables had coefficient of correlation between themselves more than 0.5 hence all of them were included in the model. The matrix also indicated high correlation between the response and predictor variables that is, On the job training, On line Training, Instructor Led training and Team work training.

Table 2: Pearson Correlation Coefficients

	On the job Training	On line Training	Instructor Led	Team work Training
On the Job Training	1	0	0	0
On line Training	0.736	1	0	0
Instructor Led	0.732	0.736	1	0
Team work Training	0.736	0.700	0.79	1

The correlation analysis was done aimed at establishing the nature of the relationship between employee performance and types of training at the workplace. A correlation coefficient of 0.843 was obtained suggesting a strong positive relationship between the variables. This indicates that those employees who have been trained are most likely to make viable contribution at the workplace.

Black and Lynch (1996), citing Bishop (1994) indicates that training by employer raises productivity and performance of employees. This is in agreement with our findings which indicate that there a positive correlation between training and employees performance at 0.843. In a study by Evans and Lindsay (1999), they concluded that organizations whose aim is to

provide quality goods and services always invest in training and performance is improved. This further strengthens the findings of this study.

Armstrong (2006) found that training effectively minimizes the learning costs, improves individual, team and organization's performance in terms of output, quality, speed and overall productivity, improves operational flexibility as it adds to range of skills employees have, attracts high quality employees by offering them learning and development opportunities, increasing employees competence levels and enhancing their skills thus enables them have more job satisfaction to gain higher rewards and progress within the organization. Training has proven to give improved performance and related benefits to employees and also to the organizations, by influencing positively employee performance through development of employee skills, knowledge, ability, competencies and behaviour (Appiah 2010; Harrison 2000; Guest, 1997). This supports the research findings.

This research finding contradicts Phelps, (2002) who argued that training cuts cost for UK businesses of around £2 billion each year and yet there is no satisfactory return on investments calculations to prove its value and that we remain unsure whether training breeds success or success breeds training. Evaluation is straight forward when the output of the training is clear to see, such as reducing the number of dispatch errors in a warehouse or increasing someone's typing speed. It is more difficult to evaluate the success of a management training course or a program of social skills development, but the fact it is difficult is not enough to prevent it being done. Organizations desire to measure the impact of training and development on the organization but in practice this appears to be rarely achieved.

4.3.1 Analysis of Variance

Table 3: Analysis of Variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	20.565	4	5.141	11.66	.000 ^a
Residual	15.874	111	0.441		
Total	36.439	115			

- a. Predictors: (Constant), On the job training, On line Training, Instructor Led and Team work training.
- b. Dependent Variable: Employee Performance

The summary of the basic logic of ANOVA is the discussion of the purpose and analysis of the variance. The purpose of the analysis of the variance is to test differences in means (for groups or variables) for statistical significance. The accomplishment is through analyzing the variance, which is by partitioning the total variance into the component that is due to true random error and the components that are due to differences between means. The ANOVA analysis is intended to investigate whether the variation in the

Independent variables explain the observed variance in the outcome in this study. The ANOVA results indicate that the independent variables significantly in the F-Statistics produced (F=11.660) was significant at 0 per cent level (Sig. F<.005) thus confirming the fitness of the model. Analysis in table below shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables).

4.3.2 Coefficients of Determination

Table 4: Coefficients of Determination

Model	B	Error	Beta	T	Sig.
1 (Constant)	0.022	1.029		2.1	0.783
On the job training	0.969	0.132	0.061	7.1	0.004
On line Training	0.866	0.137	0.096	8.3	0.001
Instructor Led	0.830	0.135	0.051	8.4	0.011
Team work training	0.920	0.145	0.056	7.5	0.003

a. Dependent Variable: Employee Performance.

The established multiple linear regression equation becomes:

$$Y = 0.022 + 0.97X_1 + 0.87X_2 + 0.83X_3 + 0.92X_4 + \varepsilon$$

From the model, there is positive correlation on the independent and dependent variables. It means that holding all factors constant, 0.97 unit increase in On the Job Training will cause a unit increase in performance. 0.87 unit increase in On line Training will also cause a unit increase in performance with all factors being constant. 0.83 and 0.92 units increase in Instructor led and Team work Training will cause each cause a unit change in performance with all factors being held constant.

The research findings agree with results about education and gender found in a recent study by Goux and Maurin (2000) using French data. The results support the suggested positive relationship between performance and training and show that the individual's position within the firm seems to be important for the incidence of on-the-job training. Their conclusion is that on-the-job training is more common if you are at a higher level in the hierarchy. On online training, the findings are in agreement with the finding of Baker (2002) who found that a computer tutorial given to truck and bus drivers helped improve their test performance on a federally mandated exam, and improved their reading levels.

Kithinji (2001) found out that well trained employees are happier with their jobs and are more likely to stay. The findings further concur with this research. Organizations should look at the positive effects of training on employee performance, and consider employee development as a targeted investment into making the front line worker stronger. This further strengthens the research findings. In another study, Rentsch (2003) found that participants who reported high team experience tended to use fewer categories or dimensions to describe teamwork, used more abstract definitions, and represented their knowledge more consistently across two measurement methods than that reporting low team experience.

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study has shown that training enhances employee performance by influencing job satisfaction. The study indicated that training positively influences job satisfaction by enhancing staff/supervisor/customer relationships at work; the respondents' ability to use their own initiatives and skills at work; opportunities for pay and promotion; and by influencing the work

activities. The study has shown that training enhances employee performance by influencing job satisfaction. The study indicated that training positively influences job satisfaction by enhancing staff/supervisor/customer relationships at work; the respondents' ability to use their own initiatives and skills at work; opportunities for pay and promotion; and by influencing the work activities. The study has shown that training enhances employee performance by influencing employee motivation level through employee recognition. This was the commonly used training method in BATUK among the other training methods. The study has shown that training enhances employee motivation. Since the study has revealed that team work training positively influences employee performance by having a positive influence on employee engagement at BATUK. Employees showed an understanding of what a team is and which team they are part of. Regular team meeting are held at BATUK and employees feel free to air their views during team meetings.

Conclusion

From this study it is evident that training improves performance at the workplace according to the findings of the study including ; On the job training, Online Training, Instructor Led and Team work training as has been illustrated. The study found that the majority of BATUK have improved performance as a result of the training types attended by the employees .Minority indicated that there was no improvement in the job performance. The employees had a higher preference for on the job training and least for online training. Cross training of civilians is highly recommended.

Recommendation

This study recommends that BATUK needs to evaluate its training strategies with respect to job satisfaction to ensure that the effects are uniformly attained across the organization. The study further recommends that BATUK needs to evaluate its training strategies with respect to job satisfaction to ensure that the effects are uniformly attained across the organization. The study also recommends that the management of BATUK needs to ensure training strategies are not only aligned to productivity but also to enhancing employee motivation for superior performance. The study also recommends that the organization should design specific training programs that target this group of employee with the aim of enhancing their readiness in taking up tasks and accepting change.

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