

PERCEIVED INFLUENCE OF STRATEGIC HUMAN RESOURCE DEVELOPMENT PRACTICES ON PERFORMANCE OF YOUTH DEVELOPMENT OFFICERS IN KENYA

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Abstract

Organizations' success or failure entirely depends on employee performance. Many organizations are therefore, investing huge amount of money on development of human capital through SHRD practices in order to achieve competitive advantage. This study therefore investigated the influence of employee training on performance of youth development officers in Kenya. The study employed a descriptive survey research design. The target population was therefore 195 youth development officers in selected 12 counties. A sample size of 105 youth development officers were sampled from selected counties. Primary data was collected using questionnaires while secondary data was obtained from literature in books, scholarly articles, magazines and journals. Data collected was edited, coded and then analyzed using descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) version 21. The

study established that there were positive relationships between employee training components and the components regarding the performance of youth development officers. In addition, all the components of employee training were found to significantly account for the total variance in the performance of youth development officers. It was concluded that employee training is paramount in determining the performance of youth development officers.

Keywords: Employee Training, Performance, Youth Development Officers, Training Program, Training Needs Assessment

INTRODUCTION

The origins of HRD can be traced to apprenticeship programs in the eighteen century. During this time, small shops operated by skilled artisans produced virtually all household goods, such as furniture, clothing and shoes. The shop owners had to train their new workers. This model of training was later adopted by other professionals for example Physicians, Educators, Attorneys or Lawyers, Social development workers among others. Emergence of HRD in the 1960 and 1970s extended beyond the classroom training toward employee involvement that many organizations required trainer to coach and counsel employees. The concept of HRD is to develop skills, competencies, knowledge and attitudes of employees and ensuring they are competent to achieve organization's desired goals and objectives. HRD impacts the required knowledge through effective training programs. It is also the integral part of HRM that is more concern with management development, training, career development and employee counseling. HRD is conscious and proactive approach applied by employers which seeks to empower them and to give their maximum and fully utilize their potential to develop themselves (Keshav, 2014). HRD field is therefore large and recognized to provide capacity building in firms and it draws heavily from behavioral sciences (Kuchinke, 2010).

Strategic business priorities involving operations processes and services remain critical issues for senior leadership (Haggerty & Wright, 2009). The strategic role in leveraging employee-related skills, abilities and knowledge, as a source of competitive advantage, remains an aspirational goal for many organisation (Alagaraja, 2013). Success or failure of the organization depends on employee performance. Many organizations are therefore, investing huge amount of money on employee development (Hameed, 2011). Employee development is directly related to employee performance (Hameed, 2011). Employees, who are developed, would be more satisfied and committed, hence increasing job performance. When employee performance increases, this will lead to firms' effectiveness (Champathes, 2006). Proponents of

SHRD argue that it contributes to achievement of goals, helps to sustain long-term firm's success and to transform people as most valued firm assets (Garavan, 2007). SHRD arises from a clear vision about people's abilities and operates within overall firm's strategic framework (Harrison, 2005).

Strategic HRD aims to produce a coherent and comprehensive framework for developing people through the creation of a learning culture and formulation of organizational and individual learning strategies. It therefore develops the intellectual capital required by organization as well as ensuring that the right qualities of people are available to meet present and future needs. The main impact of SHRD is to provide an environment in which people are encouraged to learn and develop (Armstrong, 2006). Knowledge and skills of employees are to be constantly developed in order to be in line with changes and new technologies (Vilmanté, 2010). Strategic HRD is increasingly recognized as pivotal to alignment in supporting organizational transformation and change (Alagaraja, 2013) and is well placed to stimulate, support, and sustain creativity and innovation. SHRD is well placed to address intervention in personal, professional, and firms' development. Strengthening effective HRD strategies and policy decisions will ensure high quality care for de-motivated staff is addressed to (Hongoro, 2006).

Strategic Human Resource Development Practices

Employee training is a very important part of SHRD practices or activity that ensures officers acquire relevant skills, knowledge, values, attitudes and competencies as well as understand their organization's culture to carry out their duties more effectively and efficiently. Realization that management competence can be developed has created and sustained the demand for excellence in employee training (Sharma, 2014). More often, newly employed do not have all the competencies usually required for successful or excellent performance on their jobs. Employees also need to be updated through training to acquire competencies they didn't have at the time of appointment. Workforce training is therefore essential to equip employees with the skills required to make themselves more productive and adaptable (Antonios, 2011). Training is one of the most important and reliable HD techniques to enhance organizational and employee productivity (Bhatti & Kaur, 2009). Training should be designed in such a way that they create a win-win situation for both organization and employees may achieve their goals if learning skills are transferred effectively to the workplace (Kanfield & Lehmann, 2010).

HRD is vital in sustaining effective performance and achievement of firm's objectives through training. Training ensures an adequate supply of employees that are technically competent for management positions (Mullins, 2007). Trainings conducted at the right time provide big payoffs for increased productivity, knowledge, loyalty and contribution (Heathfield,

2012). Modern employee has to learn throughout their lives because of permanent changes in requirements for professional competence (Mimina & Nikitina, 2012). The trend in business education world deals with the implementation of developing and problem-based approaches in professional training (Mimina & Nikitina, 2012). Training focuses on the progress of logical thinking, the ability of deep vision of every day routines and seemingly simple events (Bordovskaya & Rean, 2004). The central issue on training is to engage employee in effective learning to the maximum utility of training (Nikeandrou et al, 2009).

Training transfer at work evaluation model is aimed to measure the outcome of training that Kirk model is widely accepted (Al-Eison et al 2000) come up with four levels: Reaction, learners, transfer and results. Allieger et al (1997) extended Kirkpatrick work and individual reaction outcome in to two categories utility reactions and affective reaction. Employees value continuous learning as concern for employability, which is linked to demands of knowledge economy (Kuijpers & Scheerens, 2006). Proper training program design and delivery is a major contributor to the transfer of learning that meets the needs of the learner and organization (Montesino, 2002). Program design should therefore include a needs assessment, clear program goals that align training with strategic direction of the organization (Harry, 2010). Programs properly designed have greater success in transferring learning to workplace (Colquitt et al., 2000). Trainees with a high degree of self-efficacy tend to be more motivated learners and can accomplish more (Chiaburu & Marinova, 2005). Assessing individual performance and providing feedback prior to training can also have a positive impact on motivation (Harry, 2010). Supervisors play a key role in post-training by giving feedback (Kraiger et al., 2004).

Career development is a lifelong series of activities (workshops) that contribute to a person's career exploitation, establishment, success and fulfillment. Many employers today have strengthened career focus of their HRD activities. The focus is no longer just, how best can you serve our company. The reality is that, most people will have to change employers several times during their work lives especially among Y-generation. Career development involves concerted efforts directed towards assessing employees' potentials identifying likely career paths for them and designing and implementing various forms of training and experience to prepare that person for job advanced. Career management is a process for enabling employees to develop their career skills and interest and to use these skills and interests most effectively both within the firm and after they leave (Armstrong, 2009).

In today's more competitive business world, it is not only important for the firms to earn profit but most important to satisfy competitive employees. Retention of employees is not so easy, until an organization provide them with opportunities for career progression through career counseling and goal setting. Career development also involves continuously learning

new things, applying new knowledge and taking advantage of opportunities and taking risks in order to make your company more effective and productive and also achieving personal and organizational goals (Shujaat, Saira, Faisal & Ishtiaq, 2013).

The purpose of career development is to enhance employees' performance, take advantage of future jobs and to fulfill their career goals (Shujaat, Saira, Faisal & Ishtiaq, 2013). Organizations provide time; benefits and funds according to their requirement support them for their goals and use knowledge, skills and abilities of each employee in achieving organizational goals (Nameroff, 2009). Career development is directly linked to employee satisfaction in a way they feel value from their supervisors and firm (Duggan, 2011). It is obvious today that employees are no longer satisfied with having just a job and the usual fringe benefits (Agba, Nkpoyen & Ushie, 2010). Their firms' loyalty depends upon the degree to which employees satisfy their wants. Today consensus has been building on the need for firms to take a prominent role in initiating, managing and enhancing career development process. Employees are also demanding organizational fulfillment *and* personal satisfaction (Manyasi, Kibas & Chepkilot, 2013).

Performance of Youth Development Officers

Kenya is a youthful nation, with 75 % of its population being under the age of 30 years and 22 % being between the ages of 15 to 24 years. Youth is a critical transition stage from childhood to young adulthood is delicate and challenging and is dependent on support and guidance from the family, community, school, and society at large. Poverty remains a critical and widespread development challenge in Kenya. Young people are particularly affected by unemployment, lack of proper housing (particularly in the urban areas) and health challenges. Lack of opportunity can lead to crime. Youths living in poverty are also more likely to be diagnosed with psychological problems. Additional negative factors affecting the youth include marginalization; lack of voice in the family, the community and the national arena; poor representation in decision making and limited recreational facilities (MOYAS, 2009).

To avert and overcome these challenges, the ministry of state for youth affairs (MOYA) was established in December 2005 to give special focus to the concern of the Kenyan youth and especially to assist in producing a responsible and empowered youth who would throw his/her weight behind building a better Kenya (MOYA Magazine, 2007). Before then, issues pertaining to youth were addressed by many different Government Ministries. In 2007, the Government committed itself to fully address youth concerns through "Sessional Paper No. 3 of 2007 on national youth policy and youth development. Initially the ministry comprised four departments; Administration and planning, Youth development, Youth training and National

youth service (MOYAS, 2013). In order to integrate and harmonize issues affecting youth in sports related activities, the Government through circular No. 1/2008 reorganized the ministry to include the department of sports, hence changed the name to ministry of youth affairs and sports (MOYAS).

The Department of Youth Development was established in January 2007 with an aim of spear heading the general empowerment of the youths in Kenya in order to reduce risk factors and promote positive factors. The Department coordinates and mainstream youth issues in all aspects of national development as stipulated in the National Youth Policy. The Department of youth development visualizes an innovative, creative and vibrant youth building a better Kenya. It was mandated to develop programs to address strategic issues in the areas of employment, empowerment, youth crime and drugs, leisure, recreation and community services, youth and health, youth and environment among others. The department promotes youth development by designing various policies and programs that build the young people's capacity to resist risk factors and enhance protective factors. To execute the above mandate, Youth Development Officers (YDOs) were recruited at various levels (national and counties) to carry out the functions of the Department that include: coordination, designing and implementation of youth development programs at local, national and regional levels (MOYAS, 2013). They are currently employees in the ministry of devolution and planning since 2013. Activities of youth development officers are coordinated from directorate of youth affairs. Directorate is headed by a director and has 463 youth development officers deployed at the headquarters, counties and sub-counties. Therefore the recruitment, selection, training and development of youth development officers is the responsibility of the PSC of Kenya through the ministry (MODP).

In summary, the department is founded on national aspirations as contained in the Vision 2030, Millennium development goals, the Kenya national youth policy of 2007 and the ministry's strategic plan. Successful implementation of the department's programs and activities is expected to improve efficiency in resource allocation, improve quality of life of young people, create opportunities for youth development and consequently empower the youth economically, socially and politically. The department of youth development was guided by this vision "To be a leader in developing and empowering youth for active participation in national development."

YDOs also mainstream youth issues at all levels and undertake research and dissemination of information on youth issues. According to ECOSOC youth mainstreaming is a strategy for making (youth) concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs, in all political, economic and social spheres so that (youth) benefit equally and inequality is not perpetuated. In addition

the department undertakes research and consultancy in youth development work and promotes linkages and strategic partnerships among stakeholders (MOYAS, 2013).

Youth development is both an approach and a philosophy to policies and programs that serve young people. Its underlying philosophy is holistic, positive and preventive. It mainly focuses on development of assets and competencies in the development in all young people. Youth development provides a framework of programs and services that addresses human needs for the healthy growth of young people including necessary competencies for adult success. In an attempt to cope with the complex changes and challenges of development, they may engage in behavior considered to be experimental and risky. Due to this, young people tend to experience a number of social problems including homicide, suicide, substance use and abuse, sexually transmitted infectious diseases and teenage and unplanned pregnancies. Therefore the role of youth development officers is to assist in addressing the positive development of young people to decrease these problems by facilitating their adoption of healthy behaviors and helping to ensure a healthy transition into adulthood (MOYAS, 2013).

Youth development officers were expected to coordinate the implementation of youth empowerment programs aimed at alleviating the enormous challenges affecting them. Therefore performance indicators for youth development officers is measured on the following youth development programs: Achievement of goals at directorate of youth affairs that includes: Youth empowerment through training on necessary skills for national development (entrepreneurship, leadership, life skills & ICT skills) and ensuring youth own their enterprises, gender mainstreaming, sensitization and achievement of 30% affirmative action to youth and women in accessing (YEDF,UWEZO,WEF & Government procurement opportunities), youth empowerment and participation (national youth council, national youth policy, national cohesion/peace building, vision 2030, Constitution) among others. This study will therefore investigate the perceived influence of strategic HRD on performance of youth development officers in Kenya. Study focus area (variables) will include: Management development, employee training, career development and employee counseling and its perceived influence on performance of youth development officers.

Statement of the Problem

In the recent past, there have been great concerns towards challenges related to youth unemployment, reinforcing policy debate on various issues affecting youth development. Apart from unemployment, youth also encounter challenges in accessing finance, entrepreneurial skills and government procurement opportunities. According to Kenya national census (2009), youth (15-30 years) make about 32% of the population and 60% of the total labour force. They

are the largest source of human resource for national development (NYP, 2007). Economic growth rate has not been sufficient enough to employ the increasing labor force of about 800,000 annually leaving 75% unemployed youth (MOYAS, 2009). The unfortunate thing is that the government is unable to absorb the majority into employment (Mzungu, 2007).

Directorate of Youth Affairs have prioritized youth development work as a major avenue through which issues affecting youth of Kenya can be addressed. In view of this, national youth policy was developed to serve as a road map for youth development through training officers (NYP, 2007). Unfortunately, youth challenges are increasingly reported on daily basis. This could imply that performance of youth officers is lacking in actualizing the dream of youth empowerment as stipulated in Kenyan vision 2030.

Training Needs Assessment (TNA) conducted by the ministry in 2010 revealed that YDOs lacked the technical skills to competently deliver on the youth development mandate. This is because YDOs recruited to the ministry are drawn from an array of disciplines with different approaches and delivery mechanisms. Further, youth development discipline has so far not received prominence in academia. This means there is no pool of youth development professionals in Kenya. Scheme of service for YDOs also requires that they undertake a youth development course for their career progression and advancement.

Strategic HRD practices therefore have a major contribution to development of both DYA and youth development officers. There is limited scholarly work done on the effect of SHRD practices on performance of youth development officers in Kenya civil service as it is with many developing countries (Wachira, et.al, 2012). Yet there is still little empirical evidence that SHRD practices actually contributes significantly to superior firm performance (Mabey & Gooderham, 2005). Therefore this study will build on the foregoing to investigate the perceived influence of SHRD practices on the performance of Youth development officers in Kenya. The plough back effect is that, they will therefore be expected to empower the youth in addressing those critical challenges affecting them.

Objective of the study

To assess how employee training affects performance of youth development officers in Kenya.

Hypothesis of the Study

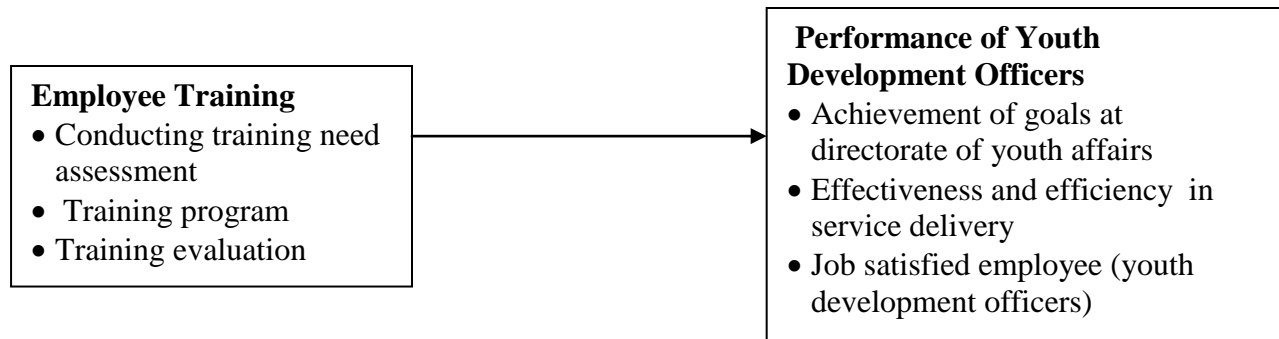
H₀: Employee training has no significant effect on performance of youth development officers in Kenya.

H_A: Employee training has a significant effect on performance of youth development officers in Kenya.

Conceptual Framework

The conceptual framework explains the relationship between the independent variables, the dependent variables and moderating variables. The former is presumed to be the cause of the changes that influence the latter (Kothari, 2005). The conceptual framework for this study will be as in figure 1.

Figure 1: Conceptual Framework



THEORETICAL REVIEW

The study will be guided by the human capital theory as the basis for its arguments and research. The theory is discussed in the following subsection.

Human Capital Theory

The Human Capital Theory (HCP) was advanced by Theodore Shutz and Gary Becker in the early 1960's. It states that investment in staff training increases an individual's skills and abilities obtained can potentially increase productivity and performance of individuals work. Human Capital represents the combined intelligence, skills and expertise that give the organization its distinctive character. The human elements of the organizations are those that are capable of learning, changing, innovating and providing the creative thrust which if properly motivated can ensure that long term survival of the organizations. Employee training is one of the variables in this study that, its main aim is to investigate how the following sub variables: Training needs assessment, training program and evaluation, affect performance of youth development officers. Through training program officers, will be equipped with necessary skills, knowledge and aptitude that will influence their performance positively. Budget is evidence that DYA invests in Training. Total human capital investments are illustrated by this model: $\text{Effective Performance} = (\text{Ability} + \text{Behaviour}) \times (\text{Effort} \times \text{Time})$.

Human Capital can also contribute to organizational performance. HRD policy and practice should be aligned with organizational strategy and objectives. This system, if effectively

designed, leads to both additive and synergistic outcomes. Despite arguments that people are the most valuable resource for the organization, human capital developers do not enjoy much by way of power and respect (Bierema, 2009) often seen as simply “supporting or dependent on” rather than driving the organizations goals, objectives, and success (Fenwick, 2005). The study findings will enable directorate of youth affairs to make training policies that are relevant in the acquisition of necessary skills for national development. Hence development of human capital (Youth development officers) will effectively and efficiently achieve DYA goals.

EMPIRICAL REVIEW

Organizations to survive today, they need to take advantage of the strategic potential and competencies of employees for the benefit of the organization (Ruona & Gibson, 2004). A key concern of strategic HRD is to ensure that HRD activities align with corporate strategies (Garavan, 2007). Strategic HRD has a major role to play in managing organizational change and in preparing organizations to engage in socially responsible activities. This role involves incorporating societal issues into the HRD vision, mission, and strategies and demonstrating a strong commitment to such issues in practice. For organizations to have a good reputation socially, they must be consistent in how they manage their employees as well as stakeholders.

Employee Training

Training and development are functions of HRD activities in broader spectrum which commences with employee entry into the organization and continuous throughout his/her career regardless of whether employee is an executive or worker. It respond to changes and integrate long term plans and strategies of the organization to ensure efficient and effective utilization of human and other resources (Cole, 2002 & Armstrong, 2009). They are designed to equip employees with knowledge and skills so that they can perform well. This can be done by formally developing Training programs or informally on job training can be offered (Qaisar & Yaqoob, 2009). The decisions involved on whether to offer (by organizations) or to take up (by individual employees) training, where, what, and who to train are complex and often are based on several factors (Zheng & Hyland, 2007). The education level of employees is one factor that determines whether training should be provided or not. Mullins (2007) asserts that, the purpose of training and development is to improve knowledge and skills and to change trainees’ attitude. Training aids an employee to continue making the necessary positive contribution to the success of organization in good job performance (Degraft-Otoo, 2012).

Training needs analysis could be conducted first before a training program is designed. Although the number of empirical studies demonstrating this is limited, it may be summarized

that the presence of management training and development systems can potentially make a material difference to an organization's performance. The first system or indication of best practice, in this arena is the formulation of some kind of management development policy, signifying its strategic importance for the organization (Garavan, 1991). According to study conducted by (Wachira, Gakure & Orwa, 2012) that majority of the managers did not think the HRD professionals were very skilful in implementation of HRD activities. Only 26.6% thought they had effective communication skills, only 15.7% thought them very proficient in designing and conducting training needs assessments and 27.2% thought them very good in planning training targeted at identified needs. 31.5% rated HRD professionals very good in planning activities to foster development for effective performance but majority said they did not frequently use work-based development strategies like networking, dialogue, career counseling and internal benchmarking.

Although the literature strongly suggests a direct relationship between job training and job performance as well as job training and employee attitudes, there is little empirical support for this suggestion. Clearly, there is a need to provide such empirical support (Debra, 2011). The empirical data suggest a perceived gap by the employees between training attitudes and job proficiencies. The research findings align with that of Umer (2011), when organizations provide opportunities for growth and development such as different courses and educational sponsorships then employees are more satisfied with their jobs. Also when employees are trained they perform better and get appreciations for the work done that ultimately leads to job satisfaction. Lack of empirical evidence on profitability is probably inhibiting small firms from investing in the development of training issues in their organizations (Sadler-Smith et al. 2000).

Empirical study conducted by Black et al. (1999) argued that large firms have scale of economy in the provision of formal and informal training (Laia, 2010). Baldwin et al. (1995) contend that large firms are encouraged to invest more in training since they enjoy a higher pay-off from their investment. To promote employability, the skills should not be narrowly defined on the basis of current needs in the organization, but more generally on the basis of future needs in the wider industry or sector. Employees should be constantly being aware of training and learning opportunities available. In aggregate, the concern for quality and relevance of programs offered externally was particularly strong (Jacobson & Attridge, 2010). A study by Shujaat, Saira, Faisal & Ishtiaq (2013), found out that lack of training and lack of knowledge sharing is the main cultural barrier among knowledge management and information overloaded is a big problem for the retention of knowledge. According to (Vlachos, 2009) empirical evidence originating from American studies, suggest that firms are increasingly incorporating high-

performance HR practices in order to improve financial performance and sustain a competitive advantage (Xixogiannis et al & Namasivayam et al, 2007).

Although there is consensus that training and development is an important HR practice only recently there is empirical attempts is to investigate its relation to organizational performance (Guidettia & Mazzant, 2007, Stovey, 2002). Training program increase the firm specificity in employee skills, increases employee productivity and reduces job dissatisfaction that results in employee turnover (Merrath, 1996). Patton et al, (2000) studies suggest there is causal relationship between training provision and employee growth where training is persistent in HR practices in (Siokako, 2011). Boxall and Purcell say that the opportunity to use training powerfully arises when organizations have invested more comprehensively in recruitment and has thus built a labour pool with greater long–run potential and consequently greater aspirations. Robbins and Judge (2007), asserts competent employees do not remain competent forever. Training can therefore be linked to the following strategic goals of the organization: change management as Gold and Smith (2003), highlights the various ways in which senior managers can respond to external pressure for change.

According to Monappa & Saiyadain (2008), different methods for training needs identification and analysis have been proposed. They quote a survey that was conducted by Sinha (1974) in which the under listed methods have been identified: Views of the line manager performance appraisal, organization and developmental plans, views of the training manager and Analysis of job difficulties and job description. In the Thayer and McGhee model the above methods seem to have been summarized into only three broad areas for consideration: Organizational analysis, Task analysis and Individual/Man analysis. There are three levels of analysis for determining the need that training can fulfill for the organization (Cascio, 1992). Cascio explains there is the need to analyze the external environment (PEST analysis) and the internal climate (Strength Weakness Opportunity Threats-SWOT analysis) of the organization.

According to study by Kennard, (2010) has shown that, for any significant impact at organizational level, there has to have been individual impact. Impacts on employee could be broadly categorized as follows: increase in confidence; increase in teamwork and collaboration; and increase in individual responsibility and awareness of their roles. Involvement in leadership and management development allowed a great number to enhance their own workplace performance. Most developing countries are responding to many challenges of industrial development by implementing new programs, which calls for new expertise and new orientation of work. This usually means changes in specific knowledge, skills attitudes and behaviors (Kanyari & Namusonge, 2013). Management needs to keep track of training programs to ensure

that they are meeting their objectives and achieving their intended results. Monitoring and evaluation systems need to be built in programs and projects during the planning stage.

A study conducted by Kenya school of government (KSOG, 2012) that reveal that monitoring is intended to provide a comprehensive picture on progress towards achieving targets or goals and provide an early indication of emerging issues that may require remedial action. Evaluation is the final stage of the whole training program. Evaluation therefore gives an opportunity to take a look and make a cost-benefit analysis of training program and also intends to establish if training objectives were achieved at the end of training program (Ivancevich, 2010).

Researchers and training professional have focused in the factors affecting the transfer of training to the workplace such as content, validity, transfer design the employee's reaction toward training and transfer motivation (Bhatti & Kaur, 2009). Islam and Sieng, (2010) found that training has momentous and positive impact on firm performance. Latest studies provide that organizations heavily invest in Strategic HRD interventions to update and skill the employees in order to attain job performance, job satisfaction and job involvement. These skills can be imparted through providing necessary technical or non-technical training and coaching (Rowold, 2008).

Study by Rowland and training needs analysis was the most frequently cited function of appraisal. There was some evidence of appraisals focusing on skills and competences and recognizing the need for continuous development. Few managers seemed committed to appraisals. Both they and workers identified tensions between multiple purposes such as developing individuals, analyzing training needs, determining reward and planning careers and promotions. Research in the human resource strategy area that has attempted to link training expenditures or learning organization strategies with financial performance across many organizations (Ellinger et al., 2002) is sometimes viewed as lacking attention to intervening constructs to help explain why the relationships exist (Baldwin & Danielson, 2002). Maurer et al. (2003) suggested that HRD may impact competitive advantage not only through developing employees into a more competent work force, but also through affecting cost savings by reducing things such as absenteeism and turnover rates (Kaye and Jordan-Evans, 2000).

Study by Sharma, (2014) insignificant interaction impact shows that in multinational national company (MCN) perceived importance of training is higher both in service companies as well as in manufacturing companies compared to Indian origin organizations. This implies that training professionals are perceived to be equally important in MNC and Indian origin organization and also no significant difference is visible between service and manufacturing companies. Research shows that engaging trainees through exercises that apply the

information and feedback during instruction allows learners to make adjustments in their behavior and gain insight into changes required (Burke et al., 2006).

Research has shown that removing barriers to application in the work environment is so important that training opportunities should be turned down by employees if proper follow-up support is not available (Harry, 2010). Numerous studies have identified follow-up assessment and evaluation as important aids to promoting transfer of learning (Yorks et al., 2007). Some advocate a strong emphasis on outcome measurement to guide the design and conduct of training programs. Substantial research confirms the importance of post-training activities to training transfer. However, many employers are uncertain how to accomplish this and practices vary widely (Hutchins, 2009). Research by Harry, (2010) has shown that learners who participate in follow-up meetings with instructors and peers after training are more likely to use the training effectively. The influence of program design, trainee characteristics, and workplace environment on transfer should be evaluated and strategies developed to improve transfer.

Emergence of training as an important aspect of organizational functioning is evident by looking at the increase in financial resources committed by organizations for training. Recent studies have suggested that amount spent on training is progressively increasing. It is estimated that US organizations have spent \$134.39 billion on employee learning and development in 2007 and the average direct learning expenditure per employee has risen to \$1,103 per employee in 2007, an increase of 6 % from 2006 (Paradise, 2008). Every indication is that need for employee development will continue given increasing demands on firms to boost productivity, meet competitive pressures, problem-solving and retain talent (Harry, 2010). Firms with a high proportion of temporary workers are feared to invest less in fear to lose them (Laia, 2010). According to research by Savery & Luks, (2004) shows that organizations involved in training appear to use all sources of training available. There is a relationship which indicates that training is reduced as the organizations intend to reduce their production (Savery & Luks, 2004). Investment in training is seen by owners/managers of organizations as beneficial for the well-being of the organization and for the future support of the productivity level of the firm.

Employee performance

Employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed. Since every firm cannot progress by one or two individual's effort, it is collective effort of all the members (Qaisar & Yaqoob, 2009). Management Development as an integral component of HRD is premised on organizational performance improvement mediated through human expertise and human effort. Profitability is an important parameter for business managers as it reflects the overall organizations

performance (Edwinah & Ahiauzu, 2013). Productivity is basic to organizational effectiveness that is combination of performance and economic use of resources. High productivity indicates that resources are efficiently and effectively utilized and waste is minimized (Amah, 2006). Productivity improves, when quantity of output increased relative to quantity of input. Efficiency among officers may include time, cost and waste minimization in service delivery.

Firm's growth and survival in today's globally competitive and fast changing environment requires organizations to come up with interventions to provide employees with the required technical, managerial and personality competencies. This would help the employees achieve and sustain a high level of performance. Adoption of this position in Directorate of youth affairs would be the way to achieve competitive position in the global scheme. Thus Degraft-Otoo, (2012) provides a performance (mathematical) model that must be considered: $\text{Performance} = (\text{Ability}) \times (\text{Motivation})$. According to study by Richard et al, (2009) organizational performance encompasses three specific areas of firm outcomes: 1, Financial performance (profits, return on assets, return on investment, etc.); 2, Product market performance (sales, market share, etc.) and 3, Shareholder return (total shareholder return, economic value added, etc.). The term Organizational effectiveness is broader. To enhance job performance, training skills and behaviors have to be transferred to the workplace, maintained over time, and generalized across contexts (Holton & Baldwin, 2000), job training is a complex matter (Chiaburu & Teklab, 2005).

Training aids an employee to continue making the necessary positive contribution to the success of organization in good job performance (Degraft-Otoo, 2012). Study by Luoma, (2005) MD can be used strategically, as a factor affecting the performance of an organization. Study by Sharma, (2014) concludes that Indian origin organizations fall short in terms of importance given and performance of training function compared to multinational companies. Further, it is found that service companies have an edge over manufacturing companies in terms of importance and performance of training. Study by Manyasi, Kibasa and Chepkilot, (2013) sought to examine the effect of university support for career development on lecturers' performance in public universities. The results indicated that organizational support for career development of employees positively affected their performance in public universities. This support in terms of study leave, financial support for further studies as well as incentives such as salary increases and promotions on programs completion enhanced employee performance.

Study by Dierendonck et al, (2007) performance improvements after receiving upward feedback could have been influenced by, for example, other events occurring within the organization. Study by Edwinah and Ahiauzu, (2013) found that employee involvement is significantly related to profitability in the Nigerian banks. This implies that increase in employee

involvement is associated with increase in firms' productivity. There is significant relationship between employee involvement and productivity in the banks studied. So when employees are involved they tend to develop and implement better ways of achieving organizational goals. Employee tends to be interested in taking part in decision making, deriving solution to urgent problems and receiving assignments that are challenging and/or involving indicating that managerial qualifications can be an important process in improving profitability of an organization.

According to a study by (Mimina & Nikitina, 2012) the higher the intelligence of the individual, the more unexpected and original solution he can find to any performance problem. Management development is concerned with improving manager's performance in their present roles and preparing them for greater responsibilities in the future. It involves coaching, human resource planning to assess their demand for managers, appraisal of manager abilities, effectiveness and efficiency. It is also the structured process by which managers enhance their skills, competencies or knowledge, via formal or informal learning methods, to the benefit of both individual and organizational performance (Luke, 2011). A UK study of 500 firms found HRD managers were twice as likely to rate management development as having high firm impact on performance where fast-track development was used (Thomson et al, 2001).

According to a study conducted by Qaisai and Yaqoob, (2009), the rest of the 50 percent contribution towards employee performance other than development factors was attributed to other factor such as: attitude, commitment, motivational factors, and trust in the organization, and other factors such as compensation, reward and bonuses can also increase employee performance. Training needs to have an impact on the professional skills of that employee will improve performance that is a source of competitive advantage driven on human capital development (McKeown and Teicher, 2006). According to study by Roger (2014), genuine integration of individual and organizational goals or transfer of learning from the individual to the organization is not evident. Few qualitative measures of organizational performance are employed Motivation is increased not only because assessment signals to the participants that the organization takes the training seriously, it also helps the trainee to see skill acquisition as a developmental tool that will benefit them personally (Tyson & Ward, 2004).

In a study of organizational effectiveness, it was found that providing career development opportunities has a marked positive impact on employee engagement and a range of other factors directly related to organizational performance (Scales, 2010). Walia and Bajaj, (2012) examined the impact of HRM practices on employee satisfaction. It was concluded that retention is very important and could be done through employee job satisfaction, better organizational policies-work life balance, supervisor support and good working conditions. It was

also analyzed that career development and working environment show the highest relationship with the satisfaction that means employees want to work at that organization where they get support from peers and colleagues and development of their careers.

According to the studies by Podsakoff et al. (2000), organizational citizenship behavior consists of categories like courtesy and working time flexibility. Courtesy is referred as discretionary behavior on the part of an individual, which involves helping others by minimizing work-related problems to occur. Behaving courteously will allow employees to get well among themselves which in turn prevent conflicts. This will decrease the amount of time and energy spent by the supervisor in negotiating conflicts which otherwise would have occurred. Courteous behavior therefore enhances organization's ability to quickly adapt to environmental changes, thus having a positive impact on organizational performance (Podsakoff, 2000).

Significant relationship between organizational fit and organizational performance underscores the value of firms taking the responsibility for management development, focusing on long-term development, seeking to develop an individual's potential, promoting managers internally where possible and expecting to retain them, and linking their training and development to a competency framework. In contrast, the regression analysis shows that the Management Development Systems variable, incorporating a number of systems conventionally viewed as best practice, does not have a significant impact on organizational performance (Mabey, 2005). Studies tracking the performance impact of progressive HRM practices have invariably included management training as key element. By definition such research explains much about the collective impact of HRM practices but does not allow us to assess the specific contribution of management training and development practices (Mabey, 2005).

According to Champathes (2006), coaching has become an important technique to improve performance. It is not a one way communication and proves to be a two way communications where coaches identify what can be improved and how it can be improved. Further coaching addresses the beliefs and behaviors that hinder performance (Toit, 2007). It can be further seen that coaching is all about helping someone else to improve performance (Starr, 2004). Study by Vilmanté, (2008) development process has the potential to make a strong positive impact on performance of individuals, teams and organizations as a whole.

RESEARCH METHODOLOGY

Research Design

A research design is the total strategy for the investigation, connecting theoretical perspective and problem identification with data collection and analysis (Fain, 1999). Hence the most appropriate research design to be adopted for this study will be descriptive survey design. The

design expresses both the structure of the research problem and the plan of investigation used to obtain empirical evidence on the relations of the problem. This study therefore seeks to highlight the effects of strategic HRD practices, specifically employee training on performance of youth development officers in Kenya. Descriptive studies are designed to gain more information about characteristics of groups in a study (Majumdar, 2005) and data for study will be collected using pre-tested questionnaires.

Target Population

The study population will include all youth development officer in Kenya. The total number of youth development officer is 463 as at August 2015. The target population will therefore be the 195 youth development officers drawn from selected counties where the study sample will be drawn from. Distribution of youth development officers across the country are relatively not homogeneous in terms of population and geographical location in the 47 Counties in Kenya.

Sample Size

Churchill and Brown (2004) noted that the correct sample size in a study is dependent on the nature of the population and the purpose of the study. The sample size usually depends on the population to be sampled, although there are no general rules. Generally, sample sizes larger than 30 and less than 500 are appropriate for most research. However, in multivariate study, the sample size should be several times as large as the number of variables in the study in order to achieve good results. Nevertheless, the determination of the sample size is usually a balance between the margin of error and the confidence level. To arrive at a sample size, the study will adopt a formula by Nassiuma, (2000) for estimating a sample size, n , from a known population size, N , a coefficient of variation (V.C) of 30% and a standard error of 2%.

$$n = \frac{NC^2}{C^2 + (N-1)e^2}$$

Where

n = sample size;

N = population size;

C = coefficient of variation and e is error margin.

Substituting these values in the equation, estimated sample size (n) was:

$$n = 195 * 0.3^2 / \{0.3^2 + (195-1)0.02^2\}$$

$$n = 105$$

Sampling Procedure

To arrive at the above sample size, the study will adopt a multistage sampling design in three stages. In the first stage, Purposive sampling technique with a maximum variation technique will be used to select 12 counties out the 47 counties in the country. These counties will be drawn from the 8 regions of Kenya based on high population of the youth and officers. Therefore the 12 counties to be selected will include: Nairobi (Nairobi region), Kiambu and Nyeri (Central region), Kakamega and Bungoma (Western region), Uasin Gishu, Nakuru and Narok (Rift valley region), Kisumu (Nyanza region), Meru (Eastern region), Mombasa (Coast region) and Garissa (Northeastern region) counties respectively since they meet the criteria for selection.

According to Cochran, (1977), multi stage sampling is useful when the population sampled is divided in subsets which may be considered exchangeable and which have a role of some administrative nature. Small number of units or cases that maximize the diversity relevant to the research question can be used in the sample selection. Financial, accessibility and time constraints can be taken into consideration in the selection of the first-stage sample. Cohen, Manion, & Morrison (2001), state that the whole population should be shared into homogenous groups, each group having comparable features. In this respect, it is assumed that youth development officers have similar characteristics.

Lee, Forthofer and Lorimer (1989), considered random sampling technique as a more practical approach because it offers no biasness by providing every element with equal chance of being selected. In the second stage simple proportionate random sampling technique suggested by Vuuren and Maree (2002) will be adopted to select the portion of the sample by dividing the total number of youth development officers in that county by the total number of all youth development officers in the twelve selected counties and then multiplied by the sample size (105). Finally in the third stage simple random sampling will then used to select the specific number of individual youth development officers allocated to each selected county as respondent for the study.

Data Collection Instruments

The study will employ the use of both primary and secondary data. Primary data will be collected through the use of questionnaires. The questionnaires will be administered to the 105 youth development officers. Questionnaires will include closed ended statements formulated on a five point likert scale (1-SD, 2-D, 3-U, 4-A, 5-SA). The questionnaires will seek responses relevant to the study variables. The variables on those questionnaires items will be drawn from include: management development, employee training, career development, employee

counselling and performance of employee (youth development officers). The secondary data will be obtained from literature in books, scholarly articles, magazines and journals.

Pilot testing

The instruments will be pilot tested in two Counties(that shall not be included in the study) to establish the duration required by respondent to respond to the items and to find out whether there are any problems with the administration of the instruments. The purpose of the pilot is to determine the characteristics of the instruments i.e. readability, discrimination index, index of difficulty and the readability level. Data from the pilot will be used to modify the instruments.

Validation of research Instruments

Validity is the degree to which results obtained from the analysis of the data represent the phenomenon under study (Mugenda & Mugenda, 2003). Validity is also the extent to which research findings accurately represent what is really happening in the situation (Cant et al., 2011). Validity is the accuracy and meaningful of inferences which are based on the research results. For the purpose of this study, validity will be achieved through expert judgements of the research supervisor will check and approved that analysis of the data actually represented the phenomena under study. Validity also relates to the extent to which the research data and the methods for obtaining the data are accurate, honest and on target (Denscombe, 2003).

According to Cooper and Schindler (2006) the researcher may choose to do it alone or may use a panel of experts to judge how well the instrument meets standards. The questionnaire which will be used in this study will be given to a statistician to evaluate it for face and content validity as well as for conceptual clarity and investigative bias. Mugenda and Mugenda state that there are five types of validity namely, construct validity, content validity, face validity, predictive validity and criterion related validity. Content validity will be considered in this study so as to modify the instruments to maximize the information gathered. Content validity refers to the extent to which a test covers the various objectives of the study while construct validity is the accuracy with which a test measures some characteristics or constructs in the individual respondents (Majumdar, 2005).

Supervisors will validate instruments. The content validity of items in the questionnaire will be obtained by determining the extent to which the raters agree with the test developer assignment of the test items to respective objective. The raters also will provide answers to the test items to verify the accuracy and objectivity of the scoring key. The items on which the raters will disagree on correct answer or with the developer's assignment of the test items to the respective objective will be either modified or discarded. To improve the readability of items in

the questionnaire a lecturer in communications skills from JKUAT Nakuru CBD Campus will check the language of the instruments in terms of item faults, spelling mistakes and sentence length.

Reliability of Research Instruments

Reliability is the instrument which measures the repetition of the research findings. This study will use Cronbach's alpha as a measure of reliability. Cronbach's alpha is a test for survey's internal consistency. It is also called scale reliability test. It is a measure of how well each individual items in a scale correlates with the remaining items. The reliability co-efficient reflects consistency with which an instrument measures whatever it is supposed to measure (Fain, 1999). According to Mugenda and Mugenda, a reliability coefficient of 0.7 and above is considered suitable to make inferences that are accurate enough. The questionnaire is pre-tested among a few counties before being used to the rest of the population to check for reliability and validity of the questionnaire. The reliability of the study will therefore be assessed by conducting a pilot study using 11 youth officers from two counties (Baringo and Nyandarua) which are not included in the study. This is for the purpose of modifying the content in the questionnaire.

Data Processing and Analysis

Data analysis consists of running various statistical procedures and tests on the data (Cooper & Schindler, 2006). The purpose of any research is not simply having data, but to deduce information from the data gathered. Both descriptive and inferential statistics will be used to analyze the research data. The data collected from the close ended items will be assigned numerical values (coded) and analyzed by use of a computer package- Statistical Package for Social Scientists (SPSS) version 21. Quantitative data will be analyzed using descriptive statistics tabulated in percentages, and frequencies to describe the categories formed from the data. The data will be tabulated to permit interpretation. Descriptive (frequencies and percentages) will therefore be used to portray the sets of categories formed from the data. Descriptive statistics enable the researcher to meaningfully describe a distribution of measurements and summarize data (Mugenda & Mugenda, 2003 and Fain, 1999).

The performance of Youth Development Officers will be effected using the following strategic HRD: management development, employee training, career development and employee counseling. The mean will be used to indicate the performance of youth development officers based on performance achievement. According to Fain (1999), the mean is the most commonly used measure of central tendency when data represent either interval or ratio scale.

Fain asserts that the mean takes into account each score in the distribution. The standard deviation (SD) will further be used to indicate how strategic HRD influences performances of youth officers in the selected counties spreads out around the mean, that is, whether the scores are relatively homogeneous or heterogeneous around the mean.

Fain further indicate that the SD is the most commonly used measure of dispersion and like mean SD is the most stable measure of variability and takes into account each score in the distribution. Inferential statistical procedure used to determine whether there is any correlation between counseling and performance of youth development officers. Pearson correlation coefficient will be used for testing associations between the independent and the dependent variables. Correlation usually refers to the degree to which a linear predictive relationship exists between random variables, as measured by a correlation coefficient (Churchill & Brown, 2004). According to Fain, inferential statistics uses information from a sample to make generalizations to a population.

RESEARCH FINDINGS AND DISCUSSION

Response Rate

The response rate for this study was 90.5% which can be characterized as very good and thus a good indicator that the results are externally valid and therefore can be generalized. Essentially the response rate that every researcher would pursue would be 100%. In reality however this is not possible due to sampling measurement and coverage errors. A response rate below 51% is considered inadequate in social sciences (Pinsonneault & Kraemer, 1993). Babbie (1990) suggested that a response rate of 60% is good; 70% is very good.

Factor Analysis for Employee Training

Principal component analysis was done on 12 of employee training items of the questionnaire.

Table 1: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.827
Bartlett's Test of Sphericity	Approx. Chi-Square	435.376
	df	66
	Sig.	.000

The table indicated a sampling adequacy of 0.827 of employee training items which exceeded the recommended value of 0.5 (Field 2009). Bartlett's test of sphericity was statistically

significant at $p < 0.01$ which supports the factorability of the correlation matrix. Eigen value criterion was employed in PCA to examine the variance explained by each of the employee training items. The findings from the analysis was as presented in table 2.

Table 2: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.111	41.108	41.108	4.111	41.108	41.108	3.463
2	1.308	13.079	54.186	1.308	13.079	54.186	1.702
3	1.062	10.622	64.809	1.062	10.622	64.809	2.767
4	.755	7.545	72.354				
5	.691	6.911	79.264				
6	.607	6.066	85.330				
7	.498	4.985	90.315				
8	.388	3.876	94.191				
9	.344	3.444	97.635				
10	.237	2.365	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Principal component analysis revealed the presence of 3 components with Eigen values greater than 1 explaining 64.809% of the total variance. As such a clear factor solution was obtained by 10 of the employee training components. Consequently, the redundant variables were removed. The pattern matrix for employee training was as shown in table 3.

Table 3: Pattern Matrix^a

	Component		
	1	2	3
1. Directorate of youth affairs is very proficient in designing and conducting training needs assessments			.815
2. Employee training increases directorate specificity in officers skills and increased productivity	.608		
3. Employee training have proved to be a strategic means of managing change within youth directorate	.647		

4. Directorate keeps track of training programs to ensure they are meeting their objectives and achieving intended results	.851
5. Participation in follow up meetings after training enables youth officers implement their learnt skills effectively	.558
6. Training has an effect on strategic formulation as well as vision and mission development	.832
7. Training offered enables officers embrace ICT and innovation	.810
8. Following training methods are effective in learning skills: in-job training and out-job training	.822
9. Training has helped improve the organizational productivity	.640
10. Knowledge and skills from training improves officers job satisfaction	.684

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 9 iterations.

From the pattern matrix, it was established that four items loaded on the first component, three items loaded on the second and the third component. The three components were training needs assessment, training program and training evaluation.

Employee Training

The researcher sought to establish the respondents' perceptions towards employee training. Three sub-variables were extracted which included training needs assessment, training program and training evaluation. The means and standard deviation values for each of the sub-variables were established to aid in making pertinent inferences. The findings were as presented hereafter.

Table 4: Respondents Perceptions on Training Needs Assessment

	N	Mean	Std. Dev
Directorate of youth affairs is very proficient in designing and conducting training needs assessments	95	2.82	1.101
Directorate keeps track of training programs to ensure they are meeting their objectives and achieving intended results	95	2.93	1.054
Participation in follow up meetings after training enables youth officers implement their learnt skills effectively	95	2.76	1.059
Valid N (listwise)	95		

The study established that the respondents remained non-committal in regard to all the aspects of training needs assessment. They were not sure that the directorate of youth affairs is very proficient in designing and conducting training needs assessments, that the directorate keeps track of training programs to ensure they are meeting their objectives and achieving the intended results and that participation in follow up meetings after training enables the youth officers implement their learnt skills effectively. The statements returned mean values approximately equal to 3 (undecided). The researcher however noted that the responses were very diverse with all the standard deviations values being above 1. In regard to employee training program the findings from the analysis were as presented in table 5

Table 5: Respondents Perceptions on Employee Training Program

	N	Mean	Std. Dev
Following training methods are effective in learning skills: in-job training and out-job training	95	4.24	.754
Training has helped improve the organizational productivity	95	3.88	.988
Knowledge and skills from training improves officers job satisfaction	95	4.14	.895
Valid N (listwise)	95		

From the analysis the researcher observed that the respondents agreed with all the statements regarding the training program in the directorate of youth affairs. The respondents agreed that in-job training and out-job trainings were effective methods in learning skills. They further agreed that training has helped improve the organizational productivity and that knowledge and skills from training improve officers' job satisfaction. Respondents demonstrated greater cohesion in their responses registering standard deviation values less than 1. The researcher further established respondents perceptions regarding training evaluation (Table 6).

Table 6: Respondents Perception Towards Training Evaluation

	N	Mean	Std. Dev
Employee training increases directorate specificity in officers skills and increased productivity	95	3.68	.981
Employee training have proved to be a strategic means of managing change within youth directorate	95	3.42	1.078
Training has an effect on strategic formulation as well as vision and mission development	95	3.74	.981
Training offered enables officers embrace ICT and innovation	95	3.60	1.036
Valid N (listwise)	95		

Table 6 indicated that the respondents agreed that employee training increases directorate specificity in officers skills and increased productivity, that training has an effect on strategic formulation as well as vision and mission development and that the training offered enables officers embrace ICT and innovation. However respondents were undecided on whether employees training have proved to be a strategic means of managing change within the directorate of youth affairs.

Factor Analysis for Performance of Youth Development Officers

Principal component analysis was done on the components of performance of youth development officers to establish the underlying relationships and the measurement models. The findings from the analysis are as in table 7.

Table 7: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.837
Approx. Chi-Square		370.092
Bartlett's Test of Sphericity	Df	45
	Sig.	.000

PCA indicated a sampling adequacy of 0.837 which exceeded the recommended value of 0.5 (Field 2009). Bartlett's test of sphericity was statistically significant at $p < 0.01$ which supports the factorability of the correlation matrix. Eigen value criterion was employed in PCA to examine the variance explained by each of the items regarding performance of youth development officers. The findings from the analysis are as presented in table 8.

Table 8: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	4.402	44.019	44.019	4.402	44.019	44.019	3.294
2	1.397	13.970	57.989	1.397	13.970	57.989	2.507
3	1.077	10.775	68.764	1.077	10.775	68.764	3.024
4	.656	6.564	75.328				
5	.587	5.865	81.193				
6	.523	5.228	86.421				
7	.442	4.422	90.843				

8	.359	3.587	94.430
9	.306	3.059	97.489
10	.251	2.511	100.000

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Principal component analysis revealed the presence of 3 components with Eigen values greater than 1 explaining 68.764 % of the total variance. Ten components were shown to cumulatively contribute significantly to the total variance. As such a clear factor solution was obtained by 10 out of 12 items of performance of youth development officers components. Consequently, two redundant items of the variable were removed. The pattern matrix for the analysis was as presented in table 9

Table 9: Pattern Matrix^a

	Component		
	1	2	3
There is higher achievement of performance goals at the directorate of youth affairs by youth development officers			-.640
Youth officers feel satisfied with their job performance	.700		
There is increased staff productivity on performance of youth development officers			-.565
The directorate is committed to enhance the performance of youth development officers.	.513		
Preparation of performance work plans, appraisals and reports enhances performance of youth development officers		.834	
Officers equipped with technical, managerial and personality competencies enhances quality decision making skills		.936	
Performance of youth development officers has been enhanced through strategic thinking in achieving directorate strategic objectives			-.599
Youth officers are greatly involved in all functions at directorate of youth affairs and that coaching has influenced improvement in their performance	.779		
Youth development officers are very committed in meeting performance objectives of the directorate in the coordination of implementation of youth empowerment programs			-.870
Facilitation of programs, better remuneration and other motivation factors have led to improved performance among youth officers	.926		

Extraction Method: Principal Component Analysis. Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 9 iterations.

The pattern matrix indicated that three items were loading strongly on the first component (achievement of goals) of the youth performance, three others were loading on effectiveness and efficiency and four others were loading on employee job satisfaction.

Performance of Youth Development Officers

The researcher further sought to establish the perception of the employees towards the performance of youth development officers in the directorate of youth affairs. Factor analysis demonstrated the presence of the three components of the performance of youth development officers including goal achievement, performance efficiency and employee job satisfaction. The researcher first computed the means and standard deviation values to assist in drawing inferences. This was done in respect to every of the sub-component of the performance of youth development officers. The findings from the analysis were as discussed hereafter.

Table 10: Perceptions on Goals Achievement

	N	Mean	Std. Dev
There is higher achievement of performance goals at the directorate of youth affairs by youth development officers	95	3.49	1.090
There is increased staff productivity on performance of youth development officers	95	3.12	1.184
Youth development officers are very committed in meeting performance objectives of the directorate in the coordination of implementation of youth empowerment programs	95	3.94	.783
Valid N (listwise)	95		

The findings indicated that the respondents agreed that the youth development officers are very committed in meeting the performance objectives of the directorate in the coordination of implementation of youth empowerment programs. However, respondents remained non-committal on whether there is higher achievement of performance goals at the directorate of youth affairs by youth development officers and on whether there is increased staff productivity on performance of youth development officers. The researcher observed that there was lack of consistency in responses with two items relating to goal achievement having standard deviation greater than 1. Regarding the performance efficiency, the perceptions of the respondents were as shown in table 11.

Table 11: Perceptions on Performance Efficiency

	N	Mean	Std. Dev
Preparation of performance work plans, appraisals and reports enhances performance of youth development officers	95	3.97	1.015
Officers equipped with technical, managerial and personality competencies enhances quality decision making skills	95	4.25	.743
Performance of youth development officers has been enhanced through strategic thinking in achieving directorate strategic objectives	95	3.82	1.021
Valid N (listwise)	95		

The study established that the respondents agreed that the preparation of work plans, appraisals and reports enhances performance of youth development officers, that officers equipped with technical, managerial and personality competencies enhances quality decision making skills and that the performance of youth development officers has been enhanced through strategic thinking in achieving directorate strategic objectives. All these responses had a mean approximately equal to 4 (Agree). Respondents however had diverse views in relation to the performance efficiency with the observed standard deviation values being greater than 1 apart from one statement that had a standard deviation value of .743. On the other hand respondents' perceptions in regard to job satisfaction were as depicted in table 12.

Table 12: Perceptions on Job Satisfaction

	N	Mean	Std. Dev
Youth officers feel satisfied with their job performance	95	2.79	1.138
The directorate is committed to enhance the performance of youth development officers.	95	2.80	1.126
Youth officers are greatly involved in all functions at directorate of youth affairs and that coaching has influenced improvement in their performance	95	2.88	1.138
Facilitation of programs, better remuneration and other motivation factors have led to improved performance among youth officers	95	2.37	1.185
Valid N (listwise)	95		

The findings showed that the respondents disagreed that the facilitation programs, better remuneration and other motivation factors have led to improved performance among youth officers. However, they were undecided on whether youth officers feel satisfied with their job performance, whether the directorate is committed to enhance the performance of youth

development officers and on whether Youth officers are greatly involved in all functions at directorate of youth affairs and that coaching has influenced improvement in their performance. In addition, the researcher observed greater spread of responses with all the responses having standard deviation greater than 1.

Correlation Analysis

The analysis enabled the researcher to determine whether there were any significant relationships between the variables and the degree to which strategic human resource practices influenced the performance of youth development officers. The results are presented hereafter.

Employee Training and Performance of Youth Development Officers

The researcher further sought to establish the relationship between employee training and performance of youth development officers. Responses in regard to employee training were also in a Likert scale. The responses were transformed into a composite score of their means and the results correlated with those of performance of youth development officers. The findings from the analysis were as presented in table 13.

Table 13: Relationship between Employee Training and Performance

		Training needs assessment	Training program	Training evaluation
Goal achievement	Pearson Correlation	.377**	.302**	.323**
	Sig. (2-tailed)	.000	.003	.001
	N	95	95	95
Job satisfaction	Pearson Correlation	.455**	.331**	.370**
	Sig. (2-tailed)	.000	.001	.000
	N	95	95	95
Performance efficiency	Pearson Correlation	.242*	.338**	.501**
	Sig. (2-tailed)	.018	.001	.000
	N	95	95	95

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

* . Correlation is significant at the 0.05 level (2-tailed).

The findings indicated the presence of a weak positive significant relationship ($r=.377$, $p<.01$) between training needs assessment and goal achievement in the performance of youth development officers. Further, there was a weak positive significant relationship ($r=.302$, $p<.01$) between training program and goal achievement in the performance of youth development

officers. In addition, training evaluation was also established to have a weak positive significant relationship with goal achievement. As such the three employees training sub-components significantly influences goal achievement in the performance of youth development officers.

The researcher further established that there was a slightly weak positive significant relationship ($r=.455$, $p<.01$) between training needs assessment and job satisfaction of youth development officers. In addition, a weak positive significant relationship ($r=.331$, $p<.01$) was established between training program and job satisfaction of youth development officers. Further training evaluation was shown to have a weak positive significant relationship ($r=.370$, $p<.01$) with job satisfaction of the youth development officer. Therefore all the three components of employee training had a significant influence on the job satisfaction of employees.

The analysis further showed that training needs assessment, training program and training evaluation all had positive significant relationships with performance efficiency of youth development officers. Training needs assessment was seen to have a weak positive significant relationship ($r=.242$, $p<.05$) with performance efficiency of youth development officers. On the other hand there was a weak positive significant relationship ($r=.338$, $p<.01$) between the training program and the performance efficiency of youth development officers. Additionally, an average positive significant relationship ($r=.501$, $p<.01$) was established between training evaluation and the performance of youth development officers.

Regression Analysis

The study performed a regression analysis to establish whether the sub variables of employee training were significant in predicting the performance of youth development officers. Therefore regression was done between the components of employee training against goal achievement, performance efficiency and job satisfaction.

Table 14: Model Summary between employee training and goal achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.442 ^a	.195	.169	.76879

a. Predictors: (Constant), ETE, ETP, ETNA

The table indicated the presence the presence of a positive relationship ($R=.442$) between employee training and goal achievement component of performance of youths in the directorate of youth affairs. Further, an R-squared value of .195 was derived. This value meant that employee training could explain 19.5% of the total variance in goal achievement component of

youth performance. The remaining percentage could only be accounted for by factors not considered in this model. The analysis of variance yielded the following results.

Table 15: ANOVA^a between employee training and goal achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	13.053	3	4.351	7.362	.000 ^b
1	Residual	53.784	91	.591		
	Total	66.837	94			

a. Dependent Variable: Goal Achievement

b. Predictors: (Constant), ETE, ETP, ETNA

From the table, an F-statistic ($F_{(3, 91)} = 7.362$, $p = .000$) value was found to be significant at $p < .01$ level of significance. Therefore the researcher concluded that employee training is significant in determining goal achievement among employees in the directorate of youth affairs.

The regression analysis between employee training and performance efficiency among the employees in the directorate of youth affairs yielded the following results.

Table 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.576 ^a	.331	.309	.61670

a. Predictors: (Constant), ETE, ETP, ETNA

The table indicated the presence of a positive relationship ($R = .576$) between employee training and performance efficiency. An R-squared value of .331 was established. This meant that employee training could account for up to 33.1% of the total variance in the performance efficiency among the employees in the directorate of youth affairs. The remaining percentage could be attributed to factors not considered in this study. Analysis of variance between employee training and performance efficiency yielded the following results.

Table 17: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	17.150	3	5.717	15.031	.000 ^b
1	Residual	34.609	91	.380		
	Total	51.759	94			

a. Dependent Variable: Efficiency b. Predictors: (Constant), ETE, ETP, ETNA

The analysis yielded an F-statistic ($F_{(3, 91)} = 15.031$, $p = .000$) value that was found to be significant at $p < .01$ level of significance. This indicated that employee training is significant in determining the performance efficiency and effectiveness among the employees in the directorate of youth affairs. Therefore the researcher observed that employee training cannot be overlooked as far as the performance efficiency of the directorate of youth affairs is concerned. Further regression analysis was done to establish the influence of employee training on job satisfaction component of performance of youth officers. The findings from the analysis are discussed hereafter.

Table 18: Model Summary on employee training and Job Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.499 ^a	.249	.224	.79237

a. Predictors: (Constant), ETE, ETP, ETNA

Employee training was shown to have a positive significant relationship ($R = .499$) with Job satisfaction component of performance of youth officers. Further an R-squared value of .249 was established. This showed that employee training could account for 24.9% of the total variance in job satisfaction. As such, employee training is important in determining how satisfied the employees are with their jobs at the directorate of youth affairs. The analysis of variance yielded the following results.

Table 19: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.905	3	6.302	10.037	.000 ^b
	Residual	57.134	91	.628		
	Total	76.039	94			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), ETE, ETP, ETNA

The findings indicated that the F-value ($F_{(3, 91)} = 10.037$, $p = .000$) derived was significant at $p < .01$ level of significance. As such, employee training is significant in determining job satisfaction among the employees of the directorate of youth affairs. Therefore the researcher concluded that employee training should be enhanced to improve job satisfaction among the employees.

Hypothesis testing

The study sought to assess how employee training affects performance of youth development officers in Kenya. To accomplish this, the study formulated the following hypothesis,

H₀: Employee training has no significant effect on performance of youth development officers in Kenya.

H_A: Employee training has a significant effect on performance of youth development officers in Kenya.

To test the hypothesis, the researcher adopted the ANOVA at a level of significance of $p < .05$.

Table 20: Model Summary on employee training and performance of youth Development officers

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563 ^a	.317	.309	.57670

a. Predictors: (Constant), Employee Training

The table indicated the presence of a positive relationship between employee training and the performance of youth development officers. The R-squared value established was .317 which showed that employee training could significantly explain up to 31.7% of the total variance in the performance of youth development officers. The analysis of variance gave the following results.

Table 21: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.343	1	14.343	43.126	.000 ^b
	Residual	30.930	93	.333		
	Total	45.273	94			

a. Dependent Variable: Performance

b. Predictors: (Constant), Employee Training

The ANOVA gave an F-value ($F_{(1, 93)} = 43.126, p = .000$) that was significant at $p < .01$ level of significance. Therefore the researcher observed that employee training was significant in determining the performance of youth development officers in the directorate of youth affairs. Consequently, the null hypothesis **H₀** that employee training has no significant effect on performance of youth development officers in Kenya was rejected. The researcher therefore concluded that employee training has a significant effect on the performance of youth development officers in Kenya.

CONCLUSIONS

The researcher observed that training needs assessment significantly influences all the components of performance. Thus the researcher concluded that to improve on the performance efficiency, goal achievement and the job satisfaction of the employees, training needs assessment should be addressed. The researcher noted that the respondents were apprehensive as far as training needs assessment by the directorate was concerned. Thus the researcher noted that this was important if the directorate intends to improve its performance. Further, it was concluded that the training program influenced the performance of the directorate of youth affairs. Respondents observed that both the in-job and out of job trainings were effective methods in learning skills. They also agreed that training helped improve the organizational productivity and that knowledge and skills from training improve their job satisfaction. Additionally the researcher concluded that training evaluation was important in determining the performance of the directorate of youth affairs. Evaluation helps the directorate to increase specificity in officers' skills and increase productivity. The study was limited in scope since it was conducted in only one institution that is the directorate of youth affairs. Further the study was not immune from non-response from non-cooperative respondents. The researcher noted that similar research should be conducted in a different geographical area to enable the generalization of these findings. Further the researcher recommended that future researchers research on the role of intrinsic motivation on the performance of youth development officers.

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