

TRAINING APPROACHES AND EMPLOYEE PERFORMANCE IN STATE CORPORATIONS IN KENYA: A CASE STUDY OF THE KENYA REVENUE AUTHORITY

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Abstract

The present study sought to explore the training practices used at KRA and to bring into the fore the effects of adopted employee training practices on the performance of employees in both the operational and managerial levels. A quantitative research approach was adopted based on a case study of KRA headquarters with all the 179 employees making up the target population. Stratified sampling will be used to select all employees who have joined the firm or have changed their position in the last five years between the years 2012 to 2017. A structured questionnaire comprising closed and open ended, and Likert scale questions was used to collect data. Descriptive statistics were used to assess the general distribution of responses. Chi square test and Paired t test were also used for estimating relationships and testing of research hypothesis. Statistical Package for social science (SPSS v 24) were be used as the analysis software. The study fails to accept the first null hypothesis and concludes that there exists a statistically significant difference between employee performance during and after the training period at KRA. The study also accepts the second null hypothesis and concludes that there is no significant effect of employee training approaches on the performance of operational and managerial employees at KRA.

Keywords: Training, Approaches, Employee performance, State Corporations, Operational employees, Managerial employees

INTRODUCTION

Employees remain to be the most important resources for every organization that intends to achieve its goals. The competitiveness of any organization depends on the unique contributions from every individual employee into the collective efforts of the teams and units that make up the entire organization. A key determinant of their contribution to the performance of the organization is their ability to adapt to the organization's environment closely as defined by the quality of the training programs offered by the organization on their first days in the organization of new position (Gabcanova, 2011).

According to Debaawy (2010) despite the existence of many approaches to employee training, the training process may broadly be categorized into formal process or an informal process each with its unique merits and demerits. Organizations conduct training programs so as to ensure new employees receive clear and accurate information regarding their work required to enable them feel welcome, draw clearly their job expectations and adapt a positive working ethics. If done effectively, training can translate into fewer errors and less assistance to new approaches, a key input for better performance.

As more organizations are created and existing ones expand rapidly in the modern age, new employees are recruited while existing ones will progress to higher levels in the organizations hierarchy calling for an effective training process. In the US alone, over 25 percent of the population goes through some form of change in their career every year. With many of such transitions not translating to long term engagements, 50 percent all workers on per-hour basis quit new jobs by the end of the first four months of employment and 50 percent of top management outside hires fall within one and a half years (Bauer, 2010). Africa as the next frontier in economic growth continues to see new organizations established and unprecedented expansion of existing firms. A substantial number of new employees are recruited every year with an almost equal number progressing upwards through the different levels of their organizations' structures.

The Kenya Revenue Authority is a state corporation established by an act of Parliament of July 1st, 1995 Cap 469 as a central body. The authority is charged with the responsibility of collecting revenue on behalf of the government of Kenya. The authority is under the general supervision of the Minister of Finance (Treasury). The Authority's mandate and core business is to assess, account and administrate and enforce all the laws relating to revenue. KRA's role is assessment, collection, administration and enforcement of laws relating to revenue; restoring economic independence be it elimination of budget deficits and creating organisation structures that maximize revenue collection (KRA, 2016).

In the recent past, the government of Kenya, through KRA, has undertaken a number of initiatives to improve tax compliance. This includes the reform and modernization process, taxpayer recognition programs and taxpayer education, increased communication and involvement of taxpayers in the taxation process among others. A lot of strides have also been made in embracing new technologies. As a result, there has been tremendous increase in the level of taxes collected by KRA (KRA, 2016). However, no study has been undertaken to establish the relationship between employee training at KRA and the level of staff performance. Against this backdrop, the present study sought to explore the training practices used at KRA and to bring into the fore the effects of adopted employee training practices on the performance of employees in both the operational and managerial levels. More specifically, the study sought to establish the types of employee training approaches used at KRA; establish the preferred choice of employee training approaches for operational and managerial levels at KRA; and determine the effects of employee training approaches on the performance of operational and managerial employees at KRA

LITERATURE REVIEW

Empirical Review

In different companies over the world, there has been evidence on the effects of the training processes on the overall performance of companies. In India (Nandi, 2015) in his examination of the effect of training programs on employee performance established that there was a strong association between satisfaction and employee performance and a training program effectiveness. From his findings, the study concluded that there is need for effective design of production design. In concurrence with these findings, Matsuno, (2000) and Pelham, (2000) believes that, effective employee training program design is a key determinant of an efficacious business performance. This supports the need to induct all new employees in an organization in order to achieve optimum performance both of employees and of the organizations.

In New Delhi, Ahmed, (2014) conducted a study to investigate the impact of effective training on employee satisfaction and performance. The specific objectives of the study was to find out employee training procedure characteristics, to establish the effect of employee training on employee performance and finally to find out the effect of employee training on employee satisfaction. The study employed a survey targeting all employees who had worked for the last one year in the targeted organizations. Data was collected from 85 respondents using questionnaires as the research instrument. The study established that training programs conducted by the organizations have a positive effect on the employee's job performance and

satisfaction. His justification for supporting the outcome was based on the reason that, training gives new employees an idea of what the organization expect from them and as well their future status in the organization.

According to Evans & Lindsay (2011), an effective training program is a major influence to the greater realization of high performance work (HPW). This high performance work is coupled with high flexibility, innovation, knowledge and skill sharing. Furthermore, HPW in high performer organizations adapt quickly to the new employees because their processes and procedures enable them adopt in such a quick way. When new employees are trained, they are taught the basics of the company's culture, the main decision lines and performance expectations. Training is very important to the new employees because it sets them on a high note as they begin their job as a result better performance.

Bailey (2002) notes that most training trainings are driven by the need to contribute to the achievement of the overall organizational goals. The author however cautions that most employees absorb little and retain less during training. Goyal (2007) in his assessment of the effects of a bad training program to attrition lead to a conclusion that there's stress and demotivation of employees and consequently their performance. Despite this view, the findings support the crucial role of training process in creating a favorable image of a new employee towards the organization. This calls for managers to develop well-structured training training programs beneficial to the employees and the organization.

According to Vogt, (2016), an employee may feel out of place after the training process which may interfere with their integration process thus have negative effects on their immediate performance. However, according to Porter (2013) quoting (Alvenfors, 2010), an effective training program ought to enhance employee productivity by reducing short term staff turnover and assisting new employees adjust quickly to the production role. Organizational attachment/commitment, job satisfaction, job performance are among the many various indicators that can be taken into consideration to measure the successful integration in an organization (Antonacopoulou, 2010). Perceived fit, social integration, values congruence and role clarity/ambiguity too are factors influencing employee performance level, (Vuori, (2015) quoted from (Wanberg and Kammeyer-Mueller, 2000).

A study by Falola, Osibanjo, & Ojo (2014) based on Nigerian banking industry on the training/training and development effectiveness on employees' performance and organization competitiveness, revealed that there was a strong and positive relationship between training/training and development, competitive advantage and employee performance. The study concluded that top management should be systematic in training/inducting their staff to develop new ideas that will enable them do better and ensure retention of key employees for

high organizational performance. Their recommendation centered on the top management to adopt processes that trains workers to be able to use their skills and competences well, hence improve their performance as a result organizational performance.

In Tanzania, Sango, (2008) did a study to find out the effects of training/ training on new employee performance. The specific focus of the study was to investigate on the methodologies used for the training/training program, to examine the effects of training/training on the employees' predominance and to identify the factors affecting effective training/training program and proposing measures to curb them. The study targeted employees working with Small Industries Development Organization (SIDO). The results of the analysis showed that training/training was conducted but it had not been given due attention in most of the public organizations sampled in Tanzania. However, the study established that training had a significant effect on employee's job performance. There was very much appreciation of improved predominance of employees due to training. The study also found out that strategies employed during the training process had positive influence over new employees' start up in the organization.

In Kenya, a study conducted in the judiciary law courts of Nairobi by Ngari, (2015) revealed that 92.3 % of the respondents indicated that training had a positive effect on employee attitude, behavior and it positively affected performance. Kebenei, (2014) as well established that employee training influenced the job performance in Eldoret Water and Sanitation Company. This evidence shows that training has a great impact on employee performance. The current study therefore, seeks to find out whether training process in KRA has any effect on its employees' performance.

Theoretical review

The foundation of any research must be anchored on an existing theory with a view to provide a framework for explaining the conceptual relationship between the study variables. In the current study, the Theoretical- practical– interaction (TPI-theory) was conceived as an adequate theory to provide an anchoring on the relationship between employee training approaches and performance of employees. Theoretical- practical– interaction (TPI-theory) is a theory that looks into three key areas. The T-theoretical knowledge where one applies the acquired intelligence through training and uses it to perform a task effectively. P-practice identifies how one gain skills required achieving a goal and lastly, I-interaction defines the social interactive element in terms of building social ties. In a new employment setting, an employee uses his/her interpersonal skills to ensure there is a good relationship between him/her and other employees as well as the employer in an organization. The moment these three aspects are coordinated, they make a

bond that is never untied thus harmony, effectiveness, efficiency and performance. Each employee needs to understand how to apply the three aspects from the time they enter into their new organization and are best integrated through the training process.

From a new employee perspective, Ndebele (2013) looks at TPI – theory as a means to conceptualizing and justifying the need for new staffs to acquire practical (P) and theoretical (T) skills to both satisfy (I) new employee interaction and for the performance of the new job. Theoretical knowledge is gauged by the level at which it articulates a wide range of a phenomenon. In TPI-Theory (Ndebele, 2013) observes that, practical knowledge represents information that is employed to achieve goals, and that demonstrates its value by how adequate it supports the accomplishment of whatever is needed to be achieved.

In addition to the theoretical and practical knowledge, there is need for new employees to interact and in the process socialize and use effectively their interpersonal skills. Adam (2010) calls for the need for new employees to interact both among themselves and with existing employees as a prerequisite for integration. He goes on to note that, such interactions occur through various socialization processes as initiated by the organization. People think and mingle with each other to make life better. There is power in numbers, many people build a strong social capital that generate strong bond of networks as well as influence decisions

The TPI theory emphasizes the need to take note of different needs of new employees. In order for them to adjust to the new assignment, they are required to take note of theoretical knowledge that introduces the employees to different phenomenon within the organization, which is possible through the training process. There is also need to help them gain practical skills that will enable them to specifically attend to responsibility within the organization (Adam, 2010). As such training is considered as a process and not a few days affair. However, it is necessary to take note of the social needs of the employee by providing an avenue for learning about other employees. In development economics, (Yujiro, 2005) is convinced that a mutual trust between people elevate moral code, large investments both economically and socially and enforce negotiation for participation. This is more so if their performance is to be enhanced positively.

A critical look at existing literature review on training shows the prominence of the TPI theory as an anchor on which researcher have been able to conceptualize and make inferences of their findings. Hendricks and Louw Potgieter (2012) for example, used the TPI theory in molding their study and isolating the key requirements for an effective training program. From their study, they noted that a training programme requires two kinds of information: organization's mission and history from where the new staffs will be required to contribute and overall information about staffs' work routines. Wadesango and Machingambi (2011) used TPI

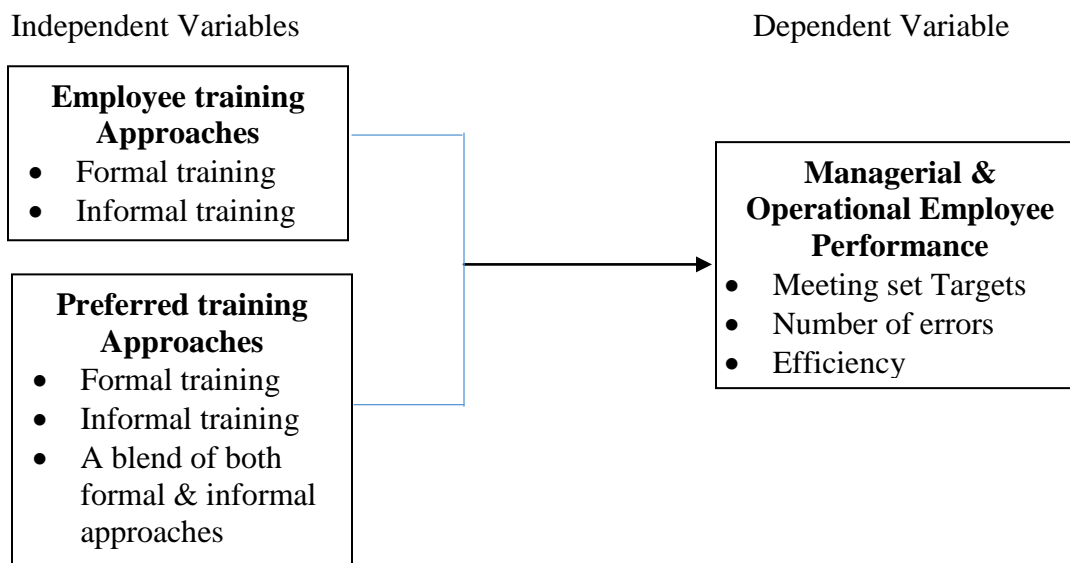
theory in examining training programs in a South African university. Their findings revealed that training enables new staff to adapt to the university's culture by familiarizing with departmental practices, policies and guidelines within a short duration. They further noted that, this allowed the new staff to appreciate and understand fully what is expected in their new roles. Nkoana (2010) however questions the inclusion of theoretical knowledge and a key principle of the theory. His arguments is based on the recognition that the overarching object of a training programme is to convey the knowledge and skills that a new employee will need for performance of definite tasks and hence no need for theoretical knowledge.

The current study has considered the appropriateness of the TPI theory as an anchoring for examining the importance of choosing the right approach to new employee training given its outcomes that will be manifested through employee output and performance. If the training approach adopted by an organization adequately introduces the three elements as specified in the theory: the theoretical knowledge of the tasks to be performed, sets out and provide a means on which the practical skills required are developed in the new employee and creates a conducive environment for the new employee to interact with other, then it will be expected that optimal performance will be achieved in a new work setting by the new employee.

Conceptual Framework

This section will entirely focus on the relevance of the variables under study thus make a conclusion on their relationship to employee performance. The conceptualization is as indicated in figure 1.

Figure 1. Conceptualized Relationship between Independent and Dependent Variables



The goal of any training program is to bring new employees to their optimal performance levels in the shortest time possible. Like any other form of training, there are a number of options available to implementing a training program, more so, two approaches namely; formal and informal training, each with a varied degree of effectiveness in different types of job levels. Depending on the existing policies of the organization, the individual employee' attitudes towards the organization, their new job and the prevailing organizations learning environment, the resulting employee performance as indicated by how well they meet their agreed targets, efficiency in their task execution and the number of errors made will result. The effectiveness therefore, of any training approach adopted for new employees will significantly influence the performance both during and after the training period.

RESEARCH METHODOLOGY

Research Design

Research designs are procedures and plans meant for research success (Creswell, 2009). These plans enable the researcher to make conclusions from a wide and broad assumptions to detailed data collection and analysis methods. Kothari, (2004), notes that research design is a structure for data collection and analysis aimed at checking out its relevance with the purpose of the study.

The study adopted a descriptive research design. According to Berg (2012) a descriptive research design seeks to assess the facts as they exists without researchers intervention or manipulation. The choice of a descriptive research design is based on the need for the researcher to assess the relationship between existing training practices and their effects on the employee performance without the researcher taking an active role in manipulating the independent variables.

Target Population

Target population can be defined as the whole group of cases, items, objects, articles, individuals and things that have unique but distinct characteristics necessary as deemed by the study (Mugenda & Mugenda, 2009). The target population for this study was all employees working and stationed at the KRA head-office excluding those in the field. There are 179 employees in the office at KRA head office distributed over 6 key departments as indicated in Table 1.

Table 1. Employee Distribution per Department at KRA Headquarters

Department	Employees	% Proportion
Information Communication and Technology (ICT)	30	16.8
Human Resource Management (HRM)	15	8.4
Risk Assurance and Compliance (Audit)	14	7.8
General Accounts (Finance)	71	39.7
Sales and marketing	27	15.1
Operations	22	12.3
Total	179	100

Sampling size and techniques

Gay, et al (2006) defines sampling as the process of selecting participants considered representative of the population for a study. The study employed stratified random sampling, whereby the 6 departments in KTDA (H) formed the strata. Employees across these strata were then selected on a random sampling basis. Based on the stratified random sampling technique, the following sample size determination formula developed by Mugenda and Mugenda (2003) was employed:

$$n = \frac{N}{1 + (N * e^2)}$$

Where;

N= population size

e= Tolerance at desired level of confidence, take 0.05 at 95% confidence level

n= sample size.

How the formula is used, is shown below

$$n = 179 / (1 + (179 * 0.05 * 0.05))$$

$$n = 123.66$$

Thus the sample size,

$$n = 123$$

The study thus reached a total of 123 employees randomly selected proportionately across the departments (strata) as elaborated in the sampling frame below (Table 2).

Table 2. Sample Distribution according to Departments

Department	Population	% Proportion	Sample
Information Communication and Technology (ICT)	30	16.8	21
Human Resource Management (HRM)	15	8.4	10
Risk Assurance and Compliance (Audit)	14	7.8	9
General Accounts (Finance)	71	39.7	49
Sales and marketing	27	15.1	19
Operations	22	12.3	15
Total	179	100	123

Given that the population was small and located in the same head quarter offices, it is considered manageable and hence census approach was used, leading to the inclusion of all the 123 respondents in the study.

Data collection methods

Information collected directly for the selected respondents were the key source of data for this research. The main primary data gathering instrument for the study was a structured questionnaire designed in line with the adopted conceptual framework of the study as the backbone and were administered by the researcher and the assistants to the respondents and were collected back after five working days to give them ample time to respond. Raw data was gathered using of structured questionnaire formulated to capture respondents information, views on the training practices and their performance. As noted by Kothari (2004), questionnaires are more practical, give respondents enough time to evaluate their views, are cost effective and limit the levels of researchers influence on its validity and reliability. Both closed ended and Likert scale questions were used in the questionnaire.

Instruments Validity and Reliability

Mugenda and Mugenda (2009) define validity as the extent to which findings obtained from data analysis represent the phenomenon being studied. This has to do with how actually the data obtained represent the phenomenon. To ensure the validity of the instrument, the views of professionals in the human resource and research field was sought. The purpose of this evaluation was to enable the researcher discover the weakness of the research instrument. It also helps to check the clarity of the questions and it could assist the researcher to reconstruct, modify to improve the instrument.

Reliability measures the extent to which a research instruments yield consistent results after a series of repetitive trials (Kothari, 2004). To determine the reliability of the research questionnaire, test-retest method were applied as recommended by (KIM, 2009). In the test-retest method, a data collection instrument is administered twice on the same respondents. Sometime is then allowed to elapse after administration the first time, adequately long to remove response as a result of recollection of answers given during the first round of administration.

A correlation is then done on the scores given on the two sets of measures with a view to obtain an estimated reliability coefficient. The Karl Pearson's product moment coefficient of correlations is then performed as items are scored individually and aggregated to get the total score on the whole instrument for both tests and retests administration. To check for reliability, the Cronbach's alpha test will be employed. If the Cronbach's alpha is less than 0.6, according to Sekaran (2005), it implies that the instrument used has a low reliability. However, if the alpha value is at least 0.7, the instrument was considered reliable.

Data analysis and presentation

Prior to conduction of exercise, an in-depth analysis of the data collected, the questionnaires received will first be checked for completeness and those that will not meet a minimum of 90% completeness was rejected. Each of the accepted questionnaires will be assigned a serial number followed by coding the responses into a Statistical Package for Social Sciences (SPSS) software version 24. Care was taken to ensure that the coding process preserved the original information from being distorted and maintain the accuracy of information collected. Descriptive statistics involved computation of frequencies, percentages, and standard deviation and cross tabulations and were used to assess the distribution of the responses received and to obtain a general overview of the respondent's views. Inferential analysis took the form of hypothesis testing.

FINDINGS AND DISCUSSION

Training Approaches Used At KRA

The study sought to establish the types of employee training approaches used at KRA. This section presents findings to pertinent questions asked with a view to address the objective. Responses were given in dichotomous variables, that is yes and no as well as other categorical variables with respect to the training approach used. Table 3 presents the findings.

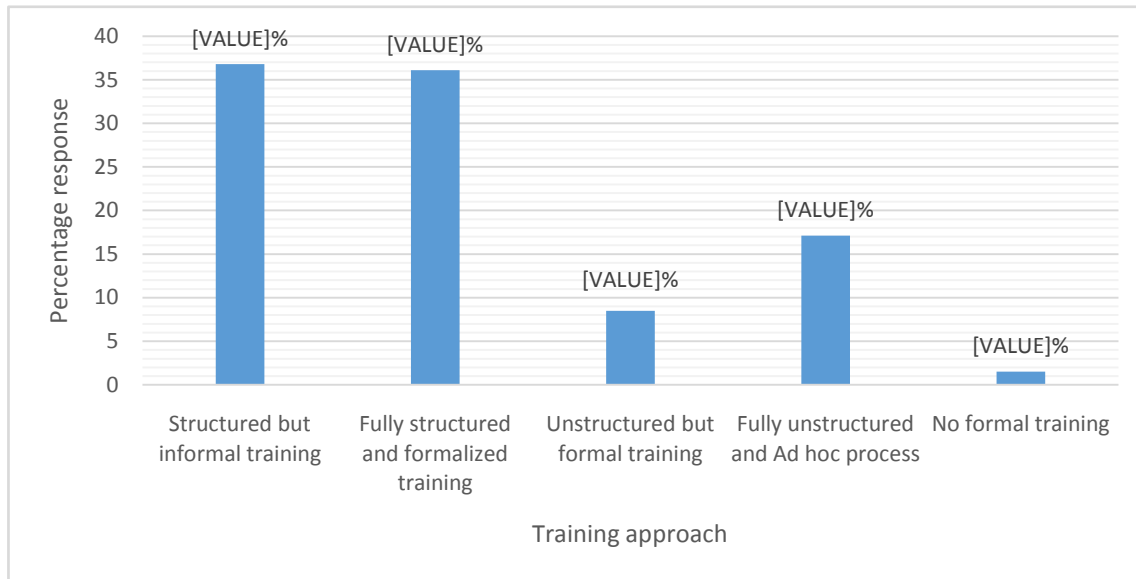
Table 3. Training Approaches Used At KRA

	Yes		No	
	F	%	F	%
Do you know of the existence of a training program at KRA?	61	59.8	41	40.2
Were you trained into your new position?	59	57.8	43	42.2
There is a clearly defined training program that every new employee must be taken through a KRA	59	57.8	43	42.2
There is a clearly defined policy and procedure for employee training which is mandatory and followed by every section or department	55	53.9	47	46.1
The training approach used at KRA is fully structured and formal	63	61.8	39	38.2
The HR department has developed formal training program and fully implements it to all new employees	61	59.8	41	40.2
Every employee whether new or taking up new positions must go through a formal training program	58	56.9	44	43.1
The training approach at KRA employs both formal and informal approaches	56	54.9	46	45.1

As elaborated in table 3, a majority of respondents (61.8%) agree that the training approach used at KRA is fully structured and formal; know of the existence of a training program at KRA (59.8%); the HR department has developed formal training program and fully implements it to all new employees (59.8%); there is a clearly defined training program that every new employee must be taken through a KRA (57.8%); they were trained into their new position (57.8%); every employee whether new or taking up new positions must go through a formal training program (56.9%); training approach at KRA employs both formal and informal approaches (54.9%); and that there is a clearly defined policy and procedure for employee training which is mandatory and followed by every section or department (53.9%).

Respondents were further asked to indicate the approach that was used when they were posted to their current respective position. Figure 2 presents the finding.

Figure 2. Form of Training Approach



As elaborated in figure 2, a majority of respondents (36.8%) affirmed to structured but informal training, closely followed by 36.1% having been trained through a fully structured and formalized training while 17.1% were trained through a fully unstructured and Ad hoc process. Only 8.5% and 1.5% of the respondents were trained through an unstructured but formal training and a no formal training (Self-training) approaches respectively.

It can be deduced from the foregoing finding that the HR department in the study area has developed a fully structured and formal training program for all new employees whether new or taking up new positions and that there is a clearly defined policy and procedure for employee training which is mandatory and followed by every section or department. Effective employee training program design is a key determinant of an efficacious employee performance. This supports the need to induct all new employees in an organization in order to achieve optimum performance both of employees and of the organizations.

It can also be deduced from the foregoing finding that the study area employs a variety of training approaches, the most prevalent being the fully structured and formalized training and a fully structured and formalized training. These approaches are most effective as new employees are taken through structured and procedural programmes within a set time framework to be able formally understand their new work environment and feel welcome by various staff members. This makes new staff have a sense of welcome and belonging to their respective stations of work.

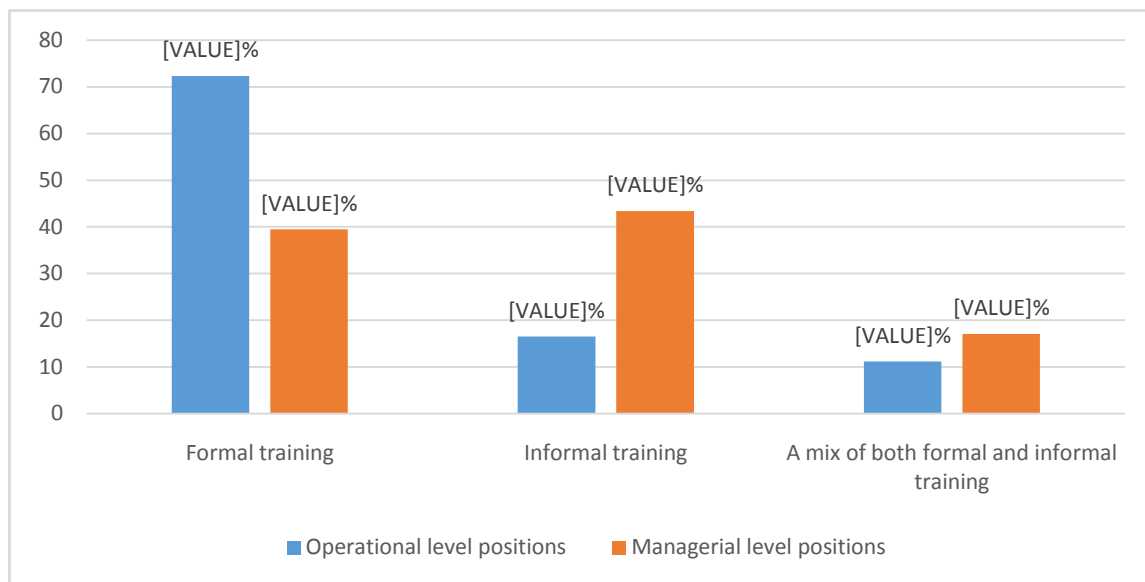
Accordingly, Falola et al. (2014) concluded that top management should be systematic in training/inducting their staff to develop new ideas that will enable them do better and ensure

retention of key employees for high organizational performance. Kebenei (2014) father recommended centered on the top management to adopt processes that trains workers to be able to use their skills and competences well, hence improve their performance as a result organizational performance.

Preferred Training Approaches Used at KRA

The study sought to establish the preferred choice of employee training approaches for operational and managerial levels at KRA. This section presents findings to pertinent questions asked with a view to address the objective. Responses were given in dichotomous variables, that is yes and no as well as other categorical variables with respect to the training approach used. This section seeks to establish the training approaches used at operational and managerial levels. Figure 3 below illustrates the finding.

Figure 3. Form of Training Approach For Management And Operation



As figure 3 illustrates, a majority of respondents indicate that new staff entering managerial positions are trained through formal training processes while only 16.5% and 11.2% of the respondents were trained through informal and a mix of both formal and informal training approaches. On the contrary, a majority of respondents (43.4%) indicate that new staff entering operational level positions are trained informally, followed by 39.5% affirming to formal training while only 17.1% affirmed to a mix of both.

Respondents were further asked to respond to key statements relating to the training approaches used for the different levels of the organization structure. Table 4 below presents the finding.

Table 4. Training Approaches

	Yes		No	
	F	%	F	%
Are there clearly defined training approaches for both operational and managerial level positions	63	61.8	39	38.2
All employees irrespective of their position are taken through the same training program	40	39.2	62	60.8
Managerial positions have a unique training program suited for managers only	68	66.7	34	33.3
Operational staff positions have a clear and a formal training program that is different from managerial position	51	50.0	51	50.0
The training approaches used in managerial more structured than those of the operational level	69	67.6	33	32.4
There is a preference for structured and formal training approach to both managerial and operational positions than unstructured and informal training approaches	65	63.7	37	36.3

As tabulated, a majority of respondents agrees that there is a preference for structured and formal training approach to both managerial and operational positions than unstructured and informal training approaches (63.7); training approaches used in managerial more structured than those of the operational level (67.6%); managerial positions have a unique training program suited for managers only (66.7); and that there clearly defined training approaches for both operational and managerial level positions (61.8%). Respondents were however split on operational staff positions having a clear and a formal training program that is different from managerial position (50.0%). A majority further disagreed that all employees irrespective of their position are taken through the same training program (60.8%).

It can thus be deduced that to a large extent, the formality of training approaches employed in the study area is dependent on the job cadre, whereby new staff entering managerial positions are more likely to be trained formally while new staff entering operational level position undergo informal training approaches. Regardless of the formality, training program and practice should allow employees to know their job specifications, job expectations

and organizational culture. A well thought out training program, not only retain key employees, but also to enhance performance from the first day in their new organization or position. It also follows from the foregoing finding that the formality of training approaches in the study area is skewed, with trainings for managerial positions being more structured and formal as compared to trainings for operational positions.

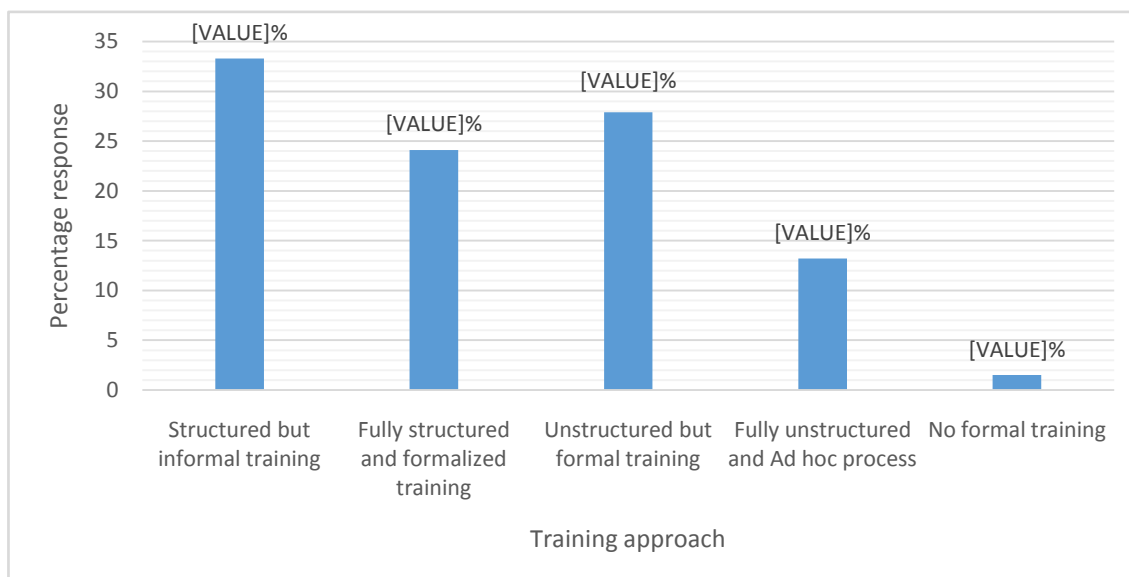
Accordingly, Evans and Lindsay (2011) assert that an effective training program is a major influence to the greater realization of high performance work (HPW). This high performance work is coupled with high flexibility, innovation, knowledge and skill sharing. The finding is in concurrence with these findings, Matsuno, (2000) and Pelham, (2000) believes that, effective employee training program design is a key determinant of an efficacious business performance. This supports the need to induct all new employees in an organization in order to achieve optimum performance both of employees and of the organizations.

Employee Performance and Training Approaches

The study sought to assess the performance of employees during training period at KRA. This section presents findings to pertinent questions asked with a view to address the objective. Responses were given in dichotomous variables, that is yes and no as well as other categorical variables with respect to the training approach used.

Respondents were first asked to indicate which training approaches in their experience has the greatest impact in enhancing employee performance at KRA. Figure 4 below illustrates the finding.

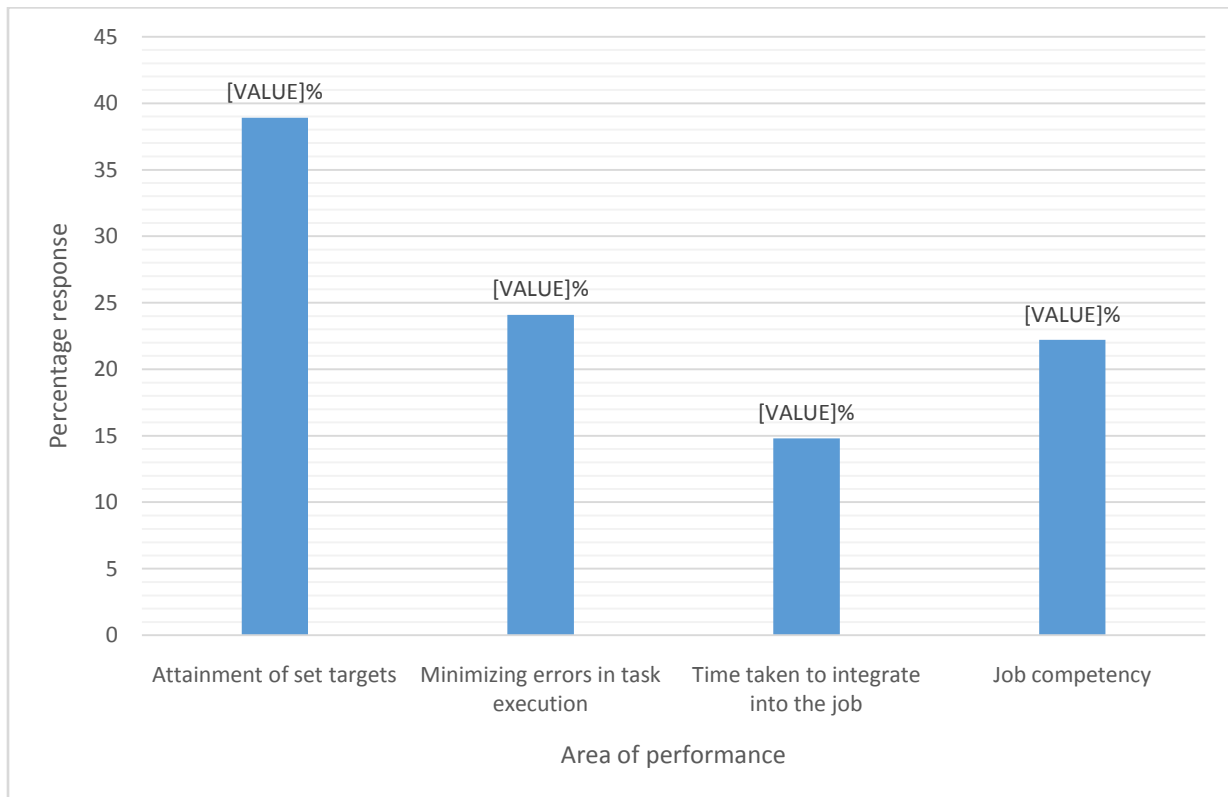
Figure 4. Training Approaches With Greatest Impact



As illustrated in figure 4, a majority of respondents (33.3%) affirmed to a structured but informal training, followed by 27.9% affirming to an unstructured but formal training while 24.1% prefer a fully structured and formalized training. Only 13.2% and 1.5% favored either a fully structured and Ad hoc (9.2%) or a non-formal training respectively.

Respondents were also asked to indicate the aspects of employee performance that were significantly influenced by the training approach used by KRA. Figure 5 presents the results.

Figure 5. Aspects of Employee Performance



It was revealed as shown in figure 5 that to a majority of respondents (38.9%), the training approaches employed led to their attainment of set targets. This was followed by 24.1% who affirmed to minimization of errors in task execution while 22.2% affirmed to job competency then 14.8% affirming to time taken to integrate into the job.

Respondents were further asked to indicate their respective levels of agreement with pertinent statements posed about performance of employees in new positions at KRA in Kenya. Table 5 below presents the finding.

Table 5. Performance Of Employees In New Positions

	Yes		No	
	F	%	F	%
In your view, do you think that the performance of an employee in their new positions is influenced training programs	69	67.6	33	32.4
Employees who are taken through a training program tend to perform better than those who were not	65	63.7	37	36.3
The choice of the training method determines future performance of an employee	49	48.0	53	52.0
Informal training approaches do not play an important role in determining performance of employees in their new positions	43	42.2	59	57.8
Combining different training approaches significantly enhances employee performance	77	75.5	25	24.5
It is challenging for new employees to achieve better performance if they are not adequately trained	83	81.4	19	18.6

As table 5 presents, a majority of respondents agrees that it is challenging for new employees to achieve better performance if they are not adequately trained (81.4%); combining different training approaches significantly enhances employee performance (75.5%); performance of an employee in their new positions is influenced training programs (67.6%); and that employees who are taken through a training program tend to perform better than those who were not (63.7%). A majority of respondents however does not agree that the choice of the training method determines future performance of an employee (52.0%); and that informal training approaches do not play an important role in determining performance of employees in their new positions (57.8%).

It can be deduced that training approaches employed in the study area have led to significant improvements in various aspects of job performance among the participant employs. Aspects most significantly impacted upon include attainment of set targets, minimization of errors in task execution and job competency. It can be deduced from the foregoing finding that according to a majority of respondents, training approaches to a high extent determine the performance of employees in their respective stations. It is particularly notable that it is challenging for new employees to achieve better performance if they are not adequately trained; combining different training approaches significantly enhances employee performance; and that

employees who are taken through a training program tend to perform better than those who were not.

The finding is in agreement with Sango, (2008) whose study established that training had a significant effect on employee's job performance. There was very much appreciation of improved predominance of employees due to training. The study also found out that strategies employed during the training process had positive influence over new employees' start up in the organization. The finding is also on tandem with Kebenei, (2014) who as well established that employee training influenced the job performance in Eldoret Water and Sanitation Company. This evidence shows that training has a great impact on employee performance. The current study therefore, seeks to find out whether training process in KRA has any effect on its employees' performance. The study however does not agree with Vogt, (2016) who found that an employee may feel out of place after the training process which may interfere with their integration process thus have negative effects on their immediate performance.

Hypotheses testing

The study sought out to test the first null hypothesis that states that: There is no significant difference between employee performance during and after the training period at KRA. To this end, a paired sample t test was conducted at a confidence interval of 0.05. Table 6 below illustrates the finding.

Table 6. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Dev	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Performance before and after training - Employee Performance	88.919	9.50	.5319	89.9650	87.871	167.17	102	.000

It was revealed that at 95% confidence interval, the study established a statistically significant association between employee performance during and after the training period at KRA (.000). The study therefore fails to accept the first null hypothesis and concludes that there exists a statistically significant difference between employee performance during and after the training period at KRA.

A Chi square test was further performed at a confidence interval of 0.05 to test the second null hypothesis of the study that states that there is no significant effect of employee training approaches on the performance of operational and managerial employees at KRA. Table 7 below illustrates the finding.

Table 7. Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	45.316 ^a	40	.260
Likelihood Ratio	53.299	40	.078
Linear-by-Linear Association	.145	1	.703
N of Valid Cases	102		

a. 56 cells (68.3%) have expected count less than 5. The minimum expected count is .40.

As elaborated in table 7, Asymptotic Significance (2-sided) were all above the 0.05 threshold. This implies that the relationship is not statistically significant. As such, the study accepts the second null hypothesis and concludes that there is no significant effect of employee training approaches on the performance of operational and managerial employees at KRA.

CONCLUSION

It can be deduced from the foregoing finding that the HR department in the study area has developed a fully structured and formal training program for all new employees whether new or taking up new positions and that there is a clearly defined policy and procedure for employee training which is mandatory and followed by every section or department. It can also be deduced from the foregoing finding that the study area employs a variety of training approaches, the most prevalent being the fully structured and formalized training and a fully structured and formalized training.

It can thus be deduced that to a large extent, the formality of training approaches employed in the study area is dependent on the job cadre, whereby new staff entering managerial positions are more likely to be trained formally while new staff entering operational level position undergo informal training approaches. It also follows from the foregoing finding that the formality of training approaches in the study area is skewed, with trainings for managerial positions being more structured and formal as compared to trainings for operational positions.

It can be deduced that training approaches employed in the study area have led to significant improvements in various aspects of job performance among the participant employs. It can be deduced from the foregoing finding that according to a majority of respondents, training approaches to a high extent determine the performance of employees in their respective stations.

The study therefore fails to accept the first null hypothesis and concludes that there exists a statistically significant difference between employee performance during and after the training period at KRA. The study also accepts the second null hypothesis and concludes that there is no significant effect of employee training approaches on the performance of operational and managerial employees at KRA.

RECOMMENDATIONS

Since the study has revealed that training positively influences employee performance by having a positive influence on employee engagement at KRA, training should be conducted time to time to ensure that employees have the necessary engagement to change processes, innovation; better performance and job enthusiasm for enhanced employee and organizational performance.

The fact that the top level management and non-level management are more likely to be induced in taking new tasks compared to the middle level management staff indicates a gap in readiness of the middle level management in taking new tasks. Thus the organization should design specific training programmes that target this group of employee with the aim of enhancing their readiness in taking up tasks and accepting change. Further the organization should carry out an audit to find out why training most likely motivates the top level to be committed to taking initiatives in helping other employees but not the other cadres of employees.

Since as employees recognize their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job. Hence there is need for the organization to establish specific strategies that targets enhancing employee recognition.

Further the study has shown training enhances employee performance by influencing employee alignment to organizational goals; positive leadership traits; and motivation for work performance. The management of KRA therefore needs to ensure training strategies are not only aligned to productivity but also to enhancing employee motivation for superior performance.

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