

**STAFF TRAINING ON EMPLOYEE PERFORMANCE.A
CASE STUDY OF KENYA REINSURANCE CORPORATION LIMITED,
KENYA.**

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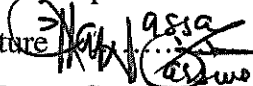
**A RESEARCH PROPOSAL PRESENTED IN PARTIAL FULFILMENT
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SUPERVISOR'S APPROVAL

This research proposal has been submitted for examination with my approval as the university supervisor.

Signature  Date 10/06/2008

MR.Hassan Ssendagire.

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ABSTRACT

This research project asserts to analyze the effects of training and the performance of employees in organizations within the business sector in Kenya Re. Lack of proper training of staff will greatly affect employee performance, acquisition of skills, empowerment and rewards to achieve their set goals and objectives. Training is a very essential element for the effective and efficient activities in all organizations.

In chapter one the researcher propagated for determining the correlation between training and performance. It sorts further to analyze the point or degree to which training has led and improved acquisition and improvement of skills, empowerment and rewards for staff. The functional importance of the study is to form a critical opinion on the impact of training on performance of staff at Kenya Re.

In chapter two the researcher used different methodologies to gather up both basic and alternate data appraising both structured and unstructured questionnaires to gather up basic and alternate data. The data is appraised assigning instruments tools of statistical elements such as graphs and pie charts.

In chapter three the researcher used ergodic statistics method to acquire data from employees targeted by the researcher. The researcher propagated for 45 employees of Kenya Re. The researcher focally computed on 27 employees, from different sectors and the departments that constituted the sample distribution size.

In chapter four the researcher presented, analyzed and interpreted the data in tables, pie charts and graphs according to the respondent's remarks and suggestions. The researcher also used the general public in finalizing the research on various issues that could be included in improving employee performance.

In chapter five the researcher summarizes and concludes the research through the findings and answering the research questions. The researcher also gives recommendations on the appropriate measures and solutions to the problems that the research sought to carry out.

LIST OF ABBREVIATIONS

T- Training.

BTA-Business Training Association.

HR- Human Resource.

CIPD-Chartered Institute of Personnel and Development.

KENYA RE-Kenya Reinsurance Corporation limited.

DEFINITION OF TERMS

Training- the use of systematic and planned instruction activities to promote learning.

Employee performance-the ability of employees to work efficiently and effectively at the specific duties assigned to them at a particular time.

Empowerment- the act of delegating power and authority to subordinates.

Knowledge- information acquired for productive use.

Skills-specific techniques and methods applied to specific jobs tasks and duties.

Orientation- initial training for new employees.

On-the-job Training- working while performing training skills.

Job in time-training- close association with imminent work activities.

Systematic training-carefully evaluation training.

Job rotation-movement in different job area types.

CHAPTER ONE

INTRODUCTION

1.1 Background of study

In this competitive era organizations both private and public must think and plan strategically to have an edge over their competitors. In order to achieve this, they need to have higher quality people (human resource) than other organizations employ and this cannot be satisfied unless they invest in developing skills and competencies. They recognize their actual or potential skill shortage can threaten their future prosperity and growth, Armstrong (1999). Theory x and theory y by McGregor are relation to training and employee performance still remains a valid basic principle from which to develop positive management style and techniques. It is a salutary and simple reminder of the natural rules for managing people, which under the pressure of day-to-day business are all too easily forgotten. Theory x ('authoritarian management' style); The average person dislikes work and will avoid it he/she can, most people must be forced with the threat of punishment to work towards organizational objectives, the average person prefers to be directed; to avoid responsibility; is relatively unambitious, and wants security above all else. Systems of projects are somewhat clear that collaboration of training departments in organizations and labor unions might yield very competent workers because most organizations prefer training departments rather than training institutions because the departments create a much more realistic and factual approach to every day encounters. Training needs appraisal in its development to future operations and managerial edifices in the business industry. Lack of proper training may be disadvantageous to a business because it may not compete favorably with its competitors and may not be able to take

advantage of business opportunities in its surroundings both internationally and locally. In the current society labor's efficiency is thoroughly stressed and demanded by most organizations which makes the human resource department more eloquent and strategic in hiring, recruiting and training employee applicants, Amstrong (2008).

Staff training is the process of the process of human resource development through which employees are equipped with knowledge, skills, right attitudes, empowerment and other performance standards, and for effective achievement of organizational goals Thompson (1997). Training is the process by which people are taught the necessary knowledge or attitude to enable them to carry out responsibilities to the required standard Cushway (1996).The definition of staff training was adapted from Thompson (1997) and Cushway (1996).However, Staff training is a set of activities that provides employees the opportunity to acquire and improve job-related skills and their level of commitment. In this study, staff training will be characterized by basic skills, knowledge and empowerment. Employee performance refers is as an individual's incentives and efforts efficiency to enhance organizational the goals and objectives effectiveness,Cushawy (1996), Bratton and Gold(2007)defines employee performance as the analysis employees potential and capabilities drawn from assessment data of past and current years to job relation and organization's expectations. The definition of employee performance is adopted in the study adapted from Bratton and Gold (2007) and Cushway (1996).However, employee performance is the ability of an employee to perform his/her duties effectively and efficiently at a specific period of time as per the organizations goals and targets.

In Kenya Re training seems to be eluded by the factors of skills, knowledge and empowerment as important factors. This is likely to impact on the employee and further organizational .Knowledge another important aspect of training because it gives employees confidence and capabilities of handling all sorts of challenges in their work. In Kenya Re, training seems to lack this aspect of knowledge. This is likely to eventually impact on the employee performance especially when employees are faced with more challenges in the future and or are supposed to apply it in their jobs or duties tend to do their jobs in that they work up to the working hours and not to the expectations of the business. This is likely to impact on employee performance. The corporate mission of Kenya Re is to provide quality reinsurance services to its citizens in Kenya, Africa, Asia and the rest of the World. Customers are the main subjects of an organization and Kenya Re has embarked on satisfying and fulfilling their expectations through information technology and computer generated activities.

1.2 Statement of the problem

In Kenya training in the business is thermo stated through the Business Act Cap 230.In this act a stipulated condition has been set for the standardization of training people engaging in the economic and commerce sector. The BTA was established through this law under the enactment of economic activities and it determines and regulates economic and managerial training of people engaged in the business industry in Kenya. Despite the existence of BTA and the training provided by various forms, the employee performance in Kenya Re has not been up to the expected standards. This is because of knowledge, skills and attitudes of employees. There is therefore need to establish the kind of training that should improve employee performance in Kenya Re.

1.3 Objectives of the study

1.1.1 purpose/General Objective

The purpose of this study is to determine and describe the impact of training staff training on employee performance in Kenya Re in Kenya, using cross sectional survey design with a view of improving employee performance. Staff training will be characterized by skills rewards and empowerment while employee performance by productivity, motivation and attitude.

1.1.2 Specific objectives

1. What are the effects of skills on employee performance in the Kenya Re.?
2. What are the effects of knowledge acquired on employee performance in Kenya Re.?
3. What is the impact of staff empowerment on employee performance?

1.4 Research Questions

The study will be guided by the following questions:

1. What has training done in the improvement of skills of employees in Kenya Re?
2. What has training propagated in the knowledge of staff at Kenya Re?
3. What empowerment has done on training to improve staff and employee performance?

1.5 Scope of the Study.

The study on the impact of staff training on employee performance in Kenya Re will be conducted between April 2008 and June 2008. The study will be conducted by the researcher using questionnaires, interviews and document analysis techniques. The

study will specifically seek to determine the effect of skills, knowledge, staff attitudes on employee performance

1.6 Significance of the study

The study will benefit the following groups:

- Broaden the researcher's intellectual capacities as far as the practice and relevance of the training is concerned.
- The Ministry of Labor for planning, policy making and strategic cognitions.
- The researcher, the study, findings, will help policy makers and other technocrats including human resource development practitioners, plans linked to their development needs.
- The study finding will contribute to the body of literature for review for further research into the same or related subject.
- The study will help policy makers appreciate the need for training as a critical ingredient in improving performance.
- For other researchers and basically to improve and increase cognition on training and employee performance for Kenya Re.

1.7 Conceptual Framework

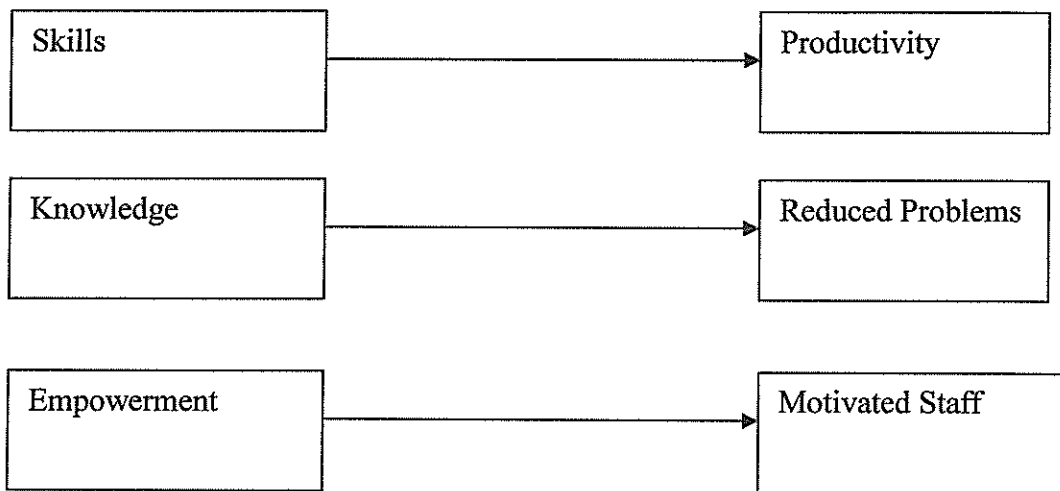
Figure 1.1 Independent and Dependant Variables.

Independent Variables

Staff training

Dependant Variables

Employee performance



Skills have a great impact on productivity in that they enable the employees to do their work efficiently and effectively. A skilled worker will always perform hi/her tasks in time and in a good amount. Knowledge that is acquired by employees during and after training always enables an individual to make appropriate decisions and proper strategies in carrying out their tasks and duties at heir jobs in relation to individual and organizational objectives. This will reduce any eventualities that might face the organization especially where a decision has to be made with a particular individual. Empowerment on the other hand is a big contributor in the motivation of staff who not only do their jobs better but also have a feeling of ownership in whatever they do. This is an important factor in relation to the productivity of the staff. The dependant and

independent variables are barked by the guest model developed by David Guest (1989, 1997) which developed a more perspective theoretical framework, reflecting the view that a core set of integrated human resource practices which is training though skills, knowledge and empowerment to achieve superior individual and organizational performance. The model acknowledges the close link human resource strategy and general business strategy.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter reviewed related literature on the impact of training on performance in Kenya re and also defended some basic concepts. The review of literature was done in accordance and research questions of the study that guided the researcher in the understanding of the research problem.

2.1 Effect of Skills on Employee Performance

Skill is a task that one person can perform to satisfaction level (or higher) or if referring to a specific individual, it means the persons current level of performance. Training encompasses skills assessment exercises which are designed to identify employee's skills. Once the employee has guarded a set of say, fine accomplishments, He or she then identifies the skills involved in making each accomplishment in a group discussion, and then the entire group might help identify the skills underlying the achievement. Training provides a platform through which employees and new staff can acquire skills not only for the organizations but also for individual importance.

An unskilled trainee or employee or staff is likely to make mistakes in the work place that might jeopardize the organization or and the individual himself. The speed at which an unskilled worker along with other working traits I much lower as compared to the skilled one. Training therefore provides an opportunity to acquire current and future skills that an employee requires. Training as a whole exposes trainee to various situation especially through on the job and off the job training which enables employees to replicate in their activities and assignments. French (1994) defined training as the organizational directed

2.3 Staff Empowerment and Employee performance

Aswathapa (2004) defined empowerment as a passing on authority and responsibility. Its a product of enrichment and occurs when power to employees who, then experience as sense of ownership and control over their jobs. It's what young job aspirants are looking for in organizations, more than monetary rewards. It's a feeling that employees 'owns' the job that motivates him or her nowadays. It may be understood as a process of embracing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by the formal organizational practices and informal techniques efficacy information.

Empowered employees are energized and passionate. They aspire to do better jobs because that get personal rewarded for doing so.

Empowered employees know what their jobs belong to them .Given a say, on how things are done, employees feel more responsible when they feel responsible, they show initiation in the work, get more done and enjoy their work.

Training should focus on empowerment as a factor in fulfilling the organization's objectives and also acquiring a motivated staff is energized work. Training should view empowerment as an addition in the change of the needs of training in a developing world.

Empowerment is the enhanced autonomy, creativity and productivity of subordinates, achieved through training, delegation, involvement and support. Training should acquire a range of leadership skills that can be used under changing circumstances because participatory leadership skills, in particular, are important in today's organizations.

2.4 Employee Performance

The concept of performance has been expressed by Brumbrach (1998) as follows:

Performance means both behavior and results. Behavior emanates from the performer and transforms performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right-the product of mental physical effort applied to task and can be judged apart from results. It also means making the best use of trained, skilled and unskilled human resources and should be considered in relation to effectiveness which is a measure to which the objective is achieved. It's the achievement of qualified objectives, but it's a matter of not what people achieve but how they achieve it. The Oxford English dictionary confirms this by including the phrase 'carrying out' in its definition performance as the accomplishment, execution, carrying out, working out of anything ordered or undertaken. High performance results from appropriate behavior, especially discretionary behavior, and the effective use of the required knowledge, skills and competences. Performance management must examine how results are attained because this provides information necessary to consider what needs to be done to improve results. Training provides opportunities for employees within an organization to reach their full potential (through improving skills and competency) and become of greater value to the organization. Training provides solutions and problems associated with employee performance so employees and new trainees are able to perform their duties effectively and efficiently.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study aims at accessing the impact of training on employee performance of Kenya Re. The study focuses on skills, knowledge and empowerment which is not been utilized in Kenya Re despite its great importance and future needs. The researcher employed various evaluation techniques to analyze the impact of training on employee performance in Kenya Re.

Efficient and effective research design, data collection and data analysis methods were used to acquire credible information to make appropriate solutions and conclusions.

The methodology adopts research design, sampling design, study population, research instruments and data analysis.

3.1 Study design

After formulating the research objectives, appropriate methods of achieving them were identified. The researcher employed both quantitative and qualitative methods of data collection. This were to ensure that attention was not only paid on describing, coding and accounting events at the expense of understanding why things were happening. But in writing up the events, quantitative data tended to take precedence. This was due to the positive element in social research whereby numbers speak louder than words.

3.2 Study population

The study was carried out on different scales. They were left one owing to the fact that they virtually receive no external formal training. Their value would impinge on the

validity and reliability of data. Hence the size of the study population, small as it is, could be explained against the background of choosing a study population, which is best suited to attend training courses. There was no justification for using a large study population, the majority of whom had ever attended any training courses.

The respondents included former trainees, their superiors, peers and subordinates. Former trainees proved to be valuable source of information on the changes they registered as a consequence of training and obstacles encountered in the application of training. They also indirectly provided information on training and performance. Superiors, peers and subordinates of former trainees provided information intended to verify the responses from former trainees, that is, if they noted any changes in their performance.

Departmental needs provide information on whether organizational /departmental performance had improved as a consequence of training and other research relevant information like training skills, knowledge and empowerment.

3.3 Sample Size

The sample size consists of 27 employees, (3) top management/directors, (8) executive management/middle managers and (16) employees. The initial aim was 115 but due to limitations of finance and time it was not possible to interview the others.

3.4 Sampling Technique

The sampling was done randomly in each level of management. This method was used so as to evade bias in acquiring information.

3.5 Data Collection Methods

3.5.1 Questionnaires

The questionnaire is a form containing a set of questions; submitted to people to gain statistical information and was used to get information on a wide range of issues. This method was chosen because of its associated advantages. Information would be collected within a short period of time. A structured questionnaire was used to determine the perceptions and sentiments that the respondents were likely to have expressed and could not have been of any consequence to the subject under investigation. Pre-testing was also used on a small group of employees to check the ambiguity and lack of clarity.

3.5.2 Interviews

The interview method was used to get information on a number of aspects like selection for training, performance, acquisition of skills, knowledge and empowerment. In-depth interview were incorporated using leading questions to probe and seek opinions on the needs of training and performance in Kenya Re. Personal interviews were conducted to supplement the previous data and hypothesis and also helped deeper and better understanding of the subject. Group interview were also conducted to gather additional information that considerably added to the quality of this study.

3.6 Data Processing and Analysis

Data was analyzed by coding frames and the use pie charts, bar graphs, tables of illustrative statistics and where the respondents whom were deemed mostly quoting stress to a certain observation were rendered on a separate sheet of paper and included selecting in the report.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION.

4.0 Introduction

The processed data was the presented in various ways. Qualitative adapt was presented by developing logical themes and highlighting the patterns deduced in the data in a way that could be reorganized and understood by the user, while qualitative data was presented in simple tables and by means of descriptive statistics based on the ease of the analysis. Effort was also made to explain the data presented before and after every table for comprehension.

4.1 Effects of skill on the improvement of employee performance

The respondents were asked whether training created an impact on the acquisition and improvement of the skills required on their jobs. They were further asked if the acquired skills improved their jobs. The respondents were also asked what they felt about employing skilled manpower on the performance of the organization. This data was analyzed in Tables 4.1.1, 4.1.2, 4.1.3, 4.1.4, Graph 4.1.5 and Pie chart 4.1.6

Table 4.1.1: Do new staff members get the skills they need out of training

Degree of responses	Frequency	Percentage
Strongly agree	5	18.6%
Agree	2	7.4%
Not sure	1	3.7%
Disagree	9	33.3%
Strongly Disagree	10	37%
Total	27	100%

Source: Primary data

From a further inquiry in the conduction of training in Kenya Re, it was induction for all new comers. Secondly it was competent enough to start work without further guidance. As the percentage of the table 10(37%) strongly disagree which suggests that induction and orientation of new staff is not considered as an important aspect, from which they would get to know the necessary skill required of their work. This leaves such new staff to trial and error methods of work as they struggle to fit in the new work environment.

Table 4.1.2: The staff responses on improvement of performance as a result of acquisition and improvement of skills.

Degree of responses	Frequency	Percentage (%)
Strongly agree	14	51.9
Agree	7	26
Not sure	1	3.6
Disagree	3	11.1
Strongly Disagree	2	7.4
Total	27	100

Source: Primary data.

As illustrated in table 4.5 above 14(51.8%) and 7(26%) of the respondents they had performance improvement as a result of skills that they received, compared with 6(22.1%) who thought otherwise. To corroborate the validity of this response, it was necessary to use their supervisors to validate this data. Most of the respondents agreed that the skills acquired in training are helping them facilitate their jobs and assignments in Kenya Re.

Table 4.1.3 Does employing skilled manpower improve employee performance in Kenya Re.

Degree response	Frequency	Percentages (%)
Strongly agree	16	59.3
Agree	5	18.5
Not sure	1	3.7
Disagree	2	7.4
Strongly disagree	1	3.7
Total	27	100

Source: Primary data

As the table indicates the majority of the respondents agreed that skills are very necessary for the performance of the staff either from training or selection. Although most of the respondents agreed that employing skilled manpower was necessary for employee performance some disagreed tat training offered in Kenya Re was also important because it focus on specific areas and skills needed to perform these duties so it's offered for a limited amount. The few respondents believed that skills should be offered in a wide extent to suit different levels in Kenya Re.

Table 4.1.4 The responses on Level of skills on the improvement employee performance in Kenya Re.

Degree of Responses	Very Much	Much	Not sure	Not Much	Not at all
To what level does acquisition and improvement of skills impact on performance?	22	2	0	2	1
Percentage(%)	81.4	7.4		7.4	3.8

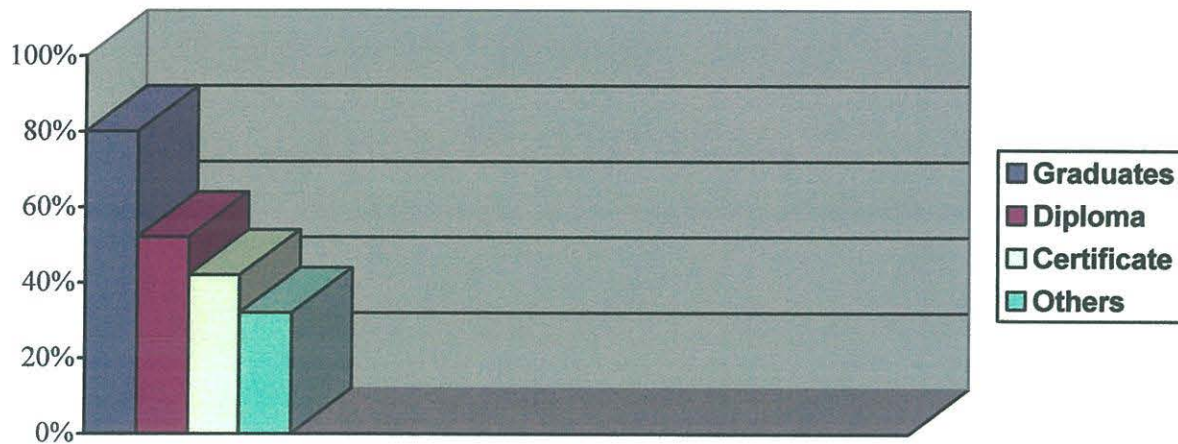
Source: Primary data

As the table 4.1.4 illustrates the majority 24(98.8%) of the respondents agree that acquisition and improvement skills improve their job performance in a very large extent as opposed to the few who don't agree 3(12.2%). The few who disagreed were on the view that there job designs do not change very often, in that they do the same work year around, so the skills they acquire do not have a impact on their performance.

This data was analyzed using the following graphs 4.1.5

A column graph illustrating the effects skills on employing performance

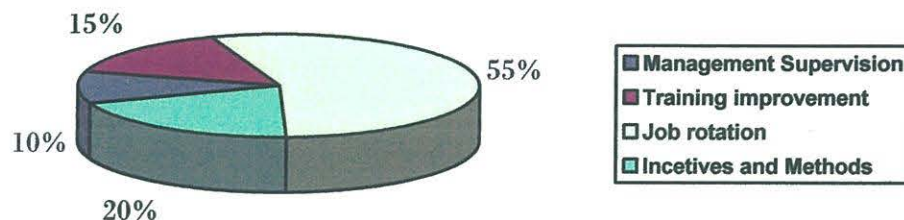
Graph 4.1.5 Graph showing the performance of staff as per the skills of employees at Kenya Re over the past five years.



Source: Secondary Data

As the graph indicates the staff who have acquired bachelors degrees are likely to have more skills compared to the ones with diplomas, certificates and those who don't have qualifications because of encounters with different areas under various fields of study and also to the addition of the training that is induced in Kenya Re. Most of the respondents agreed that skills acquired from training was very important, however, even more respondents agreed that skills acquired as a result of learning was also very important in employee performance because the employee has practical knowledge and competency in various fields of operation.

Pie Chart: 4.1.6 What the general public and private sector think about others areas on which skills can be improved.

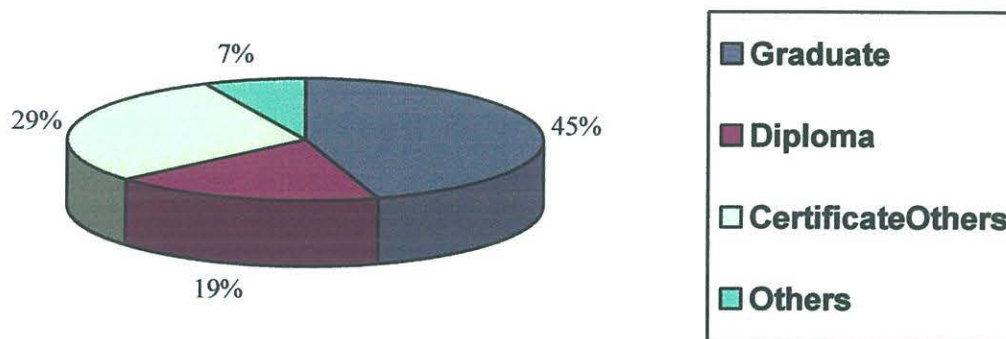


As the chart above illustrates most of the members of the public and private sector agree that appropriate job rotation leads to efficient and effective acquisition and improvement of skills. Although they pointed out that not many managers support this factor because their perception may be that employees are seeking greener pastures. Others thought that manager's supervision was also relevant in important of skills but dependant on the policies and management of an organization. Improvement of training was also another factor that others suggested because they believe basic training was offered in public prarastatals, although Kenya Re is partly public and private. Some also believe that incentives and other methods of skills acquisition and improvement should be used rather than the usual ones so as to improve organizational and individual performance.

4.2 Effects of knowledge on performance

The respondents were asked whether acquisition and transfer of knowledge impacted on the own individual and organizational performance. Further, the respondents were also asked whether knowledge depended on the levels of education. The respondents were also asked whether knowledge they received was relevant to their jobs and how it's relevant in their jobs. Data was analyzed using the Pie chart 4.2.1, Table 4.2.2, Bar graph 4.2.3, Table 4.2.4, Graph 4.2.5 and Table 4.2.6.

Pie chart 4.2.1 Educational levels of respondents in Kenya Re.



Source: Primary data

Another sample characteristic that was considered for this study was educational level of Kenya Re staff, as illustrated in 4.2, out of the 27 respondents, the majority 12(44.5%) had bachelor degrees, 5(18.5) had diplomas, 8(29%) had certificates, 2(7%) had neither the required qualifications.

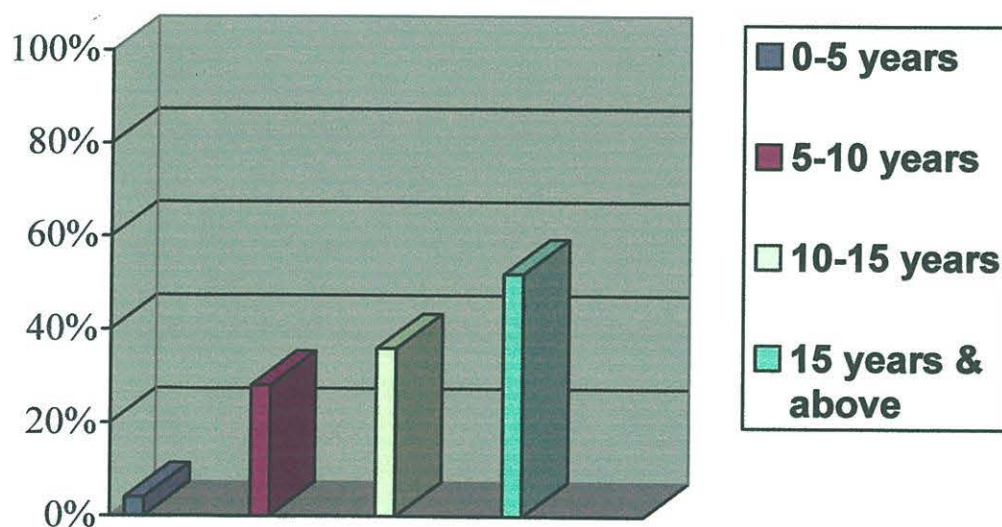
Table 4.2.2 Evidence of whether the new staff get the knowledge they require.

Degree of responses	Frequency	Percentage (%)
Strongly agree	14	51.9
Agree	8	29.6
Disagree	3	11.1
Strongly Disagree	2	7.4
Total	27	100

Source: Primary Data

As illustrated in table 4.5 above 14(51.9%) and 8(29.6%) of the respondents agree that knowledge is induced in new staff that will enable them to do their jobs efficiently and effectively in Kenya Re.

Bar graph 4.2.3 Representing the years of service of Respondents



Source: Secondary Data.

As the graph indicates 52% of all the staffs have been working in the company for more than 15 years and have gained experience. This indicates how knowledge can be easily transferable in the organization especially for new staff members.

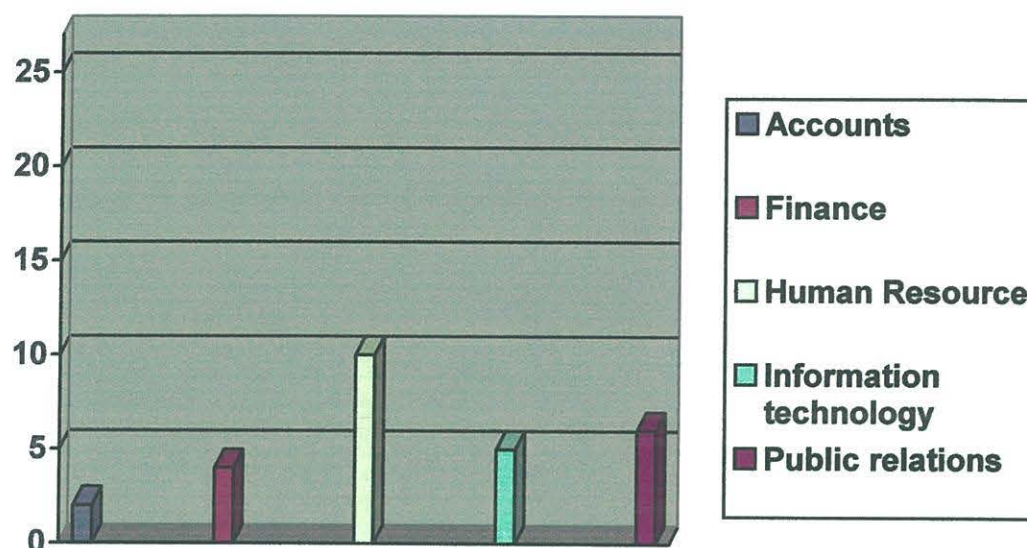
Table 4.2.4 The impact of knowledge on performance in different departments.

Degree of Response	Agree	Disagree
Accounts	2	
Finance	4	
Human resource	10	
Information technology	5	
Public relations	6	
Total	27	

As the table indicates staff from different departments agreed that knowledge acquisition from either years of experiences or training helps them in their day to day running of their individual and organizational operations.

The above data was analyzed using the following graph below.

Bar graph 4.2.5 Illustrating the view of knowledge acquisition in different departments on employee performance.



Source: Primary Data.

As the graph illustrates majority of the respondents agree that knowledge is very important in any department that one is in. They added that knowledge reduces errors and mistakes and improves the mode of performance on individual and organizational basis.

Table 4.2.6 Responses on knowledge on the Level of performance of staff in Kenya

Re.

Degree of responses	Very much	Much	Not much	Not at all
To what extent does knowledge influence performance?	25	2		

Source: Primary Data.

As the table indicates all of the respondents believed that knowledge is important in the improvement of individual and organizational performance because it is very important in the present and future undertakings especially in decision making and devising strategies.

4.3 Effects of empowerment on employee performance

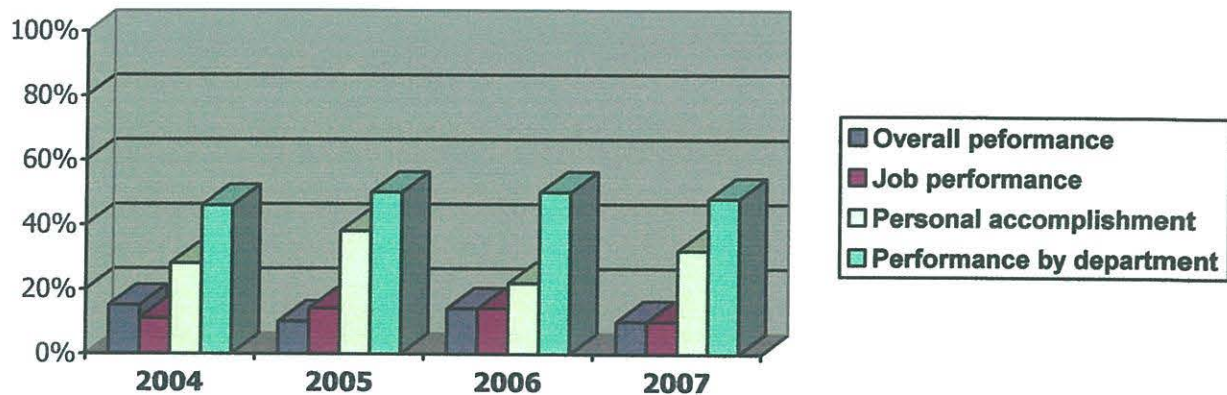
It was also the objective of this study to establish the impact training to empowerment on employee performance. To achieve this, data related to the empowerment of the employees were sought from the respondents. The respondents were asked how empowerment impacts on their performance. The respondents were then asked how they perceive empowerment. The respondents were also asked the extent to which empowerment impacted on their skills. Table 4.3.1, Bar graph 4.3.2, Table 4.3.3, Pie chart 4.3.4 and Bar graph 4.3.5.

Table 4.3.1 Showing what the staff think about empowerment in Kenya Re.

Do you feel empowerment has a great impact on your performance?	Yes	No
Frequency	20	7
Percentage %	74	26

As the table 4.3.1 indicates the majority of the respondents agreed that empowerment is an important factor in their performance and also future needs. Although many agreed to empowerment is essential the mode at which it was being presented to them was not sufficient. This data was analyzed using the graph 4.3.2 below.

Bar graph 4.3.2 Showing how empowerment is analyzed in Kenya Re in the past years.



Source: Secondary data

As the graph indicates empowerment is greatly assessed under a departmental level and not under individual level. This, as viewed by many respondents does not clearly depict or acknowledge individual performance which is also very important in Kenya Re. Many respondents recommended that other methods of assessing empowerment should be sought in order to analyze individual efforts. This data was also reflected in the table below 4.3.3 below.

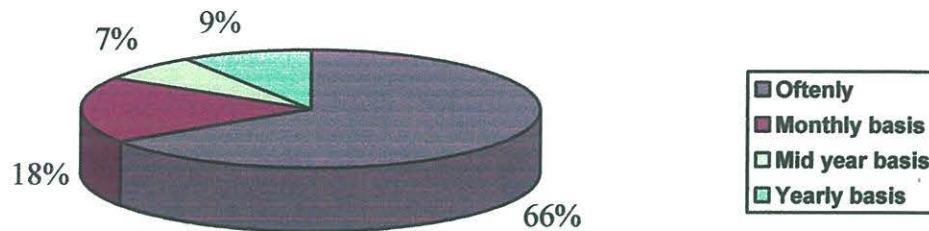
Table 4.3.3 Showing how empowerment is perceived by staff at Kenya Re on different levels of performance.

Degree of response	Job Performance	Overall Performance	Personal Performance	Departmental Performance
Strongly agree	3 (11.1%)	5 (18.5%)	14 (51.9%)	3 (11.1%)
Agree	2 (7.4%)	3 (11.1%)	6 (22.2%)	4 (14.9%)
Not sure	1 (3.7%)	1 (3.7%)	1 (3.7%)	1 (3.7%)
Disagree	12 (44.5%)	10 (37%)	4 (14.8%)	10 (37%)
Strongly disagree	9 (33.3%)	8 (29.6%)	2 (7.4%)	9 (33.3%)
Total	27(100%)	27(100%)	27(100%)	27(100%)

Source: Primary Data

As the table illustrates majority of the respondents agree that empowerment should be analyzed on the individual performance and not the departmental over view. This is because, they argued, and that some employees were not instrumental at the outcome of results. Whereas its important for the heads of departments to recommend staff for empowerment as well as the staff taking part in their own career development in the services, its likely that such empowerment is relevant in the schedule and in general aim of Kenya Re's goals in particular. From a further inquiry, it was revealed that where empowerment is chosen on personal accord, it rarely takes into account organizational needs and could be a strategy of staff to seek greener pastures elsewhere on completion of the empowerment program. Equally, the heads of department are likely to execute a lot of favorites and even sanctions in the process of the recommendation.

Pie chart 4.3.4 Illustrating members of the private sector's view on empowerment of Kenya Re.

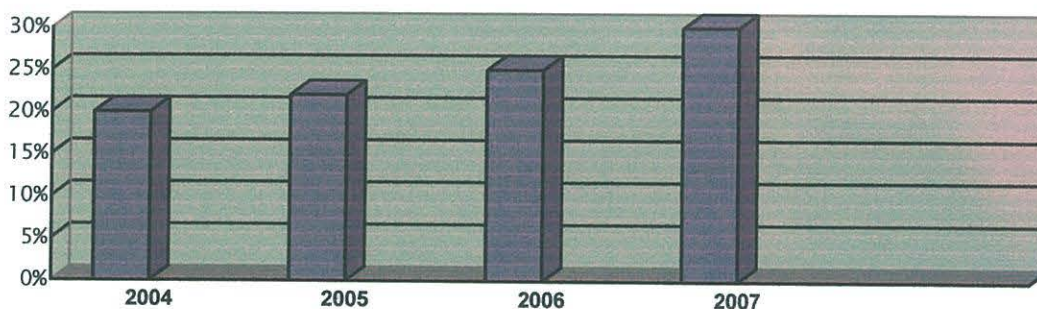


Source: Primary Data.

As the table illustrates respondents from the public and private sectors agree that empowerment should be carried out in Kenya Re. However, the majority (66%) agreed that it should be done more oftenly than others who thought it should take more time.

This data was analyzed using the graph below.

Bar graph 4.3.5 Showing the trend of empowerment in Kenya Re.



Source: Secondary Data.

As the graph illustrated the trend of empowerment in Kenya Re has not been very good in the past few years since it's a public enterprise, managers restrict errors attained from any decisions as apposed to the private sector.

4.4 Performance of staff

The respondents were asked whether training is impacting on employee performance In Kenya Re especially for the new staff members during a number of years and the following responses were given. The respondents were then asked what they felt about training. The respondents were asked to what level did training impact on their performance. The researcher also analyzed the improvement of training over the past few years.

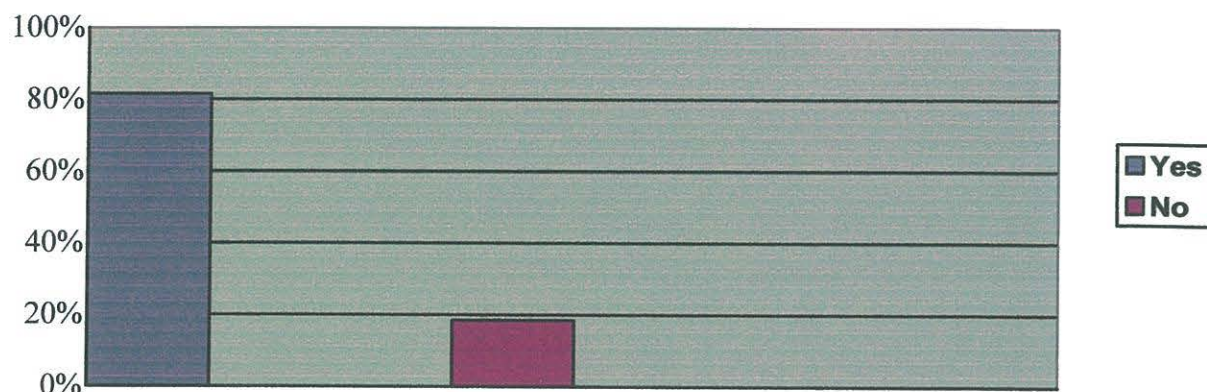
Table 4.4.1 Evidence of the improvement of employee performance through Training on Kenya Re staff.

Degree of responses	Frequency	Percentage
Agree	22	81.5%
Disagree	5	18.5%
Total	27	100%

Source: Primary Data

As the table illustrates majority of the respondents 22(81.5%) are positive of the when they were asked about the impact of training on the improvement of their performance. However, 5(18.5%) of the employees have negative opinions towards training, they felt there were other areas where employees were performing extensively well without the basic training.

Graph 4.4.2 Illustrating how the respondents thought about training on performance.



Source: Primary Data.

As the graph illustrates most of respondents agreed that training improved there performance effectively and efficiently. Infact, they felt that if it was not for training they would not be where they were at the moment.

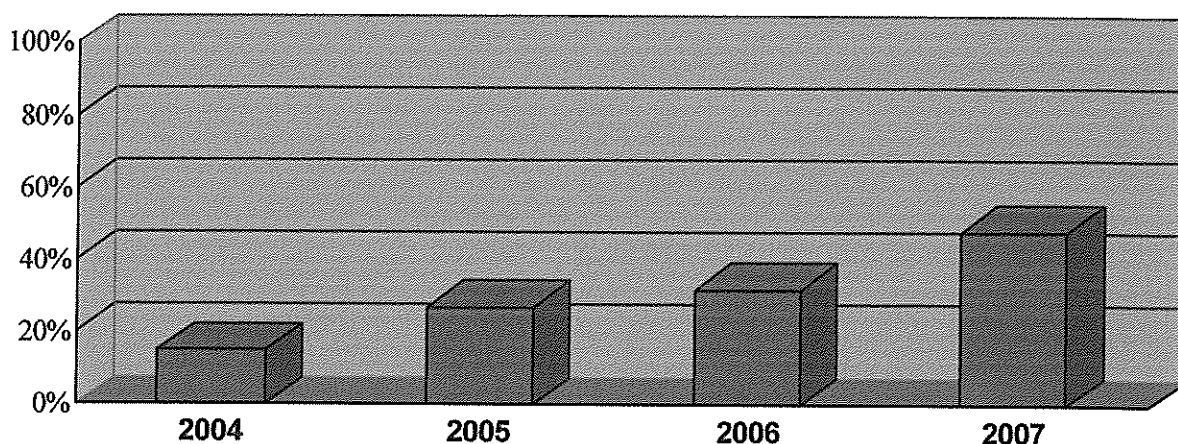
Table 4.4.3 Evidence of the level of performance out of training.

Degree of response	Very much	Much	Not sure	No	Not much
At which extent does training influence your performance?	22	0	0	0	5

Source: Primary Data.

As the table illustrates most of the respondents agreed that training impacted on there performance in a large extent. They also agreed that it increased there level of performance.

Bar graph 4.4.2 The trends the improvement of performance on staff at Kenya Re over the past few years as a result of training.



Source: Secondary Data.

As the graph indicates performance is improving in Kenya Re from the respective years as a result of training through skills, knowledge and empowerment as the main factors. This indicates that training is improving from its current level in the prevailing years thus if it's improved it can bare overwhelming results.

CHAPTER FIVE.

RESERCH RESULTS

5.0 Introduction.

In this chapter the researcher summarizes the findings of the study and makes conclusions based on the interpretation in the earlier chapters and makes possible recommendations as a possible way forward which in his opinion could go along improving training in Kenya Re.

5.1 Summary

The first objective was to find out the effect of skill on employee performance. Data analysis and interpretation of responses from the 27 respondents revealed the following major findings that staff members get the skills they need out of training, staff improve in performance as a result of acquisition of skills, employing skilled manpower improves employee performance and employing skilled manpower improves employee performance. Training leads to the acquisition at a large extent. These findings indicate that training offered in Kenya Re facilitates acquisition and improvement of skills. This could owe to the training offered in Kenya Re, the improvement of performance as a result skills and employment of skilled manpower.

The second objective was to find out the effects of knowledge on employee performance. Data was analysis and interpretation was carried out on the respondents and revealed this major findings that knowledge is influenced by the educational levels of staff, staff get the knowledge they need, knowledge is required in all departments and it is

contributes a lot in employee performance. These findings indicate the training offered in Kenya Re facilitates acquisition and improvement of knowledge. This could owe to the efficient and effective training and the employment of skilled manpower and the transfer of information from management to staff.

The third objective was to find out the effects of empowerment on performance. Data analysis and interpretation of the respondents revealed the following major findings; empowerment has great impact on performance, empowerment should be analyzed on the individual basis, it should be carried out more often and it contributes to employee performance in a large extent.

The final objective was to find out the performance of staff as a result of training. Data analysis and interpretation of the respondents revealed the following major findings; that training has a great impact on improvement of employee performance, the performance in Kenya Re is increasing at a steady rate and training impacts on employee performance at a very large extent. These findings indicate the training offered in Kenya Re facilitate improvement of employee performance. This could owe to the effective and efficient training and other factors like skills, knowledge and empowerment.

5.2 Important Issues

The research question on whether training impacted on a great deal to the acquisition and retention of skills was answered, where most of the respondents agreed that training was a significant factor in acquisition of skills. The question of the impact of training on the knowledge of staff was also answered, where most respondents agreed that knowledge is very essential in their performance. The question of how training impacted on empowerment of staff was also answered, where most of the respondents agreed that empowerment reflected a great deal of performance in the work and also impacted on the acquisition and retention of knowledge out of it. Although empowerment is a great booster of employee performance managers and other authorities in Kenya Re elude this factor because of the nature of the company being a public entity.

5.3 Conclusion

The research concludes that training is being carried in Kenya Re as an objective fulfillment. The training offered helps the staff acquire and retain the relevant skills that they require at their work place.

Training which is being offered in Kenya Re is relevant and objectives to the goals of the organization. The training is also offered in various ways through on the job training, orientation, special assignments in group and individual aspects and departmental aspects.

The training offered in Kenya Re is relatively aimed at customer satisfaction as stated in the goals of the organization. The training offered in Kenya Re is also for competitive aspects especially in the insurance sector where Kenya Re is aiming at strategically advocating for certain types of insurances.

The training offered in Kenya Re enables the staff to perform efficiently and effectively especially where the factors of knowledge, skills and empowerment are stressed. This enables workers to be motivated in their work which yields good performance results.

The training offered in Kenya Re is also efficient enough for workers to make appropriate decisions in their work balance. Training encompasses competency to the activities that they do so it would result in preservation, efficient and effective use of the resources available in the company.

5.4 Recommendations

Kenya Re managers and other relevant authorities should intensify training so that the staff can be more unique and competent in the future. Various methods should be used to train the staff in order to expose the staff to various fields to gain advantage over other enterprises and other staff in the private and private sectors.

Kenya Re should analyze the performance of individuals through training rather than departmental so as to identify the individual capabilities and reward this staff who deserve it appropriately so as to improve motivation which is very important in employee retention.

Kenya Re managers and supervisors should also involve themselves in training so as to improve the capabilities of the staff over others in similar stages especially yin the private sector. This also entails the allocation of resources that are instrumental in proper training of the staff.

Kenya Re should also increase or device other methods of motivating their customers through training so as to change the perspective and perception of the staff on training in facilitating and improving their overall performance. Kenya Re should continuously stress the importance of training so as to archive good results at the end in overall.

Kenya Re should device policies that support training and enhance their staff towards abiding to such policies. This includes advantage of the use of technology in performance and other goals that are objective to Kenya Re.

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Appendix I

Letter to Kenya Re Staff

Dear Respondent,

I am a student at Kampala International University pursuing a bachelors degree. I will be carrying out a research about of training and performance of staff in the organizations within the Business Sector in Kenya [A case study of Kenya Re].

The analyzed questionnaire has been designed to help gather data from respondents. The questionnaire is randomly selected so as to acquire enough information and is randomly distributed to avoid biasness.

I therefore request you to help me facilitate the collection of the necessary and additional data by responding to the questions as with diligence and sincere gratitude.

This information is resuscitated for academic and individual purposes and this I assure you of strict confidentiality to my work and not in any way related to Kenya Re.

Yours Sincerely,

OTIENO JEREMY OLUOCH

Respondent's name.

Where stationed.

Appendix II
QUESTIONNAIRE

Part.A

Training

1. Is training of staff done at Kenya Re? (a) Yes ☐ (b) No ☐
2. Is the training related to your job? (a) Yes ☐ (b) No ☐

Part.B

Skills

1. Do you think training has impacted on acquisition and improvement productivity of staff at Kenya Re?

(a) Yes ☐ (b) No ☐

2. If yes, to what level? (a) Very much ☐ (b) Much ☐
- (c) Not ☐ (d) Not all ☐

3. Does employing skilled manpower improve training?

.....

4. How has acquisition of skills staff been over the last few years?

.....

5. What else can be done to increase skills on employee performance at Kenya Re?

.....

Part .C

Knowledge

1. Do you think training has impacted on Knowledge of staff at Kenya Re?

(a) Yes ☐ (b) No ☐

2. If yes, to what extent? (a) Very Much ☐ (b) Much ☐
(c) Not much ☐ (d) Not at all ☐

3. Do you think knowledge has a great influence to employees at Kenya Re on training?

- (a) Yes ☐ (b) No ☐

4. Do you think the years of service in Kenya Re influence acquisition of knowledge?

.....

Part.D

Empowerment

1. Do you think training has impacted on empowerment of staff at Kenya Re?

- (a) Yes ☐ (b) No ☐

2. If yes, to what extent? (a) Very much ☐ (b) Much ☐
(c) Not much ☐ (d) Not at all ☐

3. Do you think empowerment increases Kenya Re and dependant on training?

- (a) Yes ☐ (b) No ☐

4. How do you view empowerment analysis in different performance levels?

.....

Part.E

Performance

1. Do you think training has impacted on employee performance of staff at Kenya Re?

- (a) Yes ☐ (b) No ☐

2. If yes, to what extent?

(a) Very much ☐

(b) Much ☐

(c) Not much ☐

(d) Not at all ☐

3. Do you think training influences the improvement employee performance?

.....

Appendix III

INTERVIEW

Section A

Training

- 1) Is staff training done at Kenya Re?

Section B

Acquisition and improvement of required skills

Do you think training has impacted on acquisition and improvement of the required skills for employees at Kenya Re?

Section C

Knowledge

Do you think acquisition of knowledge impacts on employee performance at Kenya Re?

Section D

Empowerment

- 1) Do you think training has impacted on empowerment of staff at Kenya Re?
- 2) What else can be done to increase empowerment at Kenya Re?

Section E

Performance

Do you think training has a great impact on employee performance in Kenya Re?

Appendix IV
WORK PLAN

Activities	Timeframe
Proposal Development	May
Submission of the proposal	June
Presentation	June
Primary data collection	May
Data analysis	June
Submission of the project	June

Appendix V

BUDGET

Particulars	Ughs
Cost of stationary	120,000
Printing costs	50,000
Bindings	21,000
Internet costs	10,000
Traveling expenses	120,000
Miscellaneous	10,000
Total	331,000