THE EFFECT OF TRAINING ON EMPLOYEE PERFORMANCE

AT SONY SUGAR COMPANY, NYANZA, KENYA
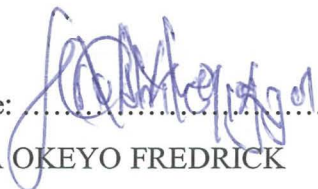
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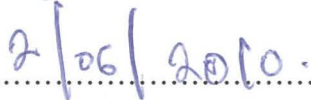
MANAGEMENT OF KAMPALA INTERNATIONAL

UNIVERSITY

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May, 2010.

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DECLARATION

I Wogga Okeyo Fredrick hereby declare that this work has not been submitted in this university or any other institution of higher learning before for an academic award and should not be reproduced without my consent.

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APPROVAL

This work has been done under my supervision as a university supervisor and submitted with my approval.

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MR. OLUTAYO K. OSUNSAN

Date: ......2/6/2010......

DEDICATION

Dedicated to my late dad and mum, Mr. Stephen and Mrs. Margaret (R.I.P) who strived for the best for us. To Orpah Akello for the sense of good food and good life. To Beatrice who has showed me the sense in struggling, Collins, Noel and Tina, who have always made me think, think twice about life, and to Juliet, who has always been beside me.

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To Juliet, for she showed me what a good mate and friend one can be. Special thanks to her for being with me throughout the way; the hurdles, throughout the good life and the bad life, as we pursued this Kampala dream.

To my esteemed friends; Bob Ogunda, Edwin Nyandiko, Amondi, Stephania and the entire Human Resource management class, 2010, for the support and all the sacrifices you have made to make this study a success. You have been a good company.

I would like to thank the management and employees of Sony Sugar Company, Nyanza, Kenya for allowing me to carry out the study in the organization. Special thanks go to the respondents who facilitated me with the data to ensure the completion of the study, in that, without them, this study wouldn't have been a success.

I thank you all and may you be blessed in all your endurances and undertakings.

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LIST OF ACRONYMS

1. ROI   Return On Investment
2. TQM   Total Quality Management
3. KSA   Knowledge Skill and Abilities
4. OJT   On the Job Training
5. JIT   Job Instruction Training
6. CBI   Computer Based Instruction
7. CD-ROM   Compact Disk- Read Only Memory
8. BARS   Behaviorally Anchored Rating Scale
9. MBO   Management By Objective
10. TNA   Training Need Analysis

ABSTRACT

The general problem is that factors influencing employee performance at Sony sugar are diverse but all revolve under one theme; lack of sufficient training and despite the rationale for effective training of employees at Sony sugar and the emphasis laid by the management, some employees still face difficulties in carrying out their daily routines thereby negatively impacting on their performance. The purpose of this study was to establish the effect of training on employee performance at Sony Sugar Company. The research design used in this study was cross sectional-survey and case study which were both in quantitative and qualitative form. Therefore the researcher used both the primary and secondary data in this case. Mainly questionnaires and observation were used as data collection tools in the study. A sample size of 160 respondents were taken, however only 140 were able to deliver back the questionnaires and the 140 questionnaires were not satisfactorily answered as most of the opinion questions were left hanging. Basing on the findings, the study found out that Sony sugar has an active training department and conducts training need assessment before conducting training, this seemed to influence employee performance. It was also revealed that on-the-job training techniques were preferred to off-the-job training techniques with job rotation being rated highest. The study also revealed that Return On Investment (ROI) is something that Sony Sugar does not take seriously, it is therefore never conducted. Finally, it was also revealed that performance appraisal is acknowledged but is not effectively performed. The study concluded that training need assessment is directly and indirectly connected to employee performance. Training had to be performed through some method; on-the-job methods were preferred. It was also concluded that Sony is not conversant with Return On Investment and that performance appraisal affects employee performance. Basing on the conclusions, it was recommended that training programs should be designed to address specific needs; the organization should recognize that both on-the-job and off-the-job techniques are important at any particular time depending on objectives to be achieved. The management of Sony Sugar should also realize that training should achieve its needs, this can be determined through establishing ROI of the training. The study finally recommended that employee performance appraisal should be frequently conducted.

CHAPTER ONE

1.0 Introduction

This chapter was about background to the study, statement of the problem, objectives of the study, research questions, scope, significance of the study and the conceptual frame work that generally revolved around the research problem.

1.1 Background to the study

Most organizations employ individuals with one or more of the following characteristic; either trained and specialized in different areas, apart from those that they are hired at, over trained or inadequately trained for that particular job or has had a theoretical training- like students fresh from universities. This calls for effective and sufficient training of employees. Sony Sugar, not being an exception.

Sony Sugar, being a company that deals in processing agricultural products, that is, sugar cane, it therefore employs individuals that are both trained and untrained; competent and incompetent individuals; literate and illiterate like the drivers; and those who are sufficient and insufficient. This translates into a diversity that necessitates effective training so as to enable them perform organizational functions effectively which is not only meant to bring efficiency, but the overall gain is improved employee performance that is a "cog" in the machine of organizational performance and a means to the end: improved performance.

The study was guided by Kirkpatrick's training evaluation model, first published in 1959, which argues that the effectiveness of a training procedure can be verified through four steps; reaction, learning, behavior and results. Training should be a continuous learning process, that is, a learning system that requires employees to understand the entire working process and expects them to acquire new skills, apply them on the job and share what they have learned with other employees (Noe et al, 2003)

Based on Kirkpatrick's model, Jack Phillips (1962) developed a five model learning theory with a new fifth level of Return On Investment (ROI). He explains that a ROI model which begins with determining the purpose for training (needs assessment) which helps determine the type of data to be

collected, method of collection, type of analysis, and the communication of the results, is without value to most organizations since most companies are good at determining the first four levels (reaction and planned action, learning, job application and learning) but not determining the last stage, ROI. These two theories were adopted for this study due to their systematic analysis of training, provision of feedback on training effectiveness through ROI, dissemination of knowledge which is a pillar of employee performance at Sony Sugar Company.

Gomez et al, (2001), defines training as the process of providing employees with specific skills or helping them correct deficiencies in their performance. Training is a learning process where people acquire skills, knowledge to aid in the achievement of goals. (Mathis & Jackson, 1988). According to Cascio, (1998), training consists of planned program designed to improve performance at the individual, group or organizational level. Improved performance in turn implies that there have been measurable changes in knowledge, in skills, attitude, and/or social behavior.

The working definition of training for this study was adopted from Kleiman, (2000), who specifically defined training as a planned learning experience that teach workers how to effectively perform their current jobs. In this study, training will be characterized by needs assessment, on-the-job and off-the-job techniques, Return On Investment (ROI) and performance appraisal respectively.

Performance is the act of achievement. Ivancevich, (2001), defines performance as the extent to which a duty is efficiently and effectively executed. Performance is the process of carrying out duties, responsibilities and tasks in order to achieve desired goals. The working definition of this study will be adopted from Mejia et al, (2001), which is the effective and efficient execution of responsibilities within the required time frame.

In this study, employee performance was characterized by employee effectiveness and efficiency, self review and Total Quality Management (TQM). Training needs assessment includes analyzing the organization's needs, the Knowledge, Skills and Abilities (KSA) needed to perform a job; and the person or job holders needs, (Ivancevich, 2001). According to Kleiman (2001), a training need is a problem, such as poor job performance or an in adequate skill level, that can be rectified through training. Cascio, (1998), admits that needs assessment is a phase in training process that serves as

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foundation for the entire effort, that is, other phases depend on the inputs from needs assessment. The purpose of needs assessment, he says, is to define what the employee should learn in relation to the desired job behavior. Mejia et al (2001), concurs that needs assessment help answer a number of challenging questions, like whether training is a solution to particular organizational problems and whether training will be a good investment. Sony sugar to improve employee performance will therefore have to conduct analytical detailed need assessment.

On-the-job and off-the-job training techniques are basically means that an organization can use to impart KSA to their employees in order to improve employee performance. Schuler, (1995), on-job training as learning that occurs when an employee is taught a new job under the direct supervision of an experienced worker/trainer, while off-the job training is learning that occurs away from the job site, normally due to when consequences are high.

According to Schwind et al (2002), on-the-job training is facilitated by techniques like job rotation, apprenticeship, coaching, internship and instruction training while off-the-job training is facilitated by techniques like role play, lectures, case studies, simulation, computer based training, workshops, seminars and conferences. However on-the-job techniques have proved to be better than off-the-job since practicality is highly encouraged.

ROI is the determination of the effectiveness of a training program; it is the last stage according to Jack Phillips training model which is pegged on Kirkpatrick's four level training model. According to Jack Phillip's publication of 1962, data is collected from the initial four stages of reaction, learning, job application and results, these are then converted into monetary value; the program cost is then tabulated based on all resources that contributed to it. The cost is then used to determine the ROI.

Performance appraisal is the systematic evaluation of individuals with respect to their performance on the job and their potential for development. (Beach, 1985). According to Schwind et al, (2002), performance appraisal is the process by which organizations evaluate employee job performance, while Schuler, (1985), has similar view, to him; performance appraisal is a formal structured way of measuring, evaluating and influencing an employee. Importance of performance appraisal to employee and training effectiveness cannot be overstressed. This is supported by principles of

learning which regard training as a form of education which should therefore be reinforced, should motivate learners to learn and should provide standards and guidelines for learning to enable learners know what they have learnt, what they have not learnt and what they are yet to learn. (Ivancevich, 2001).

1.2 Statement of the problem

Despite the rationale for effective training of employees at Sony sugar and the emphasis laid by the management, some employees still face difficulties in carrying out their daily routines thereby negatively impacting on their individual performance which later translates to low organizational performance. The general problem is that factors influencing employee performance at Sony sugar are diverse but all revolve under one theme; lack of sufficient training.

1.3 Objectives of the study

1.3.1 General objectives

The main objective of this research study was to determine and describe the relationship that exists between training and employee performance at Sony sugar.

1.3.2 Specific objectives

1. To establish the effects of training needs assessment on employee performance at Sony Sugar Company.
2. To find out the importance of on-the-job and off-the-job training techniques on employee performance at Sony sugar
3. To determine the impacts of Return On Investment on employee performance at Sony sugar company
4. To find out the effects of performance appraisal on employee performance at Sony sugar.

1.4 Research questions

1. What are the effects of training needs assessment on employee performance at Sony Sugar Company?

2. What are the importances of on-the-job and off-the-job training techniques on employee performance at Sony Sugar?
3. What are the impacts of Return On Investment on employee performance at Sony Sugar Company?
4. How does performance appraisal affect employee performance at Sony Sugar?

1.5 The Scope of Study

The research was focused on the impact of training on employee performance. This study was limited to needs assessment, on-the-job and off-the-job training techniques, and ROI and performance appraisal. The study was conducted at Sony Sugar Company, Kenya located in Migori District, Nyanza Province, along Migori-Kisii highway for the period 2009-2010.

1.6 Significance of the study

The findings of the proposed had both theoretical and practical implications for the future of training at Sony Sugar Company. Theoretically the study was expected to contribute to the advancement of knowledge about training in Sony. It also highlighted factors that influence employee performance in relation to training.

The study also had practical significance because it lead to the improvement of strategies to the implementation of training by identifying the strengths and weaknesses/constraints in the implementation process. The study was of immediate benefit to the Human resource department of Sony Sugar Company, Kenya in the formulation of future training policies aimed at enhancing employee performance.

In the similar vein, this study was of big essence to the management of Sony Sugar Company in enlightening training module for developers. The study finally formed a base on which others would develop their studies.

1.7 Conceptual framework

Training   **Employee performance**

Training
○ Training needs assessment
○ On-the-job and off-the-job training techniques
○ Return On Investment (ROI)
○ Performance appraisal

Employee performance
○ Employee effectiveness and efficiency
○ Self review
○ Total Quality Management (TQM)
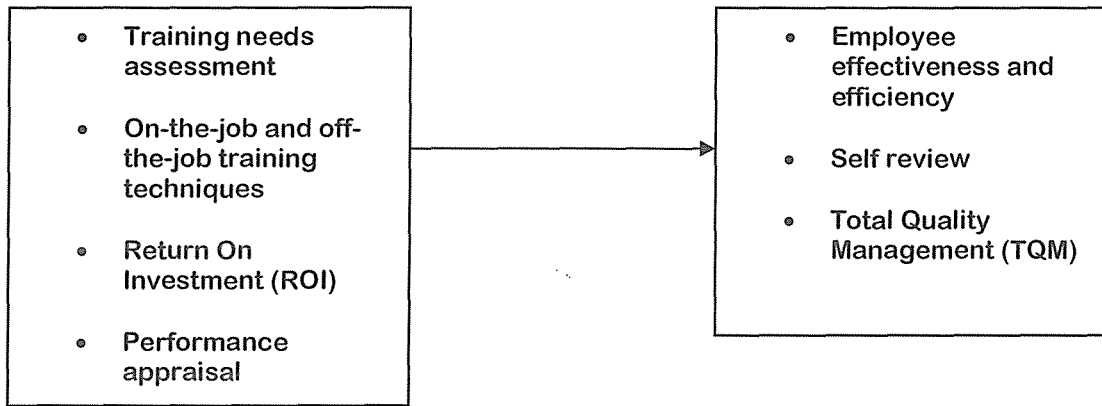
Source:Cole, 2002

According to Cole, (2002), systematic training and development procedure should follow the order; training needs analysis and training plan, designing training program, conducting a competence based training, evaluating training program and then identifying if learning has been transferred and applied. This can be compared to the illustration above which shows the relationship between training and employee performance, its evident that for goal driven employee performance, the trainer or the organization should first find out the training needs either individually, at a group level or at an organizational level. The trainer should then identify whether he or she would use on-the-job or off the job training techniques whose effectiveness are to be determined by determining the Return On Investment. A general performance appraisal should then be performed to ascertain the overall application of the learnt skills to the job. The end result of this training will result into acquisition of relevant Skills, Knowledge and Abilities (KSA) which will thus improve employee effectiveness and efficiency; this should then enable self review resulting into Total Quality Management (TQM). Noe, et al, (1997), defines TQM as a cooperative form of doing business that relies on the talents and capabilities of both labor and management to continually improve quality and productivity using work teams through process of training and benchmarking. TQM through training results into broad range of skills, cross-functional diagnosis, problem solving, productivity and quality. (Noe et al, 1997)

2.0 Introduction.

This chapter was focused on literature related to the impact of needs assessment on employee performance, the importance of on-the-job and off the job training techniques on employee performance, impact of Return On Investment on employee performance, and the effect of performance appraisal on employee performance at Sony Sugar respectively.

2.1 The effects of Training Needs Assessment on employee performance

Needs assessment is a process for examining and training people related problems and performance improvement opportunity (Gupta, 2007). Gupta argues that needs assessment is an important step in the performance improvement business. According to Mejia et al, (2001), needs assessment is a training phase where managers determine the problems or needs that the training must address. Here, he argues, the problems or needs that the training must address are determined and often, he admits that too many organizations have implemented training programs because of their faddish popularity rather than because the organizations need them. This might the part of the problem at Sony sugar.

These needs consist of actual and potential performance discrepancies that are important to the organization and that can be remedied as effectively and efficiently by training as by any other means. Needs assessment is a process for figuring out how to choose learning or a performance gaps. It involves determining what the important needs are and how to address them. The process includes comparing the current condition, defining the problem, understanding the behaviors and mechanisms that contribute to the current condition, determining if and how specific behaviors and mechanisms can be changed to produce the desired condition, developing solution strategies and building support for action. (Gupta, 2007)

According to Cascio,(1998), needs assessment serves as a foundation for the entire training process. He further argues that both the training, development and evaluating phase depend on the inputs from needs assessment. The purpose of needs assessment, according to him, is to define what it is that the employee should learn in relation to desired job behaviors and if this phase is not carefully done, the training program as a whole will have little chance of achieving what it is intended to do, in this case, it would fail to improve performance standards at Sony Sugar Company. Ivancevich, (2001), supports

that needs assessment serves as the formulation for decisions that must be made at later phases. He elaborates that it is important for the needs assessment to be complete, timely and accurate. The needs assessment involves analyzing the organization's needs; knowledge, skills and abilities needed to perform a job; and the person or job holders' needs. The organizational needs assessment requires an examination of the organization's long and short term objectives, the organizations financial, social, human resource, growth and market objectives, needs to be matched with the firm's human talent, structure, climate and efficiency.

Data sources for needs analysis can come from organizational objectives, ratios, organizational charts, and historical records on absenteeism, quality of production, efficiency and performance appraisal. (Ivancevich, 2001). According to Bohlander et al, (2001), needs assessment comprise of mainly organizational analysis, task analysis and person analysis

Organization analysis is the examination of the environment, strategies and resources of the organization in order to determine where training emphasis should be placed. Bohlander et al (2001), further elaborates that economic and public policy issues tend to have widespread effect on the training needs of many organizations. Issues as technological change, globalization, reengineering, Total Quality Management (TQM), mergers that may require employees to take new roles and responsibilities , and to adjust to new cultures and ways of conducting business – all influence the way work is done and the types of skills needed to do it. On top of the above, restructuring, downsizing, empowerment and teamwork together with changing trends in the workforce like increasing value for self development- all have immediate impact on training needs. Ivancevich, (2001), further elaborates that side by side to factors that influences training needs, organization analysis involves close examination of the resources- technological, financial and human that are available to meet training needs. Sources of data on organizational analysis include information on direct and indirect labor costs, quality of goods and services, absenteeism, turnover and number of accidents, availability of potential replacements and time to train them. (Bohlander, 2001)

In task analysis, also known as operations analysis, it is the attempt to identify the content of training, what an employee must do in order to perform competently. (Cascio, 1998). According to Bohlander et al, (2001), it is the process of determining what the content of the training program should be on

the basis of a study the tasks and duties involved in the job. Cascio, (1998), suggests that task analysis involves systematic collection of information that describes how work is done, so that standards of performance for that work can be determined, descriptions of how tasks are to be performed to meet the standards and the competencies necessary for effective task performance. Inputs in task analysis include job analysis, performance appraisals, interviews (with job holders, supervisors and higher management), and analyses of operating problems.

The last categorization under needs assessment is person analysis. According to Schuler, (1998), person needs analysis identifies possible areas of performance deficiency in current and future jobs and suggest development programs for improvement. Person needs analysis can be accomplished in two main ways; employee performance discrepancies may be identified either by comparing actual performance with the minimum acceptable standards of performance or by comparing an evaluation of employee proficiency on each required skill. The first method is based on the actual, current job performance of an employee. It is therefore used to determine training needs for the current job. The second method is used to identify development needs for the future jobs. (Schuler, 1998).

An organization that has performance problems with its employees like Sony Sugar Company and is keen to improve this condition, would therefore be keen to embrace a systematic needs assessment procedure as mentioned above. This would ensure an all-round effective training.

2.2 Importance of on-the-the job and off-the-job training techniques on employee performance

According to Bohlander and Snell, (2004), on-the-job training (OJT), is a method by which employees are given hands on experience with instructions from their supervisor or other trainer, while Fisher, Schoenfeldt and Shaw, (1998), defines off-the-job training as training that is conducted in a location specifically designated for training, it may be near the workplace or a way from work, at special training centre or resort. On-the-job training involves having a person learn a job by actually performing the job (Dessler, 1978). Bohlander and Snell, (2004), comment that the most common method used for training non-managerial employees is on-the-job training. They say, ' one estimate suggest that organizations spend three to six times more on OJT than on classroom training.

OJT has the advantage of providing hands on experience under normal working condition and an opportunity for the trainer- a manager or senior employee to build good relationship with new employees. As time becomes a critical resource – and "just-in-time training" is needed, most OJT is viewed by some to be potentially the most effective means of facilitating learning in the workplace (Bohlander and Snell, 2004).

Scarpello and Ledvinka, (1988), argue that training method is chosen by its ability to achieve one of three purposes; present information, asses trainees reaction time and provide on-the –job practice and observation opportunities. However, Bohlander and Snell (2004), comment that although OJT is used by all types of organizations, it is often one of the most poorly implemented training methods due to lack of well structured training environment, poor training skills of some managers and absence of well defined performance criteria. Some methods of OJT include Job Instruction training (JIT), job rotation, vestibule training, and observational learning among others (Ledvinka and Scarpello, 1988). Thus, Sony Sugar Company should be on the look out for such mistakes that would retard effective training that would in turn reduce employee performance.

Off-the-job training techniques, mainly seek to teach facts, skills, attitudes or concepts without requiring trainees to practice the material taught or to experience how the material taught translates into behavior. Some of the training methods that fall into this category include lectures, conference, programmed instruction and independent study among others (Ledvinka and Scarpello, 1988). While, Gomez, Balkin and Cardy, (2001), suggest that OJT approach that seeks to have the trainee work in the actual work setting, usually under the guidance of an experienced worker, or supervisor, or trainer, is an effective method especially to improve employee performance. Some methods of OJT that can be adopted by Sony Sugar Company include;

Coaching/understudy method is one of the most familiar OJT methods, in which the employee is trained on the job by an experienced worker or the trainees' supervisor. It normally involves having trainees acquire the skills for running a machine by observing the supervisor (Dessler, 1988). According to Trevor et al (2008), coaching is a method by which a leader, proficient in certain skills and knowledge, teaches a subordinate specific job knowledge and skills either on-the-job or in a simulated environment. This method is relatively inexpensive, trainees learn while producing, and

there is no need for expensive off-job facilities like classrooms or programmed learning devices. The methods also facilitate learning since trainees learn by actually doing the job and get quick feedback about the correctness of their performance (Dessler, 1988).

Job rotation according to Trevor et al, (2008), involves transferring an individual from job to job on a systematic basis to develop his or her knowledge and skills beyond his or her initial job. According to Randall Schuler, (1998), job rotation has been used effectively to expose management trainees to various organizational life as well as to relieve job burnout, thus providing employee with different perspectives, opportunities to try out new positions and management on the other hand gets to preview employees prior to long term commitment. However, relocation costs are a major draw back in job rotation.

Job Instruction Training (JIT) is defined as a systematic approach to the development and delivery of a training program (Schuler, 1998). It involves listing each of a job's basic tasks, along with a 'key point' for each in order to provide step by step training for employees (Desssler, 1988). According to French, (2003), this approach goes far beyond just telling and includes preparation, interaction, showing, illustrating, and trying the new skill, asking questions, observations and follow ups. On top of having major characteristics of any effective training program like determination of training needs, this method has also proved effective since it can yield effective training results at low cost. It is easy to teach to supervisors providing it; different specific training techniques can be used in conjunction with JIT like classroom training and simulation. Lastly, since training is provided by an individual's supervisor, or co-workers, there is assurance that the training related directly to the specific work situation (French, 2003).

Mentoring is defined as a one-to-one process of helping individuals learn, develop and takes a longer term perspective which focuses on the person's career and their development. Mentoring therefore emphasizes a more holistic development focus, which tends to be task or job specific (Trevor et al, 2003). Mentoring is advice for career development over a long period of time. These include mentoring workers on how to do the job and how to get along in the organization.

Apprenticeship and internship. Apprenticeship is a formal program that involves combination of classroom instruction and hands-on practice and training primarily in the skilled crafts, while internship is a program that provides work experience to students prior to graduation from an academic program (Harris, 2000). In most organizations, apprenticeship is linked with employment, education, and training systems; it's a system that provides youths with the schooling needed to obtain work in the skill trade (Noe et al, 2003). This type of training provides an employee with on-the-job experience under the guidance of skilled and certified worker (Mathis and Jackson, 1988). Apprenticeship has an advantage as learners earn pay as they learn, that is, wages increase automatically as their skills improve. Sony Sugar can therefore use this method to motivate employees to take up training initiatives seriously. It is also effective since it involves learning how and why a task is performed (Noe et al, 2003). However apprenticeship has high dropout among trainees and also has a draw back of high costs. On the other hand internship, which are fare less formalized than apprenticeship prove to improve performance among students, higher starting salaries and greater job satisfaction once the students get formal employment.(Harris, 2000).

On the other hand, the following off-the-job training techniques are of global importance to trainer and organizations especially in improving performance, in this case, at Sony Sugar Company.

Lectures are training method where instructors verbally present material to a group of trainees, encouraging discussions and questions, but the majority of the information is delivered through one-way communication (Harris, 2000). Kleiman, (2000), comments that lectures is a training method in which the trainer teaches a topic by verbally communicating the information. The lecturer is presumed to posses a considerable depth of knowledge of the subject at hand. He/she communicates thoughts in such a manner as to interest the class and cause them to retain what has been said, as students take notes as aids to learning (Beach, 1988). According to Dessler, (1988), learning is a quick and simple way of providing knowledge to a large group of trainees thus having low cost per trainee. It can also be organized rigorously so that ideas and principles relate properly one to the other. Mostly, they are appropriate for situations where simple acquisition of knowledge is the goal (Kleiman, 2000). However lectures may be passive, violating principle of learning by doing. It lacks two way communications and the presentation may be geared to particular level that may bore the advanced students and on the other hand be beyond capabilities of slow learners. It also tents to

emphasis accumulation of fact and figures which the leaner may not be able to apply to real life situation. These, together makes limitations of lecture method out way it advantages (Beach, 1985)

Computer based instruction (CBI) is a training method that uses a computer to instruct students through drills/tutorials, games and simulations (Kleiman, 2000).A according to French, (2000), fifty-four percent of firms of 100 or more employees use computer based training via CD-ROM. Drills and question and answer exercises where basic procures are practiced . Games consist of a description of a situation similar to that faced on the job; the trainees are asked questions about how the situation should be handled, as the computer offers feedback regarding the possible consequences of their decisions. Computer simulations train students how to maintain a particular piece of equipment like an airplane by generating displays. Students respond to these displays, and the computer determines if the student has performed the correct action (Kleiman, (2000). C B I has several positive features. One is interactivity as trainees' response cause different screen sequences to appear. It also offers self-paced learning since it is individualized, trainees therefore proceed at their own pace thus increasing levels of absorption. On the negative side, CBI is quite expensive and student attitudes towards computers can pose additional problems (Kleiman, 2000).

Role play according to Gomez et al, (1998), is a management development technique in which participants adopt the role of a particular manager placed in a specific situation. It is a technique that should be used in conjunction with some other instructional method as lectures. It is primarily used to give trainees an opportunity to learn human relations skills through practice and to develop insight into their own behavior and its effects upon others (Beach, 1985). Here two or more trainees are assigned parts to play before the rest of the team. With no rehearsals, role players are provided with either oral or written description of a situation and the roles they are to play, for example, a supervisor discussing a grievance with an employee. Role play provides trainees with an opportunity to practice the skill being taught, that is, after analyzing a case and recommending a solution, the trainees are asked to act out the solution. Role playing has the advantage of providing the students with the opportunity actually to put into practice the knowledge they have absorbed from books, lectures and discussions; it is learning by doing. They also become sensitive to the way their behavior affect others and also learn to appreciate others point of view (Beach, 1985). Through this method

Sony Sugar can train junior managers on the roles of senior managers as this is guaranteed to increase the levels of absorption of the fundamental factors.

Videotape training/audiovisual techniques; this involves presenting training material to trainees through films, closed circuit TV, audio tapes and videotapes (Dessler, 1985). There are many training areas like managing diversity, customer relations, and communication skills among others that can be emphasized through this method. (Harris, 2000). Mostly this type of training is used in cases in cases like when there is need to illustrate how a certain sequence should be followed overtime. Second, when there is a need to expose trainees to events not easily demonstrable in live lectures and thirdly, it would be relevant when the training is going to be used organization wide and it's too costly to move trainees from place to place (Dessler, 1985). Audiovisual training has a number of advantages, first, virtually presented information is generally interesting and motivating to viewers , second, videotapes allow for a wide range of content thus can be used to show skills and behaviors that might be difficult to observe like extinguishing fires. On top of offering capacity for self pacing, it also allows flexible scheduling as they can privately be viewed at personal times. However, lack of scientific evidence that videotapes are actually more effective than any other technique including lectures, coupled by the boredom they might bring, videotapes might not be a perfect choice.

2.3 Impact of Return On Investment (ROI) on employee performance

Return On Investment (ROI) refers to comparing the training's monetary benefits with it's costs. Training costs involve direct and indirect costs. Direct costs include salaries and benefits for all employees involved in the training, including trainees, instructors, consultants, program materials, equipments and purchases. Indirect costs are not related directly to the design, development or delivery of the training program. They include general office supplies and related expenses not directly related to any program. Benefits, on the other hand, refer to what the company gains from the training program. (Noe et al, 2003).

According to Noe et al, (2003), argue that it's important to evaluate a training program in order to identify the program's strengths and weaknesses, that is, is the program meeting the learning objectives, the quality of the learning environment, and whether the transfer of training to the job is occurring? It helps to asses whether the content, organization, and administration of the program

contribute to learning and the use of training content on the job, to identify which trainees benefited most or least from the program. On top of determining the financial benefits and costs of the program, it also helps gather marketing data by asking participants whether they would recommend the program to others, why they attended the program and their level of satisfaction with the program. Conducting ROI, finally facilitates comparing the costs and benefits of different training programs. This helps in choosing the best program.

There are different evaluation designs that can be used tom evaluate a training program, but this depend on training objectives, that is, if the training objective is business-related outcomes such as increased customer service or product quality, then results outcome should be included in the evaluation. Thus, Noe et al, (2003), suggest the following evaluation designs; (a) *Pretest/posttest with comparison group*. This method compares a group of employees who receive training and a group who do not. Outcome measures are collected from both groups before and after training. If the improvement is greater for the training group than the comparison group, this provides evidence that training is responsible for the change, (b) *Pretest/posttest*. This method is similar to pretest/posttest comparison with a group design but has one major difference: no comparison group is used. The lack of comparison group makes it difficult to rule out the effects of the business conditions or other factors as explanations for changes. The design is often used if one wants to evaluate a training program but is uncomfortable with excluding a certain employees or that intend to train only small group of employees, (c)*Posttest only*. Here, only training outcomes are collected. This design can be strengthened by adding a comparison group (which rule out alternative explanations for changes). This design is appropriate when trainees, and groups if used, can be expected to have similar levels of knowledge, behavior, or results outcomes (same number of sales, equal awareness of how to close a sale) prior to training and (d) *Time series*. In this method, training outcomes are collected at periodic intervals before and after training. A comparison group can also be used with time series design. One advantage of this method is that it allows analysis of the stability of training outcomes overtime. This type of design is frequently used to evaluate training programs that focus on improving readily observable outcomes (such as accidents rates, productivity and absenteeism) that vary over time.

However, Noe et al, (2003), comments that there is one appropriate evaluation design. Several factors have to be put into considerations. That is, size of the training program, purpose of the training,

implications if the training program does not work, company norms regarding evaluation, costs of designing and conducting an evaluation and need for speed in obtaining program effectiveness information. For example, if a manager wants to determine how much employees' communication skills have changed as a result of training, a pretest/posttest comparison group design is necessary. Trainees should be randomly assigned to training and no-training conditions. This evaluation design gives the manager confidence that any communication skill change is a result of participating in the training program. This program is also effective if a manager wants to compare the effectiveness of two training programs.

2.3.1 *Determining Return On Investment (ROI)*

(a) Cost-benefit analysis is the process of determining the economic benefits of a training program using accounting methods, which involves determining training costs and benefits. Noe et al, (2003). Training cost information is important for several reasons like; helps to understand total expenditure for training including direct and indirect costs, helps to compare the costs of alternative training programs and on top of helping to control costs, it also helps to evaluate the proportion of money spent on training development, administration and evaluation, as well as to compare monies spent on training for different groups of employees. (b) *Determining costs.* Resource requirements model can be used to compare costs of alternative training programs. This model compares equipments, facilities, personnel, and material costs across different stages of the training process (training design, implementation, needs assessment, development, and evaluation). This model can help determine the overall differences in costs between programs. Also costs incurred at different stages of the training process can be compared across programs. (Noe et al, 2003). (c) *Determining benefits.* To identify the potential benefits of training, original reasons for training must be reviewed. For example if the training was performed to reduce production costs or overtime costs, observation can be used to monitor production rate in terms of time and wastage of material, but Gupta (2007), suggest that data from the four levels of Kirkpatrick's training evaluation model of 1959 (reaction and planned action, learning, job application, business result and ROI), is collected, this data is then converted into monetary value. The program cost is then tabulated, based on all resources that contributed to it.

2.4 Effect of performance appraisal on employee performance

According to Rudrajasavaraj, (2000), an employee performance appraisal is a systematic, orderly and objective method of evaluating the present potential usefulness of the employee to the organization. Performance appraisal is the systematic, periodic and an impartial rating of an employee's excellence pertaining to his present job and potential for a better job. It's the means of obtaining, analyzing and recording information about the relative worth of an employee. (Gupta, 2007). According to Schuler, (1998), performance appraisal is a formal structured way of measuring, evaluating and influencing an employee. He further says, it helps influence an employee's job related attributes, behaviors, and outcomes , as well as level of absenteeism, to discover how productive the employee is and whether he/she can perform as or more effectively in the future, so that the employee and the organization and society all benefit.

Performance appraisal can be characterized by systematic examination of an employee's strength and weaknesses, in terms of the job; it is a scientific study or objective that consists of a series of steps. It is also an on going or continuous process wherein the evaluations are arranged periodically according to a definite plan. It also, has a main purpose, of securing information necessary for making objective and correct decisions on employees. (Gupta, 2007). Gupta, (2007), clearly portrays that the main purpose of performance appraisal is to provide feedback to employees so that they come to know where they stand and can improve their job performance. It seeks to provide a valid data base for personal decisions concerning placements, pay promotion, transfers and punishments. It also diagnoses the strengths and weaknesses of individuals so as to identify further training needs, and also provides coaching, counseling, career planning and motivation to subordinates. On top of developing positive superior-subordinate relations thus reducing grievances, performance appraisal seeks to facilitate research, personnel management and also aims to test the effectiveness of recruitment, selection, placement and induction programs. Thus best performing employees can produce up to three times as much as worst performing employees. (Schuler, 1998). This shows the wide scope that performance appraisal encompasses in relation to training that should in turn improve performance and organizations like Sony Sugar that have problems with employee performance have no option but to perform detailed performance appraisal.

According to Gupta (2007), performance appraisal process begins with coming up with a criteria to be used for appraising the employees with the help of job analysis. This criterion should include all relevant factors and where performance can't be measured; personal characteristics which contribute to employee performance like leadership and job knowledge are included. The specified performance standards are then communicated to the employees and evaluators so that they know what is expected of them, their reaction taken into consideration and if necessary, standards may be revised. Gupta, (2007), argues that once performance standards are set and accepted, actual performance is then measured using right techniques while identifying influencing factors. Personal observation, written reports and face-to-face communication are some of the means of collecting this information. The last two steps of performance appraisal include comparing actual performance to predetermined standards, where corrections are done once negative deviations are realized and discussing the results together with the employees to enable them know their weaknesses and strengths. Corrective actions are then taken to achieve desired status. (Gupta, 2007)

There are a number of techniques that can be used to perform performance appraisal for improved performance. Some of these methods are; Management By Objective, work standards, essay appraisal, critical incident appraisal, graphic rating scale, checklist, behaviorally anchored rating scale (BARS), forced-choice rating and ranking methods. M B O is a performance appraisal method that consist of establishing clear and precisely defined statements of objectives for the work to be done by an employee; establishing an action plan indicating how these objectives are to be achieved; allowing the employee to implement this action plan, measuring objective achievement; taking corrective action, when necessary; and establishing new objectives for the future. While work standards approach is a method of performance appraisal that involves setting a standard or expected level of output and then comparing each employee's level to the standard. On the other hand, essay appraisal is a method of performance appraisal in which the rater prepares a written statement describing an individual's strength, weaknesses and past performance while critical incident appraisal, the rater keeps a written record of incidents that illustrate both positive and negative behavior of employee. (Byars and Rue, 1991).

On top of improving employee performance, conducting performance appraisal has a number of advantages; performance appraisal serves as a basis for formulating suitable personnel policies. It also

helps to judge effectiveness of recruitment, selection, placement and orientation systems in an organization. Training and development needs can be assessed through performance appraisal, this reduces wastage of funds due to misdirection. Performance appraisal can also be used to improve performance through appropriate feedback, working and counseling of employees. It also facilitates human resource planning, career planning and succession planning. On top of promoting positive work environment which contributes to productivity, it also encourages positive competitive spirit that motivates employees to improve their performance. Systematic appraisal provides management with the proper size of employees together with their strengths and weaknesses. This facilitates decision making. (Gupta, 2007).

However, performance appraisal has a number of limitations. These are; it is a method of obtaining opinions and is not a method of measuring performance, thus end results are not precise. It's also characterized by halo effect, that is, rating an individual rather consistently high, low or average on the various traits depending upon the rater's overall impression of whether the individual is favorable or not. Some raters, also when rating a group of people, tend to bunch the ratings together, either toward the high, low or central area of the scale. Performance appraisal also has judgmental errors like job and departmental factors, differences among raters in rating ability and errors resulting from the rating system (Rudrabasavaraj, 2000)

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presented the description of the methods that were used in carrying out this research study in order to arrive at the findings, it covered; research design, study population, research site sampling size and sampling techniques, presentation of respondent, research instruments, data collection procedure and data analysis. This ensured that the research problem is thoroughly diagnosed.

3.1 Research design

The research design used in this study was cross sectional-survey and case study which were both in quantitative and qualitative form. The qualitative design was used to collect information from the respondents on the attitude, opinions or habits in relation to the impact of training on employee performance at Sony Sugar Company, Kenya. On the other hand, quantitative design technique was used to collect numerical data. Therefore the researcher used both the primary and secondary data in this case.

3.2 Research site

This study was conducted at Sony Sugar Company located along Kisii-Migori highway Rongo district Nyanza province/region of Kenya this place is dominantly inhabited by the Luo community of Kenya. Sony Sugar Company is a parastatal owned by the Kenyan Government but is due privatization to the public in the year through ownership by shares.

3.3 The study population

Sony Sugar Company has both male and female workers in various departments which comprises of Finance, Production, Supplies and Procurement and Marketing/Public Relations and Human Resource. It has a population of about 500 employees. The respondents will be selected employees from various departments as well as the company's administrators.

3.4 Sample size, Selection and Techniques

The researcher used purposive sampling technique for selecting the respondents. This method was adopted since it was the most appropriate and convenient for researcher considering the limited time-frame and finance. Purposive sampling was also used to select experienced employees on company's operation and especially on training concern; observation was also used to identify training techniques, methods of performance appraisal and needs assessment procedures.

Table 3.1 Response rate

Gender	Administration		HRM		Finance		Production		Total	
	Intended	Actual	Intended	Actual	Intended	Actual	Intended	Actual	Intended	Actual
Male	20	17	15	11	15	14	30	27	80	69
Female	20	18	20	17	20	18	20	18	80	71
Total	40	35	35	28	35	32	50	45	160	140

The researcher collected data using three instruments; questionnaires, interviews and observation. The questionnaires were used to collect specific information from the respondents. Where as interview was used to gather primary data necessary for obtaining the information required.

3.5.1 Questionnaires

In an attempt to diagnose the research problem and solicit data to answer the research questions stated earlier, the researcher used both open ended and closed ended questionnaires to collect relevant data in an effort to answer the research question under investigation. The open ended questionnaires were used to probe for more information from respondents while closed ended were used to facilitate easy statistical data collection and analysis.

3.5.2 Interview

The interview was conducted on various employees and was both structured and unstructured. This were expected to be self administered as literacy level of those to be interviewed are expected to be high, that is the top executives and particular departmental heads

3.5.3 Observation

The researcher used observation to view the training process, methods of performance appraisal, needs assessment procedure and general conduct of training at Sony Sugar Company. This is expected to contribute adversely to the study since it shall enable the researcher to obtain the evidence to support his findings.

3.6 Data Analysis and Processing

The data to be collected were both quantitative and qualitative. These were later subjected to thorough editing in order to eliminate errors. Both qualitative and quantitative data of this study were analyzed using the Statistical Package for the Social Sciences (SPSS). This helped establish the relationship between training and employee performance.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4. 0 Introduction

This chapter is about the presentation and discussion of findings on the study of the impact of training on employee performance at Sony sugar company, Nyanza, Kenya. Exploratory and descriptive analysis has been used to present these findings. The discussion of the findings has been recognized especially to sewer the research questions and research objectives in presentation, the researcher used tables, pie charts and bar graphs.

Table 4. 1: Classification of Respondents According to Sex

Sex	Frequency (f)	Percentage
Male	80	57%
Female	60	43%
Total	140	100%
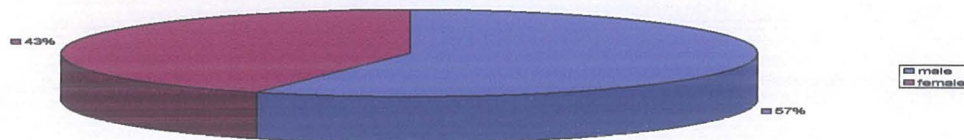
Figure 4.1: Classication of respondents according to sex

This is because large number of employee at Sony sugar are male while female contain a small fraction of workers. The data according to figure 4.1 and table 4.1 indicate that most of respondents were male (57%), while female were (43%) of total respondents.

Table 4.2: Classification of respondents according to their level of education

Level	Frequency (f)	Percentage (%)
Certificate	6	4%
Diploma	50	36%
Degree	61	44%
Masters and aboves	23	16%
Total	140	100%
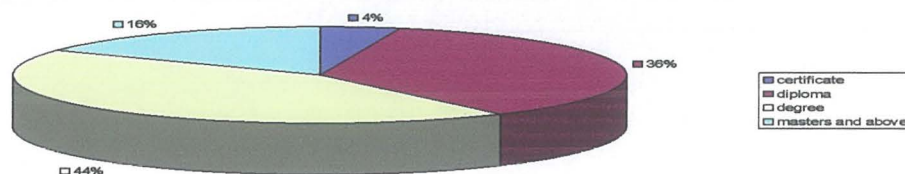
Figure 4.2: Classification of respondents according to their level of education

The data as shown in figure 4.2 and table 4.2 above indicate that most of the respondents were literate; 4% had certificates, 36% had diplomas while, 44% had deegrees while 16% had masters degree and and above. The purpose of asking the respondents their qualifications was to determine how frequent they might need training.

Table 4.3: Classification of respondents according to their marital status

Status	Frequency (f)	Percentage %
Single	50	36%
Married	73	51%
Divorced	5	4%
Widowed	12	9%
Total	140	100%

Table 4.4: Do you have a training department in your organization?

Response	Frequency	Percentage %
Yes	140	100%
No	0	0%
Total	**140**	**100**

The data demonstrate that all the respondents accepted that they have a training department at Sony Sugar, represented by 140 (100%) for yes while 0 (0%) for no. This clearly showed that Sony Sugar has a training department and most of the respondents are a ware of its existence. The support question for the above was seeking the opinion of respondents about the importance that the training department plays to them as well as the organization. Most respondents on this opinion question considered that this department is "for the organization" and not for them, reason being that most of the lower level employees are not taken frequently for training and it's the higher level employees who benefit. More over, lower level employees who go for training are neither promoted nor are financially rewarded but are allocated more tasks to perform.

4.1 Effects of training need assessment on employee performance at Sony Sugar Company.

The first objective of this study was to establish the impact of training need assessment on employee performance at Sony Sugar. It was answered by questions, 2, 3, 4 and 5 on appendix (iii) and the results were summarized in figures; 1, 2 and table 5and 6.
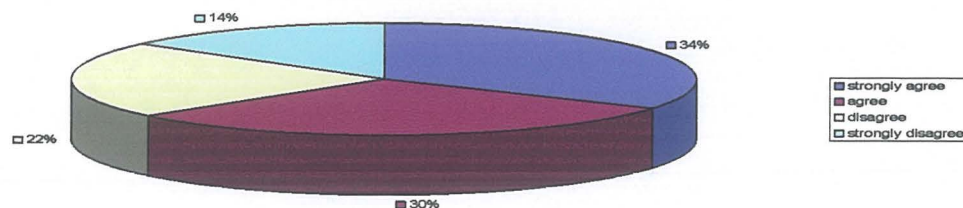
Figure 4.3: Representation of the opinion weather TNA is taken as the first step when conducting a training program

According to figure 4.3 above, 34% or 47 respondents strongly agreed, 30% or 30 respondents agreed, 22% or 31 disagreed and 14%or 20 respondents strongly disagreed that training need assessment is taken as the first step when conducting training at Sony Sugar. Strong agreement and the agreement generally came from higher level employees and the supervisors while the disagreement and strong disagreement generally came from employees and lower level subordinates. Employees at Sony Sugar agreed that whenever training is conducted at the company, training needs assessment is taken as the first step. The respondents' opinion about the above question showed that it is the administrators and supervisors that have knowledge about training need assessment and normally consider it a first one before training. However, few of the lower level employees also agreed to this.

Table 4.5: Does conducting training needs assessment improve the quality of training offered.

Response	Frequency	Percentage%
Yes	92	66%
No	48	34%
Total	**140**	**100**

From table 4.5 above, the data show that the majority of the respondents accept that conducting training need assessment improve the quality of training offered represented by 92 or 66% while 48 or 34% said the opposite.
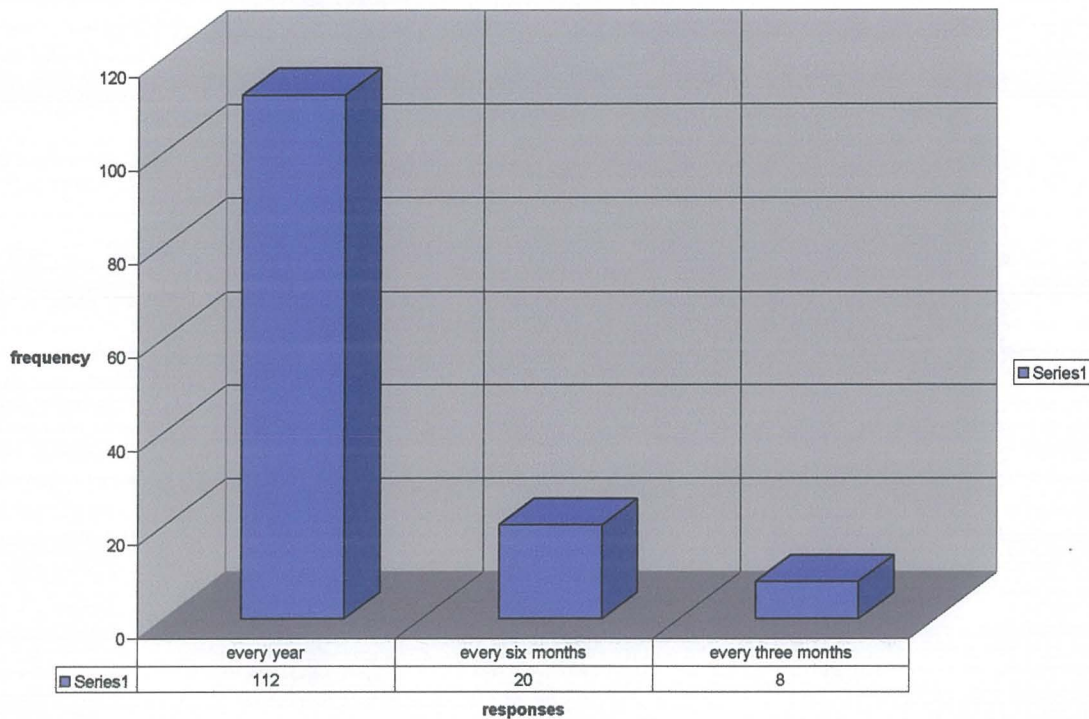
Figure 4.4: How frequently does Sony sugar conduct training need assessment

From figure 4.4 above, 112, 20 and 8 respondents showed that training needs assessment is conducted every year, every six months and every three months respectively. The above show that most of the employees at the company believe that the organization at least conducts training need assessment annually; however, it was not clear whether the training need assessment preceded training or otherwise. The above question was supported by seeking the respondents' opinion about how conducting training need assessment helped them as employees perform better. Few of the lower level employees considered training need assessment not to have much positive influence on their performance while most of the administrators and middle level managers including majority of lower level employees said otherwise. This is because of the gap that seems to be between lower level employees and the middle management on training issues.

Table 4.6: Do you agree with the suggestion that conducting training without performing training need assessment can result into poor training

Response	Frequency (f)	Percentage%
Yes	96	69%
No	44	31%
Total	**140**	**100**

69% or 96 respondents agreed, while 31% or 44 respondents didn't agree that conducting the training without first performing training need assessment would result into conducting poor training. This is in line with the agreement that they know what training needs assessment is and that Sony Sugar conducts training needs assessment before training.

Table 4.7: Does your organization take employee outside the organization for training

Response	Frequency (f)	Percentage %
Yes	39	28%
No	101	72%
Total	**140**	**100**

Most of the respondents at Sony Sugar disagreed that the organization takes its employees for training outside the organization. This is represented by 72% or 101 respondents saying no while 28% or 39 respondents saying yes.

Table 4.8: How frequently does the organization take employees outside the organization for training?

Period	Frequency (f)	Percentage %
Annually	104	75%
Semi-annually	30	21%
Every three months	6	4%
Total	**140**	**100**

Out of the 140 respondents, 104 or 75%, 30 or 21% and 6 or 4% of acknowledged that the organization take the employees outside the organization for training annually, semi-annually and after every three months respectively. This shows that Sony Sugar Company does not frequently take employees outside the organization for training.

Table 4.9: Are you among those who have been taken outside the organization for training?

Response	Frequency (f)	Percentage %
Yes	39	28%
No	101	72%
Total	**140**	**100**

The respondents, who agreed or didn't agree that the organization take employees outside the organization for training, also took the same stand as shown in table 4.9 above. 101 or 72% didn't agree while 39 or 28% agreed to have been taken outside the organization for training. The above shows that most of the training takes place at the company or within the company premises. The few respondents represented by 28% are the higher cadres who have "enjoyed" off-the-job training. An opinion question about methods of training that were used in that training exhibit that the few who went for training outside the organization were majorly trained through field work, case study and workshops as methods of off-the-job techniques.

4.2 The importance of on-the-job and off-the-job training techniques on employee performance at Sony sugar

The second objective of the study was to find out the importance of on-the-job and off-the-job training techniques on employee performance at Sony Sugar. It was answered by questions 6, 7 and 8 and the results are summarized in tables 9 and 10, and figure 4 and 5.

Table 4.10: Of two basic training methods; training within the organization and training outside the organization, which one do you think if used can improve your performance.

Training type	Frequency (f)	Percentage %
Within the organization	103	74%
Outside the organization	37	26%
Total	**140**	**100**
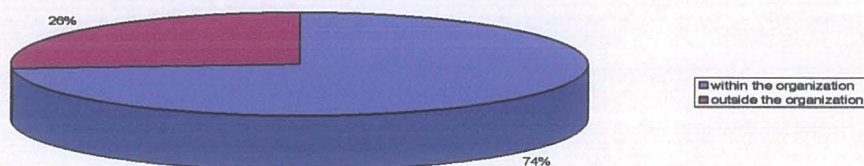
Figure 4.5: Opinion on the better method between on-the-job and off-the-job training techniques

The data, as shown in figure 4.5 and table 4.5, indicate that 103 (74%) of the respondents conferred that training within the organization can improve their performance while 37 (26%) said otherwise. The reason given for the above, as answered by the supporting opinion question indicate that 74% of respondents who confided to agree with training within the organization said so because they learn within the work setting and therefore higher concentration in the learning and they can also immediately apply the learned skill to the job. On the other hand, the few employees, who said otherwise, argue so because they consider that training "away" from the organization lets them learn away from the work setting and therefore provide conducive learning environment.
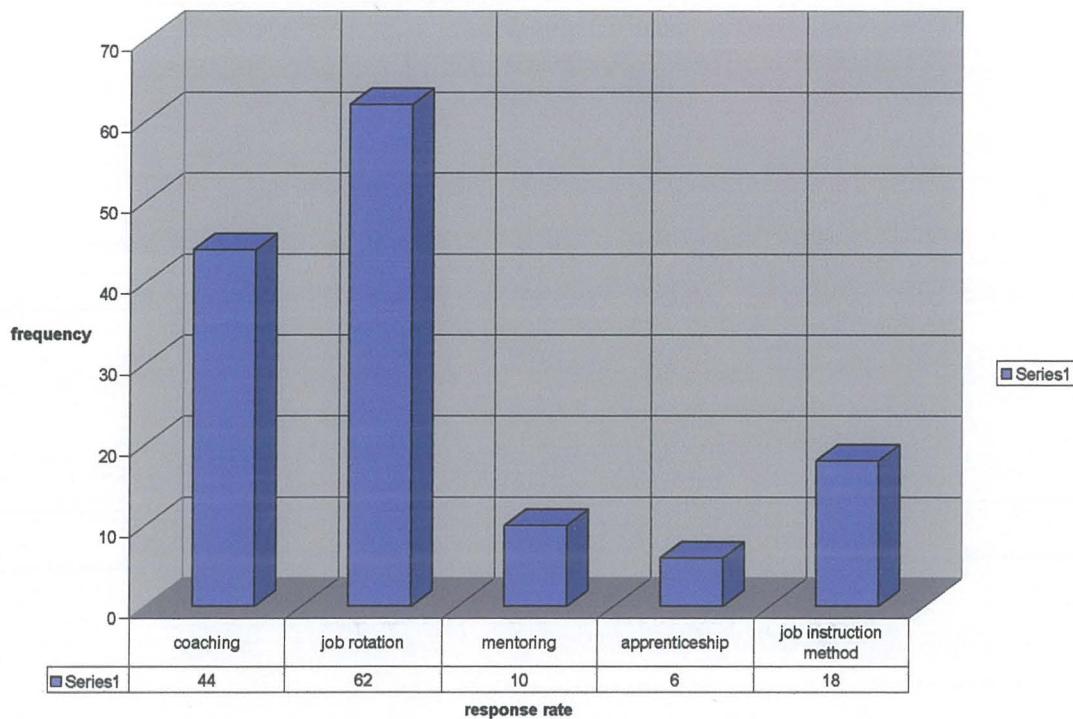
Figure 4.6: Among the mentioned on-the-job (training within the organization) techniques do you consider as mostly used by Sony sugar

According to figure 4.6 above, 44, 62, 10, 6 and 18 respondents agreed that coaching, job rotation; mentoring, apprenticeship and job instruction method is used by Sony Sugar respectively

Table 4.11: which of the following off-the-job (training outside the organization) do you would be most effective if used by Sony Sugar Company

Training type	Frequency (f)	Percentage %
Lectures	5	4%
Computer based training	14	10%
Video tape training	52	37%
Role play	69	43%
Total	**140**	**100**

31

The data indicate that 5 (4%), 14 (10%), 52 (37%) and 69 (43%) of the respondents consider lectures, Computer based training, Video tape training and role play respectively to be the most effective off-the-job training methods that can be used by Sony Sugar company.

4.3 The impacts of Return On Investment on employee performance at Sony sugar company

The third objective of this study was to determine the impact of Return On Investment on employee performance at Sony Sugar. These research question was answered by questions 8 (i,ii & iii) and the findings are summarized in table 11, 12 and 13 and in figure 7.

Table 4.12: Do you have an idea of what Return On Investment (ROI) is

Response	Frequency (f)	Percentage %
Yes	21	15%
No	119	85%
Total	140	100

The data according to table 4.12 above indicate that most of the respondents represented by a whooping 119 (85%) of the respondents have no idea of what Return On Investment is while 21 (15%) say otherwise

Table 4.13: Does Sony Sugar conduct Return On Investment after conducting training

Response	Frequency (f)	Percentage %
Yes	21	15%
No	119	85%
Total	140	100

The response that employees of Sony sugar have no idea of the Return on Investment and therefore 119 (85%) doesn't consider Sony Sugar to conduct Return On Investment while 21 (15%) consider otherwise. This is in line with the respondents' opinion on their knowledge of Return On Investment represented by table 4.13 above above.

Table 4.14: Do you agree that conducting Return On Investment can help identify a training program's strength and weaknesses

Response	Frequency (f)	Percentage %
Yes	24	17%
No	116	83%
Total	140	100
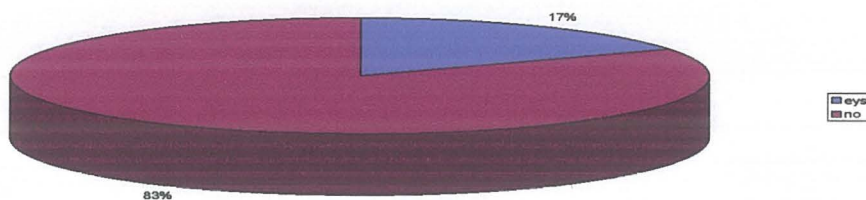
Figure 4.7 Representation of the opinion that conducting ROI can help identify a training program's strength and weaknesses

The data as demonstrated by figure 4.7 above show that 116 (83%) of the respondents disagree while 24 (17%) agree. This shows a little deviation from the previous opinions about Return On Investment.

4.4 The effects of performance appraisal on employee performance at Sony sugar.

This was the fourth and the last objective of the study and it was to find out the effects of performance appraisal on employee performance at Sony Sugar. It was answered by questions 9 (i, ii, iv) and the results are summarized in table 13, 14 and 15.

Table 4.15: Are you appraised for what you do at Sony Sugar Company

Response	Frequency (f)	Percentage %
Yes	51	36%
No	89	64%
Total	**140**	**100**

Most of the employees at Sony Sugar are of the opinion that they are not appraised. This was represented by 89 or 64% while the rest, 51 or 36% say otherwise. This shows that even after training takes place in the organization, the employees are not appraised and therefore one the areas of weaknesses of the training department at Sony Sugar company.

Table 4.16: How frequently are you appraised?

Response	Frequency (f)	Percentage %
Annually	19	14%
Semi-annually	10	7%
Quarterly	2	1%
Monthly	0	0%
Only after training	109	78%
Total	**140**	**100**
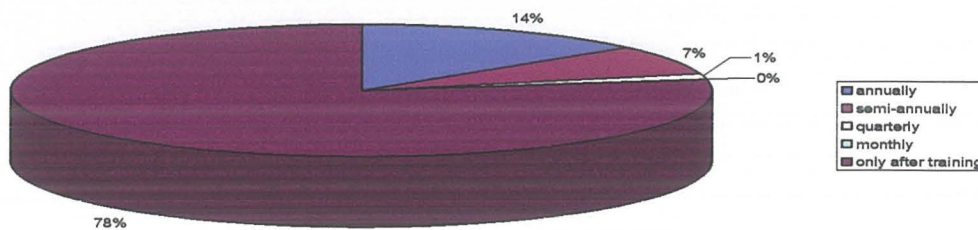
Figure 4.8: Views on the opinion weather respondents are frequently appraised

The data as represented by figure4.8 and table 4.16 above indicate that 109 (78%), 0 (0%), 2 (1%), 10 (7%) and 19 (14%) of the respondents conferred that they are only appraised after training, monthly, quarterly, semi-annually and annually respectively. This showed that even though there is a training department at Sony sugar; it is "a white elephant." On the opinion segment of the question that asked the respondents to comment on the opinion that frequent assessment of their performance let them know how well they are performing in the organization received a majority positive response which showed that employee at Sony sugar admit that can only know that they are performing well in the organization if they are assessed and their mistakes communicated back to them.

Table 4.17: Is there a link between training, performance appraisal and your performance as an employee at Sony Sugar Company?

Response	Frequency (f)	Percentage %
Yes	115	82%
No	25	18%
Total	**140**	**100**
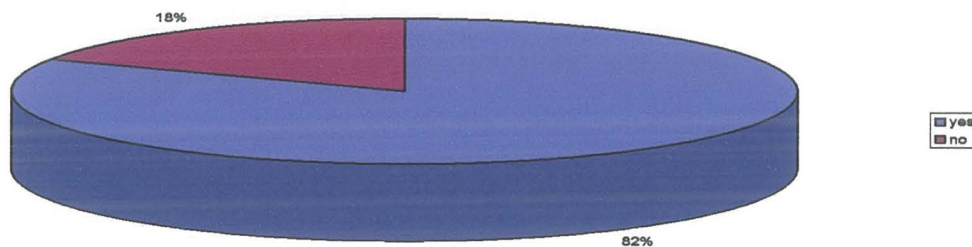
Figure 4.9: Opinion weather there is a link between training, performance appraisal and respondents.

The data about the link between training, performance appraisal and employee performance as represented by figure 4.9 and table 4.17 above indicate that 115 (82%) say there is a link between training, performance appraisal and performance while 25 (18%) say no. These shows that most of the employees at Sony sugar, including lower level employees do believe that for effective performance, an employee should be trained and be assessed if the training has become effective in improving the performance for which it was intended. Similar views appeared on the supporting opinion question which asked if being trained or not being trained impact on their (employees) performance. It was clear that not being trained impact on employee performance as none is born perfect but learning is a continuous process in the organization.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the general conclusions and recommendations made based on the findings about the objectives of the study and data collected from employees of Sony Sugar Company.

5.1 Discussion

The summary of the findings were presented in accordance with the research objectives of the study as guided by the research questions.

The first objective of the study was to establish the effects of training need assessment on employee performance at Sony Sugar Company, and according to the data collected, it revealed that most of the employees agree that conducting training need assessment has ban effect on employee performance. Most of the respondents agreed that Sony sugar conducts training need assessment as a first step when conducting training program. They also agreed that conducting training needs assessment improves the quality of training offered at Sony Sugar. This was strengthened by agreement on the opinion that conducting training without performing training need assessment can result into poor training. In this effect, conducting training need assessment helps to identify individuals', groups' or departments' areas that need training, before training is effected. This was also supported by Harris, (2000).

The second objective was to find out the importance if the on-the-job and off-the-job training techniques on employee performance at Sony Sugar Company. According to the data collected, it revealed that employees of Sony Sugar consider on-the-job training techniques to be more important to their (employees) performance than off-the-job techniques. Job rotation was considered to be most effective. A few of the respondents who supported off-the-job techniques considered role play to be most effective; however, these were just a few of the middle level employees who happened to go outside the organization for training.

The third objective of the study was to determine the impact of Return On Investment (ROI) on employee performance of Sony Sugar and from the obtained data, most of the employees at the organization have no idea what Return On Investment is. A few who have are the enlightened middle level employees , this came in line with also many of the respondents not agreeing that conducting a return on Investment (ROI) after training can help identify a training's program strengths and weaknesses.

The fourth and last objective of the study was to find out the effects of performance appraisal on employee performance at Sony Sugar Company. Through the data obtained, it was revealed that performance appraisal was acknowledged at the organization, but was not effectively implemented. A majority of the respondents acknowledged that they are not appraised for what they do at the organization. A support for this came from the opinion question which asked, "How frequently are appraised?" This revealed that most employees at Sony are mostly only appraised after training. However the employees agree that there is a link between training, performance and need assessment of their (employees) at Sony Sugar.

5.2 conclusions

Training is an essential organizational phenomenon and a core stone in any organizations happening, perspective and growth if competitive edge has to be achieved. The research topic was a bout the impact of training on employee performance at Sony Sugar Company. This was characterized by need assessment, on-the-job and off-the-job training techniques, Return On Investment and performance appraisal respectively.

The first research question was; what are the effects of training need assessment on employee performance at Sony Sugar. It can therefore be concluded that training need assessment is directly and indirectly connected to employee performance. Directly, training need assessment identifies individuals', or groups or organizations training needs. It's only after these needs are identified that the performance can be improved through training. Indirectly need assessment increases employees' commitment and

loyalty to the organization thus limiting labor turnover therefore improving employee performance.

The second research question was; what are the importances of on-the-job and off-the-job training techniques on employee performance. The findings suggested that training cannot be carried out without some means, and these means are the on-the-job-and off-the-job-training techniques. However on-the-job techniques were favored to be more important on improving employee performance. Put forward by the argument that job rotation is most important, it can therefore be concluded that on-the-job training techniques are better on improving employee performance.

The third research question was that what are the impacts of Return On Investment on employee performance. The findings showed that most of the respondents do not have an idea what Return On investment is expect for a few. The respondents also acknowledge that the organization does not conduct ROI. The findings further showed that respondents don't agree that performing ROI can help identify a training programs strengths and weaknesses. Conclusively, employees at the organization are not conversant with ROI and the organization does not conduct ROI.

The last research question of the study was; how does performance appraisal affect employee performance at Sony. The findings revealed that employees are not appraise at Sony, its only mostly carried out after a training event. However, most of the respondents agreed that there a link between training, performance and performance appraisal. It can therefore be concluded that performance appraisal affects employee performance since you can only know that what has been learnt in training has been transferred and applied to the job so that performance is positively influenced.

5.3 Recommendations

in accordance with the with the findings and conclusions of the study, it is important to make the following recommendations which could help in bringing a out a positive

change in regards to employee performance in relation to training at Sony Sugar Company.

Having realized that training need assessment has a direct and indirect impact on employee performance. Sony Sugar Company should frequently conduct training need assessment and view the areas of need. A training program should then be designed to address the needs. This would ensure that training has direction and is not conducted because of its popularity but because of the needs it will address.

The organization should realize that both on-the-job and off-the-job techniques are important at any particular time depending on the objectives to be achieved. Most employees at Sony Sugar consider on-the-job techniques preferably job rotation. Management should therefore realize that as much as it is important to train off-the-job, this should be limited and lower level employees should also be incorporated.

The management of Sony Sugar should also know that a training program should achieve its needs. In order to realize this, calculating the ROI of training program is of essence. The input into a training program converted into monetary terms should not exceed the benefits from the training program. These benefits can be achieved by reviewing the reasons for training, that is, if training was to reduce production costs or overtime costs, observation can be used to monitor the production cost. This cost should then exceed the monetary values of the input into the training.

It is also recommended that the management of Sony Sugar should come to terms that a training program should achieve its objective, and in the case of Sony sugar in the study above, its suppose to have an impact on employee performance. One of the ways through which this can be achieved is by appraising the employees to see how much of their performance has changed, either positively or negatively. This shall help the organization ensure that the training has not been a waste.

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APPENDIX: QUESTIONNAIRES FOR THE STUDY.

Dear respondents,

This questionnaire is a bout a study being carried out on the "impact of training on employee performance." The study is being conducted as a partial fulfillment of the requirement of a bachelor's degree in Human Resource Management course in Kampala International University, Uganda. I kindly request you for your contribution to the study as this will enable the successful completion of the course. The data gathered will be held in confidence it deserves and be used strictly for the study in mentioned here above.

Thank you, in advance

INSTRUCTIONS
    I.   Check/tick in the appropriate boxes

    II. Fill in the blank spaces

PERSONAL DATA

1. Sex

  Male ☐   Female ☐

2. Marital status

     Single ☐   Married ☐   Divorced ☐   Widowed ☐

3. Level of education

     Certificate ☐   Diploma ☐   Degree ☐   Masters ☐

SECTION B: TRAINING ISSUES

1(i) Do you have a training department in your organization?

     Yes ☐   No ☐

(ii) If yes, in your own opinion, explain the importance it plays to you as well as the organization at large.

....

....

....

(iii) From, 1(i) above, if No, would you advocate for its establishment?

Yes ☐ No ☐

2(i) Training needs assessment is taken as the first step when conducting a training program?

Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

(ii) Why do you say so in 2(i) above?

....

....

....

(iii) Does conducting training needs analysis improve the quality of training offered?

Yes ☐ No ☐

3(i) How frequently does the organization conduct a training needs analysis?

Every year ☐ After every six months ☐ After every three months ☐

(ii) Based on answer 3(i) above, briefly explain how it has helped you as an employee to perform better

....

....

....

4. Do you agree with the suggestion that if your organization conducts training without first performing training needs assessment it might end making conducting poor training?

Yes ☐ No ☐

5(i) Does your organization take employees outside the organization for training?

Yes ☐ No ☐

(ii) If yes, how frequently?

Annually ☐   Semi-annually ☐   every three months ☐

(iii) From 5(i) above, if yes, are you among those who have been taken outside the organization for training?

Yes ☐   No ☐

(iv) What methods were used for this training and did it benefit you?

....
....
....

6(i) Of two basic training methods; training within the organization and training outside the organization, which one do you think if used can improve your performance

Within the organization ☐   Training outside the organization ☐

(ii) Give a reason to support your view in 6(i) above.

....
....
....

7(i) Among the following mentioned On-the-job training (training within the organization) techniques, which one do you think Sony Sugar uses most?

Coaching ☐   Job rotation ☐   Mentoring ☐   Apprenticeship ☐
Job instruction training ☐

(ii) Which of the following Off-the-job training techniques do you think is most effective if used by Sony Sugar for training?

Lectures ☐   Computer based instruction ☐   Video tape training ☐ Role play ☐

8(i) Do you have an idea of what Return on Investment (ROI) is?

Yes ☐   No ☐

(ii) Does Sony Sugar conduct Return On Investment after conducting a training?

Yes ☐   No ☐

(iii) Do agree that conducting Return On Investment can help identify a training program's strength and weaknesses?

Strongly agree ☐   Agree ☐   Disagree ☐   Strongly disagree ☐

9(i) Are you appraised for what you do at Sony Sugar Company?

      Yes ☐   No ☐

(ii) If yes, how frequently?

Annually ☐ Semi-annually ☐ Quarterly ☐ Monthly ☐ Only after training ☐

(iii) Comment on the opinion that frequently assessing employees normally let the employees know how well they are performing in the organization.

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(iv) According to you, is there a link between training, performance appraisal and your performance as an employee at Sony Sugar?

      Yes ☐   No ☐

10. In your own opinion, does being trained or not being trained impact your performance at Sony Sugar?

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THANK YOU FOR YOUR CONTRIBUTION