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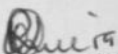
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A MANAGEMENT RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION DEGREE SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI
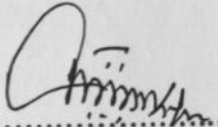
November 11

DECLARATION

This Research Project is my original work and has not been presented for a degree in

another organization

Signed......................... Date...23/11/11...

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D61/P/8513/04

This Research Project has been submitted for examination with my approval as the

University Supervisor

Signed......................... Date..24/11/2011

Mr. Duncan Ochoro

DEDICATION

I dedicate this project to my mum Grace, dad Geoffrey, my sisters, Agnes and Gladys,

and my nephews, Keith and Rodney.

ACKNOWLEDGEMENTS

I dedicate this project to God who gave me strength and kept me in good health, and to my supervisor, who tirelessly worked with me to produce this paper.

To my family, relatives and to my friends, especially Caroline, Njeri, and Irene whose moral support enabled me successfully clear the course units and this project. Thank you for not giving up on me.

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To all the respondents for taking time off their very busy schedules to respond to my questionnaires. You made my paper a success.

And to all others who may have contributed in one way or another.

ABSTRACT

Training is one of the major elements of Strategic Human Resources Development as identified by Armstrong (2003) among others like learning, education and development. Organizations are driven by cultures of training, in which all employees, individually and in teams are encouraged and supported by their supervisors, have equal access to appropriate training opportunities, which provide them with the competencies required to excel in their current and future positions in the organization, and help achieve the strategic goals of the organization (Smith & Mazin, 2004). Training of staff is recognized as a crucial element in the attainment of organizational goals and objectives. In order to sustain economic and effective performance, it is important to optimize the contribution of employees to the aims and goals of an organization (Armstrong 1999).

If employees perceive training as an important aspect of their employment, they are mover likely to be supportive of training practices and initiatives. Perception is influenced by intelligence, personality, expectation, motivation and other interests. Attitudes and perceptions are developed over time and can change as new information and experiences are acquired. Bennett (1997) argues that managers have to understand the process of perception in order to ensure employees perceive the organizations objectives in a similar manner, appreciate workers grievances and complaints from their point of view, and to improve communication between managers and the subordinates by interpreting things the same way.

Paauwe and Richardson (1997) concluded that positive perception of employees with respect to employee selection, personnel planning and reward has an effect on Human Resources results.

This study thus embarked on determining employee perception to training. The study carried out a descriptive survey study where a sample size of 85 drawn by way of stratified sampling from employees of UNICEF Kenya Office. Out of the 85 questionnaires administered, 81 questionnaires were filled in by respondents who were from the International Professional, National Professional and General Service categories of staff. There was a 96% response rate. The findings were presented in tabular and graphical forms.

The findings of the study were that managers have to understand the process of perception in order to ensure employees perceive the organizations objectives in a similar manner, appreciate workers grievances and complaints from their point of view, and to improve communication between managers and the subordinates by interpreting things the same way.

The study concluded that the Human Resources section needs to frequently communicate the training policy, plan and objective to its employees and to ensure the policy, plans and objectives cover employees at all levels. Management needs to encourage supervisors to provide guidance to their supervisees on suitable training opportunities. Human Resources section needs to put a policy in place that instructs employees who have attended training to share their training experiences with their fellow employees. Employees should be encouraged to embrace new training methodologies, for example e-learning programmes and staff exchange programmes where possible.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Over the years, organizations have realized the need to motivate and enhance performance of employees and to be more aggressive in accomplishing their organizations goals and objectives. The globe is going through an unrelenting pace of change and this has its implications on training. If organizations respond to change early they will prosper and gain rewards in terms of security, profit or attainment of goals, (Malcolm & Tricia, 1997). One of the key factors that are important for an organization to operate effectively is the knowledge and skills of its employees. Training employees and ensuring that they have up to date knowledge and up to date skills means that organizations are able to compete effectively, and reasonably expect to prosper. Emphasis is put on ensuring that organizations obtain well-trained professional people to run their operations, (Malcolm & Tricia, 1997). Change is continuous, it affects the environment in which organizations operate; and it exists within the organizations themselves.

The human resources function is changing with time and with this change, the relationship between the training function and other management activities is also changing. The training and development activities are now equally important with that of other Human Resources functions. Gone are the days, when training was considered to be futile, waste of time, resources, and money. Training is an investment because the organization depends on training for its survival. (Montana & Charnov, 2000). If training is not considered as a priority or not seen as a vital part in the organization, then it is difficult to accept that such a company has effectively

carried out Human Resource Management. Training actually provides the opportunity to raise the profile development activities in the organization. To increase the commitment level of employees and growth in quality movement organization's senior management have increased the role of training. Human Resources Management concepts require careful planning as well as greater emphasis on employee development and long term education (Dyer, 1998). Training is now the important tool of Human Resource Management to control the attrition rate because it helps in motivating employees, achieving their professional and personal goals, increasing the level of job satisfaction, etc. As a result training is given on a variety of skill development and covers a multitude of courses.

1.1.1 Training

Training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees. It is an activity leading to skilled behavior. It is the acquisition of knowledge, skills, and abilities through professional development (Tsui & Gomez-Mejia, 1988). Training is any planned or structured activity or approach that is used to help an individual or a group of people to learn or to do things differently or do different things, leading to more effective performance and results. It must be related to the job (Mahesh, 1988).

Organizations are driven by cultures of training, in which all employees, individually and in teams are encouraged and supported by their supervisors, have equal access to appropriate training opportunities, which provide them with the competencies required to excel in their current and future positions in the organization, and help achieve the strategic goals of the organization (Smith & Mazin, 2004). Training is one of the most important parts of an organization's overall Strategy. Before starting a

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particular venture or considering a potential acquisition, the first question arises that, whether there are required skills present in the organization or not. All key skills required for efficient management of an organization must be available in a company. (Williams,1991). Training involves putting in place objectives for conducting training and ensuring that they have the appropriate technique that will achieve these objectives. The techniques should meet the organizations training objectives. Organizations also need to address key issues in managing training, and have to check if the training is contributing towards and increased pace of change in the evolving business environment, is giving the organization competitive advantage and providing a conducive working environment, (Karash, 1995)

Training is of importance to most organizations as it demonstrates that it is an integral part of an organizations strategy and its day to day operations. It should aim at having a direct, observable benefit to the organization. Most organizations approach training by first providing a starting point for professionals to begin to make the case for investing in training. The objective of an organizations policies, processes and programmes for the delivery of learning and training is to achieve its human resource development strategies by ensuring that it has the skilled, knowledgeable and competent people required to meet its present and future needs, (Malcolm & Tricia, 1997).

Benefits of training are intangible and investing in training benefits both, organization and employees for a long period. Training provides employees with an opportunity and broad structure for the development of human resources' technical and behavioral skills that provide the employee with a sense of satisfaction. It helps increase the job knowledge and skills of employees at each level. Training increases an employer

commitment to their job and helps the employee to achieve the organizational goals as well as their individual goals. It helps to develop and improve the organizational health culture and effectiveness. Training enables employees to build a positive perception and feeling about themselves. One of the most important benefits of training for an organization is that, it provides skills inside the organization which reduces overall cost of an organization's operations. Quality is one of the key features required for survival of an organization in long term. Total Quality Management (TQM) and other quality management techniques require staff training as an important requisite for its successful implementation. Organizations get more effective in decision making and problem solving and are able to understand and carry out organizational policies

Employees are affected by change and they must adapt, learn new skills, cope with different pressures, acquire new knowledge, and forge new relationships. Training brings additional resources to individuals to enable them to change and develop. The change could either be political, economic, social, technological, environmental or changes in laws, (Losey & Meisinger, 2005). Thus the need for training to keep up with these changes. Training needs also change because people's jobs and careers change. School leavers and young graduates have much to learn about the world of work and how organizations work. New employees who already have experience elsewhere need to learn the culture of an organization and old ones who have been away need time and assistance to build up their confidence. Current employees who are not performing at the right level require specific diagnosis. Promotion also creates training needs as one may need to be trained in areas that they are identified to be weak in. Employees may also be trained to ensure they are equipped for future

potential, especially for those who are progressing to managerial or professional careers, (Armstrong, 2005).

(Karash, 1998) noted that the possibility of achieving extraordinary performance with satisfaction is anchored in the knowledge that learning to do something worthwhile is enormously rewarding and personally satisfying to those involved. Organizations have over the years been providing training programmes to their employees with the intention of equipping them as best as possible to perform their duties effectively. However, entrepreneurs and managers today realize that changes in the environment are very fast and what was new in the yesteryears, is quickly overtaken by others in the market, therefore, the need to institute continuous acquisition of knowledge and concepts in order to be profitable and competitive.

1.1.2 Concept of Perception

Perception is important as it lets a person make sense of stiumuli from the environment. The stimuli affect all senses, that is sight, tough, taste, smell and hearing. The stimuli can come from other people, events, and physical objects. Perception is influenced by internal and external factors, leading people to see some perceived objects differently. External factors are characteristic of perceived objects or persons; which include size, intensity, contrast, motion, novelty, status and appearance. Internal factors in perception are characteristic of the perceiver (Nzuve, 1999).

Many organizations actively encourage suggestions from their employees on how to do business. This is done for a number of reasons, ranging from an idealistic wish to get employees involved in the organization to a deliberate policy to get any reasonable ideas to reduce costs. Developing a formal suggestion scheme can help to

meet most of such objectives and prevent abuse or neglect of an employees' idea (Bell, 1991). Employees want recognition in many forms. Michael Abrashoff, author of 'It's your ship' cited five reasons why an employee can quit a position; pay and benefits; being treated with respect and dignity; want to be allowed to have influence on their situation and improve their environment; want to be listened to and have their suggestions taken seriously; want to be rewarded with greater responsibility and leadership positions. Not only do effective organizations believe that their employees are the most important asset, but they go out of their way to ensure that these individuals feel they are being treated fairly and their talents are being effectively used (Hodgetts & Hegar, 2008).

1.1.3 United Nations Childrens' Fund

United Nation Children's Fund (UNICEF) was established in 1946 by United Nations to provide food, clothing and healthcare to children after the World War II. For more than a decade of focus on child health issues, UNICEF has since expanded its interests to address the needs of the whole and now operates in 190 countries through country programs and National Committees. UNICEF operates in 8 regions, each with several field offices. UNICEF Kenya office is under the Eastern and Southern Africa Region (ESAR). There are twenty other country offices in ESAR. The overall goal of UNICEF is to contribute to and support national efforts to ensure that all children in the world and in this particular case, Kenya, enjoy greater respect, protection and fulfillment of their rights as a result of improved capacities and capabilities and increased equal opportunities. This is done through a five year country programme, in collaboration with implementing partners.

To achieve this five year country programme, UNICEF Kenya Office develops an operational five year training plan for human resource development. This plan includes aspects such as orientation for relevant employee on new or expanding issues and strategies in the country programme. UNICEF globally has been working on a 'Change Management' programme to increase focus on results for children, improve efficiency and effectiveness of partnership and work processes and flexibility to further align the country programme with Government priorities and budget calendar. UNICEF Kenya office is one of the pilot countries that is currently rolling out the change management and will therefore set the pace for other country offices.

1.2   Research Problem

Effectiveness of an organization and its people depends on the extent to which each person or department performs their role and moves towards the common goal and objective (Ockland, 1998). As the organization positions itself competitively by embracing different changes, it should be noted that it is very difficult to separate the services an organization offers and the individual who offers the service (Davis and Aquilano, 2002). It is the desire of every organization to evaluate the worth of any programme that it runs. Information gathered helps organizations make informed judgment as to the value of their programmes, whether objectives have been met and what their impact has been (Bramley, 1996). Training of staff is recognized as a crucial element in the attainment of organizational goals and objectives. In order to sustain economic and effective performance, it is important to optimize the contribution of employees to the aims and goals of an organization (Armstrong, 1999).

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UNICEF has set specific goals to ensure that it meets its performance targets and enables employees to enhance their performance and achieve its strategic objectives. The specific initiatives in staff training are a critical area of concern. Studies on UNICEF have concentrated on how effective the programmes it is running are; this are usually carried out on request from donors that fund the organization. Due to funding constrains, UNICEF is beginning to struggle to maintain control over its own objectives and programmes while at the same time balancing pressure from its partners to deliver. The environment in UNICEF has become increasingly uncertain due to above factors, making it imperative to the organization to think more strategically than ever before. Whilst training of employees is necessary to prepare them on how to manage these changes and demands, it has not been given the attention it requires. It is important for the organization to know how employees are perceiving training in light of the above changes so as to position itself and begin making the necessary changes. In addition, an analysis of other studies carried out on training indicates that there is need for UNICEF Kenya Office management to make time for training activities for employees, with specific goals, to ensure that all employees understand the organization's training goals and objectives, that employees are able to identify training opportunities available within the organization and obtain information on access to training. This research will help fill this gap.

Various studies on employee perception have been done before. Some of the include (Kachero, 2006) who conducted a study on employee perception of staff promotion process at the University of Nairobi found out that there are three types of reactions to perceived discrimination in promotion selections, this are reduced psychological well-being, likelihood to take legal action and negative job attitude and behavior.

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Managing promotion activities effectively requires attention to effect on both efficiency and equity; promotion should be available to all. Gathitu (2007) conducted a research on the employee perception of tertiary training and its relevance to the labor market, in Kenya Polytechnic. The study found out that tertiary institutions make a major contribution in providing training to the Kenyan labor market and that tertiary institutions have a specific role that they play in the labor market which cannot be filled by universities and colleges. Kananu (2007) also conducted a study of employee perception of the change process in Telkom Kenya. The findings were that different factors influence different perceptions to change. From the study, respondents did not feel well trained on new systems and products and therefore the high percentage of respondents are in need of further training so as to enable them perform their duties well. Employee perception of training with focus on International NGOs has not been studied. This research will answer the question: How do employees perceive training at UNICEF Kenya Country Office?

1.3   Research Objective

The objective of this study will be to determine the nature of employee perception of training at UNICEF Kenya Country Office.

1.4   Importance of the Study

The study will assist UNICEF Kenya Country Office diagnose its present true condition with respect to how its employees perceive training and therefore be in a position to initiate and guide better approaches to training. It will serve as a platform to knowing the negative and positive effects of employee perception of training and will provide space for further research in this area.

The study will avail important and pertinent information to all human resources managers at UNICEF regarding how employees feel about training, information that could benefit or damage the employees and the organization in general. It will be a source of guidelines for training managers in their training effort to maximize the impact of training. It will also provide guidelines to those who plan for training programmes in organizations.

This study will provide scholars with knowledge in the area of employee perception of training. This knowledge will contribute to the organizational theory of human resource management and encourage better organizational performance. It will contribute to the effective management of Human Resource, particularly in the areas of recruitment and selection, improving competitiveness, keeping abreast with changes in technology, improving customer service, maintaining ethical standards.

CHAPTER TWO: LITERATURE REVIEW

2.1 Concept of Training

Training refers to the planned and systematic modification of behavior through learning events, programmes and instruction which enable individuals to achieve the levels of knowledge, skills and competence needed to carry out their work effectively. It is a process where individuals are helped to learn a skill or technique, Martin & (Jackson, 1995). Training makes a major contribution to the successful attainment of the organization's objectives. It should always be performance related, aimed at improvement of corporate, functional, team and individual performance, and contribute to overall organizations results. It is the process by which a person acquires new knowledge, skills and capabilities. Training is the use of systematic and planned instruction and development activities to promote learning. (Armstrong, 2005) Training can also be referred to as a process that aims to improve knowledge, skills, attitudes, and/or behaviors in a person to accomplish a specific job task or goal. It is often focused on business needs and driven by time-critical business skills and knowledge, and its goal is often to improve performance. It can have an equal value where it develops trainees self confidence over and above specific work related skills with the result that they become anxious about the inevitable climate of change that now prevails in most cases (Cole, 1997). Employees who are more confident in themselves and in their ability to learn new skills are more likely to accept change and have more flexible attitudes (Rankin, 2003).

Training is the sum of total of one's learning experiences. It is also organized process concerned with the acquisition of capability or the maintenance of existing capability. It is one of the elements of Human Resource Development, the others being learning,

education and development (Kenny & Reid, 1994). People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace, (Kothari, 2005).

Training programmes and their objectives changed in the 1980s and 1990s. Employers have over the years adapted to rapid technological changes, improved production and service delivery. Such improvements require remedial training because employees have to use critical thinking, and analytical skills. Environmental changes may be conceptualized in threats or opportunities and both are associated with the urgency to train employees,. Threats involve a negative situation in which loss is likely, while opportunity is a positive situation in which gain is likely. Perception of threats can intensify concerns about efficiency; enhance strategies, hence focusing on internal organizational issues such as cost cutting, aggressive marketing, emphasis on quality and change in organizational culture. Perception of opportunities are associated with a greater sense of control which may mean simply taking risks, for example, developing new products or venturing into new markets. The implication of environmental changes means that organizations have to respond by instituting a variety of strategies in order to generate sustained in order to generate sustained level of profitability in future (Chattopadhyay & Rahman, 2001). An organization faced with environmental changes can establish several strategic postures with the environment. Employees must acquire better team building, decision making and communication skills. They also have to acquire knowledge and skills to work with the new technology. Employee training can serve to increase

commitment to the organization and perception of the organization as a good place to work. This should arise from the fact that the organization shows commitment to the employee by providing opportunities for them to upgrade their skills and better themselves (Sahdev, Vinnicombe & Tyson, 1999).

2. 2 Objectives of Training

Every training programme needs to be designed individually, and the design will continually evolve as new learning needs emerge, or when feedback indicates that changes are required. It is essential to consider carefully the objectives of training. Objectives can be defined as the standards of performance to be achieved if training is to be regarded as successful. This should be a definition of what trainees will be able to do at the end of a training programme or when they return to work on completing shorter course. Transfer of learning is what counts; behaviour on the job is what matters (Armstrong, 2005). Organizations or companies as living entities which have a given life span are also expected to learn and as much as possible make it a continuous process. This is because the business environment is very dynamic and for an organisation to survive the turbulence, then it must keep itself abreast with the changes and adapt to them. According to Rankin (2003), a training and development programme must have content congruent with its learning objectives. Typical learning objectives include improving cognitive knowledge, developing employees' skills, influencing affective responses, and encouraging ethical behavior.

Training objectives are the most important part of the training programme (McConnell, 2005). They provide guidance in designing training programmes and in development of training plans. Training objectives inform the trainer what is

expected of them at the end of the training programme. This is beneficial to the trainer because it helps measure the progress of trainees and as a result, make the required adjustments. Having objectives helps reduce the trainees' anxiety, something that could have a negative effect on the whole process and on the organization as a whole. If the objectives set are to be challenging and motivating, then the likelihood of achieving those goals is much higher than the situation in which no objectives are set. Objectives also help the training designer in creating training packages since they will be aware of what is to be achieved in the end. Evaluation becomes easy for the evaluator to measure progress of trainees since the objectives define the expected performance of the employee.

The objective of an organization's policies, processes and programmes for the delivery of learning and training is to achieve its human resource development strategies by ensuring that it has the skilled, knowledgeable and competent people required to meet its present and future needs, (Armstrong, 2005). It creates an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work. Training can be offered as skill development for individuals and groups (Mullen, 2005).

2.3   Training Policies

Objectives are specific statements on what training will result in or what it is expected to achieve. They are a measurable operationalization of the organizations policy, strategy or mission. A training policy is a set of coherent decisions with a common long-term purpose and specific decisions or set of decisions designed to carry out a

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definite course of action selected from among alternatives, (Barbeito, 2004). Training policies are developed with the nature of the organization in mind. They direct what the employees should expect from the organization and what the organization expects from them. According to Legge (1995) an effective training policy provides guidance for allocation of department resources such as trainers, money and time, gives the organization a broad direction to training activities and also outline the authority given to the training department and the limits to that authority. Training policies are also used as one of the tools for evaluating the success of the training department's efforts.

Human Resource Policies are systems of codified decisions, established by an organization, to support administrative personnel functions, performance, training, personal management, employee relations and resource planning. Each company has a different set of circumstances, and so develops an individual set of policies. Training policies provide a set of coherent decisions with a common long-term purpose and specific decisions or set of decisions designed to carry out a definite course of action selected from among alternatives. It is a document that outlines the department's mission statement, objectives, customers, and actual policy items, and is based on the organizations current and future organizational goals and strategies, its overall human resources strategy and plan, and individual needs, ("Human resource policies", 2010). Organizations must have a training policy in place. It describes how cost effective training is to be achieved by means of central control. Training makes a crucial important contribution to the development of the organization, human resources and hence to achieve of its aims and objectives. To achieve this purpose, training needs to be effectively managed so that right training is given to right people, in the right form at right costs, (Tyson & York, 1997).

Training policies are developed with the nature of the organization in mind. They direct what the employees should expect from the organization and what the organization expects from them. The policies set out obligations, standards of behaviour and document disciplinary procedures. An effective training policy provides guidance for allocation of department resources such as trainers, money and time. It gives the organization a broad direction to training activities and also outlines the authority given to the training department and the limits to that authority. Training policies can also be used as one of the tools for evaluating the success of the department's efforts. After a policy goes into effect, the training department should evaluate the policy to check whether the objectives and policy items we have stated in our formal policy are being fulfilled. Once you have decided to train employees and have identified training needs and goals, you have to design the training programmes. This basically means deciding on actual content as well as how to deliver the training.

2.4 Managing Training

The interest in training is basically the search for the ideal organizational dynamics for growth, as it attempts to deal with the never-ending quest by organizations seeking to improve themselves while maintaining a position of advantage. The underlying cause for recent emphasis on training, is the increased pace of change in the evolving business environment, (Storey, 1998). For many years, working conditions and structures have been thought of as being conservative and difficult to change and learning has been something divorced from work so that innovation has been seen as the necessary but disruptive way of change. This is however, no longer true as change and the need for it is now measured in terms of months and not years as in the

past. There is therefore the urgent need to keep abreast with the changing business environment and organizations must learn to work smarter to survive, (Karash 1995).

Organizations now find that carrying out growth activities proactively, gives them a new source of competitive advantage referred to as capabilities-based competition which includes capability of learning (Senge, 1994). The organizations must then develop a capacity for fast paced innovations and learn to love change. The advantages that these organizations then seek to achieve makes organisation training and development a logical step for all companies to follow (Karash, 1995). It is important to embrace training in as many relevant processes as possible particularly day to day performance management, formal performance reviews, return to work/absence practices, recruitment and induction and business planning practices. (Rankin 2003).

Line managers should be involved in identifying and planning training provision, because this will increase their commitment to it, encourage them to support the trainees and motivate them to help with the evaluation of the trainings effectiveness. Gaining senior management commitment to obtain investors in people accreditation is a means of embedding training, though cost of this should be evaluated.

Planning of training should be proactive, and should be carried out based on identifying areas where training could improve effectiveness, create a business case with costing where training could provide a cost effective benefit to the organization. Any proposed training interventions should specify how they will convince management that there will be an acceptable return on the investment in training. Organizations must have training plans in place (McConnell, 2005). The purpose of a training plan is to outline, in written form, the training goals for a specific group of

employees. It is important to put this plan in writing. Ideally, the plan should be distributed to the office employees so that everyone knows what the office training objectives are. Putting a plan in writing says that you have thought about the training needs of the office and have set some priorities for the local training program. (Mitchell 1987). Training plans tell employees that someone has thought about office training needs, has set a priority for these needs, and given the local training program goals and objectives.

Human Resources Managers should also ensure the individuals training needs are identified objectively and clearly. It is of importance that line managers are provided with training on assessing training needs and in training skills to those who deliver on the job training and coaching. Human Resource Managers need to compare the cost effectiveness of remedying training needs through training against alternatives such as recruitment and outsourcing, (Dessler,2003). When planning, the individuals learning preferences, feedback on the most effective techniques and possible economies of scale should be put into consideration. Organizational realities should be taken into account, i.e. issues such as spending constraints, demand of professionals for continuing professional development, the interest of senior managers, (Gupta, 2004). Human Resource Managers should create a process of evaluation of training based on effective identification of training needs, prior assessment of abilities, effective training speculation and delivery, and final evaluations. The Managers should aim at providing an evaluation report that quantifies the benefit of training and supply this to trainees and line managers.

Dessler (2008) argues that with today's emphasis on measuring Human Resource Management impact, it is crucial that managers evaluate training. Three things are measured, participants' reaction to the programme, what has been learned from the programme and what extent the participants on the job behavior changed as a result of the programme. Evaluation gives evidence that resources have been utilized will and the importance of re-training and improvement areas. It provides invaluable information for training, personnel and human resource manages to support their case that employees should take training seriously and devote adequate resources to it.

The participants must be made aware of the goals and objectives of the training programme and they should be asked about the impact of the concerned training programme, (Boydell & Leary, 1996). Both the trainer and the trainee must be well acquainted with there role in the training programme. Some of the techniques used to evaluate training are post course questionnaires, interviews with trainees, changes in trainees' performance management assessments, questionnaires completed by trainees' line managers, observing trainees at work, success rates in gaining formal qualifications, assessment of progress in implementation of trainees' personal development planes, changes overtime in results of employees attitudes (Rankin 2003). Training evaluation can be carried out before, during or after training.

During the start of training, evaluation contributes to ensuring that participants are unaware of the objectives and learning outcomes of the training program. Once aware, they are asked to give their opinion on the methods used and whether those methods confirm to the candidates preferences and learning style. Short tests at regular intervals can be carried out after instruction has started. At the end of the training programme, the participants' skills and knowledge are assessed again to measure the

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effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels, (Bee, 1994).

Training evaluation helps in giving feedback to the candidates by defining the objectives and linking it to learning outcomes. It helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the work place, and training. Evaluation of training contributes towards controlling the training program because if the training is not effective, then it can be dealt with accordingly. It is also used in determining that whether the actual outcomes are aligned with the expected outcomes (Abdalrahman, 2007). It is important to remember that training and development activities are not ends in themselves. The nineteenth-century biologist, T. H. Huxley said: 'The great end in life is not knowledge but action.' Unless our activities result in some positive changes in the performance of our organization, they have no relevant value. Therefore, organizations should evaluate the action that results from our training, if we have to know whether it was worthwhile.

According to Chang (1994), once training sessions are over, the vehicle has come to a halt; the journey is not necessarily complete unless you can prove the value of the training effort. The first step toward evaluation of a training program is to define the goals and objectives of the training program. These goals and objectives should be stated in such format so that they can be measured statistically. Also, both the trainer and the trainees most be well acquainted with there role in the training programme. In the evaluation of any training program, the first requirement is to collect valid and reliable data. This can be done using self assessments answer sheets, question confronted by the trainees, assessing the collected information and observation and,

use of final result based on earlier information plus the new data. (Boydell & Malcolm Leary, 1996)

Kirkpatrick (1994) has suggested four levels of training evaluation. Reaction measures how those who participated in training have reacted to it. Every program should at least be evaluated at this level to answer questions regarding the learners' perceptions and improve training. This level gains knowledge about whether the participants liked the training and if it was relevant to their work. Negative reactions reduce the possibility of learning. Evaluating learning obtains information on the extent to which learning objectives have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and as appropriate, the extent to which attitudes have changed in the desired direction. This can be done before (pre-test) and after (post test) the training. Evaluating behavior looks at the extent to which behavior has changed as required after those attending the training have returned to their jobs. The question to be answered is the extent to which knowledge, skills and attitudes have been transferred to the workplace. Level 4, evaluating results provides the basis for assessing the benefits against the costs, and aims at determining the extent to which the fundamental objectives of the training have been achieved. It aims to find out if the training program led to final results.

Alliger et al. (1997) extended Kirkpatrick's work and divided the levels into two categories; utility reaction and affective reaction. Utility reaction refers to utility of the training content for the work situation and affective reaction refers to the general satisfaction with the training. In other words, if the trainee perceives that the content of the training is similar to the action job, the reaction of the trainee would be positive.

2.5 Approaches to Training

According to Armstrong (2005), the delivery of learning and training needs to be systematic, in the sense that it is based on logical sequence of activities and blended in the sense that a mix of the many different approaches of learning, development and training is used to maximize their combined impact. Systematic training approach, also referred as formal training is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train, and the impact of training is carefully evaluated. Reid and Barrington (1999) have extended the concept of training to cover the promulgation of training and development policy, the inclusion of training responsibilities in job descriptions and the provision of training resources. It usually aspires to tie training objective as directly as possible to the organizations goals. It is however expensive in terms of resources and time. Formal approach incorporates objectives, methods and evaluation mechanisms that monitor whether necessary skills are leant (Gakuru, 2005). Blended approach, also referred to as informal training takes place when learning, development and training programmes deliberately use a range of processes and methods that support one another to maximize their combined impact. It is casual and incidental, part of day to day work and has no specific training goals as such, nor are there ways to evaluate if training actually accomplished goals or not. It is about learning from experience on the job. This approach is less effective than formal training but it provides the deepest and richest learning because it occurs naturally in life, (Gakuru, 2005).

Approaches to training can be classified into two groups, on-the-job, and off-the training. On-the-job training is given at the work place by a superior in a relatively

short period of time. It takes place when employees learn their jobs learn their jobs under direct supervision. Trainees learn by observing experienced employees or by working with actual material, person or machinery, (Schuller & Jackson 1999). This type of training is cheaper and less time-consuming. Transfer of training is high because employees learn in the environment in which they will readily apply the new skills. It however only applies where a small number of people are being trained and it's consequence of error is low, (Heiman, 2004). To manage on-the-job training, one needs to understand the objectives, for example, improvement of job performance, quality of service or production, reduced learning time, creation of more favorable attitudes towards work and the organization, minimum supervisory time, and minimal employee obsolescence, (Gale, 1994). This training can be imparted through various methods. The various methods include: orientation, demonstration, coaching, mentoring, job rotation, secondment, action learning, management development and e-learning.

Off-the-job training refers to training given to employee at a place away from the actual work environment. It may be necessary to get away from the immediate work environment to a place where the frustrations and bustle of work is eliminated. This will depend on the needs or the organization and the trainee. It may require the employee to have special working hours (flexi time) arranged. The trainee may also work away from the workplace under supervision of an appointed person or under no supervision at all (Graham & Bennet, 1995). This training can be imparted in various methods which include: lecturing, discussions, case studies, role playing, lecturing, simulation, assertiveness training and workshops.

2.6 Strategic Importance of Training

Organizations work in an unpredictable environment and therefore have to keep up with the rapid evolution of the society. Strategic management emphasizes the value of planning ahead and those who do not plan are planning to fail. By acting on this, strategic management actually gives the organization direction, a sense of identity and unity towards what the business goal. Therein lies the continued importance of strategic management towards business success. Every organization has a vision and a mission. Strategic management takes into consideration both of these and contributes towards achieving the organizational goals in an effective and efficient manner. Training supports the achievement of the organizations goals, (Jackson et. al., 2009). According to Armstrong (2005), strategic human resource management is the proactive management of people in organizations. It requires thinking ahead, and planning ways for an organization to better meet the needs of its employees, and for the employees to better meet the needs of the organization.

Organizations who work hard to meet the needs of their employees can cultivate a work atmosphere conducive to productivity. Strategic human resource management is the best way to achieve this. Being able to plan for the needs of employees by thinking ahead can help to improve the rate of skilled employees who chose to remain working for an organization. Improving the employee retention rate can reduce the money the organizations spend on finding and training new employees, "Strategic Human Resource Management", (2009). One of the strategic importance of training is improvement of recruitment and selection. Moral of employees can be affected by lack of career advancement opportunities. Offering job training to employees whose jobs are lost to off shoring or outsourcing is a means of creating loyalty among

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employees, (Hill & Jenny, 1997). Training enhances the organization's ability to compete effectively. In highly competitive industries, training for immediate performance improvement is particularly important to organizations with stagnant or declining rates of productivity. It also supports the organization in rapidly incorporating new technologies (Rankin, 2003). New technology contributes to enhanced levels of productivity. Good customer service is the lifeblood of every organization. Training can improve customer service by helping employees understand customer needs while creating a customer-oriented culture. Some major organizations offer training as a way of ensuring that employees maintain high ethical standards. An organization may loose good employees because they realize that the organization is compromising on ethical standards, (Jackson et. al. 2009).

2.7 Employee Perception of Training

Perception refers to a cognitive process that lets a person make sense of stimuli from the environment. The stimuli affect all senses, that is sight, touch, taste, smell and hearing. The stimuli can come from other people, events, and physical objects. A person's perception process is a mechanism that helps them adapt to a changing environment, (Demler, 1960). Attitudes have played a key role in social psychology because of the presumed connection between people's perception of their world and the behavior in it. An attitude is "a learned pre-disposition to respond in a consistently familiar or unfamiliar manner with respect to a given object, (Fishbein & Ajzen, 1975). Perception is also referred to as a process through which people select, organize, interpret or attach meaning to events happening in the environment. How employees perceive, organize and interpret information depends very much on characteristics of stimuli, characteristics of the situation and some of our own

personal characteristics. Different people perceive the same environment differently, based on what particular aspect of the situation they choose to selectively absorb, how they organize this information and manner in which they interpret it to grasp the situation, (Pattanayak & Mishra, 1995). A number of researchers have noted a link between the perpetual process and the interpretation of information; they have argued that the perception of information is based on the perpetual process, (Anderson and Pained 1975). And, if there is lack of information about a situation, then evidence of one's own perspectives and interpretation is of the situation is more likely to be observed. Rhodes and Eigenberger (2002) have observed that organizational support is significantly influenced by perception of fairness. Since these perceptions influence organizational performance and bottom line outcomes, it is important to investigate what influences perception of fairness. Perceived unfairness is determined by how well a particular event or incident reflects widely held beliefs, expectations and norms about social responsibility (Hamis et.al, 2004).

Anderson and Paine (1975) posited the influence of the perception of uncertainty in the environment on the perception for the need for change in a firm's strategy. If perception is derived from or based on incomplete information and limited observation, perceptual biases will occur and thus affect a person's decisions and actions. Humans usually try to make sense of what has happened, what is happening and what will happen. A number of researchers have noted the link between the perception process and the interpretation of information. They have argued that the interpretation of is based on the perception process. If there is lack of information about what is happening, then evidence of employees own perspective and interpretation of the situation is more likely to be observed (Coghlan, 1993).

Although employees do identify with their organizations, they are also concerned about themselves; in return for doing a good job, they expect adequate pay, good working conditions, training and development, job security and certain amounts of appreciation, power and prestige, (Stoner, Freeman & Gilbert, 2002). Employees' value growth and career opportunities in an organization, with such opportunities, productivity is often increased and expensive turnover decreased. Studies have shown that employees are most productive when objectives are set at t motivating level, one high enough to challenge but not so high as to frustrate or so low as to be easily attained.

Paauwe and Richardson (1997) concluded that positive perception of employees with respect to employee selection, personnel planning and reward has an effect on Human Resources results. This in turn have an effect on business performance indicators. If employees perceive training as an important aspect of their employment, they are mover likely to be supportive of training practices and initiatives. Perception is influenced by intelligence, personality, expectation, motivation and other interests. Attitudes and perceptions are developed over time and can change as new information and experiences are acquired. Bennett (1997) argues that managers have to understand the process of perception in order to ensure employees perceive the organizations objectives in a similar manner, appreciate workers grievances and complaints from their point of view, and to improve communication between managers and the subordinates by interpreting things the same way. According to Bradley (2006) people change their behavior based on their perception of equity and fairness in the organization. It also found out that employees believe that there was greater justice when training was offered across the board.

Organizations have a wide body of stakeholders to satisfy. These range from customers, shareholders, creditors, employees and the government. Each group has its interest and rights from the organizations (Bennett, 1997). Each group may also develop perception about the service they receive from the firm which may be different from its expectations. SERVQUAL a service quality model was developed in the mid eighties by Zeithaml, Parasuraman & Berry (1985). The model identifies the gaps between service delivery and how it is perceived by recipients. By the early nineties the authors had refined the model to the useful acronym RATER (Reliability, Assurance, Tangibles, Empathy and Responsiveness). This is an efficient model used in helping an organization shape up their efforts in bridging the gap between perceived and expected service. According to the model, there are five gaps that organizations should measure, manage and minimize their efforts. The distance between what customers expect and what managers think they expect, the gap between management perception and the actual specification of the customer experience, managers need to make sure the organization is defining the level of service they believe is needed. The gap from the experience specification to the delivery of the experience where managers need to audit the customer experience that their organization currently delivers in order to make sure it lives up to the spec. The gap between the delivery of the customer experience and what is communicated to customers: organizations exaggerate what will be provided to customers, or discuss the best case rather than the likely case, raising customer expectations and harming customer perceptions. Lastly, the gap between a customer's perception of the experience and the customer's expectation of the service: customers' expectations have been shaped by word of mouth, their personal needs and their own past

experiences. Routine transactional surveys after delivering the customer experience are important for an organization to measure customer perceptions of service.

CHAPTER 3: RESEARCH METHODOLOGY

3.1   Research Design

A case study design was used in conducting this study since the whole population was

being studied and the population of study was accessible to the researcher.

This design will provide an in depth study of a particular situation. In adopting this

design, the study sought to determine the employees' perception of training at

UNICEF Kenya Office.

3.2   Population

According to the UNICEF Kenya Management report of August 2011, UNICEF

Kenya Country Office has a total of 141 employees, under the categories of

International Professional, National Professional, and General Service staff. The

International Professional staff are procured internationally, while the National

Professional and General Service staff are procured locally. Managers are in the

International Professional category and the National and General categories of staff

report to them. Therefore, the employees have varying characteristics that will

contribute to the conclusions or the research. (Appendix 1)

3.3   Sample Size and Design

A sample of 85 employees was drawn by way of stratified sampling technique. The

sample comprised of the 60% of employees under each category of staff (Appendix 1)

and was deemed to be representative of the entire population.

3.4   Data Collection

The study relied on primary data collected by use of structured questionnaires that consisted of closed ended questions. The questionnaires were structured in tandem with the objective of the study. These were administered to the respondent through email and drop and pick method. Questionnaires are able to reach a large sample size, are cheaper, quicker and easy to quantify.

The questionnaire consisted of four sections. Section A had questions that obtained general information of the respondent; Section B consisted of closed ended questions that obtained information on the respondents' knowledge of the training policies, plans, and objectives that are applied in UNICEF Kenya Country Office. Section C requested for information on how the respondent is able to identify training opportunities and finally Section D obtained information on access to training and Section E obtained information on what hinders the employees' access to training and what the respondents think UNICEF should focus on to improve their satisfaction and enjoyment of training. (Appendix 2)

3.5   Data Analysis

Once the raw data was obtained, the questionnaires were checked for completeness and consistency before they are analyzed. Analysis was done by use of descriptive statistics, such as frequency, percentages, and mean. For ease of interpretation, the findings were presented in tabular and graphical forms.

CHAPTER 4: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1   Introduction

This chapter presents the analysis of data collected and discusses the findings from

the primary data that was gathered from the respondents. The analysis and findings of

the study were in line with the research objective. To capture the required data in

relation to the stated objective, the researcher used closed ended questionnaires,

administered to a stratified sample of 85 respondents. Out of the 85 questionnaires

distributed, the researcher managed to get 81, bringing the response rate to 96% of the

target population.

The population which responded to the questionnaires provided a well-balanced and

evenly distributed representation of employees at UNICEF Kenya Office. A total of

81 employees responded to the questionnaires.   Discussed below are analysis of

findings and possible conclusions.

4.2   Respondents General Information

The researcher sought to establish various aspects of the respondents' general

information such as age, gender, academic qualification, employment status, type of

contract, area of work, and number of years' experience in UNICEF.

Valid	Frequency	Percentage	Valid Frequency	Cumulative Frequency
20 - 29	5	6.2	6.2	6.2
30 - 39	31	38.3	38.3	44.5
40 - 49	39	48.1	48.1	92.6
50 -62	6	7.4	7.4	100
Total	81	100	100	

Table 4.2.1 Respondents Age
Source: Research Data
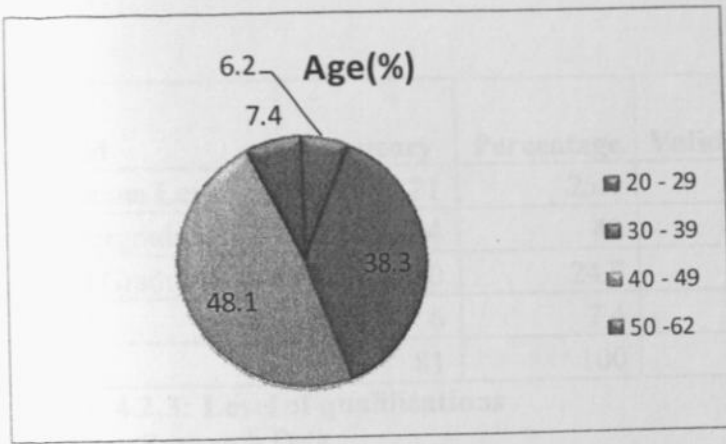
Figure 4.2.1: Age of the respondents

The above analysis indicated a workforce of between 20 to 62 years with the majority

being between the ages of 40 – 49 (48.1%) and 30 – 39 (38.3%). The minority of

6.2% were between 20 – 29 years.

Valid	Frequency	Percentage	Valid Frequency	Cumulative Frequency
Female	44	54.8	53.3	54.8
Male	37	45.2	46.7	100
Total	81	100	100	

Table 4.2.2: Gender of the respondents.
Source: Research Data

Figure 4.2.2 Gender of the respondents

The male respondents form 45.2% of the population and their female counterparts'

form of 54.8% of the total population interviewed.

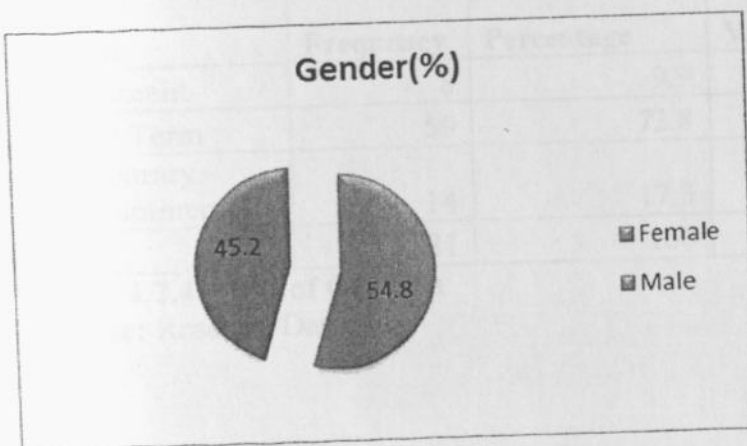| Valid	Frequency	Percentage	Valid Frequency	Cumulative Frequency
Diploma Level	21	25.9	25.9	25.9
Undergraduate	34	42	42	67.9
Post Graduate	20	24.7	24.7	92.6
PhD	6	7.4	7.4	100
Total	81	100	100	

Table 4.2.3: Level of qualifications
Source: Research Data
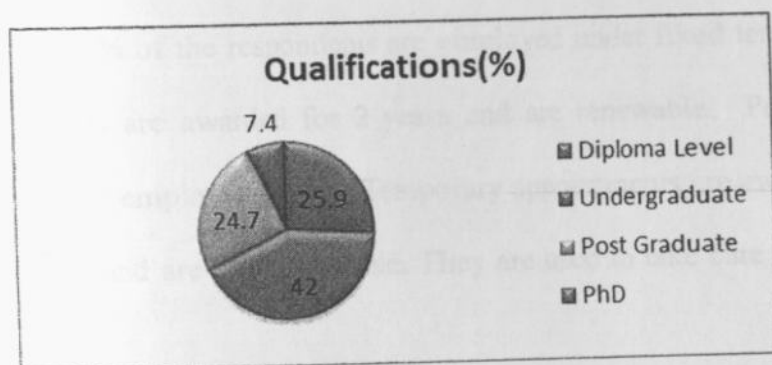
Figure 4.2.3: Level of qualifications

The table and graph show that majority of the respondents have undergraduates with all staff having qualifications above secondary school level.

Valid	Frequency	Percentage	Valid Frequency	Cumulative Frequency
Permanent	8	9.9	9.9	9.9
Fixed Term	59	72.8	72.8	82.7
Temporary Appointment	14	17.3	17.3	100
Total	81	100	100	

Table 4.2.4: Type of Contract
Source: Research Data
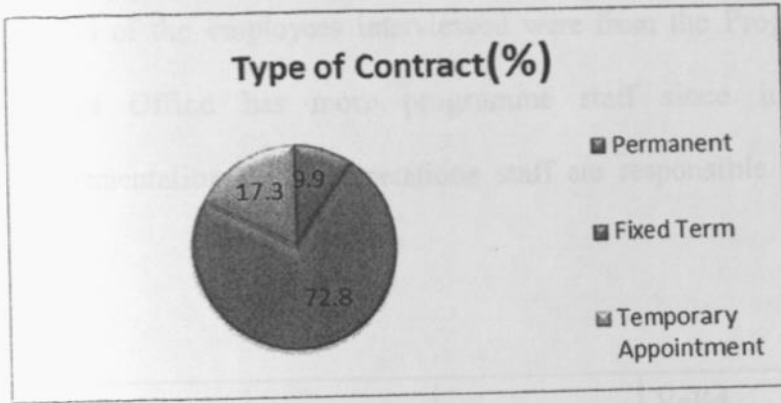
Figure 4.2.4: Type of Contract

Over 70% of the respondents are employed under fixed term contracts. Fixed Term contracts are awarded for 2 years and are renewable. Permanent contracts expire when the employee retires. Temporary appointments are awarded for a minimum of 6 months and are also renewable. They are used to take care of short term needs of the office.

Valid	Frequency	Percentage	Valid Frequency	Cumulative Frequency
Programme	46	56.8	56.8	56.8
Operations	35	43.2	43.2	100

Table 4.2.5: Section
Source: Research Data
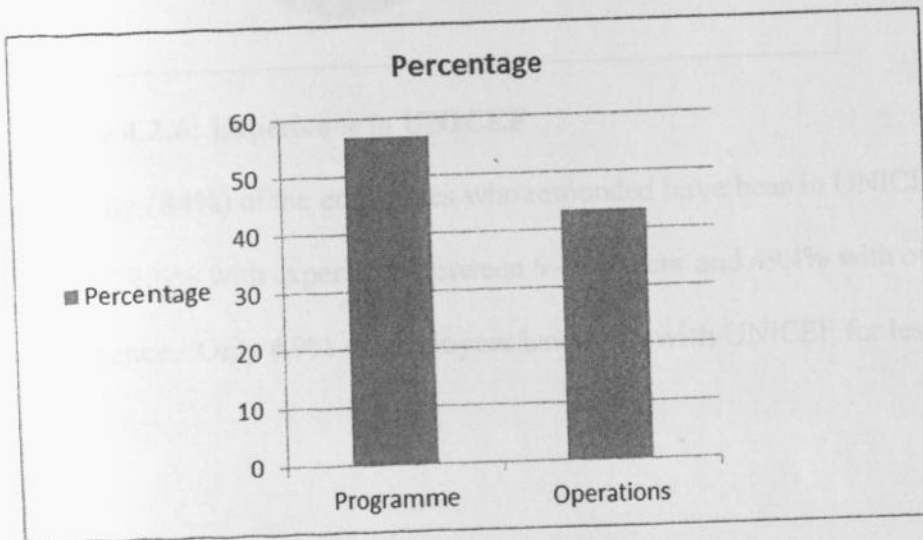
Figure 4.2.5: Section

56.8% of the employees interviewed were from the Programme section. UNICEF

Kenya Office has more programme staff since it deals with programme

implementation. The Operations staff are responsible for supporting programme

staff.

Valid	Frequency	Percentage	Valid Frequency	Cumulative Frequency
<1 Year	4	4.9	4.9	4.9
1-5 years	9	11.1	11.1	16
6-10 Years	28	34.6	34.6	50.6
>10 years	40	49.4	49.4	100
Total	81	100	100	

Table 4.2.6: Experience in UNICEF
Source: Research Data

Figure 4.2.6: Experience in UNICEF

Majority (84%) of the employees who responded have been in UNICEF for over 6

years; 34.6% with experience between 6 – 10 years and 49.4% with over 10 years'

experience. Only 4.9% of employees have been with UNICEF for less than 1 year.

4.3 Features important to employee perception to training

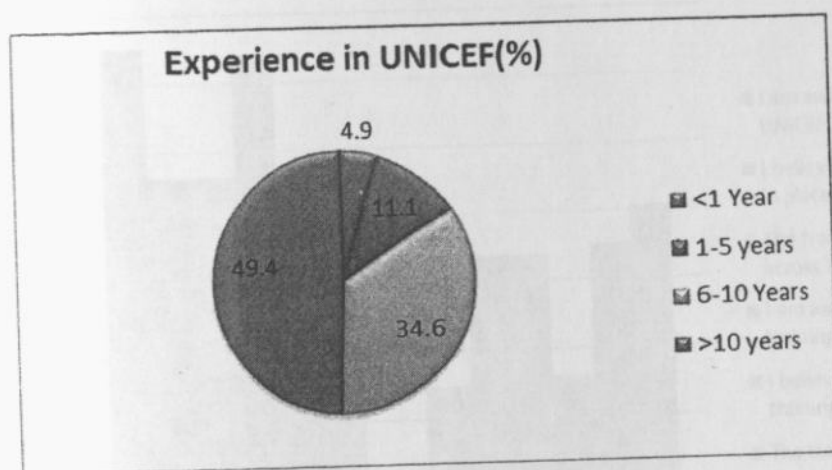| Ranking	I am aware of the training policy in UNICEF Kenya Country Office	I believe that the training policy is in place	The training policy is applied fairly across the organization	I am aware of the UNICEF Kenya training plan objectives	I believe the organization meets its training plan objectives	The training plan covers all employees in the organization
Agree	75.3	56.2	56.2	74	54.8	49.3
Disagree	24.7	43.8	43.8	26	45.2	50.7

Table 4.3.1: Knowledge of training policies, plans and objectives
Source: Research Data
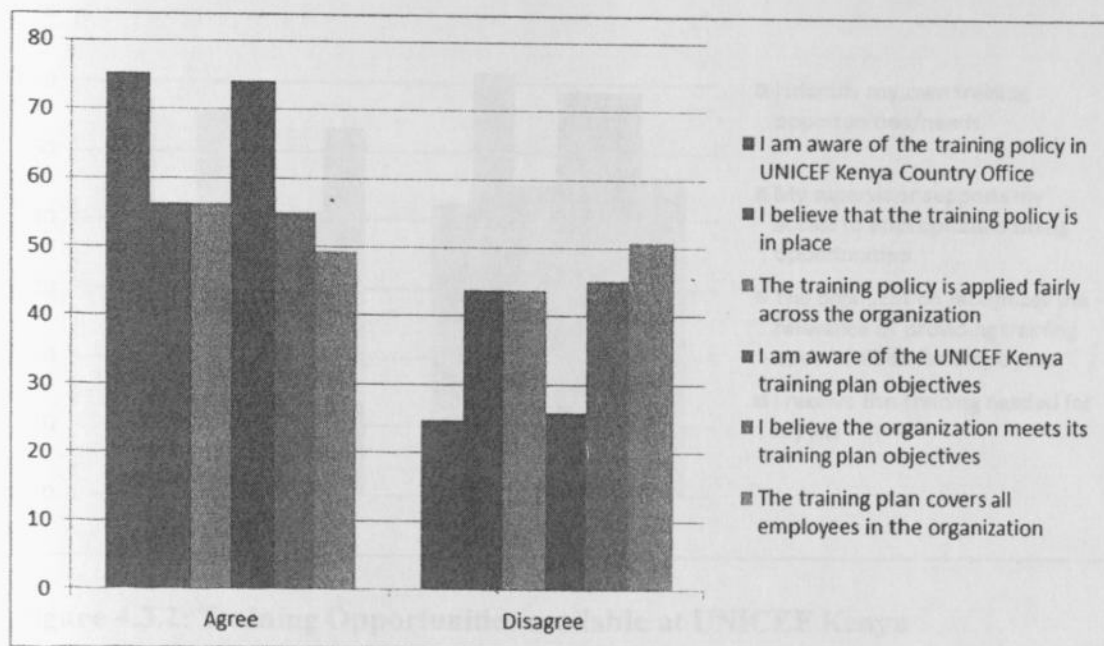
Figure 4.3.1: Knowledge of training policies, plans and objectives

In the knowledge of training policies, plans and objectives, the research established that 75.3% of the respondents agree that UNICEF Kenya Country Office has a training policy, while 56.2% agree that the policy is in place. 56.2% also agree that the policy is applied fairly across the organization. 75% agree that they are aware that UNICEF Kenya Office has a training plan and its objectives. 44.2% disagree with the

statement that the organization meets its training plan objectives. Half the respondents agree that the training plan covers all employees in the organization.

Ranking	I identify my own training opportunities/ needs	My supervisor supports my access to appropriate training opportunities	The organization recognizes the relevance of providing training opportunities for employees	I receive the training needed for my job	Training is available for all employees	The organization has in place facilities required for its training programmes in place
Agree	57.5	38.4	55.8	41.1	41.1	53.4
Disagree	42.5	61.6	45.2	58.9	58.9	46.6

Table 4.3.2: Training Opportunities available at UNICEF Kenya
Source: Research Data
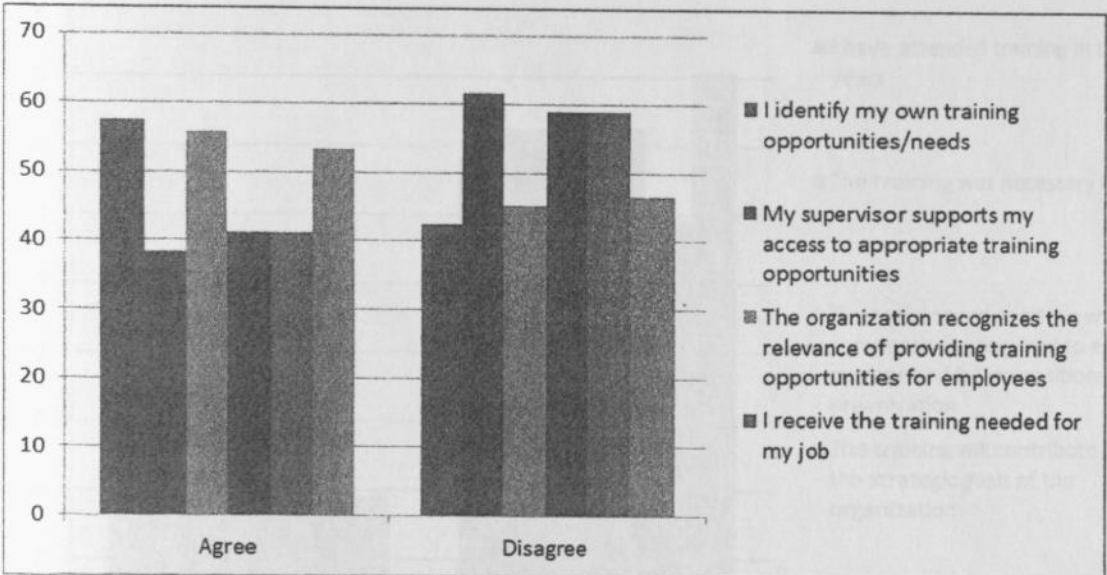
Figure 4.3.2: Training Opportunities available at UNICEF Kenya

Asked whether they agreed or disagreed on the statements, the respondents provided these responses; on the statement that the staff take initiative to find learning opportunities, 57.5% agreed while 42.5% disagreed. 61.6% disagreed with the statement that supervisors support their access to appropriate training opportunities. 55.8% agreed that the organization recognizes the relevance of providing training opportunities for employees. 41.1% of the respondents agreed that they receive the

training needed for their jobs and the same percentage agreed that training is available for all employees. Lastly, only 53.4% agreed that the organization has in place facilities that are required for its training programmes.

Ranking	I have attended training in the last 5 years	The training was necessary for my job	The training provided me with the competencies required to excel in my current and future positions in the organization.	The training will contribute achieve the strategic goals of the organization.	The training was on-the job	The training was off the job
Agree	31.5	27.4	38.4	27.4	41.1	19.2
Disagree	68.5	72.6	61.6	72.6	58.9	80.8

Table 4.3.3: Access to Training
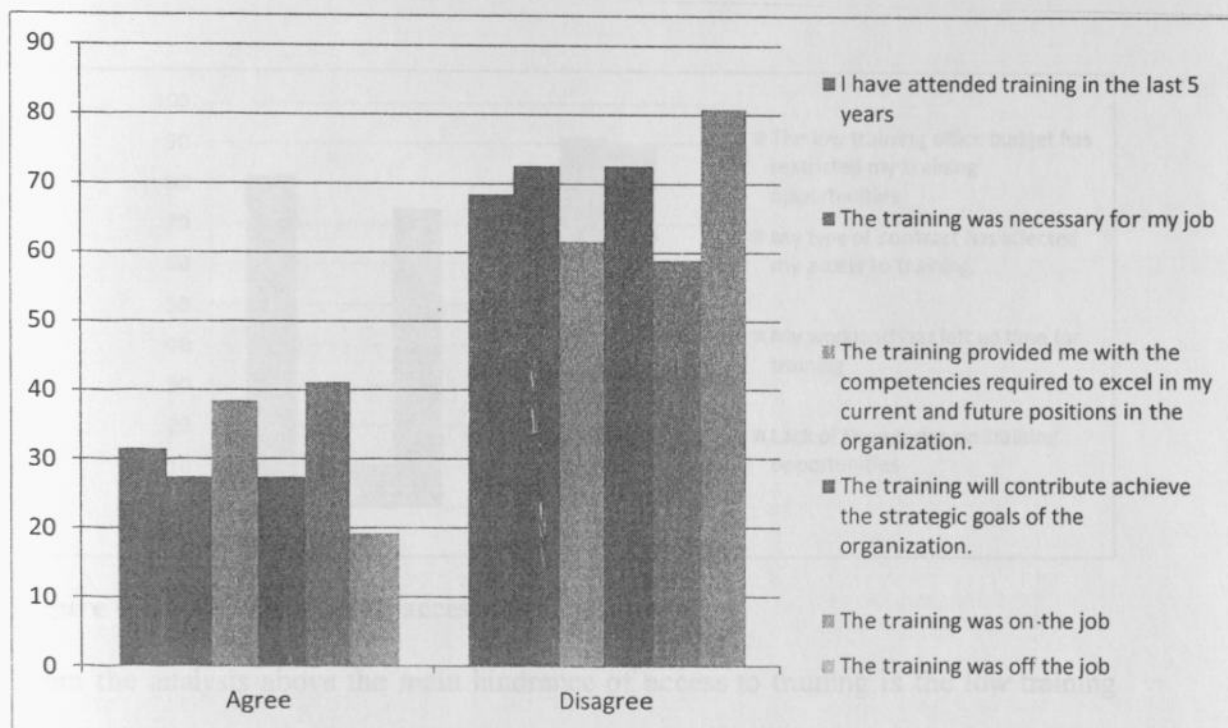**Source:** Research Data

Figure 4.3.3: Access to Training

Asked whether they have attended training in the last 5 years, 68.5% disagreed while 31.5% agreed. For those who had received training in the last 5 years, 27.4% agreed that the training was necessary for their jobs. 38.4% agreed that the training provided them with the competencies required to excel in their current and future positions in

the organizations. 41.1% of the respondents agreed that the training was on the jog, while 19.2% agreed that it was off the job.

Ranking	The low training office budget has restricted my training opportunities	My type of contract has affected my access to training	My workload has left no time for training	Lack of Knowledge on Training opportunities
Agree	82.2	8.3	11	73.6
Disagree	17.8	91.7	89	26.4

Table 4.3.4: Hindrances to access to Training
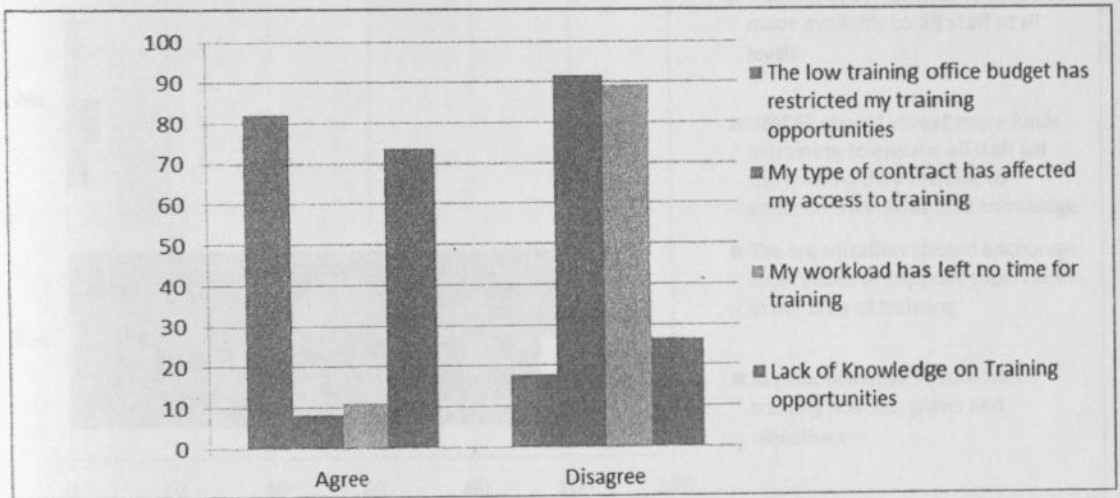**Source:** Research Data

Figure 4.3.4: Hindrances to access to training

From the analysis above the main hindrance of access to training is the low training budget with 82.2% agreeing to this statement. 91.7% of the respondents disagree that their type of contract hinders their access to training, while 89% disagree with the statement that their workload hinders access to training.

Ranking	Regular reminders from HR on policies regarding training	The organization should encourage supervisors to support supervisees in the area of training	All staff should be exposed to training and encouraged to grow through training	UNICEF should invest more funds in training to ensure all staff get the training they require to enhance their skills and knowledge	Training opportunities should be made available to all staff at all levels.
Yes	95.9	93.2	93.2	97.3	97.3
No	4.1	6.8	6.8	2.73	2.73

Table 4.3.5: What is the most important thing that UNICEF can focus on to improve your satisfaction and enjoyment of training?
Source: Research Data
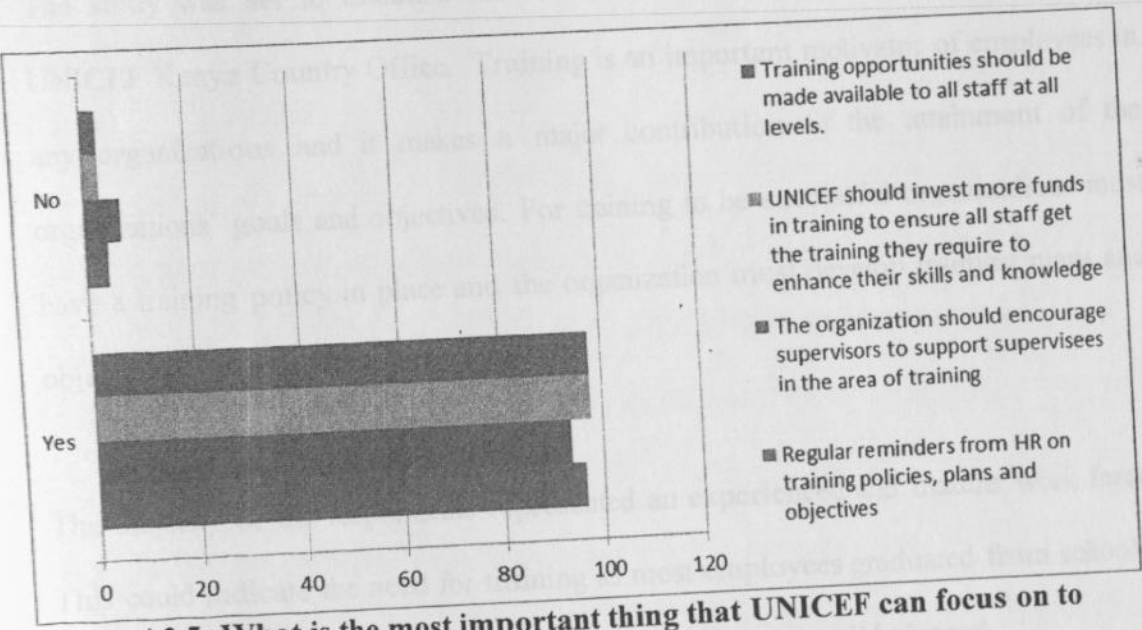
Figure 4.3.5: What is the most important thing that UNICEF can focus on to improve your satisfaction and enjoyment of training?

From the findings above, 97.3% of the respondents would want UNICEF Kenya Office to invest more funds in training and that training opportunities should be made available to all staff. Over 90% of the respondents agree that Human Resources needs to send regular reminders on policies regarding training, that the organization should encourage supervisors to support training and that all staff should be exposed to and encouraged to go for training.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

The objective of this study was to determine the nature of employee perception of training at UNICEF Kenya Office. This chapter discusses the summary, conclusions and recommendations of the study and recommendations for further research.

5.2   Summary of Findings

The study was set to establish the nature of employee perception of training at UNICEF Kenya Country Office. Training is an important motivator of employees in any organizations and it makes a major contribution to the attainment of the organizations' goals and objectives. For training to be successful organizations must have a training policy in place and the organization must develop training plans and objectives.

The majority of the respondents represented an experienced and mature work force. This could indicate the need for training as most employees graduated from school a long time ago. Gender distribution of the respondents was well balanced.

It was observed that all respondents had qualifications that are above secondary school certificate. Most of the respondents had reached undergraduate level and above with 42% being undergraduates and 24.7% being post graduates. (Table 4.2.3).

Majority of the respondents were employed under fixed term contract. Fixed term contracts are given for a period of 2 years, with a possibility of extension. This

finding is of great significance since employees who are in the organization for longer periods could be more exposed to training and its challenges. 9.9% of the respondents are employed on permanent basis; their responses were also of significance to this study since they are more secure in their jobs, meaning they would be more pursuant of training opportunities in the organization. (Table 4.2.4).

It was observed from the research that 49.4% of the respondents have over 10 years' experience with UNICEF. This is a pointer that the employees who responded to the questionnaires have worked long enough with UNICEF to form an opinion on training.

Majority of the respondents (75.3%) indicated that they are aware of the training policy while 43.8% believe that the training policy is not in place and that the training policy is not applied fairly across the organization. While 74% of the respondents are aware of the training plan objectives, 26% disagree that they are aware of the training plan objectives, and 45.2% do not believe that the organization meets its training plan objectives. Only 49.3% of the respondents agree with the fact that the training plan covers all employees in the organization. This is an important finding in that while a large number of employees know that the policies and plans exist, a less number of employees believe that these are in place and that the training plan covers all employees in the organization. The respondents know that there are the organization has in place facilities required for its training programmes in place. The respondents know that systems are in place, the issue of concern was how the systems are applied.

On availability of training opportunities, the researcher found out that 57.5% of the respondents identify their own training opportunities/needs but only 38.4% are supported by their supervisors to access the identified training needs (Table 4.3.2). This is an important finding because much as the respondent identifies their training needs, a high number of them may not go far because their supervisors do not support them. It is noteworthy to note that respondents indicated that they agree that the organization recognizes the relevance of providing training opportunities to employees. This gives an indication that the hindrance comes from the respondents supervisors. 55.8% of the respondents agreed that the organization recognizes the relevance of providing training opportunities for employees, and 58.9% did not agree that training is available for all employees. Only 41.1% indicated that they received training needed for their job. 53.4% respondents agreed that the organization has the required training facilities in place. This does indicate that the organization is not challenged in terms of facilities so this is not a reason why the respondents do not receive the training required for their jobs.

Under the responses on access to training, it was found out that 68.5% of the respondents have not attended training in the last 5 years. This response may be attributed to the fact that respondents are not supported by their supervisors in their access to training. . For the 31.5% who have attended training in the last years, not all of them felt that the training was necessary for their jobs. Interesting to note however is that respondents felt that the training provided them with the competencies required to excel in their current and future positions in the organization. Only 27.4% felt that the training they received would contribute to achievement of strategic goals

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of the organization. This could imply that the respondents may not be aware of the organizations strategic goals.

It was observed from the research that the low training budget hindered employees' access to training. While these factors could be fuelled by different situations in the offices, it could be a pointer that more funds need to be allocated to training in an effort to cater for as many employees as possible. An encouraging finding on access to training is that the type of contract and workload did not significantly hinder employees' learning opportunities. (See Table 4.3.5)

5.3   Conclusion

The results represent responses from an experienced, educated and mature workforce. This means that apart from the need for training in the office, majority of the respondents have a wealth of experience and are well educated. The employees perceive that training takes place in the organization but not to the expected levels. Employees perceive that the training policy is not applied fairly across the organization and that the organization does not meet its training objectives. Training opportunities are hindered by lack of support from supervisors', and lack of information about training policy, plans and objectives. Much as staff are aware that these exist, they are of the opinion that they are not applied fairly across that organization. The study also established that employees perceived that their access to training is as a result of the low training office budget and lack of knowledge on availability of training opportunities. Further, employees perceive that in order to improve their satisfaction and enjoyment of training, UNICEF should invest more funds in training to ensure all staff get the training they require to enhance their skills

and knowledge, training opportunities should be made available to all employees at all levels, UNICEF Human Resource section should send regular reminders on training policies, plans and objectives, the organization should encourage supervisors to support supervisees in the area of training.

Managers have to understand the process of perception in order to ensure employees perceive the organizations objectives in a similar manner, appreciate workers grievances and complaints from their point of view, and to improve communication between managers and the subordinates by interpreting things the same way.

5.4   Limitations of the Study

During and before the period of study, UNICEF Kenya employees were busy with heightened activities related drought emergency response in the Northern part of Kenya, after the Head of State declared the drought a national emergency. It was therefore difficult to study the entire population. The researcher however selected a representative sample of employees.

It was also difficult to get back the questionnaires distributed to the 85 respondents in a timely manner due to their busy schedule. Some of the respondents were also not willing to respond to the questionnaires. In an effort to win better cooperation, the researcher spoke to each respondent to inform them that the research was for academic purposes only and that the information given was to be treated with utmost confidentiality.

5.5   Suggestions for Further Research

Arising from the findings, it is suggested that a study be conducted, this time focusing on human resource managers to establish whether they support training and how they make available information on training policies, plans and objectives to employees. It will also provide information on how Human Resources Section handles access to training. A study should also be conducted to establish factors that contribute to supervisors not supporting supervisee training needs. This lack of support from supervisors came out strongly in this study.

5.6   Recommendations for Policy and Practice

If an organization wishes to change the way it operates, it must turn to its people to make it happen. People's opinion matters. Based on the analysis of the study and the findings and conclusions it is good for UNICEF Kenya to consider the following recommendations as far as employee perception to training is concerned.

Human Resources section needs to frequently communicate the training policy, plans and objectives to its employees on a regular basis. This will assist employees know what is the organization is doing in regards to training and how they can be better supported to pursue training. It is also important to communicate to employees that the policy, plans and objects cover all level of staff. Human Resources section should also inform staff whether or not training plan objectives have been met. The section should also inform employees how the training policy has been applied so that they are aware that it is in place and working.

The management needs to encourage supervisors to provide guidance to their supervisees on suitable training opportunities within the organization and to support them where they have identified training that will be of relevance to their jobs and of benefit to the organization as a whole.

Managements also needs to let employees know that they support training by pursuing options that will contribute towards the office training budget and ensuring that the money allocated is strictly used for training activities.

Human Resources section needs to put a policy in place that instructs employees who have attended training to share their training experiences with their fellow employees. These employees should also be encouraged to train their fellow employees. This will assist in cutting training costs for the organization.

Human Resources section should support employees in embracing new training methodologies, for example e-learning programmes and staff exchange programmes where possible. These would promote faster, cheaper and unrestricted access to training.

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APPENDIX I

TOTAL NUMBER OF EMPLOYEE PER LEVEL (August 2011)

LEVEL	International Professional (D & P) 1-5	National Professional (NO)A-D	General Service (GS) 2-7
TITLES	Representative Deputy Representative Chief of Section Programme/Operations Specialist Programme/Operations Officer Communication Specialist Communication Officer Human Resources Officer	Programme Specialist Administrative Specialist Finance Specialist Human Resources Specialist Programme Officer Administrative Officer Finance Officer	Senior Programme Assistant Senior Administrative Assistant Senior Finance Assistant Senior Budget Assistant Senior Human Resources Assistant Senior Driver Programme Assistant Administrative Assistant Finance Assistant Human Resources Assistant Operations Assistant Supply Assistant Logistics Assistant Driver Messenger
			70
TOTAL	28	43	42
60% TOTAL SAMPLE	17	26	

52

APPENDIX II

QUESTIONNAIRE

Section A: General Information. The first part of the questionnaire is designed to obtain basic demographic information about yourself as well as examining aspects of the work you undertake in your organization.
Please respond to each of the following questions by selecting the appropriate alternative.

NAME (OPTIONAL) ....

AGE:

    20 to 29 ☐

    30 to 39 ☐

    40 - 49 ☐

    50 and above ☐

GENDER:

    Female ☐

    Male ☐

QUALIFICATIONS:

    Secondary ☐

    Diploma Level ☐

    Undergraduate ☐

    Post Graduate ☐

    PhD ☐

EMPLOYMENT STATUS:

    General Service Staff ☐

    National Professional ☐

    International Professional ☐

TYPE OF CONTRACT: Permanent ☐

Fixed Term ☐

Temporary Appointment ☐

SECTION Programme ☐

Operations ☐

Experience in UNICEF

<1 year ☐   1-5 years ☐

5-10 years ☐   >10 years ☐

Section B: The questions in this section are concerned with your knowledge of training policies, plans and objectives applied by UNICEF Kenya Country Office. You will be presented with a series of statements. Kindly indicate if you agree/disagree with each the following statements

Tick the appropriate column for each item.

Statement	Agree	Disagree
I am aware of the training policy in UNICEF Kenya Country Office		
I believe that the training policy is in place		
The training policy is applied fairly across the organization		
I am aware of the UNICEF Kenya training plan objectives		
I believe the organization meets its training plan objectives		
The training plan covers all employees in the organization		

Section C: The questions in this section of the questionnaire are concerned with training opportunities available to you at UNICEF Kenya Country Office. Kindly indicate if you agree/disagree with each the following statements

Statement	Agree	Disagree
I identify my own training opportunities/needs		
My supervisor supports my access to training		
The organization recognizes the relevance of providing training opportunities for employees		
I receive the training needed for my job		
Training is available for all employees		
The organization has all facilities required for its training programmes in place		

Section D: The questions in this section of the questionnaire are concerned with your access to training. Kindly indicate if you agree/disagree with each the following statements

Statement	Agree	Disagree
I have attended training in the last 5 years		
The training was necessary for my job		
The training has equipped me to carry out my job functions		
The training techniques applied provided me with the competencies required to excel in my current and future positions in the organization		
The training will contribute achieve the strategic goals of the organization.		
The training was on-the-job		
The training was off-the-job		

Section E: The statements in this section are concerned about what has hindered your access to training

Statement	Agree	Disagree
The low training office budget has restricted my training opportunities		
Lack of Knowledge on Training opportunities		
My workload has left no time for training opportunities		
My type of contract has affected my access to training		

Which of the following statements should UNICEF focus on to improve your satisfaction and enjoyment of training? Please tick against the appropriate statement

a) Regular reminders from HR on policies regarding training. ....

b) The organization should encourage supervisors to support supervisees in the area of training............

c) All staff should be exposed to training and encouraged to grow through training. ....

d) UNICEF should invest more funds in training to ensure all staff get the training they require to enhance their skills and abilities. ....

e) Training opportunities should be made available to all staff at all levels. ....