PERCEIVED EFFECTIVENESS OF TRAINING AND DEVELOPMENT ON PERFORMANCE OF IN-FLIGHT ATTENDANTS IN KENYA AIRWAYS LIMITED
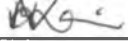
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DECLARATION.

This research project is my original work and has not been submitted to any college, institution or university other than the University of Nairobi School of Business for academic credit.

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This research project has been submitted for examination with my approval as the supervisor

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Florence Muindi

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DEDICATION

This research paper is dedicated to my son Jesse Amani, for the joy and sunshine you

have brought into my life

ABSTRACT

Employee training and development are becoming an optimal answer to complex business challenges, and the management of human resources is taking central role in modern management. Through the process of employee training and development, the management of human resources provides constant knowledge innovation, creates conditions for mutual knowledge and experience exchange and proactive behavior, in this way contributing to competitive advantage and satisfaction of all participants in business procedures.

The research was guided by one research objective which was to find out the perceived effectiveness of training and development on employee performance among the in-flight attendants in Kenya Airways. A case study research design was used. The population of study was all the in-flight attendants currently employed by Kenya Airways who are 900 in total. Stratified sampling was used to collect the data from the different strata in the in-flight attendant hierarchy made up of cabin managers, flight pursers, senior in-flight attendants and in-flight attendants. Data was collected using a semi structured questionnaire administered through a drop and pick method. The data was coded and analyzed and presented using tables and charts.

Findings of the study revealed that training and development was perceived by the in-flight attendants as key in their performance. The programs prepared the in-flight attendants to work together in teams to operate different scheduled flight. Trainings have also enlightened the in-flight attendants on what is expected of them in the work place

this has not only helped in the elimination of job discrepancies but has also helped to minimize risks as well as to ensure harmony and consistency across the entire team. The trainings that are given upon acquisition of new equipment, aircraft and other technological changes such as adoption of new systems has also helped the in flight attendants adopt the changes better and faster. The trainings also helped the employees to tie their personal efforts toward attainment of the entire organizations mission and vision and work hard towards attaining this.

Suggestions were recommended in relation to the trainings offered. Implementation of better training facilities such as simulators to ensure in-flight attendants have a true feel of how emergencies happen and how to be well prepared for them. The frequency of some of the trainings should be increased to ensure that in-flight attendants are well refreshed examples are trainings which are offered on a one off basis such as those touching on those in supervisory levels. More channels for giving feedback should be added to what is currently present and employees encouraged to use them, Trainings that involve a lot of complexities should be simplified for easier and better understanding of the material there in. Training handouts should be issued for all the trainings offered to allow referencing in the future and for clarity.

Further research can incorporate training and development studies in other departments in Kenya airways and can also look at other airlines. The field of human resources practices is very extensive. Other variables other than training and development can be looked at and their impact on employee performance evaluated.

TABLE OF CONTENTS

CHAPTER FIVE:

SUMMARY CONCLUSION AND RECOMMENDATIONS.........46

APPENDICES

LIST OF TABLES:

LIST OF FIGURES

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Human resources are considered by many to be the most important asset of an organization, yet very few employers are able to harness the full potential from their employees (Radcliffe, 2005). Human resource is a productive resource consisting of the talents and skills of human beings that contribute to the production of goods and services (Kelly, 2001). Lisk (1996), define human resource system as a set of distinct but interrelated activities, functions, and processes that are directed at attracting, developing, and maintaining a firm's human resources.

According to Gomez et al; (2008), it is the process of ensuring that the organization has the right kinds of people in the right places at the right time. The objective of Human Resources is to maximize the return on investment from the organization's human capital and minimize financial risk. It is the responsibility of human resource managers to conduct these activities in an effective, legal, fair, and consistent manner (Huselid, 1995). A changing environment means that all employees must embrace a philosophy of learning. A learning organization embraces a culture of lifelong learning enabling all employees to continually acquire and share knowledge (Noe, 2001).

1.1.1 Employee perception.

Perception is the process of attaining awareness or understanding of sensory information. It is the receiving, collecting, action of taking possession, apprehension with the mind or sensory responses. For a training program to be effective, it must be perceived as useful and available by employees who seek it (Price etal,2005). The processes of perception routinely alter what humans see. When people view something with a preconceived concept about it, they tend to take those concepts and see them whether or not they are there. This problem stems from the fact that humans are unable to understand new information, without the inherent bias of their previous knowledge.

A person's knowledge creates his or her reality as much as the truth, because the human mind can only contemplate that to which it has been exposed. When objects are viewed without understanding, the mind will try to reach for something that it already recognizes, in order to process what it is viewing. That which most closely relates to the unfamiliar from our past experiences, makes up what we see when we look at things that we don't comprehend. Employees need to perceive that they are receiving the training necessary to do their jobs and to keep up with new technologies (Truelove,1998).

1.1.2 Employee Training and Development

Training and development is a subsystem of an organization that emanates from two independent yet interdependent words training and development. Training is often interpreted as the activity where an expert and learner work together to effectively transfer information from the expert to the learner (to enhance a learner's knowledge, attitudes or skills) so that the learner can better perform a current task or job (Noe,

2001).Training activity is both focused upon, and evaluated against, the job that an individual currently holds (Learner, 1986). Training is a planned process to modify attitudes, knowledge, skill or behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization. Training is critical to the performance of employees at all levels of an organisation. It is a motivator and is essential to acquiring and maintaining skills necessary for optimal job performance.

Development refers to formal education, job experiences, relationships and assessment of personality and abilities that help employees prepare for the future. Since it is future oriented, it involves learning that is not necessarily related to the employee's current job development. It prepares employees for other positions in the company and prepares them to move into jobs that may not currently exist. It also helps employees prepare for changes in their current jobs that may result from new technology, work designs, new customers, or new product markets (Noe,2001). There are a number of approaches to employee development and these include, formal education, assessments (mostly used to identify managers with potential to move into higher levels or executive positions and it can be used with work teams to identify strengths and weaknesses of individual team members and the decision processes or communication styles that inhibit the teams productivity),Job experience (e.g. enlarging the current job, job rotation, transfers, promotions and downward moves) and interpersonal relationships such as mentoring and coaching. Most companies use a combination of these approaches. Employee

development aims to help people utilize their skills and knowledge that education and training has given them not only in their current jobs, but also in future posts. It embodies concepts such as psychological growth, greater maturity and increased confidence(Price ,2005). Development is often viewed as a broad, ongoing multi-faceted set of activities (training activities among them) used to bring someone or an organization up to another threshold of performance. Some view development as a life-long goal and experience. Development focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future. (Nadler, 1984).

Training and development ensures that randomness is reduced and learning or behavioral change takes place in a structured format. In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development (Handy etal, 2005).

As the generator of new knowledge, employee training and development is placed within a broader strategic context of human resources management, i.e. global organizational management, as a planned staff education and development for both the individual and group, with the goal to benefit both the organization and employees. To preserve its obtained positions and increase competitive advantage, the organization needs to be able to create new knowledge, and not only to rely solely on utilization of the existing (Vemic, 2007). Thus, continuous employee training and development has a significant role in the

development of individual and organizational performance. The strategic procedure of employee training and development needs to encourage creativity, ensure inventiveness and shape the entire organizational knowledge that provides the organization with uniqueness and differentiates it from the others.

1.1.3 Overview of Kenya Airways Limited

Kenya Airways has been in operation since its inception in 1977. Kenya airways is involved in transportation of passengers and cargo to its wide span of 50 destinations worldwide. Kenya airways currently has employed 4122 employees to help carry out its operations. It's organization structure comprises of seven departments headed by an executive director who is also the group Managing Director. These are Finance, Information systems, Commercial, Technical, Human Resources and Administration, Flight Operations and Ground Handling. Heightened expectations for exemplary service have necessitated the development of new and innovative programs and approaches in Kenya Airways. This ensures that the Kenya Airways in-flight attendants are equipped with the skills necessary to succeed in this highly competitive industry. The skills related programs are complemented by companywide developmental programs that aim to create a commonness of thought and to build leadership at all levels of the organization. The reasons and benefits of training and development of a learning organization need to be accepted and internalized by everyone. This helps the individual, team and organizational goals, values and beliefs to become aligned so that there is a coherence and integrity in all the organizational activities. This synergy enables individuals and the business to achieve their goals (Allan, 1998). Kenya Airways currently has a fleet of 28 aircrafts

made up of four boeing 777-200,six boeing 767-300,four boeing 737-800,four boeing 737-700,five boeing 737-300 and five embraer 170 jets.

1.1.4 Kenya Airways In-flight attendants

Kenya Airways currently has 900 members of in-flight attendants. The years of service among the in-flight attendants range from 33years to 2months of service. The in-flight attendants form an integral part of Kenya Airways. The In-flight attendants form a total of 22% of the entire organization. This is the largest group of employees in any department in Kenya Airways. The 900 in-flight attendants are divided into six clusters which are headed by in-flight performance managers who have cabin managers that deputizes them. The cabin managers report to the in-flight performance managers who then report to The Head of In flight who in turn reports to the Director Flight Operations. The in-flight attendants are seen as the last line of defense for Kenya Airways in ensuring good customer service and recovery. They are also trusted with ensuring that the emergency procedures are adhered to and fully carried out on board a flight to ensure that the passengers are safely and efficiently transported to their final destination. For this reason, the in-flight attendants at Kenya airways go through rigorous training to help minimize risks pertaining to emergencies and safety procedures as well as training to help them work and relate well with both the customers and with each other.

1.2. Statement of the problem

Organizational training and development is always conditioned by human knowledge and skills. That is why organizations pay more and more attention to the training and development of their employees. Thus, employee education and training are becoming an optimal answer to complex business challenges, and the management of human resources is taking central role in modern management. In-flight attendants form an integral part of the company. They form the largest group among any of the groups in any of the departments in Kenya Airways. As seen earlier they form a whole 22% of the entire firm's population. Currently Kenya Airways has over 50 destinations. In-flight attendants spend the most time with the passengers than anyone else in the organization they are seen as the last line of defense in dealing with the key business elements in this case the passengers. It is therefore very important for the crew to be well trained on such aspects as customer service and care as well as emergency procedures.

Kenya Airways in-flight attendants go through rigorous training in issues pertaining to safety such as first aid, aviation security, emergency procedures, dangerous goods training all aimed at ensuring that the passengers are ferried safely to their final destination and that the crew are able to attend to unplanned uncertainties should they emerge given all the potential risks at hand. Another major training and development bit is in customer service and customer care issues such as in-flight service training, crew resource management, this helps to ensure coherence and standardization in the way the services are carried out on the different flights. This is important so as to ensure that passengers receive the same level and class of service on every different flight they are

on without discrepancies. It also ensures proper work relations among the entire team on a flight given that everyday different teams are formed to operate different flights. Training is also offered as the in-flight attendants grow in their current roles. Training such as the bullet-proof manager, leading winning teams, learning to lead are offered to crew that are in supervisory positions such as the flight purser, senior flight attendants, cabin managers. These are mainly to help them lead teams more effectively. If there is change in employee on-the-job performance then there is need to establish whether this is attributed to training and development that has been previously carried out. With changing times there are also great technological changes.

There are a few studies in Kenya that have been done on training but these have focused on totally different organizations other than the airline industry (Agala,2002); (Azegele, 2005); (Gakuru, 2006);(Nguku, 2006); (Owino, 2006); and (Ochuka,2007). Further, none of these studies has tackled the relationship between training and development and employee performance. So far, Mohamed (2006) remains the only study on training in the banking industry. However, it focuses on how and what training services commercial banks in Kenya outsource. Thus, this constitutes a knowledge gap that the present study seeks to fill. The purpose of this study therefore, is to establish the effectiveness of training and development on employee performance.

1.3 Objectives of the study

The objective of this study is to establish the perceived effectiveness of training and development on performance among the in-flight attendants at Kenya Airways.

1.4. Significance of the study

The results of the research study will have different benefits to different stakeholders. To Kenya Airways, the study will help to establish how training has impacted on performance of its in-flight attendants and what improvements can be done to help equip the in-flight attendants with skills needed to better carry out their roles in Kenya airways. To the in-flight employees themselves the study will help to come up with suggestions of what they would like incorporated and implemented in order to enhance their performance. It will also help them suggest ideas that will help enhance training and development and this will go a long way to helping them in the future once the management picks up the key learning points and puts them into action.

To other organization, an enabling findings result shall be beneficial in a resourceful reference for employees to make the best use of their capacities and realize their potential for the benefit of both the organization and themselves. The lead organization will be able to establish the importance of the key role they play in administering organization success. Since the nature of in-flight attendants applies to other airlines. It will help them in relating and coming up with structures to help in improving employee performance in regards to training and development in their own airlines since most of the trainings relate

to the same issues and the crew perform the same nature of work and hence face the same challenges.

Researchers and other scholars will use this result as their reference level to develop their avenues of scholarly and build on this literature and assess more pertinent issues within the airline industry.

CHAPTER TWO: LITERATURE REVIEW

2.1 Training and development

According to Betcherman etal (1998), human resource management has emerged as a set of prescriptions for managing people at work. Its central claim is that by matching the size and skills of the workforce to the productive requirements of the organization, and by raising the quality of individual employee' contributions to production, organizations can make significant improvements on their performance. As the workplace undergoes sweeping changes, such as the pressure of more global competition (Cascio, 1995), the need for strategies to keep up with these changes is increasingly important. Training and development is a method used to enhance individual productivity as well as a company's success. An organization's investment in human capital through the education and training of its members is therefore a central component of competitive strategy (Bassi & Van, 1998).

Training includes any attempt, within or outside the organization carried out to increase job-related knowledge and skills of either managers or employees (Kitching and Blackburn, 2002). Formal training and development is defined as "initiatives which can be identified by both recipients and deliverers as an intervention which has a structured mode of delivery, where the aim is to impart new awareness or knowledge of a workplace process or activity" (Patton and Marlow, 2002). It is clear that human training and development must form at least part of the organizations core competencies because skills are grounded in human capabilities. These skills can be developed and nurtured over time in order to create a set of capabilities which other firms will find difficult to

11

match or copy. New ideas for innovation, new products, continuous improvement and so on come from harnessing this creativity from humans and not via machines or technology (Price etal,2005).

2.2. Training and development approaches

According to Lisk (1996), human resources training and development approaches can be viewed from two perspectives, the micro and macro practices. The micro identifies the degree to which internal career development systems facilitate organizational progression and personal development. It also addresses the extent to which organizations perceive need for skill enhancement to equip employees with relevant skills for future work demand. These approaches include, career development, information, technology, job rotation, job design, job enrichment, job enlargement, 360 degrees feedback and on-the-job training.

Rhenebergen and Wognum (2002) have described career development as a process organizations deliberately undertake in order to develop its employees to meet future challenges. Management also use this process to develop proper human resources development programs that ensure employees are trained and their skills upgraded as they go up the organizational ladder to occupy positions of higher responsibilities. Keissler (2000) argues that career development facilitates the organization's objective of showing a well articulated, growth oriented yet flexible career path to its employees. Information technology on the other hand has been hailed as a catalyst of human resources development. Powel (1997) investigated linkages between information technology and

performance and observed that information technology alone cannot produce sustainable performance advantages in the organization but that some firms had gained advantages by using information technology to leverage performance.

Job rotation according to David (2000), is an approach where an individual is moved through a schedule of assignments designed to give an employee a breadth of exposure to the entire operations. North (1992) says that it exposes the employees to different experiences and wider variety of skills to enhance job satisfaction and cross-training. Myles (2000), examined the relationship between job rotation and development of human resources and observed that when employees rotate, a firm receives information about how well the different employees match the different jobs as well as the profitability of each job. Job enrichment is defined by Hertzberg as the process by which employees are given an opportunity to use the range of their ability. Aebi(1972), defines it as a type of job redesign intended to reverse the effects of tasks that are repetitive and that require little autonomy. Aebi (1972), argues that since the goal is to give the individual exposure to tasks normally reserved for differently focused or higher positions, merely adding more of the same responsibilities related to an employee's current position is not considered enrichment.

Job enlargement on the other hand according to Derrick(1985),is the addition of tasks at the same level of skill and responsibility. He observed that increasing of tasks that an employee can do could mean that an employee is required to perform tasks that are not even within their divisions. Jacob etal (1985) argue that on-the-job training focuses on

the acquisition of skills within the work environment generally under normal working conditions. Rothwell et al (1994), observe that on-the-job training has been used to develop employees and typically includes verbal and written instructions, demonstrations and observation and hands on practice and imitation. Handy (1996), describes the 360 degree feedback as a process where an individual is rated on their performance by people who know something about their work .Fletcher et al (1998) is of the view that the 360 degrees feedback approach can serve as a strong spur for development and behavior change. It needs to be managed professionally as there can be costs both to the individual and the organization in getting it wrong.

The macro practices in human resources development include mentoring, coaching, peer consultation, empowerment, and delegation.(Tessema et al,2006). According to Parsole, of the oxford school of coaching and mentoring, mentoring is to support and encourage people to manage their own learning in order to maximize their potential, develop skills, improve their performance and become the person they want to be. Radicliffe (2005), defines coaching as a management style which require a manager to help other people learn instead of telling them what the answers could be. Myles (2000), argues that in coaching, the manager–coach doesn't want to be seen as a solution provider, but as a facilitator paving way for team members to achieve their career objectives.

Peer consultation according to Benshoff(1993), is an arrangement where peers work together for mutual benefit. Each uses their skills to help the other function more effectively in their professional roles. Seligma(1978), supports the importance of peer

consultation and confirms in his study that peers consultations helped identify areas that need more capacity building and designing of developmental programs to address the identified areas. Jenks and Kelly(1986), defines delegation as the assignment of authority and responsibility to another person(normally from manager to subordinate) to carry out specified activities however the person who delegates remains accountable for the outcomes of the delegated work. Succession planning according to Clutterbuck and Megginson(1999), is a strategic tool used for identifying and developing internal people with the potential to fill key leadership positions in the company. Kessler(2000),also states that it increases the availability of experienced and capable employees that are prepared to assume roles as they become available. Empowerment according to Lisk(1996),is the state of taking control of one's destiny and see it as a way of encouraging employees to come up with their own ideas out of which the organization can understand the developmental needs and therefore come up with ways of developing the employees further to help them function optimally. Simulation is where participants are required to practice given skills using dummy resources or equipment. It is only when the required skills have been acquired adequately that exposure to real work can be done. This is highly practiced in the aviation industry (Muchel'le 2007). Role playing on the other hand takes place between two people simulating an issue that could arise in the work place. It is effective in connecting theory and practice (Noe, 2001).

2.3 Employee performance

Performance is synonymous with outcomes, results, and accomplishments. Gilbert one of the great pioneers of HR believes that performance is a function of behavior (processes

or what can be observed as an activity) and accomplishments (what you see after people stop working). Companies that seek competitive advantage through employees must be able to manage the behavior and results of all employees. One of the most difficult challenges is to get managers to distinguish between good average and poor performers (Tan, etal,2003).

Employees must know what they need to do to perform their jobs successfully. Expectations for employee performance are established in employee performance plans. Employee performance plans are all of the written or otherwise recorded, performance elements that are set. Simply put, performance management includes activities to ensure that goals are consistently being met in an effective and efficient manner (Noe, 2001). Performance management can focus on performance of the organization, a department, and processes to build a product or service, employees, etc. (Price, 2005) states that managing employee performance every day is the key to an effective performance management system. Setting goals, making sure your expectations are clear, and providing frequent feedback help people perform most effectively.

Clear performance expectations are a critical factor in teamwork success. Whether your goal is to develop a project team, your departmental team, or a sense of teamwork company-wide, clear performance expectations support teamwork success. Use clear performance expectations to help employees develop accountable, productive, meaningful, participatory teamwork (Armstrong, 2003). The key to distinguishing between group performance and an individual's contribution to the group is that group

performance is measured at an aggregate level, not for a single employee. An individual's contribution to the group is measured at the individual employee level (Price, 2005) A plan must include all critical and non-critical elements and their performance standards. Performance elements tell employees what they have to do and standards tell them how well they have to do it. Developing elements and standards that are understandable, measurable, attainable, fair, and challenging is vital to the effectiveness of the performance appraisal process and additional performance elements. Casico (1995) defines a critical element as an assignment or responsibility of such importance that unacceptable performance in that element would result in a determination that the employee's overall performance is unacceptable.

2.4. Measures of Performance

Performance measures are a valuable addition to the assessment of training because they serve as agency "barometers" of how employees perceive training opportunities. They also act as benchmarks for evaluating efforts to improve training. Although performance measures are more subjective than data from the training inventory survey, they are still critical if we wish to under- stand differences in training among the statistics and identify recommendations for improvement. A wide number of methods exist to assess an individual's ability to perform a job effectively and to identify the gap between effective and current performance for which a training solution will contribute to closing the gap (Muchel'le 2007). Price etal;(2005), states that a HR manager can either question employees about their job, problems or perceived training and development needs or even observation can be used to investigate work flows. Another method would be to use

data from internal records. Such data must be analyzed to identify patterns and trends. A number of approaches can be carried out these include the following.

Quantity of units produced, processed or sold is a good objective indicator of performance however care should be taken not to over emphasis on quantity, lest quality suffer. The quality of work performed can be measured by several means. The percentage of work output that must be re-done or is rejected is one such indicator. In a sales environment, the percentage of inquiries converted to sales is an indicator of salesmanship quality. Timeliness and how fast a task is accomplished. The cost of work performed can be used as a measure of performance only if the employee has some degree of control over costs Price etal,(2005). Another is absenteeism and tardiness, an employee is obviously not performing when he or she is not at work. Other employees' performance may be adversely impacted by absences too. Creativity can be difficult to quantify as a performance measure, but in many white-collar jobs, it is vitally important. Supervisors and employees should keep track of creative work examples and attempt to quantify them (Noe (2001). Adherence to Policy is key, it may seem to be the opposite of creativity, but it is merely a boundary on creativity. Deviations from policy indicate an employee whose performance goals are not well aligned with those of the company.

Performance appraisals is a means of rating individual performance, highlighting performance shortfalls and training and development needs where as a development centre is a process of assessing managerial potential within an organization. Traditionally the performance appraisals were an administrative duty performed by managers and were

primarily the responsibility of the human resources function. An important part of appraising performance is to establish employee goals, which should be tied to the company's strategic goals Locke etal,(1998). Performance appraisal tells top performers that they are valued by the company. It requires managers to at least annually communicate to employees their performance strengths and deficiencies. A good performance appraisal requires that all employees doing a similar job are evaluated using the same standards. Price(2005)

Muchel'le 2007, states that appraisals are a major performance measure. Manager Appraisal is where a manager appraises the employee's performance and delivers the appraisal to the employee. Manager appraisal is by nature top-down and does not encourage the employee's active participation. It is often met with resistance, because the employee has no investment in its development. Self-Appraisal is where the employee appraises his or her own performance, in many cases comparing the self-appraisal to management review. Often, self-appraisals can highlight discrepancies between what the employee and management think are important performance factors and provide mutual feedback for meaningful adjustment of expectations. Peer Appraisal is where employees in similar positions appraise an employee's performance. Team Appraisal is where members of a team, who may hold different positions, are asked to appraise other's work and work style while Assessment Centers according to (Truelove(1998) is where he employee is appraised by professional assessors who may evaluate simulated or actual work activities. Objectivity is one advantage of assessment centers, which produce reviews that are not clouded by personal relationships with employees. 360-Degree or

"Full-Circle" Appraisal is where the employee's performance is appraised by everyone with whom he or she interacts with including managers, peers, customers and members of other departments. This is the most comprehensive and expensive way to measure performance and it is generally reserved for key employees. MBO (Management by Objectives) is where the employee's achievement of objective goals is set in concert with his or her manager is assessed.

2.5 Link between employee Training and development and Performance.

Noe, (2001) says that Organizations that embrace training and development practices are able to retain their customers, suppliers, employees, shareholders and other stakeholders in the long-run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance for the business. Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn are motivated and thus more likely to be engaged in their work hence improving their performance and loyalty to their company. These same employees, being the point of contact with customers, will provide better service, leading to more repeat business and more referrals from the satisfied customers. The increase in sales through repeat business and referrals will translate into an increase in business profits thus improving the shareholders' investments. The shareholders are therefore benefiting from increased returns on their investment and may choose to increase their investment in the business. In addition, good financial performance also attracts new shareholders to the business.

Suppliers will also be eager to do business with the company due to its financial strength and its positive reputation. The company is therefore able to negotiate friendly purchase terms with suppliers. This example illustrates the 'virtuous circle' as described by Lisk(1996) where there is a reciprocal relationship between training and development and performance.

This reciprocal relationship is further illustrated by Learner (1986) who conducted an eleven-year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employee, customer and stockholders, as well as leadership from all managers, outperformed companies that did not have these cultural characteristics, by a huge margin. Seligman (1978) stated that where values are clarified and shared, productivity and job satisfaction increase.

Employee performance is a cognitive intention. An intention is defined by Gale (1994) as a cognitive representation of both the objective one is striving for and the action plan one intends to use to reach that objective. Thus, an intention is a broad and inclusive concept that is particularly relevant as an outcome of a training intervention designed to equip participants with the information and skills they will need to perform in a subsequent setting. It believes that an individual has that which he or she can successfully carry out the actions necessary to accomplish intentions. Tan, Hall, and Boyce (2003), in a study examining cognitive and affective reactions to a training intervention, drew on Ajzen's theory of planned behavior (1991) as support in discussing the relevance of cognitive reactions to training as indicators of subsequent on-the-job performance. They found that

training and development played a mediating role between conscientiousness and task performance. Training which increases experience with the relevant tasks and can enhance performance, is expected to result in greater acceptance or intention to undertake the necessary action steps to meet performance goals. Training and development then, is a precursor and guide to performance outcomes.

2.6. Benefits of training and development.

Gale (1994) wrote that a growing and impressive body of research is establishing a very strong relationship between participative human resource practices and bottom line performance. She further said that these researches strongly supported the need for congruent, integrated sets of people practices, meaning those that embraced healthy values such as training and development and aligned them with the business goals. To begin with is the Elimination of Job Discrepancies. To be successful today, organizations have to be responsive and fast to changing environment. They have to respond to fast changing consumer requirements and needs for quality, variety, customization, convenience and timeliness. There is need to ensure that there is synchronization and standardization in how things are carried out in an organization. Meeting these requirements calls for a workforce that is not just technically trained but one that is capable of analyzing and solving problems in real time, working productively in teams and switching gears or shifting from job to job as need arises. According to Beardwell & Holden (1997) human resource management has emerged as a set of prescriptions for managing people at work. Its central claim is that by matching the size and skills of the workforce to the productive requirements of the organization, and by raising the quality

of individual employee' contributions to production, organizations can make significant improvements on their performance. The main purpose of training and development is to eliminate performance discrepancies whether current or anticipated. Training to improve performance is particularly important to organizations with stagnant or declining rates of productivity. It is also important to organizations that are rapidly incorporating new technologies, which may increase the likelihood of employee obsolescence. It helps in making the workforce more flexible and adaptable. There is however need to ensure harmony and coherence across the board.

Secondly is the adoption to Changing Technology. In this era of globalization and the emergence of new technologies, organizations are striving to survive grow and operate profitably in a turbulent, ever changing environment. They have to position themselves in order to keep abreast with the new technologies and business development globally. All these changes have placed more relevance on employee training and development to increase effectiveness. It is therefore imperative on management to equip employees with knowledge that can be flexible to the volatile technological world. Employees need to be trained and developed regularly so as to deliver even when the external environment changes leads to obsolesce of the current technology in place within the organization (Nadler 1984). Thirdly training and development ensures Increased Productivity. According to Armstrong (2003) all organizations are concerned with what should be done to achieve sustainable high levels of performance through people. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectation of management. Beer (1984) stated that

an organization should commit its resources to a training and development activity only if, in the best judgment of managers, the training can be expected to achieve some results other than modifying employee behaviour. It must support some organizational goals, such as more efficient production or distribution of goods and services, product operating costs, improved quality. More efficient personal relations in the modification of employees behaviour affected through training should be aimed at supporting organization objectives.

Another key benefit of training and development is Increased employee Motivation. Motivation is concerned with the factors that influence people to behave in certain ways. Gale (1994), states that motivating other people is about getting them to move in the direction you want them to go in order to achieve a result, well motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Motivation at work can take place in two ways. First, people can motivate themselves by seeking, finding and carrying out that which satisfies their needs or at least leads them to expect that their goals will be achieved. Secondly, management can motivate people through such methods as pay, promotion, praise and training (Seligman, 1978). The organization as a whole can provide the context within which high levels of motivation can be achieved through training and developing the employees in areas of their job performance.

Enhanced Competitive Advantage is also a key benefit of training and development. Competitive advantage is the essence of competitive strategy. It encompasses those

capabilities, resources, relationships, and decisions, which permits an organization to capitalize on opportunities in the market place and to avoid threats to its desired position, (Gellatly,1996). Beer (1984) suggest that human resource advantage can be traced to better people employed in organizations with better processes. This echoes the resource based view of the firm, which states that 'distinctive human resource practices help to create the unique competences that determine how firms compete' (Betcherman etal, 1988). Intellectual capital is the source of competitive advantage for organizations. The challenge is to ensure that firms have the ability to find, assimilate, compensate, and retain human capital in shape of talented individual who can drive a global organization that is both responsive to its customer and 'the burgeoning opportunities of technology' (Armstrong, 2005) Many organizations have got to the point of recognizing that training and development is a strategic priority rather than a tactical response. A reason for training and development is to give the organization a competitive edge (Beer, 1984). More and more organizations are using human resource training and development as a way of integrating their business planning processes with organization wide development and human resource activities from recruitment through to succession planning.

Training and development also enhances Customer Relations. Muchel'le (2007) suggests the following aspects that enhance customer relations with the clients like being good listeners to the clients and communicating well with them, being observant, sensitive and tactful, paying genuine compliments and giving justified praise, by employees being sincere in what they say and only make promises which they can keep, being loyal to clients, associates and the company and finally giving a smile to customers and being

enthusiastic when serving them as this conveys commitment and warmth in their language (Ajzen 1991). When handling difficult or angry customers the servicer should aim to first understand the problem and acknowledge that there is a problem and approach the customer in a professional manner. The employee should show concern and try to cool the situation and the use of the correct voice can also be an asset; by being friendly, courteous and speaking professionally one can easily win the customers respect and create a rapport (Powell, 1997). Any customer care team should be trained in the way in which they handle clients so as to ensure good customer relations are forged.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Research Design

The research took the form of a case study. This is an ideal methodology when a holistic, in-depth investigation is needed. It is designed to bring out the details from the viewpoint of the participants by using multiple sources of data given it constitutes the blue print for the collection, measurement and analysis of data. Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships. It focuses on the contemporary phenomenon within its real-life context and boundaries. Data is collected from a small group of participants trough methods such as participants observation, in-depth interviews and longitudinal studies

3.2 Population

This research focused on Kenya Airways in- Flight Attendants. To analyze the effect of training and development on performance, a sample of Kenya Airways targeted employee derived from the in-flight department was used. There are currently 900 in-flight attendants.

3.3 Sample Design

Simple random sampling technique was be used. A listing of all the crew seniority levels was be obtained from the crew administration office from the oldest serving crew who has been in service for 33years to the junior serving 2months old. Stratified sampling technique was used the strata in this case being the different seniority levels of in-flight

attendants.   A sample of 10% of the different strata was used to get the number of respondents to be interviewed as shown below.

Table 3.3: Current in-flight attendant numbers.

Seniority ranking	Total numbers	10% Percent to be interviewed (min 5)
Cabin managers	6	5
Flight pursers	150	15
Senior in-flight attendants	150	15
Flight attendants	594	60
Totals	900	95

Source: primary data

3.4 Data Collection

This study relied on primary data. The primary data was collected through a semi-structured questionnaire which was administered on a drop and pick basis.   The questionnaire consisted of open ended and closed questions. It was made up of two parts; part A covered general information about the respondents and part B sought to answer the research objective which was to find out the perceived effectiveness of training and development on employee performance. The respondents were 5cabin managers, 15flight pursers,15 senior in-flight attendants and 60 flight attendants. The questionnaire was administered to the selected respondents at work and it took approximately 10minutes for

the respondents to fill them. Some questionnaires were picked on the spot while were collected later because the researcher could not pick them on the spot.

3.5 Data analysis

Both descriptive and analytical approaches were used to analyze the data. Data analysis is important as it turns raw data into information that can be used in decision making. The data collected was coded to ensure the margin of error was minimized and to assure accuracy during analysis. To ensure ease of analysis, the data was analyzed and interpreted in terms of percentages and frequency tables. Data presentation was done by the use of pie charts, bar charts to enhance the understanding of outcomes.

CHAPTER FOUR:DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of the findings in the specific areas of enquiries of the study. The results have been presented in argumentative paragraphs from section to section according to the research objective. Since this was a case study, the results presented in this chapter apply only to the cases studied; however, these findings are not limited and can be used as guidelines in understanding other views of the in-flight attendants.

4.2 Demographic information.

The study administered 95 questionnaires out of which 70 were filled and returned. The researcher wanted to establish the different positions held by the in-flight attendants and to ensure that data was collected among the different groups. Of the 70 questionnaires that were filled and returned 3 were filled by cabin managers, 13 by flight pursers, 14 by senior in-flight attendants and 40 by the in-flight attendants. The response rate therefore was 74% which was satisfactory to make conclusions for the study since the researcher was able to collect data among the different groups. The response rate can be attributed to the nature and variability of the in-flight attendants work. There was also some reluctance of some respondents to fill out the questionnaires. Some questionnaires did not come in good time and the researcher opted to use the 70 that were returned.

4.2.1 Positions held by respondents.

In-flight attendants hold different positions in the in-flight hierarch as shown in the table below

Table 4.2.1 positions held by respondents

	Actual respondents	percentile
Cabin managers	3	4%
Flight pursers	13	19%
Senior in-flight attendants	14	20%
Flight attendants	40	57%
Totals	70	100%

Source primary data

Of the cabin managers to be interviewed there were 3 actual respondents making 4% of the total respondents, for the pursers there was a 19% actual respondents while the senior in-flight attendant made up 20% and the flight attendants made up 57%of the actual respondents.   This gives an average percentage response of 74%. This is sufficient to make meaningful comparisons and conclusions as concerns the data needed for analysis of this project since each group is sufficiently ad adequately represented and will hence the findings will be valid.

4.2.2 Gender frequency and distribution

Kenya airways employs both male and female in-flight attendants. The researcher sought to ensure that he got views from both genders.

Figure 4.2.2 Gender distribution

gender distirbution
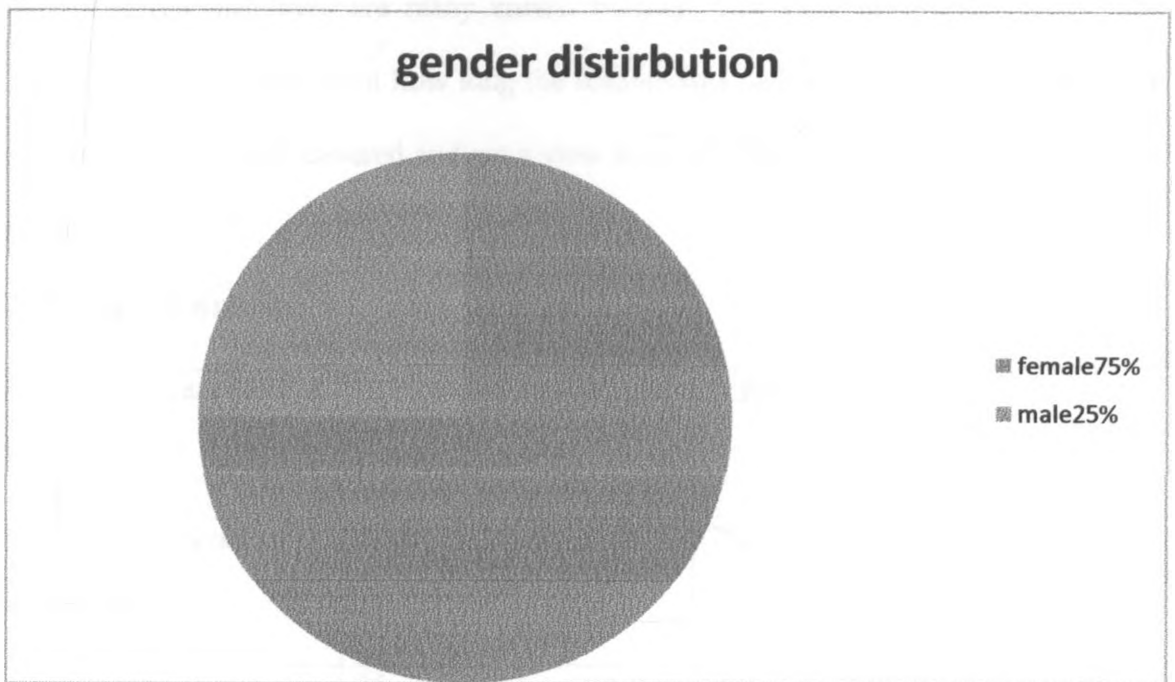
■ female75%
▨ male25%

Source: primary data

The researcher found that 75% of the respondents were female while the other 25% were male. This gave the researcher an opportunity to get the point of view from opposite sexes although it was not to be used for comparisons. The purpose was to ensure that the required data was captured from both the female and male in-flight attendants. The researcher found that the major difference in the gender distribution where majority of the employees are female was due to the nature of the job where in general most in-flight attendants are female.

4.2.3 Number of years worked in Kenya airways.

The 900 in-flight attendants have all worked for different periods in the organization. From the longest serving who has worked for 33years and the youngest serving group that has worked for 2months. The longer one has worked the more training one has gone through given that there are many annual trainings that they have undertaken. The researcher sought to find out how long the respondents had served to ensure that all the respondents were well covered and get a view from all respondents despite their years of service.

Table 4.2.3 number of years worked

Number of years worked	Numbers of respondents	percentile
Less than one year	5	7%
1-5 years	25	36%
6-10 years	30	43%
More than 10 years	10	14%
Totals	70	100

Source primary data

From table 4.2.3 above we see that the highest percentage 43% of respondents have worked for the organization for between 6 and 10 years, followed by those who had worked for 1-5 years making 36% and those with over 10 years of experience was 14% while those who have worked for less than one year made 7% of the respondents. This shows that the researcher was able to obtain data from different in-flight attendants with regard to the different years of service and was able to get the different perceptions that were held by the in-flight attendants of the different trainings that have been undertaken. The longer one has been in employment the more trainings one has undertaken given the frequency of refresher courses on these trainings and hence the validity of findings.

4.2.4 Number of times training programs undertaken.

The researcher sought to find out whether the frequency of the training programs undertaken had any relation with the number of years that the in-flight attendants had worked.

Table 4.2.4 number of times training programs have been undertaken.

Training programs	once	twice	More than three times
Safety and emergency procedures	7	5	58
First aid	7	5	58
In-flight service	35	20	15

Dangerous goods course	7	5	58
Aviation security	7	5	58
Crew resource management	7	5	58
Bullet proof manager	30	0	0
Leading winning teams	30	3	0
Learning to lead	3	0	0

Source: primary data

The findings from table 4.2.4 above indicates that there is a relation between the number of years that the in-flight had worked and the trainings undertaken. From the data collected we see that most of the in-flight attendants have attended most of the trainings more than three times. However the researcher found out that the number of years worked is not the only determinant of the trainings undertaken but that the seniority levels also determined the trainings undertaken. Those in supervisory positions such as the cabin managers, flight pursers and senior in-flight attendants had attended some training and development programs that helped them manage and lead teams more effectively that their juniors had not.

4.3 Perception of training and development on employee performance

Questions were presented in a likert scale to determine the degree to which the respondents agreed or disagreed with the statements in regard to their perception of training and development on their performance in the workplace.

Figure 4.3 perception of training and development on employee performance.

	mean
The training programs improved my understanding of what is required of me in my department/ team	4.36
The training programs improved my mindset towards my job	4.04
Attending the training programs has enabled me improve my performance at work.	3.95
The training programs met my expectations.	4.21
The programs enhanced my: skills and advocating	3.7
communication skills	3.7
-job loyalty and integrity	3.43
The training and development programs led to improved interpersonal skills on my part. .	3.86

The programs have helped me perform better at work in relation to customer care.	4.21
The trainings motivated me to work better	2.99
The trainings enabled me to adjust well to technological changes within Kenya Airways e.g. new systems, new equipment.	4.29
The training programs are relevant to the organization missions and objectives	3.92
On these programs, positive results and strategies are achieved.	3.86
It helps My department/ team to share a common set of values and ensures coherence.	3.64
I now have a better understanding of my organization's vision and mission	4.15
I feel that training and development is of importance to me	4.29
My team leader/ manager involves the team in the decision-making processes	2.63
My team leader/ manager encourages new ideas and feedback from the team	3.72
The trainings have helped define what is expected of me at work.	4.15

Source primary data

The degrees of agreement were rated from strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1) with strongly agree being the highest regard held and strongly disagree being a refute of the question at hand. A mean of the findings was calculated and the findings are shown in the likert scale. A mean of 4+ shows that the respondents strongly agree with the question at hand a mean of between 3-4 shows that

the respondents moderately agreed to the question at hand while a mean of below 3 showed that the respondents disagreed with the question at hand. From figure 4.3 above we see that the respondents strongly agree that the training and development programs had improved their understanding of what was required of them in the workplace (4.36) and that the trainings had improved their mindsets towards the job (4.04). They also agreed that the programs had enhanced their skills and advocating (4.42) and that they had helped them perform better at work in relation to customer care (4.21). They also believed that it is because of the training that they were able to adjust well to the technological changes happening within Kenya airways (4.29). Many of the in-flight attendants strongly agreed that the trainings helped define what was expected of them in the workplace (4.15) and they felt that the trainings were of great importance to them (4.29) and that it had helped them better understand the vision and mission of Kenya airways.

The respondents moderately agreed in regard to the other questions the researcher had in regard to training and development. These include the improvement in the performance at work (3.95) and enhancement of interpersonal skills (3.86). The respondents moderately agreed that the trainings were relevant to the organization's mission and objectives (3.92) and had resulted to positive results and strategies (3.86). They felt that the trainings helped them in working as teams since they helped the team share a common set of values and hence create coherence (3.64) and that their team leaders encouraged them to give feedback and propose new ideas of doing things (3.72)

The respondents disagreed that the trainings and development programs had motivated them to work better (2.99) and that their team leaders involved them in the decision making process in regard to these trainings (2.67). the respondents felt that their motivation was tied to other factors other than the trainings and that since most of these trainings were mandatory they were not involved in the decision making process in regard to the content and the frequency in which they were offered and the respondents were not allowed to choose when to do them but were just scheduled as and when the management deemed it necessary. In general we see that the in-flight attendants in Kenya airways feel that the trainings they have attended have been of great importance to them.

4.4 Benefits of the training and development programs:

The researcher also sought to find out the different benefits the respondents felt they derived from the training and development programs that were offered at Kenya airways. The researcher's findings were entered in a linkert scale as shown below.

Figure 4.4 Benefits of training and development

	Mean
Eliminate job discrepancies	5.06
Adapt better to changing technologies	3.39
To better perform what is expected of me at work	3.29
Increased my motivation in the workplace	2.95
Helped me relate better to and with the customers	4.24

Source: primary data

The degrees of agreement were rated from strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1) with strongly agree being the highest regard held and strongly disagree being a refute of the question at hand. A mean of the findings was calculated and the findings are shown in the likert scale. From the linkert scale, a mean of 4+ shows that the respondents strongly agree with the question at hand a mean of between 3-4 shows that the respondents moderately agreed to the question at hand while a mean of below 3 showed that the respondents disagreed with the question at hand. From

the findings the researcher found out that the respondents strongly agreed, that the trainings helped them eliminate job discrepancies(5.06) and helped them relate better to the customers(4.24). However the respondents moderately agreed to training and development programs having helped them adopt better to changing technologies(3.39) and helping define and increase performance in the workplace(3.29). The respondents disagreed to the trainings having increased their motivation in the workplace (2.95). From the findings it is clear that there are numerous benefits of training and development such as elimination of job discrepancies, better relations with customers, better and easy adoption of changing technologies and increased performance in the workplace. However, the in-flight attendants did not feel that the trainings played part in motivating them.

4.5 Effect of training and development on the overall attitudes on employee performance in the workplace

The researcher wanted to find out the general overview of the effect of training and development on the overall attitudes the employees held on performance in the workplace.

Figure 4.5 Effect of training and development on overall employee workplace performance.

Effect of training and development on overal employee workplace performance

- yes   83%
- no   14%
- neutral 3%
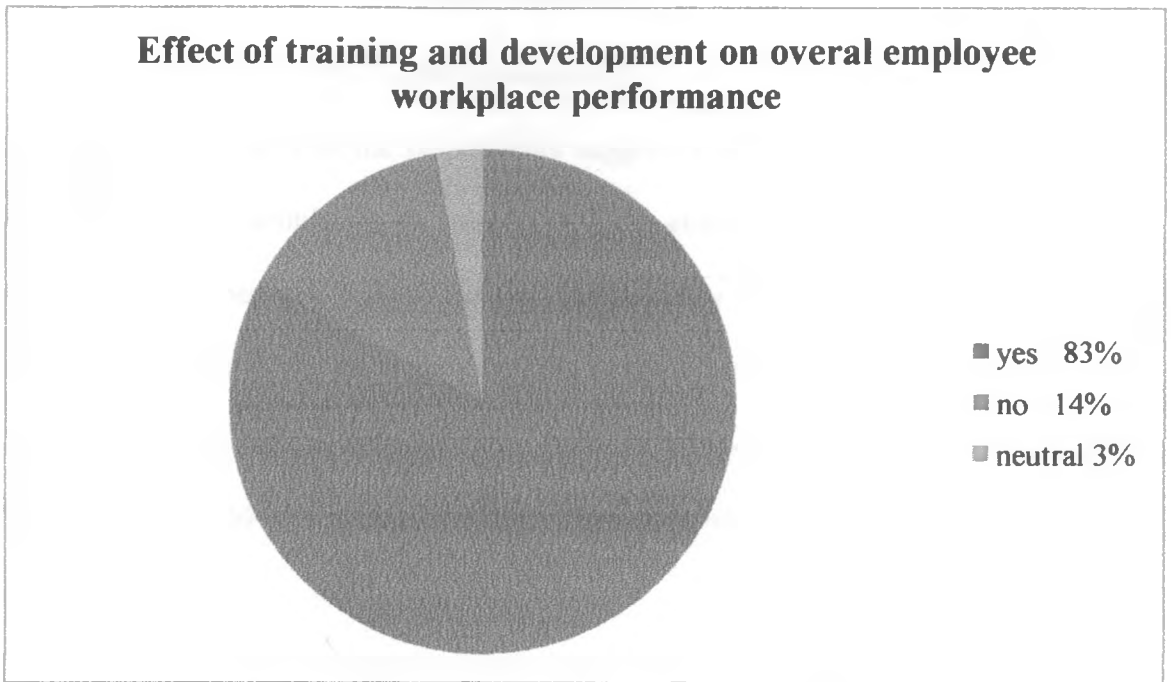
Source primary data

Figure 4.5 above shows the effect of training and development on the overall employee workplace performance. From the respondents findings it is clear that in general, training and development had improved the overall attitudes of the in-flight attendants in the workplace. 83% felt that the training had effect on their performance, the another 14% felt that their performance at the workplace was not due to the trainings and development programs offered but was influenced by other factors while 3% of the respondents were neutral about it. Some of the examples cited by the respondents in regard to improved performance included being able to relate to expected safety standards as well as to the

diverse customers' needs. It helped them face challenges more positively and go the extra mile in delivering in-flight service

4.6 suggestions on training and development improvements

The following suggestions were recommended by the respondents in relation to the trainings offered. 60% of the respondents suggested implementation of better training facilities such as simulators to ensure in-flight attendants have a true feel of how emergencies happen and how to be well prepared for them. 75% recommended that frequency of some of the trainings should be increase such as trainings which are offered on a one off basis such as those touching on those in supervisory levels such as the bullet proof manager, leading winning teams and learning to lead.

85% of the respondents suggested that more channels for giving feedback should be added to what is currently present and employees should be encouraged to use them, a reward system should be put in place where employees are encouraged to come up with ideas and suggestions and the best ideas rewarded. Some of the trainings that involve a lot of complexities such as dangerous goods courses should be simplified for easier ad better understanding of the material there in. Another 50% recommended that training handouts should be issued for all the trainings offered so as to allow reference in the future for clarity and before one attends a refresher course. Since the in-flight attendants have different background trainings, 60% of the respondents suggested that the organization should allow for the employment of some of the training and development approaches in order to ensure effective enhancement of skills job satisfaction and allow

for cross training. This is not only advantageous to the in flight attendants but will also allow Kenya airways to increase the availability of experienced and capable employees that are already prepared to assume roles as they become available. 65% suggested that the trainings offered on annual basis should not be monotonous in nature but should be changed year in year out while capturing the same concepts to avoid the trainees getting bored and too accustomed and the trainers should be focused in making the trainings more interesting.

4.7 Equipping of the employees

The researcher also wanted to find out whether the employees felt they were well equipped after the trainings to perform the tasks at hand. The findings were presented in a pie chart as shown in figure 4.7 below.

Figure 4.7 Equipping of employees.

equipping of employees

- yes 85%
- no 10%
- neutral 5%
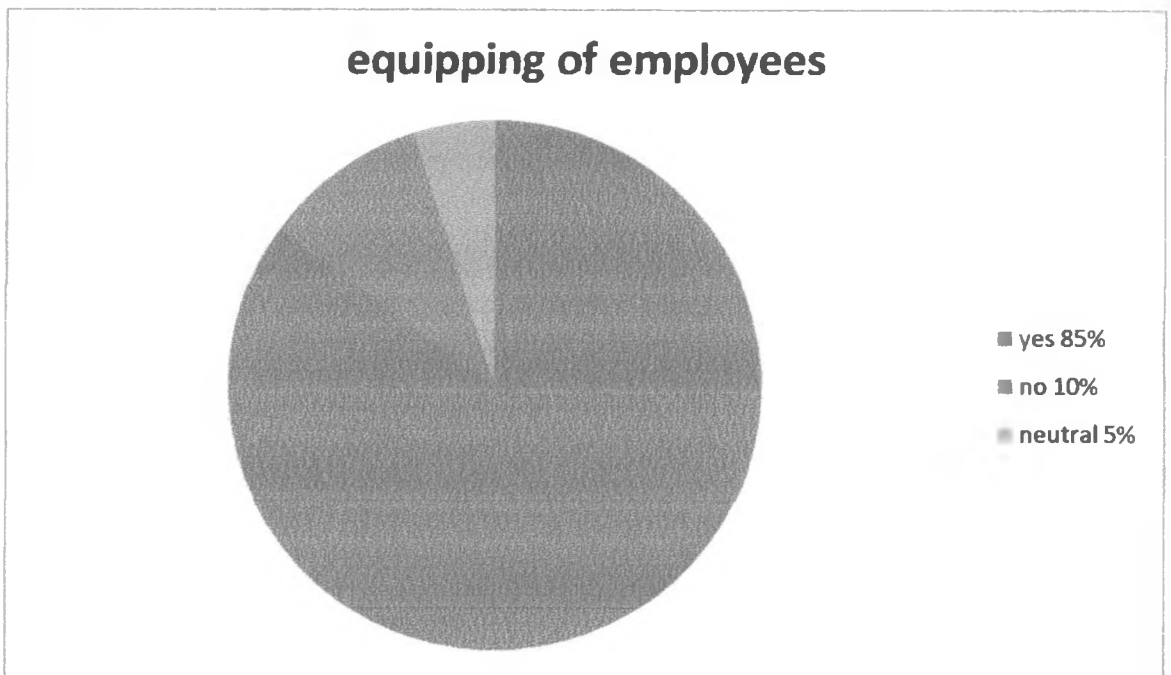
Source: Primary data

The research found out that the 85% felt that they were well equipped to perform the task presented after the training programs while 10% felt that there was need to improve on the equipping of the employees after these trainings. 5%of the respondents were neutral as to whether they were equipped or not for performance after the training programs. In general the employees felt they were well equipped by Kenya airways to carry out the different tasks presented to them through the training and development programs that they undertook.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Summary

The purpose of the study was to establish the perceived effectiveness of training and development on employee performance among the in-flight attendants at Kenya airways. Data was collected from a cross-section of in-flight attendants. The study administered 95 questionnaires out of which 70 were filled and returned. The researcher wanted to establish the different positions held by the in-flight attendants and to ensure that data was collected among the different groups a stratified sampling technique was used. The response rate was 74% which was satisfactory to make meaningful comparisons and conclusions for the study since the researcher was able to obtain data from different in-flight attendants with regard to the different years of service and was able to get the different perceptions that were held by the in-flight attendants of the different trainings that have been undertaken. The longer one has been in employment the more trainings one has undertaken given the frequency of refresher courses on these trainings and hence the validity of findings.

From the data collected we see that most of the in-flight attendants have attended most of the trainings more than three times. According to Keissler (2000), we saw that he argued that career development facilitates the organization's objective of showing a well articulated, growth oriented yet flexible career path for its employees. Hence, the researcher found out that the number of years worked is not the only determinant of the trainings undertaken but that the seniority levels also determined the trainings

undertaken. Those in supervisory positions such as the cabin managers, flight pursers and senior in-flight attendants had attended some training and development programs that helped them manage and lead teams more effectively that their juniors had not. Respondents strongly agree that the trainings had improved their understanding of what was required of them in the workplace and that the trainings had improved their mindsets towards the job. They also agreed that the programs had enhanced their skills and advocating and that they had helped them perform better at work in relation to customer care. They also believed that it is because of the training that they were able to adjust well to the technological changes happening within Kenya airways. Nadler (1984) had argued that it is key that employees are trained and developed regularly so as to deliver even when the external environment changes leads to obsolescence of the current technology in place within the organization. Many of the in-flight attendants strongly agreed that the trainings helped define what was expected of them in the workplace and they felt that the trainings were of great importance to them and that it had helped them better understand the vision and mission of Kenya airways. this is in line with (Vemic,2007) who said that through the process of employee training and development, the management of human resources provides constant knowledge innovation, creates conditions for mutual knowledge and experience exchange and proactive behavior, in this way contributing to competitive advantage and satisfaction of all participants in business procedures.

The respondents moderately agreed in regard to the other questions the researcher had in regard to training and development. These include the improvement in the performance

47

at work and enhancement of interpersonal skills. The respondents moderately agreed that the trainings were relevant to the organization's mission and objectives and had resulted to positive results and strategies. They felt that the trainings helped them in working as teams since they helped the team share a common set of values and hence create coherence and that their team leaders encouraged them to give feedback and propose new ideas of doing things. The respondents disagreed that the trainings and development programs had motivated them to work better and that their team leaders involved them in the decision making process in regard to these trainings. The respondents felt that their motivation was tied to other factors other than the trainings and that they since most of these trainings were mandatory they were not involved in the decision making process in regard to the content, the frequency in which they were offered and the respondents were not allowed to choose when to do them but were just scheduled as and when the management deemed it necessary.

From the findings the researcher found out that the respondents strongly agreed that the trainings helped them eliminate job discrepancies and helped them relate better to the customers. However the respondents moderately agreed to training and development programs having helped them adapt better to changing technologies and helping define and increase performance in the workplace. The respondents disagreed to the trainings having increased their motivation in the workplace. From the findings it is clear that there are numerous benefits of training and development however the trainings did not play part in motivation of the employees. The employees also felt that they were well equipped to carry out the tasks presented to them after the different training and

development programs has been carried out. Armstrong (2003), had noted that all organizations should be concerned with what should be done to achieve sustainable high levels of performance through people.

5.2 Conclusion

The research was aimed at finding out the perceived effectiveness of training and development on performance of in-flight attendants. Training and development is of importance since it helps eliminate job discrepancies by defining what is expected of each employee and equipping them to perform that which is expected of them well. Changes in technology, especially information technology, generate knowledge spreading up at tremendous speed, as well as its quick obsolesce, training and development prepares the employees to adapt better and faster to the different technological changes that are rapidly occurring. It also ensures that randomness is reduced and learning or behavioral change takes place in a structured format

Trainings are offered frequently, however the number of years worked is not the only determinant of the trainings undertaken but the seniority levels also determined the trainings undertaken. Those in supervisory and management positions may take up more trainings than their subordinates. Training and development programs don't necessarily mean an increase in employee motivation. Employee motivation is tied to other factors such as remuneration and not entirely on training. It is important that management encourages free flow of information and feedback from its employees in order to capture areas of shortfall and address issues as they arise this will also help in reducing resistance

should new procedures be implemented. Gale (1994), had stated that motivating people is key in order to get the people moving in the direction you want them to in-order to achieve companywide results.

5.3 Recommendations

Based on the findings the study recommends the following to improve the impact of training and development and employee performance. Kenya airways should seek motivation schemes where employees that are awarded for their performance an exemplary service tied to training and development issues this is in agreement with Seligman (1978), who suggested that management can motivate people through methods such as pay, promotions, praise and extra trainings in areas of job performance. Employees should be encouraged to give feedback after the training and after they go back to work and put into practice what they learnt any suggestions and loopholes should be brought forward. For Kenya airways to achieve some of them it is vital it involves the major beneficiaries so as to reduce ineffective utilization of resources due to resistance. The organization should look at employees as an asset in order to find value in investing in their needs as suggested by (vemic 2007).

Frequency of some of the trainings should be increase such as trainings which are offered on a one off basis such as those touching on those in supervisory levels such as the bullet proof manager, leading winning teams and learning to lead. channels for giving feedback should be added to what is currently present and employees should be encouraged to use them, a reward system should be put in place where employees are encouraged to come

up with ideas and suggestions and the best ideas rewarded.soe of the trainings that involve a lot of complexities such as dangerous goods courses should be simplified for easier ad better understanding of the material there in. Training handouts should be issued for all the trainings offered so as to allow reference in the future for clarity and before one attends a refresher course.

5.4 Suggestions for further research

There are areas that the scope of research did not cover. Further research can incorporate training and development studies in any of the other six departments in Kenya airways. Further research can also look at other airlines in the industry. The field of human resources practices is very extensive. Other variables other than training and development can be looked at and their impact against employee performance evaluated.

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PARTICIPANTS QUESTIONNAIRE

Instructions :

Based on the trainings you have received at Kenya Airways so far, please fill in all the questions below. Be as honest as possible. All information given will be strictly confidential. All data collected is for academic purposes only .Any questionnaire with the respondents name shall not be used.

SECTION A : General Information

1. Current position held_____

2. What is your Gender?   *(tick appropriate option)*

    a) Female   ( )

    b) Male   ( )

3. How long have you worked for Kenya Airways ?

    a) Less than 1 year   ( )

    b) 1 – 5 years   ( )

    c) 6– 10years   ( )

    d) More than 10 years   ( )

4. On how many occasions have you undergone he following training programs conducted at Kenya airways?

One time (1) Two times (2) and (3)More than three times

Safety and emergency procedures_____

First aid _____

In-flight service _____

Dangerous goods _____

Aviation security_____

Crew resource management_____

Bullet proof manager_____

Leading winning teams _____

Learning to lead_____

SECTION B –perception of training and development on employee performance

5. Based on the training received please indicate on how these trainings have impacted on your performance. Indicate the extent to which you agree with the following: *(Tick appropriate option)*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training programs improve my understanding of what is required of me in my department/ team					
The training programs improved my mindset towards my job					
Attending the training programs has enabled me improve my performance at work.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The programs enhanced my: - skills and advocating					
- communication skills					
-job loyalty and integrity					
The training and development programs led to improved interpersonal skills on my part. .					
The programs have helped me perform better at work in relation to customer care.					
The trainings motivated me to work better					
The trainings enabled me to adjust well to technological changes within Kenya Airways e.g. new systems, new equipment.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The training programs are relevant to the organization missions and objectives					
On these programs, positive results and strategies are achieved.					
It helps My department/ team to share a common set of values and ensures coherence.					
I now have a better understanding of my organization's vision and mission					
I feel that training and development is of importance to me					
My team leader/ manager involves the team in the decision-making processes					
My team leader/ manager encourages new ideas and feedback from the team					
The trainings have helped define what is expected of me at work.					

6. State to what extent you feel training and development programs in Kenya Airways have helped you achieve the following:

	Strongly agree	agree	neutral	disagree	Strongly disagree
Eliminate job discrepancies					
Adapt better to changing technologies					
To better perform what is expected of me at work					
Increased my motivation in the workplace					
Helped me relate better to and with the customers					

7. Do you feel that these training programs have improved your overall attitudes in the workplace?

No   ( )   Yes   ( )

If YES, please give examples:

_____

_____

_____

_____

8 .Suggestions for improvement in the training and development programs.

What changes would you like to see implemented or changed in regard to the trainings in Kenya Airways?

_____

_____

_____

_____

_____

_____

_____

_____

9.Were you well to do equipped to do what you were trained on?

Yes ( )   No( )

Thank you for taking time to fill this questionnaire