

**A SURVEY OF STAFF TRAINING AND DEVELOPMENT
PRACTICES IN THE STATE CORPORATIONS IN KENYA**

BY: JAMES MAINA NJUGUNA/NGUKU

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SUPERVISOR: GEORGE OMONDI

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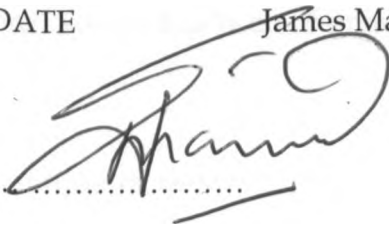
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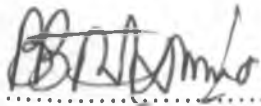
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This research project has been presented for examination with my approval as University supervisors.

SUPERVISOR

George Omondi

SIGN.....



DATE.....

16.11.06

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DEDICATION

To my wife Judy, son Victor and my daughter Essie Wambui.

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CHAPTER ONE

INTRODUCTION

1.1 Background

Human resources constitute the key driver of organization processes (Armstrong, 2002). The capacity of staff in a firm influences its ability to achieve the desired targets particularly in performance driven enterprises like the state corporations in Kenya today. Human resource is recognized as a critical resource for success. In order to sustain the performance of the corporate, it is important to optimize the contribution of employees towards achievement of the aims and goals of an organization (Armstrong 1999).

1.1.1 Staff Training and Development

Training and Development is recognized as a crucial element in the attainment of organizational goals and objectives, considered as a function of particular relevance, for effective use of resources and a management intervention for competitive advantage. Human resource is crucial but an expensive resource. 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). Improvement in institutional productivity and high performance require a trained and developed labor force. Through training and development, the staff is equipped with knowledge, skills, attitude and values to enable them utilize other factors of production, such as natural resource effectively resulting in increased productivity of goods and services and possible gain competitive advantage. Training is the process of equipping its workforce with necessary knowledge, skills and attitudes to tackle their job responsibilities. Staff development on the other hand is improvement of the employee's competences for future environmental demands and adaptability. Beardwell

and Hilden (1994) consider staff training and development as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Saleemi (1997) argues that training is an organized activity designed to create a change in the thinking and behaviour of people and enable them to do their jobs in a more efficient manner. Changes in the larger environment, particularly the introduction of new technology and changes in the consumer demands have all had the effect of raising the necessity of enhancement of staff capacity. Staff training and development is necessary for any organization that wishes to be competitive Porter (1985). Prahalad and Hamel (1990) emphasize that the competitive advantage enjoyed by a firm comes through people. The key difference between good and poor performance by a firm is the quality of staff hired by it as well as the extent to which staff are motivated, trained and developed to commit themselves to making an effective contribution to organizational success.

Institute of Personnel and Development (1994) indicate that attracting, retaining, training and developed to commit themselves to making an effective contribution to organizational success. Institute of Personnel and Development (1994) indicate that attracting, retaining, developing and motivating the right employees and helping development an appropriate culture and climate is the key determinant of optimal staff contribution. Armstrong (1998) recognizes employees as valued assets whose value should be increased by a systematic and coherent approach to investing in the training and development needs. Staff development is the means of enhancing and widening skills by helping people grow within the organization and by enabling them make better use of their skill and ability as it empowers them to increase their contribution to the organization. Dessler (2004) acknowledges that training and development are essential ingredients in management of change because employees are equipped

with the confidence to cope with change and skills they need to implement it. Cole (1997) argues that human resources are the most important and most dynamic of all organization resources. In that case they need considerable attention from the organization management if they are to realize their full potential in their work. He identifies the following benefits of training and development: Improved services to customer, Greater commitment of staff, Improvement of existing skills, knowledge and experience of employees and Improvement in productivity. Graham and Bennet (1998) argue that under favourable circumstances, staff training and development has the important dual function of utilization and motivation of employee and improving employees' ability to perform the tasks required by the organization. The gains from staff training and development include; greater productivity and equality, Less scrap and spoiled work, greater versatility and adaptability to new methods, Less need for close supervision, Fewer accidents and Greater job satisfaction showing itself in lower labour turnover and less absenteeism. Cole (1997) argues that it is essential to enhance and widen organizations basic skills through training empowerment and influencing training, development and education distinguished to give an insight to the concept of human resource development. He also states that training and development job is never finished so long as organization remains in business. He identifies that training is not a "one stop process" and the effectiveness of a training programme should be evaluated frequently so that necessary improvement may be made in it from time to time.

1.1.2 Factors that influence training and development in organizations

The factors that influence staff training and development in a firm include internal and external ones. The key internal factors are:- government policy initiatives, availability of resources, top management priorities, human resources policies, existing competences among staff in the firm and the job demands.

These factors will influence the nature of staff training and development programs and the intensity of the training and development activities. The prevalence and significance of these factors keep changing over time. The external factors include availability of training interventions, macro economic conditions, developments in technology and work processes, demands by clients of the firm and professional organization in respective areas.

1.2 State Corporations in Kenya

State corporations are Quasi-Government agencies affiliated to Government operation. The state corporations are established under the State Corporations Act Cap.446. They are connected to the Central Government by virtue of their functions and they work in close cooperation with appropriate government departments and deliver services according to government policy in order to sustain themselves, contribute to the national cake by making operational profit and financially sustaining themselves. The overall responsibility for coordination of the State Corporations in Kenya is under the Public Sector Reforms and Development Secretariat in the office of the President. Initiatives taken by the Government in line with the reform agenda include the introduction of the Performance Contract, Result Based Management and Rapid Results Initiative I the public service contract (Directorate of Personnel Management 2006). State Corporations are created by some higher controlling Authority.

The government of Kenya recognized the need to enhance efficient service delivery through the Economic Recovery Strategy for Wealth and Employment Creation (2003-2007), which envisaged efficient services delivery by state corporations as a basic necessity to growth and development. The policy argues that in order to improve performance, corporate governance and management of state enterprises, performance contracts should be introduced in state

enterprises. The objective of the policy were to improve service delivery to the public by ensuring that top-level managers are accountable for results, improve efficiency and ensure resources are focused on attainment of key national policy priorities, institutionalize performance - oriented culture in the public service, measure and evaluate performance, link reward and sanctions to measurable performance, reduce or eliminate reliance on exchequer funding or government agencies which should generate revenues or make profit and enhance performance of less making government agencies (G.O.K 2005 b) State corporations are expected to create and retain performance capacity in structural set up, staff strength, technology and operational systems.

1.3: Statement of the Problem

Staff training and development is recognized as 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). Over the years, state corporations have contributed enormously to the economic development of Kenya through wealth and employment creation, and foreign exchange earnings, and poverty alleviation. The government through the Public Sector Reform program has assigned specific goals to ensure self-sustenance, increase revenue generation, meet performance targets and enable employees to enhance their performance and to achieve strategic objectives (GOK 2005a). Staff training and development is recognized as one of the key activities in the strategic plans of the state corporations (DPM, 2006). The specific initiatives in staff training and development become a critical area of concern and given that the state corporations operate in different sectors, the staff training and development practices are likely to be different and be driven by different factors.

A number of studies are being undertaken to assess initiatives in the State Corporations such as Capacity building strategies among state corporations (Ndege, 2006), employee perceptions of performance contracting in State Corporations (Kiboi, 2006). No specific study has been carried out on staff training and development in state corporations in Kenya. This is the focus of this study.

1.4. Objectives of the Study

- i. To establish staff training and development practices in the State corporations in Kenya.
- ii. To determine the factors that influence staff training and development practices in the State Corporations in Kenya.

1.5. Importance of the study

The study will benefit the following:-

- i. State corporations will understand the best practices of delivering staff capacity for the realization of their objectives.
- ii. Other organizations in the private sector will also gain from the findings of this study as it will facilitate identification of performance driven staff training and development approaches, which they may copy.
- iii. Policy makers will use this information to focus on performance enhancing policies for the State Corporations and even government department. This will facilitate the formulation for enhancement of suitable staff training and development
- iv. Academics will benefit from additional information in this key functional area of human resource management.

CHAPTER TWO

LITERATURE REVIEW

2.1 Staff Training and Development

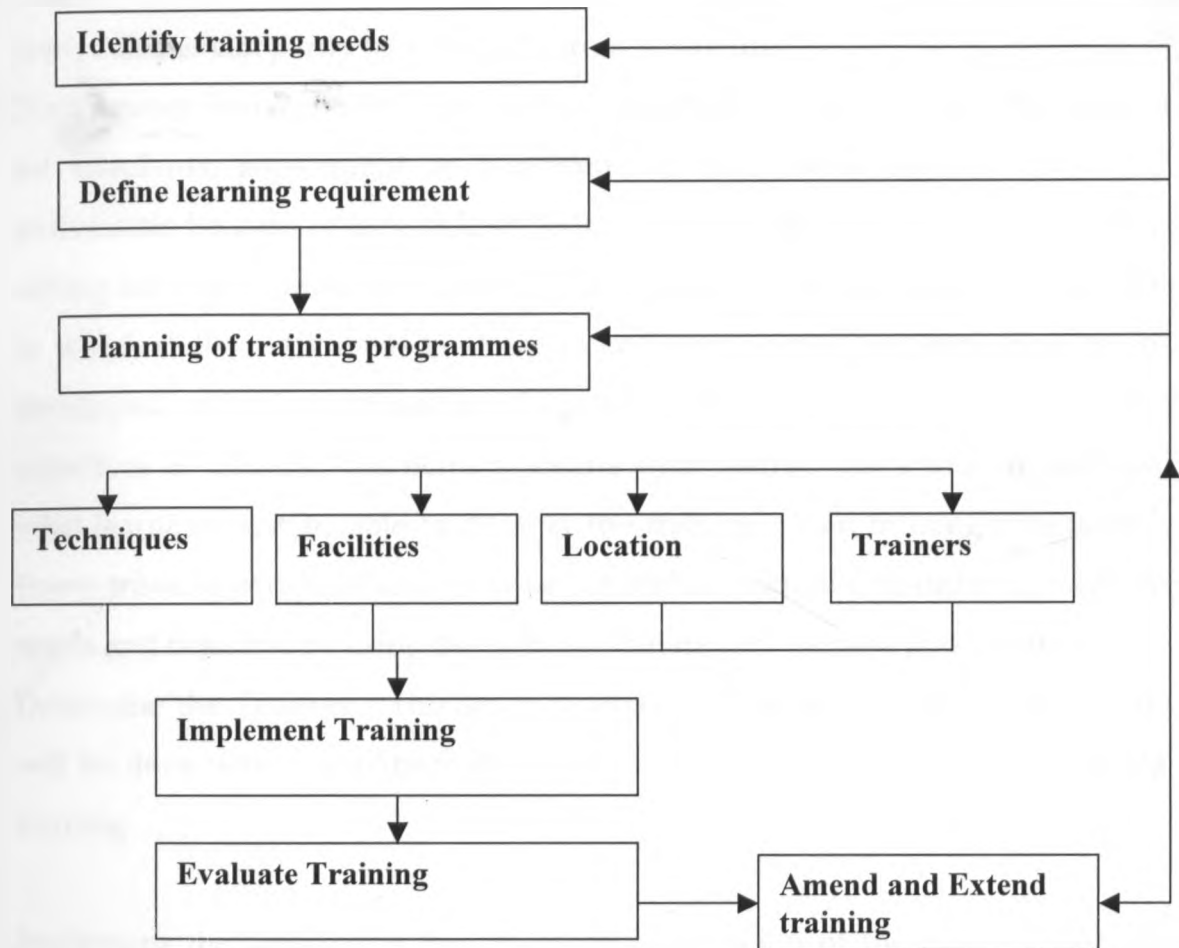
Armstrong (2001) defines training as the formal and systematic modification of behaviour through learning, which occurs as a result of education, instructions and development and planned experience. Kirk Patrick (1994) notes that changing knowledge, development skills and changing attitudes is a critical part of staff training. Staff development on the other hand is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. According to Campbell (1971) staff development implies an individual growth and self-realization in a broad base. According to Cole (1990) development addresses employees' potential than immediate skills and views employees as adaptable resource aiming at personal growth and realization of potential of an employee.

2.1.1 Training Process

For training to be effective it must be systematic and properly planned. According to Armstrong (1998) systematic training is socially designed to meet defined needs. Kenny and Reid (1994) defined training as a deliberate intervention aimed at achieving the learning necessary for improved job performance, this way the training ensure that employees acquire the necessary

skills and knowledge to be able to take on new task on how a company grows, diversifies, develop new products and introduces new technology.

Figure 2.1 The Process of Planned Training



Source: Armstrong (1999)

Identification of Training Needs

Involves analysis of corporate team, occupational and individual needs to acquire new skills or knowledge or to improve existing competence. The analysis is partly concerned with defining the gaps between what's happening and what should happen. This process can be done through; Job Analysis: - Involves examining in detail the content of a job, performance standard required

in terms of quality and output and knowledge, skill and competency needed to perform the job completely, thus meet the performance standards desired. The outcome of a job analysis should be training specification.

Analysis of business and HR Plans: The training strategy emanates from the business and human resource strategies and plans, which indicates that competencies can partly be achieved through training.

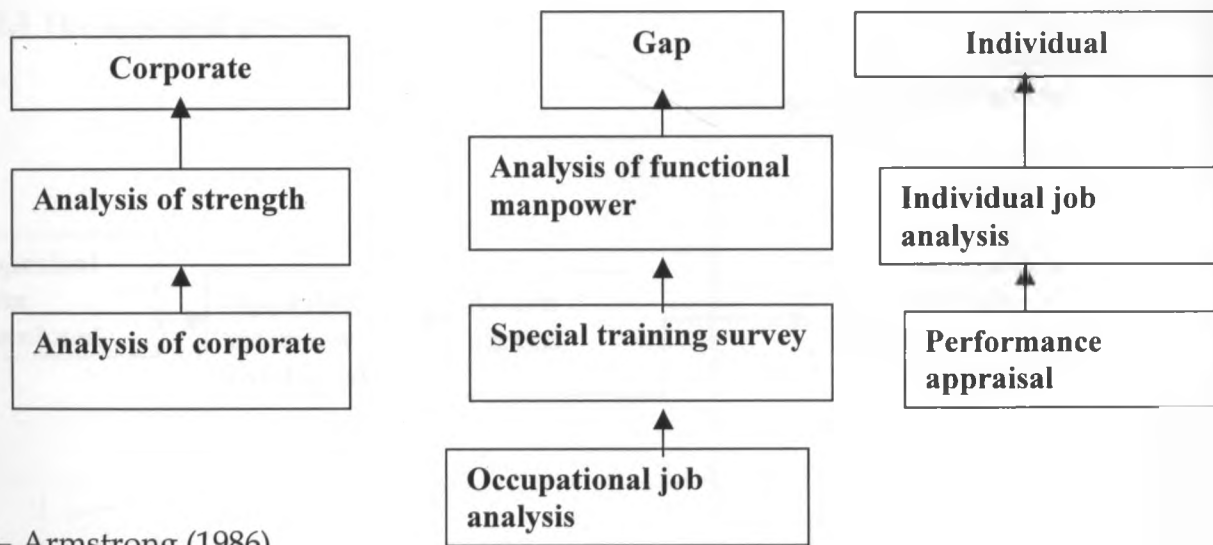
Performance Management: - When the individual performance is rated against set standards, gaps might be identified for which some may be caused by individuals because of lack of knowledge, skills, competence and attitudes thus calling for improvement in training. This entails define Learning Requirements in which skills and knowledge have to be learnt, what competence need to be developed and what attitude needs to be changed are identified. Define the objectives of training; this helps to define what learners have to learn and also what learners must be able to do after the training. Plan training programme. Every training programme should be defined individually in order to meet the needs and objective by using the right combination of training and locations.

Determine the Trainers - This stage involves determining whether the training will be done within or outside the organization and who will be providing the training.

Implement the Training is the actual implementation of the training. At this stage you should ensure that the most appropriate methods are used to enable trainers to acquire the skills, knowledge, level of competence and attitude they need. **Evaluate Training** - this is the stage where the effectiveness of training is monitored during session and subsequently the impact of training is assessed to determine the extent to which learning objectives have been achieved. The evaluation should not only happen at the completion of the programme but should be an on-going process to ensure that the gaps are filled on time. Methods of evaluation include:- Questionnaires, Test or examinations, Projects, Tutor

reports, Case studies, Observations and appraisals. Amend and extend training - finally there is need to decide on the basis of evaluation and the extent to which the planned training programme needs to be improved and how any residual learning required can be satisfied. Training Needs Assessment - a training need is defined as any shortfall in employee performance or potential performance, which can be remedied by appropriate training. Organization adopting a systematic approach to training and development will usually start with defining their needs for training in accordance with a well-organized procedure. Such procedure may entail training needs inform of: Organization needs, Department or function needs, Job occupational group needs and Individual employee needs.

Figure 2.2 Training Need Analysis



Source - Armstrong (1986)

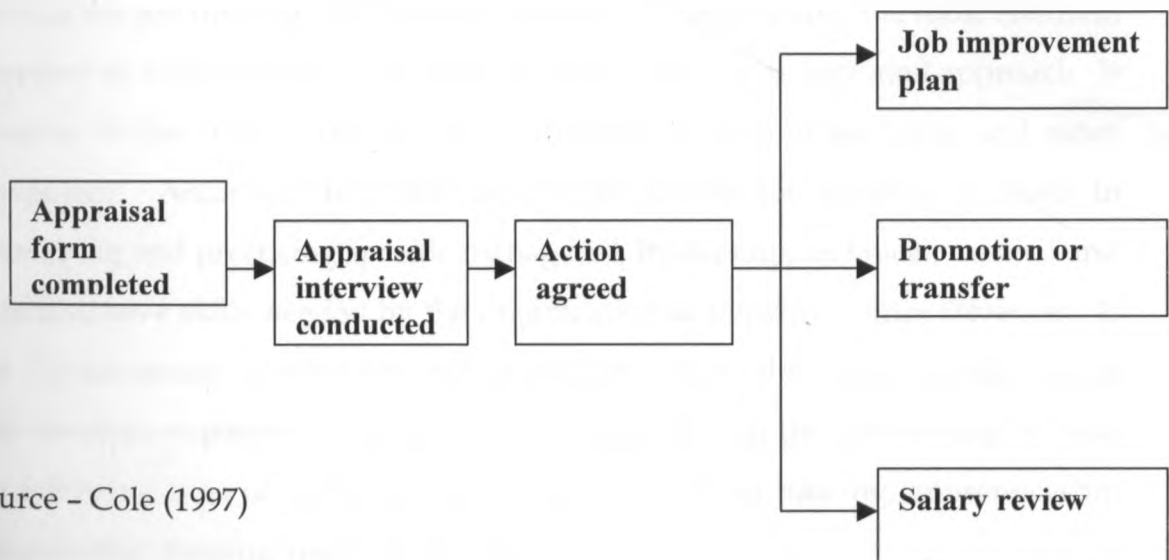
Corporate training needs should come from the analysis of company strength and weakness as part of the corporate planning process. The company manpower will also indicate the number and type of people required in future.

Group needs are identified by analysis of functional or departmental manpower plans or by conducting special survey using questionnaire and interviews. Job

analysis can be used to determine the knowledge and skills required in specific jobs and this information can be supplemented by analyzing the results attained from the assessment of individuals needs.

Individual needs are identified by using the techniques of job analysis, skill analysis and performance appraisal. Performance Appraisal according to Carl Heyel (2000) Encyclopaedia of Management) is the process of evaluating the performance and qualification of an employee in terms of the requirements of the job for he/she is employed to do. It is also used for purposes of administration including placement, selection for promotions, providing financial rewards and other actions, which require differential treatment among the members of a group as distinguished from actions affecting all members equally. Methods include:- ranking, person to person comparison and grading.

Figure 2.3 The appraisal process



Source - Cole (1997)

Any systematic approach to performance appraisal commences with completion of an appropriate appraisal form and end with planned implementation action for appraisals.

2.1.2 Training Programme

This is a set of details, which entail how training should be carried out eventually and evaluated. It should be determined entirely by the learning and training needs analysis and assessment of what needs to be done to achieve the agreed training objectives.

Components of effective training and development programme include: training and development policy, training and development needs assessment, monitoring and evaluation of training programmes and training and development budget allocations. Beardwell and Holden (1994) pin point that a careful use of training methods can be very cost effective investment in the sense of using appropriate methods. Further they state that if an increase in the training methods is not appropriate, trainees may end up not benefiting from the exercise. Broadly, training programmes are classified into: On the job training and Off the job training. On the job training- this is probably the most common approach to training and range from the selectively unsophisticated approach. It involves verbal instructions or demonstrations of how to use tools and other equipment. According to Armstrong (1998), On-the-job training is useful in developing and practicing specific managerial, leadership, technical, manual and administrative skills needed by the organization to improve competitiveness. It has the advantage of actuality and immediate. Since the trainee works, learns and develops expertise at the same time. Generally on the job training include the following type of training, orientation or induction training, apprenticeship and refresher training vestibule training.

Off the job training - sometimes may be necessary to get away from the immediate work environment to a place where the frustration and bustle of work is eliminated. This enables the trainees to study theoretical information or be exposed to new and innovative ideas. This type of training can take place on special courses or in a training area or center that has been specially equipped

and staffed for training. The various types of such training programmes include: training by management institutions, lecture, conference, seminars, case study , brainstorming.

2.1.3 Training Techniques

Bennet (1989) identifies the following training techniques as commonly used by most organizations. Job rotation - This is a planned experience program whereby employee regularly change their jobs, to enable them acquire an overall understanding of the organization as a whole. It is actually the process of multi-skilling. Coaching - Consist of demonstrations followed by the trainee initiating what the instructor has done. This is the most effective mode of training because progressively the trainee attains higher levels of skills from the trainer. Formal lectures - This is verbal transmission of facts, usually without the active participation of the trainees. Computer based training - This is training based on the use of computer software packages.

2.1.4 Staff Development

Development is a long-term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. According to Campbell (1971) development implies an individual growth and self-realization in a broad base. According to Cole (1990) suggest a broader view of knowledge and skills acquisition training. He suggests that he is more concerned with employees potential than immediate skills and views employees as adaptable resource aiming at personal growth and realization of potential of an employee. Armstrong (2001) indicates that individual development is the progression by individual in their career with guidance, encouragement and help from the managers. With this regard, development should aim to promote learning and to provide staff with the knowledge and portfolio of transferable skills that seeks

to improve the staff overall career prospects. Staff development programs are the interventions used by the organization to create capacity in staff for the future. These initiatives include professional growth, promotional progress, career growth and self-development of the individual staff. The corporate must be willing to support staff to grow and improve for the future (Flippo, 1998)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This is a descriptive census survey. The design is appropriate for this study since it involves description of what and how of staff training and development programmes used by all State Corporations in Kenya.

3.2 Population

The population of the study consisted of the State Corporations in Kenya. According to the Inspectorate of State Corporations (2005), they are 125 in number. All of them were included in the survey.

3.3 Data Collection

Primary data was collected through personal interviews using an interview guide (Appendix 1). The respondents were the heads of the human resources function in the State Corporations.

3.3 Data Analysis.

The data was analyzed using content analysis technique, as the interviewer sought in-depth information on the training and development approaches adopted by the State Corporations. Descriptive statistics was used to compare the training and development initiatives used by the State Corporations on the basis of size, sector and other demographic variables.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

The chapter is structured in three sections, first the findings from heads of human resource departments of several public corporations and secondary data from the corporations books of accounts and human resources policy documents. Secondly, they are discussed in light of the training and development practices as in chapter two. Various modes of information capture and retention was employed, from verbal discussions with respondents, written submissions by senior human resource managers and voice recording on tapes. The latter was found particularly useful in ensuring an uninterrupted flow of conversations during the interview and the ability to replay the conversations over and over again to facilitate data analysis.

4.2.1 Training and development objectives

In the questionnaire, the study sought to establish the objectives of training and development. A majority of the respondents cited the following objectives:

All respondents unanimously noted that to increase productivity instructions can help employees increase their level of performance on their present assignments which leads to increased specialization, productivity and increased organizations' products. They sighted this as the major reason as to why their organizations conducted training and development to employees.

A majority (85%) of the respondents observed that to improve quality informed workers are less likely to make occasional mistakes. This quality increase can be

in form of company product, service or the intangible organizational employment atmosphere. They shared the views of Boocoreil Seranes (1969).

A sixty seven (67%) percent of the respondents felt that to improve health and safety proper training help prevent industrial accidents. They also agreed that a safe working environment leads to more stable mental attitudes on the part of employees.

A big proportion accounting to seventy two (72%) of the respondents were of the view that for personal growth employees on a personal basis gain individually from exposure to educational experiences. They had views similar those pointed out by Bowley, Roger and Williams (1970).

Training and development programs were unanimously felt to be aimed at fostering the initiatives and creativity of employees and to help prevent manpower obsolescence, which may be due to age, temperament or motivation or the inability of a person to adapt to technological changes

According to Ghash (2002) training helps employees to cope with ever changing demands of the work situation that is change management and empowers them. He points out that the unskilled jobs are fast disappearing and training helps coping with technological advancement, help in coping with increasing complicity in coordination and incaution of activities in the organization and training for human relations to promote self actualization to prepare them face future changes. This view was supported by a majority accounting to eighty percent (80%) of the respondents.

4.2.2 Training Needs Analysis

Seventy percent (70%) of the respondent were of the view that training should be directed towards accomplishment of organizational objectives. They felt that organizations should only commit resources to those training activities that can best help in achieving objectives. T.N.A. should be carried out more frequently for instance after every six months. Some of the methods that are used by the respondents to gather information for needs assessments include; interviews, survey/questionnaires, observations, focus groups and document examination. T.N.A. in these organizations involves the following types of analysis:

Organizational Analysis which is an examination of the kind of problems an organization may be experiencing. The specific areas were learnt to include:

Organization effectiveness indices which is concerned with labour costs, production efficiency, quality, machine maintenance costs, accidents, labour turnover and absenteeism. These were considered by fifty seven of the respondent with a view that lack of inadequate training can influence them. Human Resource Succession Planning considers the present job openings likely future openings and the positions to be filled. When the positions were to be filled from within, then a training program was found necessary according to fifty percent (50%) of the respondent. Organizational climate analysis was found to involve a behavioural analysis, which examined the feelings, opinions, beliefs and feeling that determines the training required according to seventy eight percent of the people interviewed.

Operational Analysis which is related to job analysis. It involves determination of the behaviour(s) required to perform a given job and the standards of performance to be met. Seventy percent shared this view.

Human Resource Analysis that was found to examine how well individual employees were performing their jobs according. This was unanimously agreed to be necessary because putting every employee in a training program regardless of their skills was viewed as a waste of an organization's resources.

4.2.3 Types of training and development techniques

Training in the public corporations was found to take the form of off the job or on the job training. The form that was utilized by an organization was found to depend on the particular needs, resources available, capacity and the particular organization's context.

Off the job training in general this was conducted away from the work place for a short or long period depending on the needs of the organization and the trainee. Few organizations accounting thirty percent of the respondents sponsored their employee taking full responsibility in terms of identifying the Programme, venue and bearing the full costs. However, there were also numerous cases of partial sponsorship where the trainee could bear the full cost of the Programme and then the organization reimburse part or full cost upon successful completion of the Programme according to fifty two percent of the people interviewed. Off the job training generally required employees to have special working hour arrangements. The trainee could also train away from the workplace under the supervision of an appointed person or under no supervision at all.

Ninety four percent of the total respondents of all the training programs in these organizations were conducted on the job. This was done by letting employees learn their jobs under direct supervision. Trainees learnt by observing experienced employees and by working with the actual materials, personnel and machinery. The main advantage of on the job training was agreed to be the transfer of training at a high rate because workers learnt in the environment in

which they would readily apply the skills on the job. It was however only applicable where a small number of people were being trained. The quality of training was found to depend on the skill of the manager and lead employees conducting it. Types of on the job training in the corporations include:

Job instruction was usually used to provide a guide for training white and blue-collar employees on the job. Most of the respondents eighty percent of the respondents(80%) held the view that they usually adapt this mode to the training of all employees. Apprenticeship, training, internship and assistantship was used to minimize the disadvantages of job training. It is mandatory for admission into many skilled trades, Job rotation is used to expose employees to, and train them in a variety of jobs and decision-making situations. However, due to its temporary nature, the extent of training and long term benefits were agreed to be limited, Supervisory assistance and mentoring: This included day to day coaching, counseling, and monitoring of workers on how to do the job and get along in the organization. The effectiveness of this depended on there being mutual confidence, opportunities for growth and effective delegation of tasks, coaching was conducted to high-level executives and other employees who hold visible and somewhat unique jobs. The coach addresses the training needs, gives feedback and guidance and advises on situations as they arise.

4.3 Training Budgets

All respondents agreed that training is an expensive undertaking and should not be undertaken for the sake of it. They felt that it should be planned for first like any other Human Resource Management function. Just as percentage of cost may be set aside to maintain an expensive piece of equipment, funds should be allocated to maintain the necessary skills in the work force. Training costs were

divided into one - time cost of development and ongoing costs of the implementation.

4.4 Types of Training and development Programs Conducted

In a majority of the cases studied accounting seventy percent (70%), the following were the types of training and development programs conducted:

Orientation or induction training was found to be the first level of training given to new employees as they join an organization. Orientation involved disseminating information and providing direction to new employees. This training was sought to develop employees' sense of belonging and overcome nervousness, the respondents believed that neglect of this could lead to high labour turnover, psychological tension and grievances.

Skill Development Training was generally done after orientation. Skills required for a particular job were got through this training. The respondents considered it to make the employees gain self-confidence and prepare them for challenges on the job.

Professional training was generally done to the employees who are specialized in particular jobs to prevent obsolescence. Employees are retrained in order to update them on new development in their area of specialization.

Supervision and managerial training the area covered in this level included planning and organizing work, decision-making techniques, communication, motivation, public relation and human relation. It is meant to equip supervisors and managers with skills of management and supervising.

4.5 Challenges faced by State Corporations in training and development

In spite of sizable budgets, good intentions and real needs of training and development, many managers of the public corporations contended that a good proportion of their training programs fail to achieve lasting results. They were of the view that too often, this is because the prompted goals of training are vague, managers see only the cost per trainee and consider cutting training programs to save costs, generally, they accepted that training cost should include all resources that must be acquired or shifted for other uses to develop and conduct the programs.

Within the organization like any other unit, human resources function is affected in one way or another. The degree of impact differs from organization to organization. Many organizations have closed their business e.g. Kenya National Assurance while others went retrenching such as Kenya Power and Lighting Company while others had outsourced their functions e.g. Horticultural Crops Development Authority (HCDA) has outsourced the collection of horticultural products levies to Kenya Revenue Authority (KRA). This prevailing condition has continued to threaten human resource and has called for measures to curb the situation.

The demand for training and development has tremendously increased resulting to mushrooming of colleges and introduction of various flexible programs to satisfy the need e.g. parallel degrees offered by Kenyan Universities. In spite of the harsh economic conditions, many employees are sponsoring themselves for various programs. State corporations are experiencing pressure of increasing demand on training. Also, there is fear that relationship between employer and employee is deteriorating and there will be

no control in the future when the need is satisfied. While training and education of qualified staff takes years of development; the current training and development policies of business organizations are worthy of reviewing and studying.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The main purpose of training 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.

To be successful today, public corporations 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. 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.

In most cases, effective training and development initiatives will be specific to the firm. This means that time must be spent in developing the course, and that this development must make use of both consultancy and training skills. For the course to work, the tailored course need absorb the spirit of the organization, its problems, and issues it faces. To date, the truly tailored course (with teaching materials derived from the firm's own situation and strategic objectives) is relatively rare. But there are signs of growth in this area, all of which prove encouraging to those convinced of the importance of training. For it is only by

finding a way to demonstrate its usefulness and effectiveness to top management that training will change its status and on the way become more exciting and stimulating function

Management of training and development has become a significant area in any organization and the range of services on offer is growing too. Corporations have shown particular interest in the tailored course: this requires the training firm spending time 'getting to know' the organization in question, in order to put together training course precisely suited to the needs of both the company and those being trained. Tailored courses may be used to implement strategy or organizational change, or to solve major corporate problem. Bottom line objectives can often be set for such courses.

Promoting such understanding demands a shift in the emphasis of management training, so that one of its main functions is to relate to the corporate functions and strategies. This may be achieved either by reformulation of strategy or through the implementation of new strategies or policies which will help the organization to face some particular issues. This is an approach to training of which many organizations are not aware; those that are familiar with it often do not know how to do it. Yet it is a powerful tool, which provides the ability to define the objectives of training initiatives more than precisely, and hence making it simpler to access results.

Employees training are designed to assist employees in acquiring better skills, knowledge and better attitudes towards their work. The focus on employee training is on the current job skills requirement that is, how equipped is the worker in performing the work with a lot of ease. However, the organization dynamics means that the employees need to be further trained to acquire new skills, knowledge and ability to be able to match with technological changes.

5.2 Recommendations on the training practices

The training practice in every corporation should be an expression of the training philosophy of the organization. It should provide guidelines on: - The amount of training required to be given to every employee at various levels of the organization (managerial, professional, technical etc.) every year, The proportion of the revenue that should be allocation to training for instance should vary with the organizations ability and the nature of training need, The scope and aims of training schemes and the responsibilities for training.

Training philosophy is where an organization expresses the degree to which the organization value training. Corporations should invest substantially in training their staff in order to maintain their level of skills the organization requires.

Organizations with a positive training policy understand that they live in a world of skill shortages, especially when the flow of qualified people is not available in the common market. These organizations usually understand and believe in benefits that do accrue to organization, which invest in training.

A positive training philosophy should have the following characteristics. It takes a strategic approach. Training strategy takes a long-term view of what skills, knowledge and levels of competence employees of the company needs. Training and development become an integral part of management process. Managers regularly meet with their staff to review performance in relation to agreed objectives.

Training should be problem based. It should be planned to fill the gap between what people can do and what they need to do, now and in future. The problem may be positive one relating to a recognized weakness, which requires to be revised; of a positive one calling for developing staff for future operations. It should be action oriented: Training philosophy should stress that training exists

to make things happen, and to get people into action. Objectives of training programs should be defined in terms of deliverable. It should indicate what the people should be able to do after training and what will achieve after training. Performance related: this is training philosophy, which involves training in performance requirements. Continuing development: a philosophy of continuing development states that training is not just something that is provided for people by the organization at the start of their employment, or at occasional points of their career.

5.3 Limitations of the study

The study depended entirely on interviews and discussions with human resource managers in public corporations. It would have been important to validate the findings with resources from the employees and other departmental managers. Secondly, the study focused on management and employee perspective. It would have been of value to obtain the views of other stakeholders, such as suppliers and even Board of Directors.

5.4 Suggestions for further research

This study concentrated on the training and development practices and factors influencing training and development in public corporations. However future research in this line should investigate level of efficiency of each of the training and development practice adopted.

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APPENDIX 1: INTERVIEW GUIDE

1. General information
2. Sector in which the State corporation is classified
3. Challenges facing the Corporation
Environmental changes, Technological, Limited Resources, Limited opportunity,
Lack of organizational policy in training
4. Strategic Objectives of the state Corporation
5. Objectives of Staff Training and development
6. Responsibility for staff training
7. Staff training strategies
8. Staff training process
9. Staff training programmes
10. Budget for staff training
11. Evaluating training intervention
12. Staff development Strategies
13. Staff development programmes
14. Budget for staff development
15. Evaluating staff development
16. Other matters related to staff training and development.

APPENDIX 2: LIST OF PARASTATALS IN KENYA

No.	State Corporation	Parent (Line) Ministry
A	COMMERCIAL	
1.	Agricultural Development Corporation (ADC)	Agriculture
2.	Agricultural Finance Corporation (AFC)	Agriculture
3.	Agro-Chemical and Food Company	Agriculture
4.	Bomas Of Kenya Ltd.	Tourism
5.	Central Bank Of Kenya	Finance
6.	Chemelil Sugar Company	Agriculture
7.	Consolidated Bank of Kenya	Finance
8.	Development Bank of Kenya	Trade and Industry
9.	East Africa Portland Cement	Trade and Industry
10.	Gilgil Telecommunications Industries Ltd.	Information & Communication
11.	Industrial and Commercial Development (I.C.D.C)	Trade and Industry
12.	Industrial Development Bank	Trade and Industry
13.	Jomo Kenyatta Foundation	Education, Science & Technology
14.	Kenya Broadcasting Corporation	Information & Communication
15.	Kenya Electricity Generating Corporation (KENGEN)	Energy
16.	Kenya Ferry Services	Transport
17.	Kenya Industrial Estates	Trade and Industry
18.	Kenya Literature Bureau	Education, Science & Technology
19.	Kenya Meat Commission	Livestock and Fisheries Development
20.	Kenya National Assurance (2001)	Finance
21.	Kenya National Shipping Line	Transport
22.	Kenya National Trading Corporation (KNTC)	Trade and Industry
23.	Kenya Petroleum Refineries Ltd.	Energy
24.	Kenya Pipeline Company (KPC)	Energy
25.	Kenya Airport Authority (KAA)	Transport
26.	Kenya Ports Authority (KPA)	Transport
27.	Kenya Post Office Saving Bank	Finance
28.	Kenya Railways Corporation	Transport
29.	Kenya Re-insurance Corporation	Finance
30.	Kenya Seed Co. Ltd.	Agriculture
31.	Kenya Tourist Development Corporation	Tourism
32.	Kenya Wine Agencies limited	Trade & Industry
33.	National Bank of Kenya (NBK)	Finance
34.	National Housing Corporation	Land & Housing
35.	National Oil Corporation of Kenya	Energy
36.	National water Conservation & Pipeline Corporation	Water Reso.Mgt, Dev't & Irrigation
37.	New KCC	Cooperative Development
38.	Kenya Tea & Conservation Corporation	Agriculture
39.	Nzoia Sugar Company	Agriculture
40.	Postal Corporation of Kenya	Information & Communication
41.	Safaricom Limited	Information & Communication

Source: Ministry of Finance

No.	State Corporation	Parent (Line) Ministry
42.	School Equipment Production Unit	Education, Science & Technology
43.	South Nyanza Sugar Company Limited (Sony)	Agriculture
44.	Telkom Kenya Ltd.	Information & Communication
B	REGULATORY	
45.	Capital Market Authority	Finance
46.	Coast Water Service Board	Water Reso.Mgt,Dev't & Irrigation
47.	Central Kenya Water Service Board	Water Reso.Mgt,Dev't & Irrigation
48.	Coffee Board of Kenya	Agriculture
49.	Communications Commission of Kenya	Information & Communication
50.	Commission for Higher Education	Education, Science & Technology
51.	Cotton Board of Kenya	Agriculture
52.	Eastern Kenya Water Service Board	Water Reso.Mgt,Dev't & Irrigation
53.	Electricity Regulatory Board	Energy
54.	Film Censorship Board	Information & Communication
55.	Horticultural Crops Development Authority	Agriculture
56.	Hotels and Restaurants Authority	Tourism
57.	Kenya Anti-Corruption Authority	Justice & Constitutional Affairs
58.	Kenya Bureau of Standards	Trade & Industry
59.	Kenya Civil Aviation Authority	Transport
60.	Kenya Dairy Board	Livestock and Fisheries Development
61.	Kenya Marine Authority	Transport
62.	Kenya Plant Health Inspectorate Services	Agriculture
63.	Kenya Revenue Authority (KRA)	Finance
64.	Kenya Sisal Board	Agriculture
65.	Kenya Sugar Board	Agriculture
66.	Kenya Tourist Board	Tourism
67.	Kenya Wildlife Service (KWS)	Environment and Natural R.
68.	Lake Victoria North Water Service Board	Water Reso.Mgt
69.	Lake Victoria South Water Service Board	Water Reso.Mgt
70.	Kenya Cereals and Produce Board	Agriculture
71.	National Council for Science & Technology	Education, Science & Technology
72.	National Environmental Management Authority	Environment and Natural R.
73.	National Irrigation Board (NIB)	Water Reso.Mgt,Dev't & Irrigation
74.	Nairobi Water Service Board	Water Reso.Mgt,Dev't & Irrigation
75.	Sports Stadia Management Board	Sports
76.	NGO Coordination Bureau	Home Affairs
77.	Pests Products Control Board	Agriculture
78.	Pharmacy and Poisons Board	Health
79.	Pyrethrum Board of Kenya	Agriculture
80.	Radiation Protection Board	Health
81.	Registration of Accountants Board	Finance
82.	Registration of Certified Public Secretaries	Finance
83.	Rift Valley Water Service Board	Water Reso.Mgt,Dev't & Irrigation
84.	Sugar Development Fund	Agriculture
85.	Tea Board of Kenya	Agriculture
86.	Water Services Regulatory Board	Water Reso.Mgt,Dev't & Irrigation
C	FACILITATING AGENTS:	
87.	Export Processing Zones Authority	Trade & Industry
88.	Export Promotion Council	Trade & Industry

Source: Ministry of Finance

No.	State Corporation	Parent (Line) Ministry
89.	Investment Promotion Center	Trade & Industry
90.	Water Service Trust Fund	Water Reso.Mgt,Dev't & Irrigation
D	GOVERNMENT REVENUE COLLECTING AGENT:	
91.	Catering Levy Trustees	Finance
92.	Higher Education Loans Board	Education, Science & Technology
E	APPEALS BOARD	
93.	CMA Appeals Board	Finance
94.	Public Procurement Appeals Board	Finance
95.	State Cooperation Appeals	Finance
96.	Rent Tribunal Board	Trade & Industry
F	RESEARCH INSTITUTES	
97.	Coffee Research Foundation	Agriculture
98.	Kenya Agricultural Research Institute	Agriculture
99.	Kenya Forest Research Institute	Agriculture
100.	Kenya Industrial & Research Development Institute (KIRDI)	Trade & Industry
101.	Kenya Institute for Public Policy Research & Analysis	Planning & National Development
102.	Kenya Marine and Fisheries Research Institute	Agriculture
103.	Kenya Medical Research Institute	Health
104.	Kenya Sugar Research Foundation	Agriculture
105.	Kenya Trypanosomiasis Research Institute	Livestock and Fisheries Development
106.	Kenya Veterinary Vaccines Production & Development	Livestock and Fisheries Development
107.	Tea Research Foundation	Agriculture
G	EDUCATIONAL AND TRAINING	
108.	Cooperative College of Kenya	Cooperative Development
109.	Council of Legal Education	Attorney- General
110.	Egerton University	Education, Science & Technology
111.	Jomo Kenyatta University of Agriculture & Technology	Education, Science & Technology
112.	Kenya College of Communication & Technology	Information & Communication
113.	Kenya Institute of Administration	Office of the President
114.	Kenya Medical Training Centre	Health
115.	Kenya National Examination Council	Education, Science & Technology
116.	Kenya Utalii College	Tourism
117.	Kenyatta University	Education, Science & Technology
118.	Maseno University	Education, Science & Technology
119.	Moi University	Education, Science & Technology
120.	University of Nairobi (UON)	Education, Science & Technology
H	REGIONAL DEVELOPMENT AUTHORITY	
121.	Coast Development Authority	Regional Development
122.	Ewaso-Ng'iro North River Development Authority	Regional Development
123.	Ewaso-Ng'iro South River Development Authority	Regional Development
124.	Kerio Valley Development Authority	Regional Development
125.	Lake Basin Development Authority	Regional Development

Source: Ministry of Finance

No.	State Corporation	Parent (Line) Ministry
126.	Tana & Athi Rivers Development Authority	Regional Development
J	SOCIAL AND HEALTH SERVICE	
127.	Kenya National Library Services	Culture & Social Services
128.	Kenyatta National Hospital	Health
129.	Local Authorities Provident Fund	Local Authorities
130.	Moi Referral and Teaching Hospital	Health
131.	National Coordinating Agency for Population & Dev't	Planning & National Dev't
132.	Natioanl Council for Children Services	Gender, Sports & Social Services
133.	National Health Insurance Fund	Health
134.	National Museums of Kenya	Culture & Social Services
135.	National Social Security Fund	Labour & Human Resource Development
K	COMMISSIONS:	
136.	Commission for Gender and Development	Gender, Sports & Social Services
137.	Judicial Service Commission	Justice & Constitutional Affairs
138.	Kenya Human Rights Commission	Justice & Constitutional Affairs
139.	Parliamentary Service Commission	Parliament
140.	Presidential Music Commission	Education, Science & Technology
141.	Public Service Commission	Office of the President
142.	Teachers Service Commission	Education, Science & Technology

Source: Ministry of Finance