PERCEIVED RELATIONSHIP BETWEEN TRAINING AND DEVELOPMENT AND EMPLOYEE PERFORMANCE IN GEOTHERMAL DEVELOPMENT COMPANY (GDC)

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DECLARATION

I, the undersigned, declare that this project is my original work and that it has not been presented in any other university or institution for academic credit.

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SUPERVISOR:

This project has been submitted for examination with my approval as university supervisor.

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DEDICATION

This project is dedicated to my family members, my husband Eddy Njoroge, my son Robyn, my father Mr. Peter Osmmy Ngugi, mother Mrs. Mary Ngugi, my siblings Njeri, Jane, Caleb and all who have contributed to the success of this MBA program, for their continued support and encouragement.

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ABSTRACT

Training and development has become one dynamic aspect of human resource management. Organisations are forced to keep up with new trends in the global market. The business world today is changing day in day out with changes ranging from economic to technological. Therefore organisations are forced to train their employees continuously to ensure they have the right skills in running business. Any organisation that does not invest in training is bound to fail. It is therefore important for organisations to ensure the right training and development practices are used in training employees. If practices are not well chosen and well conducted the whole process will be considered useless.

This research investigated the relationship between managers training and development and employee performance in GDC. The objective of the study was to find out the relationship between training and development and employee performance in Geothermal Development Company. This study adopted a descriptive survey design in the investigation of the objectives. Stratified sampling technique was used to select the sample after which stratified random sampling was used to select 80 respondents from the organization. The study used both primary and secondary data. The data collected was analyzed using mean, standard deviation and regression analysis. The key findings of the study were that Geothermal Development Company Employees are aware of the existence of a training and development policy in the organization and were of the view that upon the completion of their training, they share what they have learned with other employees. However, the staff did not agree with the training evaluation as the result indicates that the respondents disagree that training evaluation is accorded high priority in the organization.

The implication of the study was that training and development is important in influencing employee performance. Organizations should pay attention to this and include staff training and development as one of the strategies in ensuring achievement of employee performance. The study recommends that organizations should be aware that training and development is important and implement it. The study also recommends that organizations should use the various types of training and development methods and techniques inorder to increase employee performance and in return increase organizational performance. It can be concluded that by encouraging self development, may help employees perform better in their jobs. Further to this it is recommended that managers within organizations involve training evaluation more in order to measure employee performance and the value of trainings attended. Organizations also need to formulate ways of sensitizing employees on the existence of training and development policies.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux, 2002) and therefore prompting these organizations to train their employees is one of the ways that enable them to enhance their performance and thus adjust to the increased competition. It is important to not ignore the prevailing evidence on growth of knowledge in the business corporate world today. This growth has not only been brought about by improvements in technology or a combination of factors of production but also increased efforts towards development of organizational human resources.

As it is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, Sobia, Kamran & Nasir, 2012). Bearing in mind that human resources are the intellectual property of the firm, employees prove to be a good source of gaining competitive advantage and training and development is the only way of developing organizational intellectual property through building employees competencies. Moreover, it is also important for organizations to assist their workforce in obtaining the necessary skills needed and, increase commitment. The management of human resources in Africa and particularly in Kenya is rather challenging as most organizations have difficulties finding proper

human resources. This may partly be a result of the different kinds of problems like political instability, corruption, poor infrastructure, low levels of education, diseases and famine known to prevail in the African business context (Kamoche, 2002).

1.1.1 Employee Perception

Kreitner and Kinicki (2007) defined Perception as a cognitive process that enables us to interpret and understand our surrounding. It is a factor that can make a huge difference in the workplace. When employees view the employer, their work, and their relationships within that workplace as being positive, there is a good chance they will be productive and remain with the employer for a long time. Negative perceptions of the company and the working environment can cause qualified employees to seek opportunities elsewhere. Some of the factors that can impact employee perception include how well the employer communicates with employees, the nature of the working conditions, the policies and procedures of the business in general, and how much trust and respect is present between managers, employees, and co-workers. In addition, benefits such as training and development can also have a huge impact on the perception of an employee.

Perceptions on employee training and development, may lead to either an increase or decrease of employee performance. Training and development opportunities may lead them to feel rewarded, valuable, motivated and like they make a difference in the workplace. However, some employees may feel that when trained and developed they are more qualified to automatic promotions and better pay failure to which they seek opportunities elsewhere.

Unequal staff development may also lead to demotivation as well as kill team works. These varying perceptions are an extremely important for managers to understand in

order to keep employee performance going. Employee performance is mainly affected by an employee's perceptions developed from their observations and interpretations as well as decision making of managers/supervisors and how they affect them. If managers are known and recognized to be positive and encouraging this will influence employees in a positive way, and vice versa. Understanding these perceptions and using them to their advantage, managers are able to alter employees' perceptions of their treatment, equality, value, potential and therefore influencing employee performance.

1.1.2 Training and Development

According to Cole (2002), training and development is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few. (Gordon, 1992). Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

Beardwell and Holden (1993) further argue that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realize the increased importance of

training, employee development and long-term education. According to (Kreitner and Kinicki, 2007) it does not matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources. Training is therefore a key element for improved organizational performance; It helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness. Cascio, W. F. (2000), puts it this way, the economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

1.1.3 Employee Performance

In the organizational context, performance is usually defined as the extent to which an organizational member contributes to achieving the goals of the organization. Employees are a primary source of competitive advantage in any given organizations (Luthans and Stajkovic, 1999; Pfeffer, 1994). According to (Deadrick and Gardner's, 1997), employee performance could be defined as the record of outcomes achieved, for each job function, during a specified period of time. If viewed in this way, performance is represented as a distribution of outcomes achieved, and performance could be measured by using a variety of parameters which describe an employee's

paten of performance over time. On the other hand, (Darden and Babin, 1994) define employee's performance as a rating system used in many corporations to decide the abilities and output of an employee. Good employee performance has been linked with increased consumer perception of service quality, while poor employee performance has been linked with increased customer complaints and brand switching. In addition, a commitment performance approach views employees as resources or assets, and values their voice. Employee performance plays an important role for organizational performance. Performance of employees could include: quantity of output, quality of output, timeliness of output, presence at work, cooperativeness (Pfeffer, 1994). Employee performance could be simply understood as the related activities expected of a worker and how well those activities are executed thus many business personnel directors should assess the employee performance of each staff member on an annual, bi annual or quarterly basis in order to help employees identify suggested areas for improvement.

1.1.4 Geothermal Development Company (GDC)

This study will focus on Geothermal Development Company (GDC) which is 100% state-owned corporation registered under the Companies Act (CAP 486); it was incorporated in December 2, 2008 as a special purpose vehicle to accelerate the development of geothermal energy in Kenya. GDC falls under the Ministry of Energy and is mandated to manage the 7000 MWe geothermal resources. GDC plans to explore, drill, regulate the geothermal sector and promote alternative uses and facilitate investor entry into the geothermal energy sector. The creation of GDC was set on the platform that Kenya is targeting to be a mid-income economy in the next 20 years as detailed in the Vision 2030 economic plan, (GDC Strategic Plan).

One of the company's goals is to build and develop human capital in geothermal to support accelerated resource development in the country and the entire region. Further, Human resource adequacy, development and management have been listed as a priority strategic issue which the company must continuously address. GDC has a Training and Development Policy which stipulates that the success of the company essentially depends on the quality of its people. GDC aims at developing the skills of all its employees to create high level of motivation and performance to allow them to reach full potential. The policy ensures that the company has a well-trained, highly skilled, knowledgeable and competent staff. In the annual staff performance appraisal sessions, strengths and weaknesses are assessed against the required skills and competencies. The gaps identified later form the annual training needs assessment report and training projections.

1.2 Research Problem

Training and development plays a vital role in the building of competencies of new as well as current employees for effective performance. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related areas, (Robert, 2004). According to (Wills, 1994), training and development is not only considered as investment by the firms but also supports to achieve competitive advantage. Effective training and development programs can improve employees' efficiency and effectiveness, team spirit, time management, punctuality, customer service and morale, thus leading to gains in both productivity and job satisfaction. Furthermore, training and development can enable businesses to make use of advanced technology and to adapt to a rapidly changing competitive environment. Some organizations plan and implement training program

for their employees without identifying the purpose and objectives, without knowing what knowledge, skills and abilities that the employees would learn at the end of the training program and whether they will be able to attain performance targets on job. Therefore, firm must design training plans with clear goals and objectives while keeping in mind the particular needs of both individual and the firm (Sims, 2006).

Geothermal Development Company began its operations officially in 2009 with a handful of employees. The company has since witnessed growth in staff population and is still growing. Geothermal energy exploitation requires specialized skills and knowledge. To achieve this mandate, the management needs to realize the importance of having a highly skilled workforce as well as make concerted effort to build the capacity of its most valuable asset, the human capital. Over the past few years, the Geothermal Development Company has been allocating huge sums of money in its budgetary allocation towards training of its staff in order to build the capacity of employees to perform their job functions effectively. In spite of that, the company is still confronted with challenges during implementation of training programs such as inequality in training and development opportunities, proposing staff for overly expensive courses that could have been done at a relatively low cost, as well as nominating staff for trainings that are not overly effective to their work. These challenges are leading to a slow pace in the achieving of the company's vision and mission, in the area of effective performance of its staff and in the promotion of rapid development of geothermal resources in Kenya**.**

Locally, there have been informative studies related to training and development and employee performance in various sectors of our economy and country. These include (Azegele's, 2005) who did a research on the impact of training on organizational

performance in the telecommunication Industry in Kenya and found out that training motivates employees hence increasing their performance and in return the organization's overall performance. Waruguru (2010) carried out her research on strategic human resource training and development practice for co-operative Bank of Kenya and found out that Co-operative Bank has a strategic plan which consists of among others strategic human resource training and development plan. The management believes that plays a big role in the achievement of the bank's strategic plan through providing employees with up to date expertise to meet present and future performance demands. Ojango (2012) researched on the influence of training and Development on employee performance at Mudete Tea Factory, and established that an employee is a valuable resource (asset) of the organization and the success or failure of the organization depends on employee performance. Despite the positive relationship between training and devolvement and employee performance, there is still limited literature on training and development issues in developing countries and more so in the energy sector thus creating a gap. Based on the above review, the following research question will be addressed; what is the perceived relationship between training and development and employee performance in GDC?

1.3 Objective of the Study

The objective of this study is to establish the relationship between training and development and employee performance in Geothermal Development Company.

1.4 Value of the Study

The results of this study will enable the organization's policy makers appreciate the positive relationship between employee training and development and the

productivity of the organization's employees hence her performance. In line with training and development, leaders and managers in state corporations will also be able to make responsible strategic management policy decisions that are meant to facilitate and sustain high organizational performance, and manage organizational and national resources so that corporations and societies can benefit from them in the future.

The study will give the donors and all other stakeholders' confidence to continue ejecting finances and their efforts towards employee development since organizations objectives will be realized once the staff are highly trained and have the required skills. Once successful, they will also feel encouraged to identify themselves with the company projects hence giving their resources more towards the implementation of the activities once they realize the performance is better.

Scholars, students and other researchers may also find the study helpful to identify further areas of research built on the findings of this research. The study may be a source of reference material for future researchers on other related topics; it may also help other academicians who undertake the same topic in their studies

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter summarizes the information from other researchers who have carried out different research in the similar field of study. The specific areas covered in this chapter are; the theoretical framework, need for training and development, training and development methods and techniques, training evaluation, measuring employee performance and the relationship between training and development and employee performance.

2.2 Theoretical Framework

This research will focus on two theories that are relevant to training and development and employee performance. These theories include; Human Capital theory, (Becker 1964) and Social Learning theory, (Bandura, A. 1977).

2.2.1 Human Capital Theory

Human Capital theory was proposed by Schultz (1961) and developed extensively by Becker (1964) who classified expenditures on human capital as investment rather than consumption. Human capital can be defined as knowledge, skills, attitudes, aptitudes, and other acquired traits contributing to production. Human capital theory suggests that education or training raises the productivity of workers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings (Becker, 1964). In Becker's view, human capital is similar to "physical means of production", e.g., factories and machines: one can invest in human capital (via education, training) and one's outputs depend partly on the rate of return on the human capital one

owns. Thus, human capital is a means of production, into which additional investment yields additional output. Human capital is substitutable, but not transferable like land, labor, or fixed capital.

2.2.2 Social Learning Theory

Social learning theory was developed to describe and predict how people learn from observation. Bandura, A. (1977) observational learning is controlled by processes of attention, retention, and reproduction. From social learning theory, a number of rules can be derived for optimal training conditions. For example: When modeling a task, give the learner a verbal model to guide performance. The best verbal models will give rules for the responses of the task, but will be as simple as possible and easy to remember. The trainee is most likely to learn to reward himself for a good job performance if he comes to feel that the work he is performing is very important to himself and to the company and that he has significant control of the work outcomes.

Social learning theory has been applied to industries through training methods. The theory has been used to teach managers to deal more effectively with human relations problems occurring on the job, and to predict which subordinates will imitate the behavior of their supervisors. A number of companies have trained their supervisors to deal more effectively with various interpersonal job problems (such as motivating the poor performer, overcoming resistance to change, handling a discrimination complaint (Bandura, A. 1977).

2.3 Need for Training and Development

Training is considered as the process of upgrading the knowledge, developing skills, bringing about attitude and behavioral changes, and improving the ability of the

trainee to perform tasks effectively and efficiently in organisations (Wills, 1994; Robert et al, 2004). Similarly, (Stewart, 1996) combines the two concepts of training and development and gives an organisation function which has the outcome of ensuring that the contribution of individuals and groups in achieving the organisational objectives through the development of appropriate knowledge, skills and attitude of the employees. Formal training programmes are an effective way of directly transferring the organisational goals and values to a whole group of people simultaneously (Harzing, 2004). Appropriate training can develop managers at all levels including the knowledge and skills required to gain competency inorder to manage change in organisation or any business environment (Stewart, 1996). Helliriegel et al, (2001) states that training of employees in organisation increases higher productivity through better job performance, more efficient use of human resources, goals and objectives more effectively met, reduced cost due to less labour turnover, reduced errors, reduced accidents and absenteeism, more capable, and mobile work force and retention of the existing staff.

Human Resource Management practices of training and development enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increases the organisational productivity (Huselid,1995). However, Wood, (1999) argues that HRM practices are universal across organisations or whether the effectiveness of human resources management is contingent upon factors while (Asgarkhani, 2003) argues that the success of training is contingent upon the effectiveness of performance planning and measuring. The fact of the matter is that the three fundamental aspects surrounding this approach are process classification, selection of proposed methods, and delivery. We could go further and consider Dessler (2005) who emphasized that the point that the availability of high quality   employees

places   the organisation in a competitive advantage over other seven within the same industry and that the inadequacy of expertise is a major constraint as such organisation take major concrete measures to organize training programmes.

Training and development does bear fruitful results not only to the organisation but also to the employees. Training and development poses opportunities for promotion and self-improvement, improved job satisfaction through better job performance, a chance to learn new things and there is greater ability to adapt and cope with changes (John et al, 2002). This is supported by (Bhalla, 2006) who argued that the objective of any organization training program is to train the employees to meet the needs of the optimum profit potential. In addition, Hower (2008) pointed out that the purpose of training is to empower associates with the skills necessary to make decisions and accomplish their daily tasks and skills that help them give extraordinary service to customers.

2.4 Training and Development Methods and Techniques

There are many methods and techniques of training and developing employees in an organization. Different organizations are motivated to take on different training methods for a number of reasons for example; depending on the organization's strategy, goals and resources available, or depending on the needs identified at the time, and the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization (Armstrong, 1995). The method used in training and developing employees should be feasible and affordable, thus evaluated in terms of its practicality and cost effectiveness. Whoever is selected to conduct the training, either outside or in-house trainers, it is important that the company's goals and values be carefully explained (Kenneth, 2001). When thinking about training method(s) to

use, it is useful to consider current level of expertise that trainees possess (Sims, 2006). There are broadly two different methods that organizations may choose from for training and developing skills of its employees, (Armstrong, 1995). These are on-the-job training a n d off-the-job training. On-the-job training i s given to organizational employees while conducting the irregular work at the same working venues while off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/ or mentoring, orientations, and job instruction. On the other hand, off-the-job training examples include lectures, special study, films, conferences/ discussions, case studies, role playing, simulation and programmed instruction, (Armstrong, 1995).

On the other hand (Moore, 2011) states that employee development is a joint, on-going effort on the part of an employee and the organization for which the employee's knowledge, skills, and abilities are upgrade. Successful employee development requires a balance between an individual's career needs and goals and the organization's need to get work done. For an effective succession planning to take effect there need be full support from the top management. One of the biggest challenges of succession planning is the unwillingness of top managers to train and develop the junior staff. This is because those trained pose a threat to the very existence of the senior management. Proper development of employees helps plays a big role in succession planning and this allows for smooth transition of work when one officer leaves a schedule or organization. Employee development may also be achieved through Job rotation which entails moving trainees from department to department to broaden the understanding of all activities of the business and to test their abilities (Dessler, 2005). Similarly, (McCourt & Eldridge, 2003) argued that job rotation is the transferring of executives from job to job and from plant to

plant on a coordinated, planned basis to get a holistic view of the activities of the organisation.

Employee development can also be achieved through coaching and/or mentoring which involves having the more experienced employees coach the less experienced employees (Devanna, Fombrun & Tichy 1984; McCourt &Eldridge 2003; Torrington et al. 2005). It is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington et al. 2005). The practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this employee development method but it is mainly emphasized for the newly employed persons within the organization. (Dessler, 2005) elaborates further on other development methods such as self-development/self-assessment which entails a personal desire to improve through an individual's attempt to embark on studies or practical explosives that are independent of an organization's role and contribution. It entails personal identification of strengths, opportunities, weaknesses and challenges and an attempt to improve and build on current efforts for a more fulfilling corporate movement.

2.5 Training Evaluation

Training evaluation can be described as a systematic process of collecting and analyzing information for and about a training programme which can be used for planning and guiding decision making as well as assessing the relevance, effectiveness, and the impact of various training components (Raab et al., 1991). Based on the management axiom 'nothing will improve until it is measured', the training programmes have to be assessed in terms of the programme itself, of the behaviour outside the training

environment and whether or not it has desired effect(Wickramasinghe,2006). Evaluation determines the effect of training at individual, departmental and organizational levels (Wills, 1994). Training results can be best identified mainly on the organizational performance which is triggered by employee performance. This involves the comparison of statistical indicators of performance before and after training took place. The measurement indicators include sales volume and revenue, levels of customer complaints, quality and quantity variables in cost reduction, productivity ratios, cost ratios in terms of stock level and debt collection periods and industrial relations (labour turnover rates; absenteeism, grievances). Moreover, effective training can be gauged by the capacity of trainees to apply knowledge, skills and abilities gained in training to their work environment and maintain them over time in their job contexts (Pearsons, 2002).

Mann (1996) stated that with the huge investment in developing training strategies, the question is no longer should we train but rather is the training worthwhile and effective? This is consistent with a wide range of literature which accepts that training is important and recognizes the evaluation of it to be a key issue so that its worth can be proven. In the 1960's Donald Kirkpatrick wrote a series of articles on training evaluation where he identified four stages (or levels of evaluation). Despite its age, Kirkpatrick's model continues to be used in contemporary research (Schmidt et al, 2009 and Elliott et al, 2009). Kirkpatrick (1977) divided the evaluation process into four segments. Evaluating at the reaction stage allows the trainer to get a quick understanding of how the learners' felt about the session in terms of the content, structure and how it was delivered. Evaluating at stage two provides the learners with the opportunity to evaluate their learning and to identify how they believe their behaviours might change. Stage three of Kirkpatrick's model is entitled behaviour and can be defined as the extent to which

change in behaviour has occurred because the participant attended the training program (Kirkpatrick, 1998). Similar Kirkpatrick's level four is defined as the final results that occurred because the participants attended the programme (Kirkpatrick, 1998). Alliger and Janak (1989) argue that some interventions will not aim to meet all four levels and this does not necessarily mean that it should not be used; assuming it meets the required needs. This highlights the clear need for organisations to consider what form of evaluation is needed and accept that for some programmes, evaluation at stages one and two may provide sufficient information.

2.6 Measuring Employee Performance

Employee performance is normally looked at in terms of outcomes or behavior (Armstrong 1995). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity (Stoner, Freeman and Gilbert Jr., 1995) is a measure of how the individual, organization and industry converts input resources into goods and services. Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2002).

Employee performance may also be measured by performance appraisal which refers to a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of

the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development (Fletcher, 1997). The appraisal is an opportunity to take an overall view of work content, loads and volume and to look back on what has been achieved during the reporting period and agree on objectives for the next.

As noted by (Draft, 1988), it is the responsibility of the company managers to ensure that the organizations strive to achieve high performance levels. Kinicki & Kreitner (2007) states that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

2.7 The relationship between Training and Development and Employee Performance

Guest (1997) mentioned in his study that training and development aspect, is one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. The result of (Nonaka, I. and Takeuchi, H., 1995) study depicts a positive correlation between training and employee performance as we can predict from his finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firms are able to meet its employees job related needs in timely fashion.

Harrison (2000), learning through training and development influence the organizational performance through greater employee performance, and is said to be a key factor in the achievement of corporate goals. Moreover, implementing training and development

programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005). According to (Swart et al., 2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate that there might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. He further mentioned that this employee superior performance occur because of good quality training program that leads to employee motivation and their needs fulfillment, (Swart et al., 2005).

According to (Wright and Geroy, 2001), training and development not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. In addition, (Ahmad and Bakar, 2003) concluded that high level of employee commitment is achieved if the objectives of the training are meet and improves the performance, both on individual and organizational level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the research design that was employed by this study, the target population, sample design, data collection tools as well as data analysis were also addressed.

3.2 Research Design

According to (Mugenda and Mugenda, 2003), descriptive design involves identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena. This research adopted a descriptive design as it seeks to examine a situation as it is. The design used portrayed an accurate profile of persons, events and situations.

3.3 Study Population

Target population refers to the specific population within which research information is desired. In this case the target population was the total number of employees in Geothermal Development Company which was 800. This includes staff located in all the three regions i.e. the headquarters in Nairobi, the south rift region in Naivasha and the north rift region in Nakuru where the company is located. The employees are divided into three caders i.e. senior management level which included those in GD00 to GD03 giving a total of twenty eight (28) employees, the middle level management which include those in GD04 to GD07 giving a total of one hundred and seventy six (176) employees and those in the lower cadre who are GD08 to GD12 giving a total of five hundred and ninety six (596) employees (Geothermal Development Company, HR Department, 2014).

3.4 Sample Design

According to (Kothari, 2004), a representative sample is one which is at least 10% of the population. Stratified random sampling was employed to obtain a sample of 81 employees from the three levels of management. In this study the employees were divided into three stratas depending on their levels i.e. senior, middle and lower cadres. The respondents were thereafter randomly selected from the three stratas. The researcher used a sample of ten (10) percent as summarized in the Table 3.1;

Table 3.1   Sample Size

Categories/Grades (GD)	Target population	Sample size 10%
Senior Management (GD00-GD03)	**28**	**3**
Middle level Management (GD04-GD07)	**176**	**18**
Lower level Management (GD08-GD12)	**596**	**60**
Total	**800**	**80**

Source: (Human Resource Department, GDC 2014)

3.5 Data Collection

The study focused on primary data which was collected through a structured questionnaire containing both closed-ended and open- ended questions developed in line with the objectives of the study. The questionnaire had been divided into three parts, part one focused on demographic data, part two focused on employee training and development and part three focused on the employee performance. The researcher employed "drop and pick" to administer the questionnaires.

3.6 Data Analysis

The data was analyzed through descriptive statistics technique. These included mean, standard deviation, range, variance, frequencies and percentages. Pearsons Product Moment Correlation statistic was also used to establish the significance of the correlation between training and development and employee performance in Geothermal Development Company. The findings were presented using tables and graphs for ease of interpretation.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a detailed discussion of the research findings in an attempt to achieve the research objective. The objective of the study is to establish the relationship between training and development and employee performance in Geothermal Development Company.

4.2 Response Rate

From the study population target sample of 80 respondents, 71 respondents filled and returned their questionnaires, constituting an 88.75% response rate. According to (Mugenda and Mugenda, 2009) a response Rate of 50% is adequate for analysis and reporting. This kind of response is good enough for such a study considering the nature of the research and the difficulties involved in making a follow up of questionnaires.

4.3 General Information

The study sought to find out the description of the respondents. It captured their general characteristics in a bid to establish if they were well suited for the study. This captured the general characteristics of the respondent's, their level of management, length of continuous service, level of education, gender, age, terms of employment and department in which they worked.

4.3.1 Level of Management

The level of management of the respondents may have an implication on the relationship between training and development and employee performance. This is because different

management levels and cadres have different perceptions. When the researcher inquired about the range of their cadres, the respondents gave the findings that are presented in Table 4.1.

Table 4.1 Level of Management

No.	Level of Management	Response frequency	Response %
a)	Senior Level (GD00-GD03)	3	4.23
b)	Middle Level (GD04-GD07)	12	16.90
c)	Lower Level (GD08-G12)	56	78.87
	Total	**71**	**100%**

Source Author, 2014

From Table 4.1, the majority of our respondents were the lower cadres (GD08-G12) at 78.87%, followed by Middle management (GD04-GD07) at 16.90% and the top management (GD00-GD03) at 4.23%. This is expected given that lower level management are usually more than executives in most companies. The results show that the study was able to collect responses from all the levels of management in the company.

4.3.2 Length of Continuous Service

The Length of continuous service in the company has effect on the perception of the respondents.

Table 4.2 Length of service

Years	Number	Percentage%
One Year	5	7.04
Two Years	9	12.68
Three Years	12	16.90
Four Years	30	42.25
Five Years	15	21.13
Total	**71**	**100%**

Source Author, 2014

From Table 4.2, the majority of the respondents have served in the company for a period of four years i.e. 42.25%, followed by 21.13% for those who have served for five years, followed by 16.90% for those who have served for three years and lastly 12.68% and 7.04% for those who have served for two and one year respectively. The respondent's working duration at the company confirms that the respondents are knowledgeable with the company's operations and as such will give responses relevant to the study.

4.3.3 Level of Education

The respondents were asked to indicate their level of education because this might have an implication on their perception as the more learned an employee is the more they tend to question management and the level of education is also likely to impact on employee and organization performance.

Table 4.3 Level of education

S/no	Level	Frequency	Percentage%
a)	Primary	Nil	Nil
b)	Secondary	3	4.23
c)	Diploma	30	42.25
d)	Graduate	26	36.62
e)	Post Graduate	12	16.90
Total		**71**	**100%**

Source Author, 2014

From Table 4.3, most respondents have diploma level of education at, 42.25% followed by graduates at 36.62%, those who have secondary education were at 4.23%, post graduates were at 16.90% and primary education was nil. This means that the majority of staff have diploma education and above which implies that they are able to understand the concept of employee training and development and employee performance.

4.3.4 Gender

Gender has effect on the perception of the respondents. This is because the company has more male employees given that the nature of work is technical and therefore there is normally a low enrollment by females. When the respondents were questioned about their gender, the following was the outcome.

Table 4.4 Gender

Gender	Frequency	Percentage %
Male	39	54.93
Female	32	45.07
Total	**71**	**100%**

Source Author, 2014

From Table 4.4, it is indicated that the male respondents were the majority with a response rate of 54.93 % while the females had a response rate of 45.07%. These findings indicate that there were slightly more male respondents as compared to the females. This figure indicates that there is no significant variation of responses and that Geothermal Development Company is an equal opportunity employer.

4.3.5 Age Bracket

The respondents were asked to indicate their age bracket. This is because age indicates how long an employee may have served in GDC hence affect perception on the trainings one has undergone.

Table 4.5 Age Bracket

Age	Frequency	Percentage%
19-25 Years	3	4.23
26-35 Years	33	46.48
36-45 Years	20	28.17
46-55 Years	14	19.72
56 Years and Above	2	2.82
Total	**71**	**100%**

Source Author, 2014

From Table 4.5, most respondents were aged between 26 to 35 years at 46.48%, followed by 36 to 45 years at 28.17%, and then 46 to 55 years at 19.72%, and lastly those aged between 19 to 25 at 4.23 and 56 years and above were both at 2.82%. This shows that over 50% of employees are aged between 25-45 meaning most of the employees are experienced and understand the aspect of training and development and its relation to

employee performance.

4.3.6 Terms of Employment

The respondents were asked to indicate their terms of employment. This is because it may affect perception on the trainings one has undergone.

Table 4.6 Terms of employment

Terms of employment	Number	Percentage%
Permanent	65	91.55
Contract	4	5.63
Casual	2	2.82
Total	**71**	**100%**

Source Author, 2014

From Table 4.6, most respondents were permanent employees at 91.55%, while those on contract and casual basis were at 5.63% and 2.82% respectively. This shows that the response was a true representation of the whole company as most employees are employed on permanent basis.

4.3.7 Department

The study sought to find out the department of the respondents.

Table 4.7 Department

Department	Number	Percentage%
Technical	46	64.79
Support	25	35.21
Total	**71**	**100%**

Source Author, 2014

From Table 4.7, most respondents were from technical departments at 64.79% while 35.21% were from support departments. This coverage is adequate enough for the whole company and shows a proper representation.

4.4 Training and Development

The general objective of the study was to establish the relationship between training and development and employee performance at Geothermal Development Company. This section therefore deals with factors of training and development in Geothermal development Company.

4.4.1 Participation in Training since Employment

The respondents were asked to indicate if they had undergone any training since joining current employment.

Table 4.8 Participation in Training

Variable	Frequency	Percentage %
Yes	69	97.18
No	2	2.82
Total	**71**	**100**

Source Author, 2014

From Table 4.8, those who have participated in training since employment were at 97.18% while those who had not undergone any training were at 2.82%. This means that the organization believes in training and almost all employees have undergone training and so can question whether training and performance are related.

4.4.2 Key Training Attended

The respondents were asked if they had undergone any of the mentioned key training since joining GDC.

Table 4.9 Key trainings attended

No.	Course	Frequency	Percentage %
a)	Corporate Leadership and Governance	10	15.87
b)	Senior Management Course	20	31.75
c)	Defensive driving and first aid	5	7.94
d)	Strategic Management Course	2	3.17
e)	Management Development Programme for Executive Assistants	7	11.11
f)	Customer care	6	9.52
g)	Diploma	8	12.70
h)	Masters	5	7.94
	Total	**63**	**100%**

Source Author, 2014

From Table 4.9, the most attended training was senior management course at 31.75%, followed by Corporate Leadership and Governance at 15.87%, then Diploma at 12.70% , Management development programme for executive assistants at 11.11%, Masters at 9.52% , customer care at 7.94%, defensive driving at 7.94%, and finally Strategic Management Course at 3.17% . This means that the majority of staff has undergone senior Management Course and therefore the currently highly valued course. The type of training undertaken helps reflect the future prospects of training in the organization.

4.3.3 Training and Development in GDC

The respondents were asked to rate the factors on a scale of 1 to 5; (1: Strongly Disagree 2. Disagree, 3: Neutral e, 4: Agree, 5: Strongly Agree) to show the extent to which the employees agreed to the various training and development activities in the company. Means for the factors were established in order to provide a generalized feeling of all the respondents. Means greater than 1 and less than 1.5 implied that the employees strongly disagreed with the training and development activities in the company, means greater than 1.5 and less than 2.5 implied that the employees disagreed with the training and development activities leadership, Means greater than 2.5 and less than 3.5 implied that the training and development activities was neutral. Means greater than 3.5 and less than 4.5 implied that the employees agreed with the training and development activities while means greater than 4.5 implied that the employees strongly agreed to the training and development activities.

The standard deviation on the other hand describes the distribution of the responses in relation to the mean. It provides an indication of how far the individual responses to each factor vary from the mean. A standard deviation of more than 1 indicates that there is no consensus, greater than 0.5 and less than 1, indicates that the responses are moderately distributed, while less than 0.5 indicates that they are concentrated around the mean. A standard deviation of more than 1 indicates that there is no consensus on the responses obtained. The results are indicated in the Table 4.10.

Table 4.10 Perception about training and development

Perception about Training& Development	Mean	Std. Deviation
I am aware of the existence of a training and development policy	4.32	1.39
I share knowledge with other employees after training	4.96	0.36
I am evaluated upon completion of a course	2.28	1.16
Self-development and improvement: I have enrolled for further studies	4.58	0.97
I have a career plan	3.11	1.02
Job rotation: I have worked in different sections/departments/areas in GDC	4.68	0.86
I have a mentors and/or coacher at my workplace	3.93	1.50
	3.98	1.23

Source Author, 2014

Respondents were asked if the organization has a training policy in place, the Mean was 4.32 this indicates that respondents agree that the respondents are aware of the existence of a training and development policy in the organization. Respondents were of the view that upon the completion of their training, they share what they have learned with other employees with a mean score of 4.96. Respondents were also asked if they are evaluated after training, the Mean was 2.28 this indicates that the respondents disagree that training evaluation is accorded high priority in the organization. Respondents were asked if they have enrolled for further studies, the Mean was 4.58. This indicates that respondents strongly agree that they embrace self-development. When Respondents were asked if they have a career plan, the Mean was 3.11. This indicates that the respondents were neutral about the career paths. Respondents were asked if they have worked in different sections/departments/areas in the company, the Mean was 4.68. This indicates that respondents strongly agree that there is job rotation. Respondents were asked if they have a mentor and/or coach in the company, the Mean was 3.93 this indicates that the

respondents agree that they have mentors and coaches who help and guide them.

The standard deviation for perception that the employees are aware of the existence of a training and development policy, are evaluated after training, they have a career plan, and have a mentor and/or coach in the company gave a standard deviation of 1.39,1.16,1.02 and1.50 respectively. This shows that there was no consensus from the employees on these perceptions because a number of employees are not aware of the existence of training and development policy, are not evaluated upon completion of a training, do not have career plans as well as mentors/coaches in the company.

The analysis above indicates that employees were of the view that upon the completion of their training, they share what they have learned with other employees. They also agreed that they have enrolled for further studies for self-development and improvement and had worked in different sections/departments/areas in GDC. They were also aware of the existence of a training and development policy in the organization. However, GDC employees were neutral about having career plans and disagreed that they are evaluated upon completion of training.

4.4 Employee Performance

The general objective of the study was to establish the relationship between training and development and employee performance in Geothermal development Company. This section therefore deals with factors of employee performance at Geothermal Development Company. The respondents were asked to rate the factors on a scale of 1 to 5; (1: Strongly Disagree 2. Disagree, 3: Neutral e, 4: Agree, 5: Strongly Agree) to show the extent to which the employees agreed to the various training and development activities in the company. Means for the factors were established in order to provide a

generalized feeling of all the respondents. Means greater than 1 and less than 1.5 implied that the employees strongly disagreed with the training and development activities in the company, means greater than 1.5 and less than 2.5 implied that the employees disagreed with the training and development activities leadership, Means greater than 2.5 and less than 3.5 implied that the training and development activities was neutral. Means greater than 3.5 and less than 4.5 implied that the employees agreed with the training and development activities while means greater than 4.5 implied that the employees strongly agreed to the training and development activities.

The standard deviation on the other hand describes the distribution of the responses in relation to the mean. It provides an indication of how far the individual responses to each factor vary from the mean. A standard deviation of more than 1 indicates that there is no consensus, greater than 0.5 and less than 1, indicates that the responses are moderately distributed, while less than 0.5 indicates that they are concentrated around the mean. A standard deviation of more than 1 indicates that there is no consensus on the responses obtained. The results are indicated in the Table 4.11.

Table 4.11 Level of Employee Performance

	Mean	Std. Deviation
I am dependable and I deliver results both when working alone and in a group	4.85	0.21
I report progress and highlight any issues/challenges or changes to plan in a timely manner	4.72	0.00
I am effective at identifying problems, breaking them down and proposing solutions	3.97	0.01
I deliver on work assigned within stipulated timelines	4.78	0.98
I understands work processes and produces quality work as expected	5.00	0.67

I initiate workable ideas, techniques, solutions as well as demonstrate self-motivation	4.39	1.00
I share knowledge/expertise & experience to help the wider team	4.96	0.40
I give feedback that helps others to improve	3.79	0.00
I am open to receive constructive feedback	4.14	1.20
I build good relationships across the company, demonstrate self-control & patience when working with colleagues	4.79	0.00
I provide support and input for achievement of goals as well as contribute in meetings	4.67	0.41
I demonstrates knowledge of the job; upholds work ethics; understand processes and I am able to make good judgment	5.00	0.56
I demonstrates honesty, openness, and provides accurate information; can be trusted with sensitive information; willingness to take a courageous stand	4.82	0.41
I log in and log off on time	5.00	0.34
I am good at listening & understanding others	4.32	0.01
I communicate views, ideas and questions clearly and concisely, both verbally and in writing	4.31	0.02
I am able to organize, prioritize work and effectively manage my time and delegate where applicable	5.00	0.54
I identify and demonstrates areas of self-development, with visible improvement	4.58	0.45
I motivate, mentor and inspire others I motivate, mentor and inspire others	3.93	1.30
I am able to handle disagreements/conflicts between individuals or teams in a responsible and professional manner	3.75	1.11
	4.54	**1.28**

Source Author, 2014

The respondents were asked if they are dependable and deliver results both when working alone and in a group, the mean was 4.85. This indicates that the respondents strongly agree that they are committed to work. Respondents were asked if they report progress and highlight any issues/challenges or a change to plan in a timely manner, the Mean was 4.72. This indicates that respondents strongly agree that they report progress. The respondents were asked if they are effective at identifying problems, breaking them down and proposing solutions, the mean was 3.97. This indicates that respondents agreed that they do identifying and resolving problems. The respondents were asked if they deliver on work assigned within stipulated timelines, the mean was 4.78. This indicates that the respondents strongly agree that they meet deadlines. The respondents were asked if understands work processes and produces quality work as expected, the mean was 5.00. This indicates that respondents strongly agree that they are competent & productive. The respondents were asked if they initiate workable ideas, techniques, solutions as well as demonstrate self-motivation, the mean was 4.39. This indicates that respondents agree that they initiate and are creative in the organization.

The respondents were asked if they share knowledge/expertise & experience to help the wider team, the mean was 4.96. This indicates that the respondents strongly agree that they share knowledge. Respondents were asked if they give feedback that helps others to improve, the mean was 3.79. This indicates that respondents agree that they give feedback. The respondents were asked if they are open to receive constructive feedback, the mean was 4.14. This indicates that respondents agreed that they are open to feedback and criticism. The respondents were asked if they build good relationships across the company, demonstrate self-control & patience when working with colleagues, and the mean was 4.79. This indicates that the respondents strongly agree that they create work place harmony. The respondents were asked if they provide support and input for

achievement of goals as well as contribute in meetings, the mean was 4.67. This indicates that respondents strongly agree that they promote team spirit in the organization.

The respondents were asked if they demonstrate knowledge of their job; uphold work ethics; understand processes and are able to make good judgment, the mean was 5.00. This indicates that the respondents strongly agree that they are professionals. Respondents were asked if they demonstrate honesty, openness, and provide accurate information; can be trusted with sensitive information; willingness to take a courageous stand, the mean was 4.82. This indicates that respondents strongly agree that they have integrity. The respondents were asked if they log in and log off on time, the Mean was 5.00. This indicates that respondents strongly agreed that they are punctual. The respondents were asked if they listen and understand others, the mean was 4.32. This indicates that the respondents agree that they possess good listening skills. The respondents were asked if they communicate views, ideas and questions clearly and concisely, both verbally and in writing, the mean were 4.31. This indicates that respondents agree that they have good communication skills.

The respondents were asked if they are able to organize, prioritize work and effectively manage their time and delegate where applicable, the mean was 5.00. This indicates that the respondents strongly agree that they effectively plan and organize their work. Respondents were asked if they identify and demonstrates areas of self-development, with visible improvement, the mean was 4.58. This indicates that respondents strongly agree that they do develop themself. The respondents were asked if they motivate, mentor and inspire others, the mean was 3.93. This indicates that respondents agreed that they do motivate and inspire others. The respondents were asked if they able to handle disagreements/conflicts between individuals or teams in a responsible and professional

manner, the mean was 3.75. This indicates that the respondents agree that they resolve conflicts.

Generally the level of performance of employee in GDC is high leading to a mean score of 4.5. The standard deviation about initiative & creativity, openness to feedback & criticism, motivating & inspiring others, conflict Resolution was above 1 meaning there was no consensus. The standard deviation about commitment to work, reporting progress, identifying and resolving problems, meet deadlines, competency& productivity, share knowledge, give feedback, creating work place harmony promoting team spirit in the organization, professionalism, integrity, punctual, good listening skills, good communication skills, effectiveness in planning and organizing their work and self-development, were all 0 and below. This shows that employees have a consensus about the variables thus indicating that training is a very important aspect to the employees in GDC.

From the above analysis, GDC employees agreed that they understands work processes and produces quality work as expected, demonstrates knowledge of the job; upholds work ethics; understand processes and are able to make good judgment. Most employees also agreed that they log in and log off on time, are able to organize, prioritize work and effectively manage my time and delegate where applicable, they share knowledge/expertise & experience to help the wider team, are dependable and deliver results both when working alone and in a group. They also agreed that they demonstrate honesty, openness, and provides accurate information; can be trusted with sensitive information; willingness to take a courageous stand, build good relationships across the company, demonstrate self-control & patience when working with colleagues as well as deliver on work assigned within stipulated timelines. They also

agreed that they report progress and highlight any issues/challenges or changes to plan in a timely manner, report progress and highlight any issues/challenges or changes to plan in a timely manner, are good at listening & understanding others, communicate views, ideas and questions clearly and concisely, both verbally and in writing, initiate workable ideas, techniques, solutions as well as demonstrate self-motivation. Most employees also agreed that they are effective at identifying problems, breaking them down and proposing solutions, motivate, mentor and inspire others, and are able to handle disagreements/conflicts between individuals or teams in a responsible and professional manner as well as give feedback that helps others to improve.

4.5 Relationship between Training and Development and Employee Performance

Table 4.12 Correlations

		Training and Development (Score out of 71)	Employee Performance (Score out of 71)
Training & Development (Score out of 71)	Pearson Correlation Sig. (2-tailed) N	1 20	0.822 0.001 20
Employee Performance (Score out of 71)	Pearson Correlation Sig. (2-tailed) N	0.822 0.001 20	1 20

Source Author, 2014

From the Correlations table, it can be seen that the correlation coefficient (r) equals 0.882, indicating a strong relationship, as concluded earlier. p< 0.001 and indicates that the coefficient is significantly different from 0. It can be concluded that there is evidence

that employee performance has a direct relationship with training and development(r = 0.88, p <0.001) at GDC.

4.6 Discussion of Findings

The study sought to establish the relationship between training and development and employee performance in Geothermal Development Company. The results indicate a direct relationship exists between training and development and employee performance in Geothermal Development Company from the correlations table. The findings do share some common themes with the literature review on the relationship between training and development and employee performance in Geothermal Development Company. The result of Nonaka, I. and Takeuchi, H. (1995) study depicted a positive correlation between training and development and employee performance as predicted from his finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firms are able to meet its employees job related needs in timely fashion.

According to Dessler (2005), training increases the knowledge of employees because an employee cannot work well without adequate knowledge; in some ways it can be acquired in informal ways by experience in the job but usually it is imparted more quickly and accurately by formal training. The job analysis also always shows what knowledge is required. Employees are also able to perform when they have the adequate skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the findings as explained in the data analysis for this study and the interpretation of their relevance in the making if the right decision in this study. The Summary and the findings will also answer the research questions and assess the objectives of this research study.

5.2 Summary of Findings

There are so many studies that have been done on training and development but not so many of them have been conducted in Kenya in relation to employee performance .This study therefore bridges the gap by examining the relationship between training and development and employee performance.

The results show that the study was able to collect responses from all the levels of management in the company. The respondent's working duration at the company confirms that the respondents are knowledgeable with the company's operations and as such will give responses relevant to the study. Majority of staff have diploma education and above which implies that they are able to understand the concept of employee training and development and employee performance. The findings indicate that there were slightly more male respondents as compared to the females. The results shows that over 50% of employees are aged between 25-45 meaning most of the employees are experienced and understand the aspect of training and development and its relation to employee performance. The findings show that the response was a true representation of the whole company as most employees are employed on permanent basis. Most

respondents were from technical departments while few were from support departments. This coverage is adequate enough for the whole company and shows a proper representation.

GDC believes in training and development. The majority of staffs have undertaken senior management course and therefore the currently highly valued course. The company invests in the training and development of employees to improve performance perceived to be for employee performance. Employees were of the view that upon the completion of their training, they share what they have learned with other employees. They also agreed that they have enrolled for further studies for self-development and improvement and had worked in different sections/departments/areas in GDC. They were also aware of the existence of a training and development policy in the organization. However, GDC employees were neutral about having career plans and disagreed that they are evaluated upon completion of training.

Nevertheless most employees strongly agreed that they embrace self-development, have worked in different sections/departments/areas in the company. A number of employees also agreed to having mentors and coachers who help and guide them but were neutral about their career paths.

GDC employees agreed that they understands work processes and produces quality work as expected, demonstrates knowledge of the job; upholds work ethics; understand processes and are able to make good judgment. Most employees also agreed that they log in and log off on time, are able to organize, prioritize work and effectively manage my time and delegate where applicable, they share knowledge/expertise & experience to help the wider team, are dependable and deliver results both when working alone and in a group. They also agreed that they demonstrate honesty, openness, and provides

accurate information; can be trusted with sensitive information; willingness to take a courageous stand, build good relationships across the company, demonstrate self-control & patience when working with colleagues as well as deliver on work assigned within stipulated timelines. They also agreed that they report progress and highlight any issues/challenges or changes to plan in a timely manner, report progress and highlight any issues/challenges or changes to plan in a timely manner, are good at listening & understanding others, communicate views, ideas and questions clearly and concisely, both verbally and in writing, initiate workable ideas, techniques, solutions as well as demonstrate self-motivation. Most employees also agreed that they are effective at identifying problems, breaking them down and proposing solutions, motivate, mentor and inspire others, and are able to handle disagreements/conflicts between individuals or teams in a responsible and professional manner as well as give feedback that helps others to improve. From the Correlations table, it can be concluded that there is evidence that employee performance has a direct relationship with training and development at GDC.

5.3 Conclusion

After carrying out the research on the perception of employees on the relationship between training and employee performance in Geothermal Development Company, the researcher can conclude that training of employees is a very important factor to both the organization and the employees this is because training and development leads to staff commitment, builds competency, enhances skills and enables employees to cope with emerging new technologies. These factors have been able to motivate employees and built their confidence. Employees now are able to enhance work performance, meet the set targets and offer quality services by being creative and innovative and thus the

organization benefits through improved services to its customers, and it shows that the human resources are a valued resource that has to be trained and developed because no one employee is employed with the right skills, they have to be trained and developed to know what the organization requires in terms of its vision.

5.4 Recommendations for Policy and Practice

Geothermal Development Company should focus on training and developing employees in order to improve their performance. This will affect quality of work, efficiency in operations, retention of employees, customer satisfaction and to increase competitive edge. This study also recommends that Geothermal should sensitize their employees on the existence of a training and development policy, encourage job rotation, encourage mentorship and coaching as well as evaluate employees upon completion of each training sponsored by the company. These factors are, among others, establishing direction, developing a culture that encourages excellent performance. This will in turn greatly influence the strategy implementation process of the organization with regard with achieving its set goals.

The policy makers need to include employees in the formulation of training and development plans and strategies. This will help to ensure that employees understand the goals, and promotes acceptance of challenging objectives that they help define. In addition, the policy makers need to consider how to recognize and encourage contributions that exceed expectations. Leaders need to use routine discussions about performance and feedback sessions to learn which aspects of the job hold the most interest for each employee and which tasks are most challenging. During such discussions, leaders can define what going above and beyond the call of duty looks like and generate ideas for rewarding such contributions. In order to increase performance, the

leaders need to enable employees to experience success over the long term. It should facilitate congruence between training and development in the company and other life commitments. The leaders should also value the expertise of experienced employees.

5.5 Recommendations for Further Research

Geothermal Development Company should popularize its training and development policy to all employees so that they can be able to understand the training aspect of the organization and how the training needs assessment is important in helping the organization plan and fund the appropriate trainings. GDC should also draw an effective and efficient training programme for its employees so as to be able to carry out training impact assessments during evaluations. The employees should acquire the knowledge and skill which will assist them in improving their performance by applying for relevant courses depending on the organizations objectives, strategies and policies.

5.6 Limitations of the Study

A key challenge while undertaking this study was the wide spread branch network distribution which required extensive travel and other related expenses. This was however managed through proper planning and coordination with the various respondents hence ensuring limited time was lost in the process.

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Appendix I: Questionnaire

SECTION A: BACKGROUND INFORMATION

(Please tick appropriately)

1. Level of management

Senior Level (GD00-GD03)	Middle Level (GD04-GD07)	Lower Level (GD08-G12)

2. Length of your continuous service in the company?

One Year	Two Years	Three Years	Four Years	Five Years

3. What is your highest level of education?

Primary	Secondary school	College (Diploma)	Graduate (Degree)	Post Graduate

4. What is your Gender: Male [   ]   Female [   ]

5. What is your Age bracket?

Between 19-25 Years	Between 26- 35 years	Between 36- 45 years	Between 46- 55 years	56 years and above

6. On what terms are you employed?

Permanent	Contract	Casual

7. Department………………………………………………………………….

Support	Technical

SECTION B: TRAINING AND DEVELOPMENT

8. Have you had any form of training since you joined GDC?

Yes   [ ]   No   [ ]

9. If Yes, indicate with a () against the training you have undergone and (x) if not attended in the following areas.

No.	Training	Remark
1.	Corporate Leadership and Governance	
2.	Senior Management Course	
3.	Defensive driving and first aid	
4.	Strategic Management Course	
5.	Management Development Programme for Executive Assistants	
6.	Customer care	
7.	Diploma	
8.	Masters	

10. How do you agree with the following statements? Use 5=Strongly Agree, 4=agree, 3=Neutral 2= disagree and 1=strongly disagree

TRAINING	(1)	(2)	(3)	(4)	(5)
Training & Development Policies **(I am aware of the existence of training and development policy)**					
Sharing Knowledge **(When I arrive from training, I share what I have learned with other employees)**					
Training evaluation **(I have been evaluated upon completion of a course)**					
DEVELOPMENT	(1)	(2)	(3)	(4)	(5)
Developing oneself **(I have enrolled for further studies)**					
Career Development **(I have a career plan)**					
Job rotation **(I have worked in different section/departments/areas in GDC)**					
Coaching and Mentoring **(I have a mentor and/or coach at my workplace)**					

SECTION C: EMPLOYEE PERFORMANCE

11. Kindly rate the parameters in a scale of 1 - 5 where 1-Strongly Disagree, 2 – Disagree, 3 - Neutral, 4 Agree and 5 – Strongly Agree.

DELIVERY	(1)	(2)	(3)	(4)	(5)
Commitment to work **(I am dependable and I deliver results both when working alone and in a group)**					
Reporting Progress **(I report progress and highlight any issues/challenges or changes to plan in a timely manner)**					
Identifying and resolving problems **(I am effective at identifying problems, breaking them down and proposing solutions)**					
Meeting deadlines **(I deliver on work assigned within stipulated timelines)**					
Technical Competence & Productivity **(I understands work processes and produces quality work as expected)**					
Initiative & Creativity **(I initiate workable ideas, techniques, solutions as well as demonstrate self-motivation)**					
WORKING WITH OTHERS	(1)	(2)	(3)	(4)	(5)
Knowledge Sharing **(I share knowledge/expertise & experience to help the wider team)**					
Giving Feedback **(I gives feedback that helps others to improve)**					
Open to feedback & criticism **(I am open to receive constructive feedback)**					
Creating work place harmony **(I build good relationships across the company, demonstrate self-control & patience when working with colleagues)**					
Team spirit **(I provide support and input for achievement of goals as well as contribute in meetings)**					

CORPORATE CULTURE	(1)	(2)	(3)	(4)	(5)
Professionalism **(I demonstrates knowledge of the job; upholds work ethics; understand processes and I am able to make good judgment)**					
Integrity **(I demonstrates honesty, openness, and provides accurate information; can be trusted with sensitive information; willingness to take a courageous stand)**					
Punctuality **(I log in and log off on time)**					
COMMUNICATION	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
Listening **(I am good at listening & understanding others)**					
Clear Communication **(I communicate views, ideas and questions clearly and concisely, both verbally and in writing)**					
LEADERSHIP & PERSONAL DEVELOPMENT	**(1)**	**(2)**	**(3)**	**(4)**	**(5)**
Planning & Organization **(I am able to organize, prioritize work and effectively manage my time and delegate where applicable)**					
Developing oneself **(I identify and demonstrates areas of self-development, with visible improvement)**					
Motivating & Inspiring **(I motivate, mentor and inspire others)**					
Conflict Resolution **(I am able to handle disagreements/conflicts between individuals or teams in a responsible and professional manner)**					

Thank you for your contribution.

Appendix II: Approval to Collect Data