PERCEPTION OF THE EMPLOYEES OF KENYA POWER AND LIGHTING COMPANY LTD ON THE EFFECTIVENESS OF TRAINING AND DEVELOPMENT PROGRAMMES

CAROLINE ATIENO ODHIAMBO

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

AUGUST 2011

DECLARATION

This MBA research project is my original work and has not been submitted for the award of a degree in any other university.

Signature: ....

Date .... 8|11|2011 ....

CAROLINE ATIENO ODHIAMBO

D61/61886/2010

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

Signature: ....

Date: .... 8|4|2011 ....

FLORENCE MUINDI

ACKNOWLEDGEMENTS

DEDICATION

I dedicate this project to three exceptional women:

My beloved mother **Mrs. Rose Odhiambo** for upholding me with her faithful prayers and constant encouragement throughout the programme. Thank you for walking with me every step of this long journey. You have always been an invaluable source of strength and I thank God so much for you.

My remarkable former high school principal **Mrs. Rebecca Karanja** for truly inspiring me to continually strive to be all that I can be. "Success does not just happen but it is made to happen through a lot of hard work and sacrifice." I am perpetually grateful to you.

The late Prof. Wangari Maathai who passed on when I was in the final stages of this project. You were a bold trailblazer and an exemplary role model especially for the women of this nation. Your academic excellence and selfless service will inspire many to reach greater heights in life. As long as you remain in our memories, your legacy lives on.

ABSTRACT

The purpose of this study was to establish the employees' perception of the effectiveness of the training and development programmes at Kenya Power and Lighting Company Ltd. Perception of employees of the effectiveness of the training and development function is of strategic importance as employees are the driving force behind any successful productivity. If staff perception of what is expected of them is consistent with the actual expectations of the organization, then the result is effective performance. Employees form a major stakeholder group in any organization. However, their productivity and performance is dependent on their degree of motivation. This can be influenced by how they perceive and interpret various initiates that may be introduced by the company; a critical one in this regard being training and development.

According to Jackson et al (2009), training and development programmes improve the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development activities are also means for employers to address the employees' needs. By offering training and development opportunities, employers help employees develop their own competitive advantage and ensure long term employability.

The research design used was a descriptive survey. The target population was the staff working at Kenya Power and Lighting Company Ltd headquarters office in Stima Plaza, Nairobi. The number selected for this study was 106 though 80 questionnaires were filled and returned. This shows a 75% response rate. Primary data was collected by use of semi-structured questionnaires consisting of both open-ended and closed-ended questions. The questionnaire consisted of three

sections. Data was checked for completeness and accuracy before analysis. Descriptive statistics such as mean, mode, standard deviation, percentage and frequency were used to analyze the various responses of employees on their perception of various aspects of the training and development programmes. Presentation of findings was by means of pie charts, bar graphs and tables.

Respondents of different ages were involved in the study though most of the respondents were between 30-39 years. The respondents had served for different periods of time in the company with majority of the respondents having worked for between 6-10 years. Majority of the respondents were aware of the existence of training and development programmes at Kenya Power and Lighting Company Ltd and had attended some form of training since joining the company. On average, respondents agree that training and development makes them more effective in their work and that clarity of objectives is good. They disagree that there is fairness in choosing participants, that the programmes are frequent enough and that employees are involved in choosing training topics. They rated level of comprehension of content, extent of linkage of objectives to corporate goals, effectiveness of evaluation, feedback and implementation of staff suggestions, on-job training, new employee orientation and commitment of management to continuous improvement of training and development programmes as average. They rated guidance and counseling sessions and education sponsorships as poor. Overall, majority of the respondents rated training and development programmes at Kenya Power and Lighting Company Ltd as average.

The factors cited by most respondents as influencing the effectiveness of training and development programmes include top management's commitment to promote a learning culture,

company policy and legislation, education background of the workers, perception of employees towards training and development programmes and individual motivation.

It is important for management and particularly the Training and Development Department to ensure fairness in choosing participants, implement staff suggestions for the improvement of training and development programmes, involve employees in choosing training topics among other recommendations offered herein to improve the employees' perception of the effectiveness of training and development programmes at Kenya Power and Lighting Company Ltd.

TABLE OF CONTENTS

CHAPTER THREE: RESEARCH METHODOLOGY

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

APPENDIX 1   Questionnaire

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE: INTRODUCTION

1.1   Background of the Study

Most Japanese organizations are committed to continuous development of their human resources. Large companies in Japan follow a philosophy of life time education. An individual's training is not seen as a one – time affair at the time of his recruitment, but as an on-going process. Whenever a new technology or production process is introduced, workers and managers are retrained to enable them to master it (Nair and Rao, 2000). Human resource development function is growing in importance and influence due to; growing budgets that make human resource the greatest single expenditure in most organizations, consequences of improper and ineffective human resource practices, vast potential for using human resource to enhance productivity, improve quality, spur innovations, contain costs and satisfy customers and finally integration of human resource into the mainstream functions in the organization (Phillips, 1996).

Appreciation of the importance of training and development in recent years has been greatly influenced by the rapid globalization and the relative success of economies such as Japan, Germany and Sweden that considerably emphasize investment in employee development. Huang (2001) states that an educated and well-trained workforce is considered to be essential to the maintenance of a firm's competitive advantage in a global economy. Pettinger (2002) asserts that to be effective, all training and development programmes require specific, precise and clear aims and objectives. Training, like any other Human Resource Management function, can be very wasteful if

not carefully planned, implemented and supervised. Without a logical and systematic approach, some training may be given which is not necessary or too modest to have any significant impact. Training focuses on imparting short-term knowledge and skills to enable employees perform in their current job while development has a long-term focus to prepare the employee to take on greater responsibilities in future. Cole (1997) argues that human resources are the most important and the most dynamic of all organization's resources. He identifies benefits of training and development as: improved services to customers, greater commitment of staff, improvement of existing skills, knowledge and experience of employees and improvement in productivity.

According to Arnold and Feldman (1986) if staff perception of what is expected of them is consistent with the actual expectations of the organization, then the result is effective performance. They further add that employees may have been consumed by receiving certain information at certain times or under certain circumstances which distort perception, resulting in behaviour that is inappropriate or undesirable from the organization's standpoint. Employees form a major stakeholder group in any organization. However, their productivity and performance is dependent on their degree of motivation. This can be influenced by how they perceive and interpret various initiates that may be introduced by the company; a critical one in this regard being training and development.

1.1.1 Training and Development

Armstrong (2003) defines training as the use of systematic and planned instruction and development activities to promote learning, which is the process by which a person acquires new knowledge, skills and capabilities. Dessler (2005) defines training as the methods used to give new or present employees the skills they need to perform their jobs. Development is often viewed as a broad, ongoing multi-faceted set of activities (training activities among them) used to bring someone or an organization up to another threshold of performance. Some view development as a life-long goal and experience. Development focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future (Nadler, 1984).

Training is any learning activity which is directed towards the acquisition of specific knowledge and skills for the purposes of an occupation or task. Development is any learning activity which is directed towards future needs rather than present needs, which is concerned more with career growth other than immediate performance. The focus of development tends to be primarily on an organization's future manpower requirements, and secondly on the growth needs of individuals in the workplace. Both training and development are concerned, in varying degrees, with the acquisition of knowledge, understanding, skills and attitudes (Cole, 1997). Training normally assists people to improve their abilities in a particular job while development relates to the improvement of a person's overall capacity to pursue a career. Development enhances the general potential of the employee (Bennet, 1994).

1.1.2 Employee Perception

Perception of employees of the effectiveness of the training and development function is of strategic importance as employees are the driving force behind any successful productivity. Perception can be defined as the process by which people select, organize and interpret sensory stimulation into a meaningful and coherent picture of the world (Berelson and Steiner, 1964). Perception is about receiving, selecting, acquiring, transforming and organizing the information supplied by our senses (Barber and Legge, 1976). Daft (2000) defines perception as the process people use to make sense out of their environment by selecting, organizing and interpreting information from the environment. He asserts that employee perception of any aspects of their employment will be a function of the intensity or repetitiveness of that aspect. The reason perception affects the organizational process is because if the employees can't perceive the goal or the aim of the organization properly then they might not be working towards it either and if they are not working towards it then that organization faces a gap between what is required of the people and what is actually being done.

Gilliland (1998) stresses that the best learning takes place when the individual and the company agree on the benefit likely to be gained by the individual undertaking a learning activity of some sort. Bennet (1997) stresses that managers must understand the process of perception in order to ensure employees perceive the organization's objectives in a similar manner, appreciate workers' grievances and complaints from their point of view and to improve communication between managers and their subordinates by interpreting things the same way. Rhodes and Eiseneberger (2002) note that staff perception in any

organization is important as these perceptions influence organizational performance and output. It is important to note that perception is not necessarily based on reality, but is merely a perspective from a particular individual's view of a situation.

In dealing with the concept of organizational behaviour, perception becomes important because 'people's behaviour is based on their perception of what reality is, not on reality itself; the world as it is perceived is the world that is behaviourally important' (Robbins et al 2004, p.132). People select, analyze and interpret sensory stimuli. The whole process is influenced by many factors, including their expectations, wants, background, experiences, values, beliefs, interests, attitudes, general views and the incentives they are offered. A compromise exists between what can be seen and what an individual is conditioned to see, will see, or will avoid seeing. Paauwe and Richardson (1997) concluded that positive perception of employees with respect to employee selection, training, personnel planning and reward has an effect on human resources management results like satisfaction, motivation, retention, trust and involvement.

1.1.3 Kenya Power and Lighting Company Ltd

The Kenya Power and Lighting Company Ltd is engaged in transmitting, distributing, and selling electricity. The company conducts its business in four principal Kenyan regions, namely, Nairobi, Coast, West Kenya, and Mount Kenya. The department charged with the responsibility of training and development is the Human Resource Development Department which falls under the Human Resources and Administration Division. This department also includes the Performance and Career Management section

5

that identifies training needs according to performance deficiencies. According to the company's website, Kenya Power and Lighting Company Ltd has over 7,000 employees. The company recruits and aims at retaining highly motivated professional staff in order to meet the corporate goals. Great importance is attached to ensuring that employees have requisite competencies to perform their work and also realize their potential through regular staff training and development programmes. On-the-job training is the foundation upon which all other training depends, and the company acknowledges the role experienced employees play in training their colleagues.

Some of the recent changes that have occurred in the company include acquisition of ISO certification, organizational culture change and corporate rebranding, change of work processes which has seen the introduction of the Prepaid Metering Project among others. In view of the foregoing, there is need for trained personnel to provide rapid response capability to enable the company improve its service delivery. An article in the Daily Nation of Friday July 1, 2011 titled "Why Employees are the Real Force Behind Brand" states "As it unveiled the fresh logo last week, it announced that the change reflected growth, renewal and transformation, suggesting that the change was beyond physical. The transformation included the repackaging of employees to ensure that the new brand included fresh ways of doing things. The rebranding work begun in 2009 with the launch of corporate culture change training aimed at gradually inspiring workers to render more reliable and responsive services to customers."

1.2 Statement of the Problem

Organizations all over the world need to maximize the productivity of all resources i.e. physical, financial, information, time and human in order to be successful in the increasingly competitive and dynamic business world they operate in. The new business context is prompting senior management to take a greater interest in the development of their organization's human resources (Garavan, Costine and Heraty 1995). Just as equally important as investment in training and development programmes is employees' perception of the effectiveness of the training and development programmes since perception influences behaviour. Paauwe and Richardson (1997) concluded that positive perception of employees with respect to employee selection, training, personnel planning and reward has an effect on human resources management results like satisfaction, motivation, retention, trust and involvement.

Schiffman and Kanuk (2003) assert that individuals make decisions and take action based on what they perceive to be the reality and as such it is important that organizations understand the whole notion of perception and its related concepts to more readily determine what factors influence people's behaviour. Daft (2000) asserts that the reason perception affects the organizational process is because if the employees can't perceive the goal or the aim of the organization properly then they might not be working towards it either and if they are not working towards it then that organization faces a gap between what is required of the people and what is actually being done. Bennet (1997) stresses that managers must understand the process of perception in order to ensure employees perceive the organization's objectives in a similar manner, appreciate workers'

grievances and complaints from their point of view and to improve communication between managers and their subordinates by interpreting things the same way.

Kenya Power and Lighting Company Ltd seeks to promote a learning organization and has a fully-fledged department that deals with staff training and development called the Human Resource Development department. As mentioned earlier, the company has undergone several changes in the recent past. The critical role of training and development in enabling employees at Kenya Power and Lighting Company Ltd to cope with these changes cannot be overlooked. More importantly, it is necessary to find out the employees' perception of the effectiveness of the training and development programmes at Kenya Power and Lighting Company Ltd in achieving the company's objectives since perception influences behaviour. The display of desirable behaviour like commitment, co-operation and motivation will be a function of positive perception of the training and development programmes. Arnold and Feldman (1986) stress that if staff perception of what is expected of them is consistent with the actual expectations of the organization, then the result is effective performance.

Extensive review of literature reveals that several studies have been done in the area of training and development. Musili (2010) looked at the perceived effectiveness of training and development on influencing performance of in-flight attendants at Kenya Airways Ltd and found that in general, the in-flight attendants felt they were well-equipped by the training and development programmes offered by the company. Waruguru (2010) studied the strategic human resource training and development practice for Co-operative Bank of Kenya. He reported that in the competitive banking industry, Co-operative Bank must

8

differentiate itself and develop a competitive advantage by employing strategic human resource training and development practices. Onyonka (2008) researched on the extent to which large manufacturing firms in Nairobi align their training and development programmes to their business strategies and revealed that the firms align their training and development programmes to their business strategies to a large extent.

While the previous studies looked at various aspects of training and development, they were done in the airline, banking and manufacturing industries. Research has not been done in the same context i.e. Kenya Power and Lighting Company Ltd which is unique in that it is the only parastatal in the country that is charged with transmitting, distributing and retailing electricity. The research will also cover all cadres of staff, both unionised and non-unionised. The study leads to the research question, "What is employees' perception of the effectiveness of the training and development programmes at Kenya Power and Lighting Company Ltd?"

1.3 Objectives of the Study

To establish the employees' perception of the effectiveness of the training and development programmes at Kenya Power and Lighting Company Ltd.

1.4 Significance of the Study

The findings of the study will be of importance to the Human Resource Development department at Kenya Power and Lighting Company Ltd. The findings will assist to diagnose the present perception of employees with respect to the effectiveness of the

training and development programmes hence they will be in a position to initiate and guide change if necessary. The Board of Directors and senior management of Kenya Power and Lighting Company Ltd will also use the findings to enhance formulation of relevant policies on training and development investment. The role of the Board of Directors and senior management in any company is to maximize shareholder value. This can only be achieved by a well-trained workforce that optimizes the productivity of the company. Relevant training and development policies therefore become critical.

Human resource practitioners in various organizations will use the study to enhance the correct perception of the training and development programmes in their organizations so as to maximize returns from training. Training programmes are expensive and companies always seek to gain from investment in training. Any constraints to achieving the effectiveness of the training and development caused by employees' perception must be addressed.

Students and future scholars will use the research findings as a source of knowledge and for reference when carrying out research in similar or related topics.

CHAPTER TWO: LITERATURE REVIEW

2.1 Training and Development

Any country with a highly trained workforce has a distinct advantage over those which have neglected this vital factor. The business environment is changing so rapidly that any country which is unable to develop its human resources at the same pace will inevitably decline (Betts, 2000). Recognition of the importance of training in recent years has been underscored by the rise in Human Resource Management (HRM) with its emphasis on the importance of people and the skills they possess in enhancing organizational efficiency. Such HRM concepts 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. There has also been more recognition of the need to complement the qualities of employees with the needs of the organization. Such concepts require not only careful planning but a greater emphasis on employee development. Indeed some commentators have seen this aspect of HRM as so important that they see Human Resource Development as a discipline in its own right and as important as HRM (Hall, 1984; Nadler, 1984).

Training and development is so critical that Storey (1999) asserts that companies that for whatever reasons are inclined to treat employees as a cost or commodity and who fail to invest in training and development activities cannot meaningfully be said to be practicing Human Resource Management. Indeed, for an organization that supports "Human Resource Management" and addresses the human resource implications of its strategic

11

positioning, training and development matters become investment decisions and operations that are as important as investments in new technology, relocation or entry into new markets (Beardwell and Holden, 1997). Morgan (1988) concurs with this position and asserts that in today's "information society", managers will have to find ways of developing and mobilizing intelligence, knowledge and creative potential of human beings at every level of the organization, become increasingly skilled in placing quality people in key places and developing their full potential. It will become increasingly important to recruit people who enjoy learning and relish change and to motivate employees to be intelligent, flexible and adaptive. Kanter (1992) expresses this need to develop people as a key lever in Human Resource Management, and makes the connection between the learning of organizational members and the survival and effectiveness of the organization.

The effective operation of any enterprise or system requires that the individuals involved learn to perform the functions of the current job at a satisfactory level of proficiency. An effective organization however, also requires that it has available within itself a pool of individuals who are qualified to accept increasing responsibilities to move into other jobs (usually at higher levels) with reasonable flexibility. This requires the development of personnel in areas that may not be important in their present position but that may be important in future position. Thus an organization needs to provide opportunities for the continuous development of employees, not only in their present jobs, but also for other jobs for which they might later be considered. The purposes of training can generally be grouped into three namely developing job knowledge and skills, transmitting information

and modifying attitudes (Nzuve and Singh, 1992). Training is the imparting of proficiencies and knowledge that are specifically related to a relatively narrow area of employment, whereas development implies individual growth and self realization in a broad area. Training is the helping of people to adapt to a role behaviour that will be useful to the organization (Nzuve, 1997).

Development refers to formal education, job experiences, relationships and assessment of personality and abilities that help employees prepare for the future. Since it is future oriented, it involves learning that is not necessarily related to the employee's current job development. It prepares employees for other positions in the company and prepares them to move into jobs that may not currently exist. It also helps employees prepare for changes in their current jobs that may result from new technology, work designs, new customers or new product markets (Noe, 2001). Armstrong (2003) defines training as the use of systematic and planned instruction and development activities to promote learning, which is the process by which a person acquires new knowledge, skills and capabilities. Dessler (2005) defines training as the methods used to give new or present employees the skills they need to perform their jobs. Development is often viewed as a broad, ongoing multi-faceted set of activities (training activities among them) used to bring someone or an organization up to another threshold of performance. Some view development as a life-long goal and experience. Development focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future (Nadler, 1984).

13

2.2 Training and Development Programmes

Design of effective training and development programmes must bear in mind what the organization seeks to achieve, what the participants must achieve, the content required to achieve the objectives, the structure of the content, the learning methods to be employed, the people to conduct the training, where and when the training should take place, the extent to which participants should be consulted about the nature and scope of the programme and how the success of the programme should be evaluated. Training programmes can adopt off-the-job methods like lectures/talks, classroom instruction, programmed instruction, group discussions, case study analysis and simulation exercises or on-the-job methods like job instruction, learning from experienced workmates, coaching/counseling, delegation, secondments and special projects. An important point to be considered when selecting one or another of the above mentioned methods is the degree of freedom to learn allowed to the trainees concerned. (Cole, 1997).

Training and development programmes in an organization are a dual activity. The organization is responsible for providing an atmosphere that will support and encourage change while the individual is responsible for deriving maximum benefit from the learning opportunities provided. In order for the organization to realize massive profits from well executed training programmes, a lot of energy must be expended on both planning and evaluation (Okumbe, 2001). Cole (1997) argues that training and development job is never finished so long as the organization remains in business. He identifies that training is not a 'one stop process." Bruce (1992) states that training is a motivator and essential to acquiring and maintaining skills necessary for optimal job

14

performance. He adds that training and development is critical to the satisfaction and performance of employees at all levels of the organization.

Evaluation of training and development programmes is critical. Evaluation means to assess the value or worth of something. In addition to assessing training and development programmes in terms of merit and worth, evaluators are interested in the process and outcomes of training and development. When a trainer assesses the training process he is basically finding out about the training activity and looking for basic improvements to the training. This is the 'formative evaluation'. If the trainer is assessing the ultimate outcomes of the training i.e. enquiring 'did we do the right thing in the first place?', then he is attempting to evaluate the worth of the activity and this is 'summative evaluation' because it takes place at the conclusion of an event and reviews it as a whole. Taking a systems view of the evaluation of training and development programmes, the programme aims, content and learning methods represent inputs, the programme implementation represents the process and the programme results represent the outputs. The outputs may represent either intended outcomes, as expressed in the programme objectives, or unintended outcomes, which the designers had not anticipated (Cole, 1997).

Nzuve (1997) defines evaluation of training as the systematic collection of descriptive and judgmental information necessary to make effective training decision in relation to the selection, adoption and modification of various instructional activities. The criteria for evaluating training programmes are determined by the training objectives. Many training programmes try to accomplish several objectives such as behaviour change and

15

provision of new information. Some of the criteria for evaluating training programmes are reactions, learning, behaviour and results. The subject matter of evaluation is extensive. It embraces not only the trainees and the trainers, but also the learning context, the course content, the learning methods employed and the materials used in the programme. Each of the above factors gives rise to further issues for evaluators when assessing the effectiveness of a programme. A comprehensive evaluation would cover most, if not all, of these issues. A practical evaluation would cover selected factors only e.g. course content and structure (Cole, 1997).

According to Jackson et al (2009), training and development programmes improve the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development activities are also means for employers to address the employees' needs. By offering training and development opportunities, employers help employees develop their own competitive advantage and ensure long term employability. Wright et al, (1994) argue that human resource practices can be linked to the development of core capability and competitive advantage through their role in developing the human capital pool within an organization, and in particular by shaping employees' behaviours that lead to effectiveness. The existence of a pool of human capital without appropriate human resource strategies, including practices related to training, involvement etc, as well as facilitative organizational structures and cultures, may result in reduced organizational performance. It is clear that the Human Resource Management role of staff training and development is a critical one since it contributes to the achievement of the organization's goals and gaining competitive advantage.

2.3 Effectiveness of Training and Development

To be considered effective, there are several criteria that the training and development function must meet. Cascio (2000), Dowling and Welch (2005), Noe et al. (2006) all emphasize that as a result of the financial investments organizations make in training, it is important for them to provide evidence that training efforts are fruitful. Organizations must ensure that training leads to desired work outcomes such as increase in job performance. Pettinger (2002) asserts that to be effective, all training and development programmes require specific, precise and clear aims and objectives. Training, like any other Human Resource Management function, can be very wasteful if not carefully planned, implemented and supervised. Without a logical systematic approach, some training may be given which is not necessary or too modest to have any significant impact. Okumbe (2001) agrees with this view since he states that for a training programme to be useful in an organization, specific training objectives must be stipulated and the training is thus designed to meet specific job behaviours which are desired by the organization. Pheesey (1971) stresses that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. Rao and Nair (1990) add that to make training and development useful, it should be well planned and systematically implemented.

Training and development must be strategic. Effective training and development initiatives will be specific to the firm. For the course to work, the tailored course needs to absorb the spirit of the organization, its problems, and issues it faces. Training and

17

development can only be strategic if it is incorporated into the overall corporate business strategy. It is in this way that the human resource development function attains the status it needs to survive and to have a long term impact on overall business performance and respond to significant competitive and technological pressures. For training and development to be effective in terms of business success, it should be linked up front with business strategy. Pettigrew et al. (1988) did find out that development issues receive a higher priority when they are linked to organizational needs and take a more strategic approach. Dessler (2008) notes that not all employees see the need for, or the value of, development and this means that reward systems need to be supportive of the development strategy. If we want employees to learn new skills and become multi-skilled, it is skills development we need to reward rather than the job that is currently done. Harrison (1993) notes that these links are not very strong in most organizations. Santos and Stewart (2003) found that transfer is more likely if reward such as promotion or pay was attached to developmental behaviour change and where there was a helpful management climate in terms of pre- and post-course briefings and activities.

Training and development needs to be continuous because of the constantly changing business environment. Changing technology and patterns of work mean that training and development must be a continuous process throughout a working life if it is to be successful. Skills acquired for one job may be transformed, modified and supplemented for other jobs (Hackett, 1996). Okumbe (2001) adds that training should be seen as a "womb to tomb" management activity. According to Nair and Rao (2000), most Japanese organizations are committed to continuous development of their human resources. Large

companies in Japan follow a philosophy of life time education. An individual's training is not seen as a one – time affair at the time of his recruitment, but as an on-going process. Whenever a new technology or production process is introduced, workers and managers are retrained to enable them to master it. Cole (1997) argues that training and development job is never finished so long as the organization remains in business. He asserts that training is not a 'one stop process."

To ensure effectiveness, the training and development programme must be evaluated constantly in a well-planned manner. Such evaluation should include: the extent to which training objectives are being met, the extent to which training has brought about behaviour change in the participant, the extent to which the performance of the participant has improved, the extent to which the training programme has brought about the attainment of organizational goals and the extent to which training programmes were varied and reliable (Okumbe, 2001). Cole (1997) states that the effectiveness of a training programme should be evaluated frequently so that necessary improvement may be made in it from time to time. Dessler (2008) adds that with today's emphasis on measuring Human Resource Management's impact, it is crucial that the manager evaluate the training programme. There are basically three things that can be measured: participant's reaction to the programme; what (if anything) the trainees learned from the programme; and to what extent their on the job behaviour changed as a result of the programme. Hackett (1996) concurs with this view and states that every element of a training programme must be considered to ensure that training happens according to plan and with the desired results. There must be specific and realistic learning objectives, a clear

learning sequence, varied and appropriate learning methods, a suitable location free from extraneous activity during the training period and one that allows variable seating, competent and knowledgeable trainers and adherence to the training schedule.

Employees' perception is crucial. For training to be successful, trainees must want to learn, they should recognize their own deficiencies and perceive the training offered as relevant for remedying personal shortcomings. The programme should be steady, progressive and not exceed the intellectual capacities of employees. Participants' progress should be regularly monitored and trainees should be able to assess how well they are doing. Training methods should be varied, interesting and require active contributions from course participants (Bennet, 1994). For a training programme to be effective, it must be perceived as useful and available by employees who seek it (Price et al., 2005). It is important to note that favourable comments from trainees need not indicate an effective programme, enjoyable and popular courses are not necessarily the best (Bennett, 1994).

Effective training and development should deliver results. There should be improved output levels, better quality of production and less time taken to complete tasks though the payoffs to investments in training might not be immediately apparent. Other intangible benefits not measurable in purely financial terms include improved morale, better personal relationships and greater attachment to the firm (Bennett, 1994). In view of the foregoing, we can conclude that for training and development to be effective, it presupposes effective selection, effective supervision and an appropriate management

20

style, the opportunity to transfer learning to the workplace, career paths and promotional possibilities, appropriate incentives and rewards. It also presupposes some degree of planning and linkage to the strategy of the organization, and is, therefore, implicit within Organizational Development (OD) (Beardwell and Holden, 1997).

2.4 Perception

Perception can be defined as the process by which people select, organize and interpret sensory stimulation into a meaningful and coherent picture of the world (Berelson and Steiner, 1964). Perception is about receiving, selecting, acquiring, transforming and organizing the information supplied by our senses (Barber and Legge, 1976). Daft (2000) defines perception as the process people use to make sense out of their environment by selecting, organizing and interpreting information from the environment. He asserts that employee perception of any aspects of their employment will be a function of the intensity or repetitiveness of that aspect. The reason perception affects the organizational process is because if the employees can't perceive the goal or the aim of the organization properly then they might not be working towards it either and if they are not working towards it then that organization faces a gap between what is required of the people and what is actually being done. Bennet (1997) stresses that managers must understand the process of perception in order to ensure employees perceive the organization's objectives in a similar manner, appreciate workers' grievances and complaints from their point of view and to improve communication between managers and their subordinates by interpreting things the same way.

In dealing with the concept of organizational behaviour, perception becomes important because 'people's behaviour is based on their perception of what reality is, not on reality itself; the world as it is perceived is the world that is behaviourally important' (Robbins et al 2004, p.132). People select, analyze and interpret sensory stimuli. The whole process is influenced by many factors, including their expectations, wants, background, experiences, values, beliefs, interests, attitudes, general views and the incentives they are offered. A compromise exists between what can be seen and what an individual is conditioned to see, will see, or will avoid seeing. Paauwe and Richardson (1997) concluded that positive perception of employees with respect to employee selection, training, personnel planning and reward has an effect on human resources management results like satisfaction, motivation, retention, trust and involvement. According to Johnson and Scholes (1999), perception is the process by which the individual receives, selects, organizes and interprets information in order to create a meaningful picture of the world.

Perception is largely selective. Selectivity of perception acts as a filter through which potentially important or favourable experiences will be allowed to flow, while potentially unimportant or unfavourable experiences are locked out. Extensions of this are selective exposure and selective retention (Kibera and Waruingi, 1998). People emerge with different perceptions of the same stimulus object because of 3 perceptual processes: selective attention, selective distortion and selective retention. Selective attention occurs when people exposed to a tremendous amount of stimuli and they choose to have a heightened awareness of stimuli that meet their needs or interests and minimal awareness

of stimuli irrelevant to their needs. Selective distortion describes the tendency of people to twist information to personal meanings. Selective retention asserts that people will forget much of what they learn and tend to only retain information that supports the beliefs and attitudes for chosen alternatives (Kotler, 1998). Perception is influenced by internal and external factors leading people/employees to see some perceived objects, persons or events differently. External factors are characteristics of perceived objects or persons, which may include size, intensity, contrast, repetition, motion, novelty, status and appearance. Internal factors in perception are the characteristics in the perceiver. The perceivers have a tendency to use themselves as a basis for perceiving others, events and objects. Internal factors that can influence perception are needs and motives, past experiences, self-confidence and personality (Nzuve, 1999).

Perception is the process by which we attribute meaning to incoming stimuli received through our five senses. Our perception of an object or event is the result of the interaction of two types of factors: stimulus factors which are the characteristics of the physical object e.g. size, colour, weight or shape and individual factors which are characteristics of the individual like sensory processes, past experience with similar items and basic motivations and expectations. Perception is largely selective. From the number of stimuli available in our complex world, we choose the ones that will be given attention. We pay attention to considerably fewer stimuli than we are exposed to and understand only some of them. They point out that this is due to the limited physical capacity of our senses of vision, hearing, taste, touch and smell to pick all that is around us. One's interest also plays a part. People learn to focus their attention on certain things

and to avoid others (Kibera and Waruinge, 1998). Since every individual is different, it is possible for one set of sensations to be perceived in different ways by different people, because they all interpret sensations through their own experiences, motives and attitudes. In management of people, differences in perception can be a source of many difficulties and conflicts. The further add that perception is important in communication, judgment of people, training, motivation and performance criteria (Storey, 1992).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The research design is a descriptive survey. This design is appropriate for the study since it will allow a detailed and holistic examination of respondents.

3.2 Target Population

The target population will be the staff working at Kenya Power and Lighting Company Ltd headquarters office in Stima Plaza, Nairobi. According to Human Resource records, the total number of employees at Stima Plaza is 1061 and the number to be selected for this study is 106.

Group	Population	Sample (10%)	Percentage
Unionised	322	32	30 %
Non-unionised	739	74	70 %
Total	**1061**	**106**	**100 %**

3.3 Sample Design

Stratified random sampling design will be applied. The staff population at Stima Plaza will first be divided into two mutually exclusive segments based on some categories of variables of interest in the research i.e. in this case, unionised and non-unionised employees. The segments are non-overlapping and together they comprise the whole population. A stratified sample will be obtained by independently selecting a separate simple random sample from each population stratum e.g. 10% of unionised staff and 10%

of non-unionised staff based on proportion in the population. The primary benefit of this method is to ensure that cases from both strata of the population are included in proportionate numbers to enhance representativeness.

3.4 Data Collection

Primary data will be collected by use of semi-structured questionnaires consisting of both open-ended and closed-ended questions. These will be administered using "Drop and Pick Later" method.

3.5 Data Analysis and Presentation

Data will be checked for completeness and accuracy before analysis. Employees' responses will be coded. Descriptive statistics such as mean, mode, percentage, standard deviation and frequency will be used to analyze the various responses of employees on their perception of various aspects of the training and development programmes. Presentation of findings will be by means of pie charts, bar graphs and frequency distribution tables.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the findings in the particular areas of research. The findings have been presented in the order of the questions in the questionnaire which consisted of section I, II and III. The researcher used self-administered questionnaires with respondents drawn from all cadres of staff at the Kenya Power and Lighting Company Ltd headquarters at Stima Plaza in Nairobi. 106 questionnaires were administered out of which 80 were filled and returned to the researcher. 24 were from unionised staff while 56 were from non-unionised staff.

The response rate was 75% which is significant to be used to draw conclusions since data was collected from different cadres of staff. The research was done when the company was carrying out various training and development initiatives for the staff in line with the corporate culture change and rebranding project. This partly explains why some targeted respondents did not have time to fill the questionnaires. Since descriptive survey design was applied, the findings only apply to the respondents studied but can act as guidelines in understanding the perception of the staff of the effectiveness of training and development programmes.

4.2 Demographic Information

Section I of the questionnaire was used by the researcher to obtain information on the age bracket of respondents, gender, years of service in the company, level of education and whether unionised or non-unionised.

4.2.1 Age Bracket of Respondents

The respondents were required to indicate their age range in section I of the questionnaire.

Age	No. of Respondents	Percentage	Cumulative
20-29 years	20	25%	25%
30 – 39 years	22	27.5%	52.5%
40 – 49 years	18	22.5%	75%
Above 50 years	20	25%	100%
TOTAL	**80**	**100%**	**100%**

Table 4.2.1 Age Bracket of Respondents
Source: Primary Data

From the above analysis, 25% of the respondents were between 20-29 years, 27.5% were between 30-39 years, 22.5% were between 40-49 years while 25% were above 50 years.

28

The researcher was therefore able to obtain diverse perceptions according to the various age brackets though most of the respondents were between30-39 years.

4.2.2 Gender Distribution

The respondents were asked to indicate their gender in section I of the questionnaire.
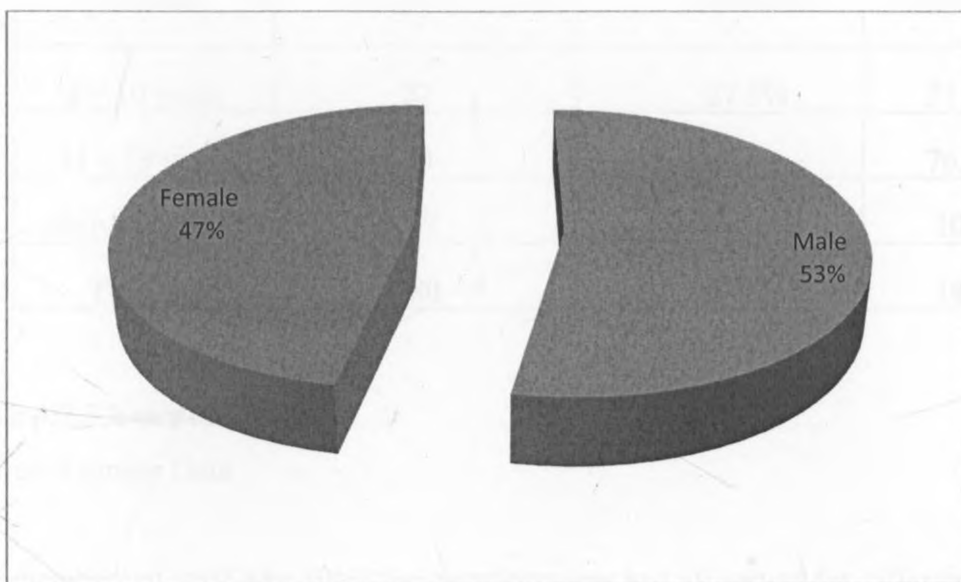
Fig. 4.2.2 Gender Distribution
Source: Primary Data

From the above analysis, 53% (42 respondents) were male while 47% (38 respondents) were female. This could be attributed to the researcher's deliberate attempt to achieve gender balance among the respondents though majority of the respondents were male.

4.2.3 Years of Service

The respondents were requested to indicate the number of years they had served in the company in section I of the questionnaire.

No. of Years	No. of Respondents	Percentage	Cumulative
0-5 years	19	23.75%	23.75%
6 – 10 years	22	27.5%	51.25%
11 – 19 years	20	25%	76.25%
Above 20 years	19	23.75%	100%
TOTAL	**80**	**100%**	**100%**

Table 4.2.3 Years of Service

Source: Primary Data

The members of staff who filled the questionnaires had all served for different periods of time. 23.75 % had worked for 0-5 years, 27.5% had worked for 6-10 years, 25% had worked for 11-19 years while 23.75% had worked for over 20 years. The researcher was therefore able to obtain diverse perceptions according to the various years of service at the company though majority of the respondents had worked for between 6-10 years.

4.2.4 Level of Education

Section I of the questionnaire required that respondents indicate their level of education.
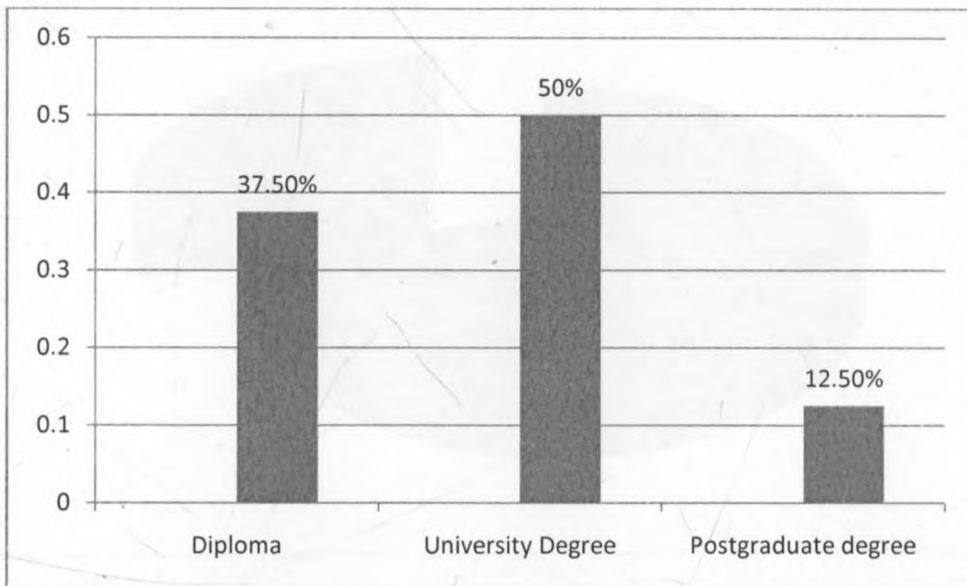
Fig. 4.2.4 Level of Education
Source: Primary Data

37.5% of the respondents were diploma holders, 50 % had university degrees while 12.5% had postgraduate degrees. This could be attributed to the fact that the company employs staff with all these levels of education though the largest group of respondents had university degrees.

4.2.5 Cadres of Staff

In section I of the questionnaire, respondents were to indicate whether they are unionised or non-unionised staff. This was the basis of segmentation and the researcher aimed at

obtaining an equal percentage (10%) from both unionised and non-unionised staff according to their proportion in the total population of employees at Stima Plaza.
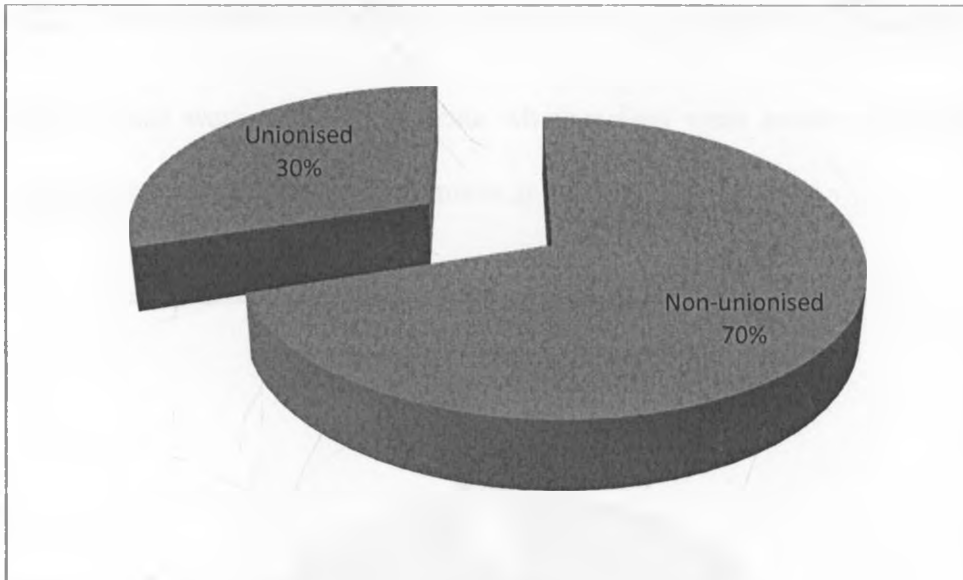
Fig. 4.2.5 Cadres of Staff
Source: Primary Data

70% of the respondents were non-unionised while 30% of the staff were unionised. The higher number of non-unionised respondents is attributable to the fact that there are more non-unionised staff in Stima Plaza and hence their representation in the sample was higher.

4.3 Information on Training and Development Programmes

This section shows the awareness of employees at Stima Plaza of the existence of training and development programmes at Kenya Power and Lighting Company Ltd, their

attendance of the programmes and the duration since attending the last training. The questions were answered in section II of the questionnaire.

4.3.1 Awareness of Training and Development Programmes

Respondents were asked to indicate whether they were aware of the existence of any training and development programmes at the company.
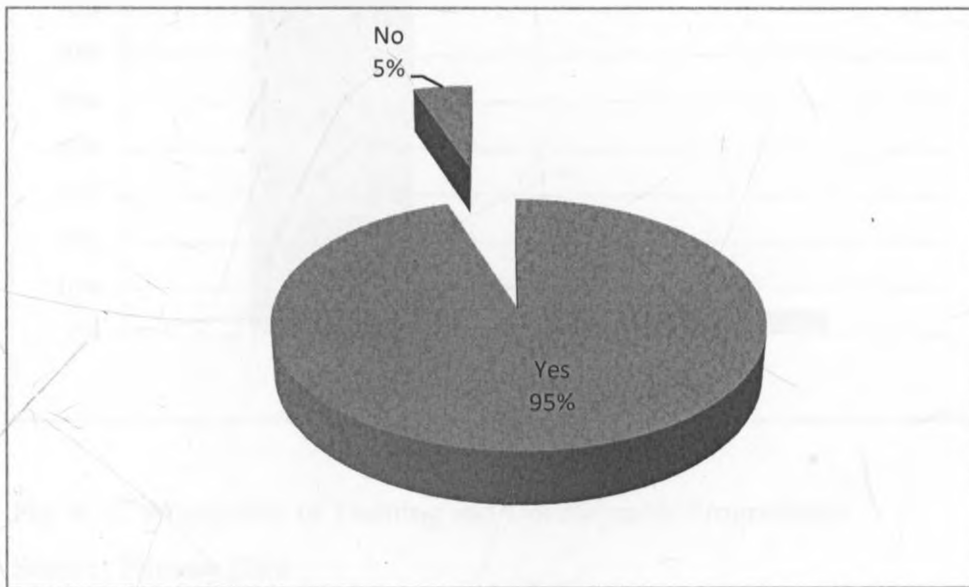
Fig. 4.3.1 Awareness of Training and Development Programmes
Source: Primary Data

From the above analysis, 95% of the respondents (76) were aware of the existence of training and development programmes while only 5% (4) were not. This justifies the researcher's decision to use the respondents to obtain information on their perception on the effectiveness of training and development programmes because of their awareness of the existence of the programmes.

4.3.2 Attendance of Training Since Joining the Company

The respondents were required to indicate whether they had participated in any training and development programmes since joining the company in section II of the questionnaire.
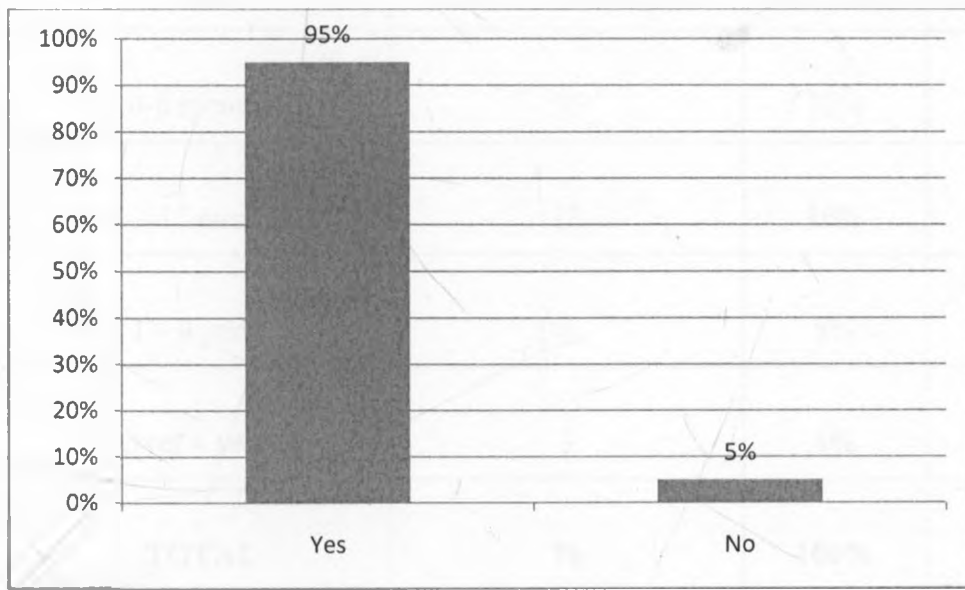
Fig. 4.3.2 Attendance of Training and Development Programmes
Source: Primary Data

95% of the 80 respondents stated that they had attended some form of training since joining Kenya Power and Lighting Company Ltd while only 5% had not attended any form of training since joining the company. This is consistent with the results of awareness of the existence of any training and development programmes since the 4 respondents who were not aware of the existence of the programmes had also not attended any type of training. The respondents were the right group to use to establish perception on the effectiveness of training and development programmes because the majority had attended some form of training and development programmes.

4.3.3 Last Time of Attending Training

Respondents were asked to show the last time they attended any form of training and development programme.

Time	No. of Respondents	Percentage	Cumulative
0-6 months	55	72%	72%
7 – 12 months	12	16%	88%
1 – 3 years	6	8%	96%
Over 4 years	3	4%	100%
TOTAL	**76**	**100%**	**100%**

Table 4.3.3 Last Time of Attending Training
Source: Primary Data

The total number of respondents drops from 80 to 76 because 4 respondents indicated that they have never attended any type of training since they joined the company. 72% had attended training in the last 0-6 months, 16% in the last 7-12 months, 8% in the last 1-3 years while 4% had attended in the last over 4 years. The research was conducted when the company was implementing various training and development initiatives in line with the corporate culture change and organizational rebranding. This explains why 72% of the respondents had attended training in the recent past (last 0-6 months). The

35

respondents were ideal for the study because 88% had attended some form of training and development programmes in the last one year.

4.4 Information on Employees' Perception on the Effectiveness of Training and Development Programmes

In section III, the researcher sought to gather the employees' perception on the effectiveness of training and development programmes at Kenya Power and Lighting Company Ltd by asking them to provide their rating of certain aspects of training and development programmes. Mean and standard deviation was used to analyze the data. A mean of below 1.5 shows that respondents strongly disagree with the statement. A mean of between 1.5 and 2.4 shows they disagree. A mean of between 2.5 and 3.4 shows that they are neutral while a mean of between 3.5 and 4.4 shows they agree with the statement. A mean of 4.4 and above shows that they strongly agree. Average of mean was also calculated to establish the respondents' general views on the statements.

4.4.1 Perception of Training and Development Programmes

The researcher sought to obtain the employees' rating of the training and development programmes then used mean, average of mean and standard deviation for analysis as explained above.

	MEAN	STANDARD DEVIATION
There is fairness in choosing participants	1.8	1.8
Training and development makes me more effective in my work	3.5	1.5
The programmes are frequent enough	2.4	1.8
Employees are involved in choosing the training topics	1.6	2
I am satisfied with the training and development programmes	2.8	1.7
AVERAGE OF MEAN	2.4	

Table 4.4.1 Perception of Training and Development Programmes
Source: Primary Data

On average, respondents disagree that there is fairness in choosing participants while they agree that training and development makes them more effective in their work. They disagree that the programmes are frequent enough and that employees are involved in choosing training topics. They are neutral on their satisfaction with the training and development programmes. The average of mean of 2.4 shows that respondents disagree with most of the statements.

4.4.2 Effectiveness of Training and Development Programmes

The researcher sought to establish the employees' rating of effectiveness of the training and development programmes using mean, average of mean and standard deviation. A

mean of below 1.5 shows that respondents view that aspect of training and development as very poor. A mean of between 1.5 and 2.4 shows it is poor while a mean of between 2.5 and 3.4 shows that it is average. A mean of between 3.5 and 4.4 indicates that it is good while a mean of 4.4 and above represents very good.

	MEAN	STANDARD DEVIATION
Clarity of objectives	3.6	1.5
Level of comprehension of content	2.6	1.7
Extent of linkage of objectives to corporate goals	3.3	1.5
Effectiveness of evaluation	3.2	1.6
Feedback and implementation of staff suggestions	2.6	1.7
AVERAGE OF MEAN	**3.1**	

Table 4.4.2 Effectiveness of Training and Development Programmes
Source: Primary Data

On average, respondents agree that clarity of objectives is good. They rated level of comprehension of content, extent of linkage of objectives to corporate goals, effectiveness of evaluation and feedback and implementation of staff suggestions as average. The average of mean of 3.1 shows that respondents rated most of the statements as average.

4.4.3 Various Aspects of Training and Development Programmes

The researcher sought to establish the employees' rating of various aspects of the training and development programmes using mean, average of mean and standard deviation.

	MEAN	STANDARD DEVIATION
On-job training	3.1	1.6
Guidance and counseling sessions	1.95	1.9
New employee orientation	2.9	1.6
Education levels of the workers	3.7	1.4
Education sponsorships	2.1	1.9
Commitment of management to continuous improvement of training and development	3.1	1.6
AVERAGE OF MEAN	3.4	

Table 4.4.3 Various Aspects of Training and Development Programmes
Source: Primary Data

On average, respondents rated on-job training, new employee orientation and commitment of management to continuous improvement of training and development programmes as average. They rated guidance and counseling sessions and education sponsorships as

poor. The average of mean of 3.4 shows that employees rated most of the statements as average.

4.4.4 Staff Roles In Enhancing Effective Training and Development Programmes

Respondents were required to rate the roles played by top management, immediate supervisors and employees in enhancing effective training and development programmes at Kenya Power and Lighting Company Ltd.
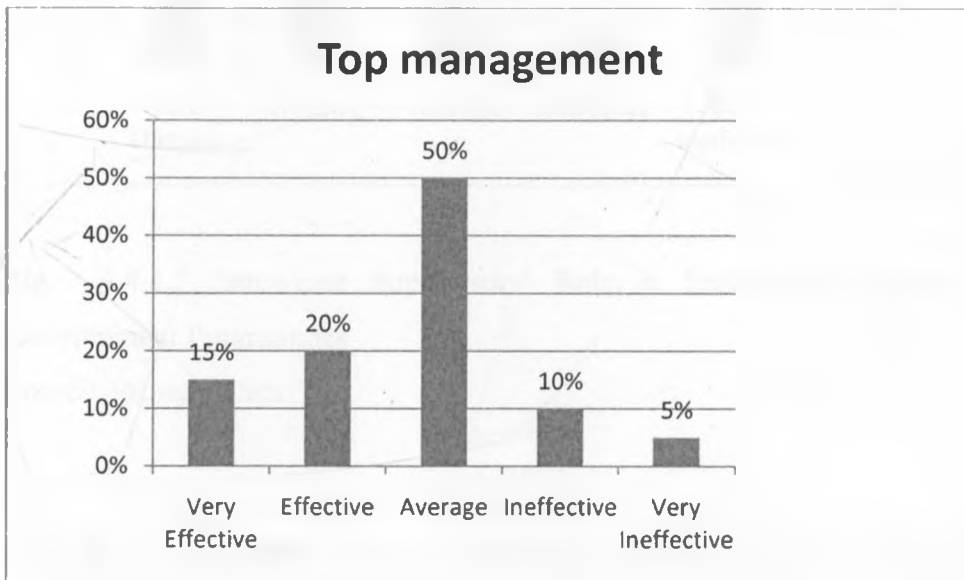
Fig. 4.4.4.1 Top Management's Role in Enhancing Effective Training and Development Programmes

Source: Primary Data

50% of the respondents felt that top management's role in enhancing effective training and development programmes is average. 15% felt they were very effective while a total of 15% viewed them as ineffective or very ineffective.
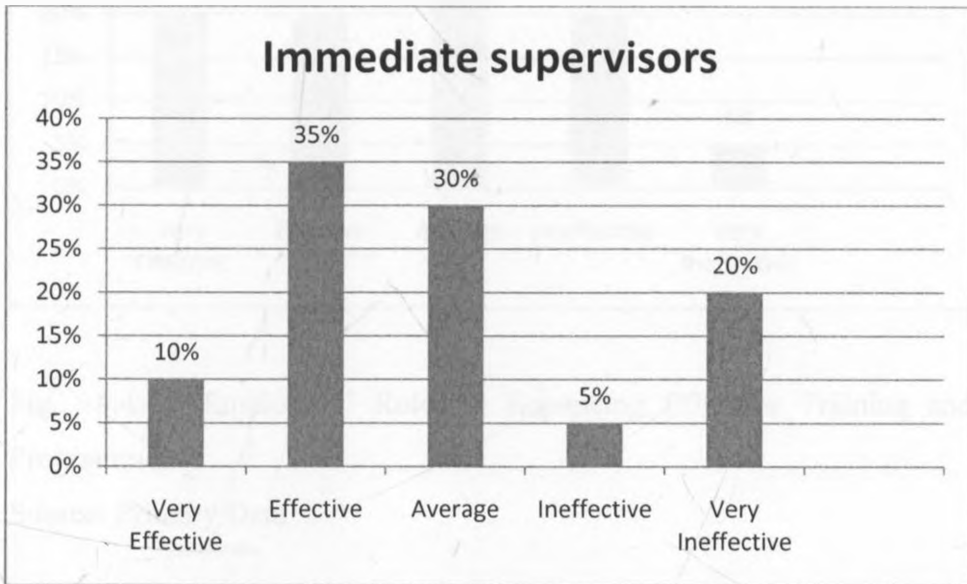
Fig. 4.4.4.2 Immediate Supervisors' Role in Enhancing Effective Training and Development Programmes
Source: Primary Data

35% of the respondents felt that supervisors' role in enhancing effective training and development programmes is effective. 10% felt they were very effective while a total of 25% viewed them as either ineffective or very ineffective.
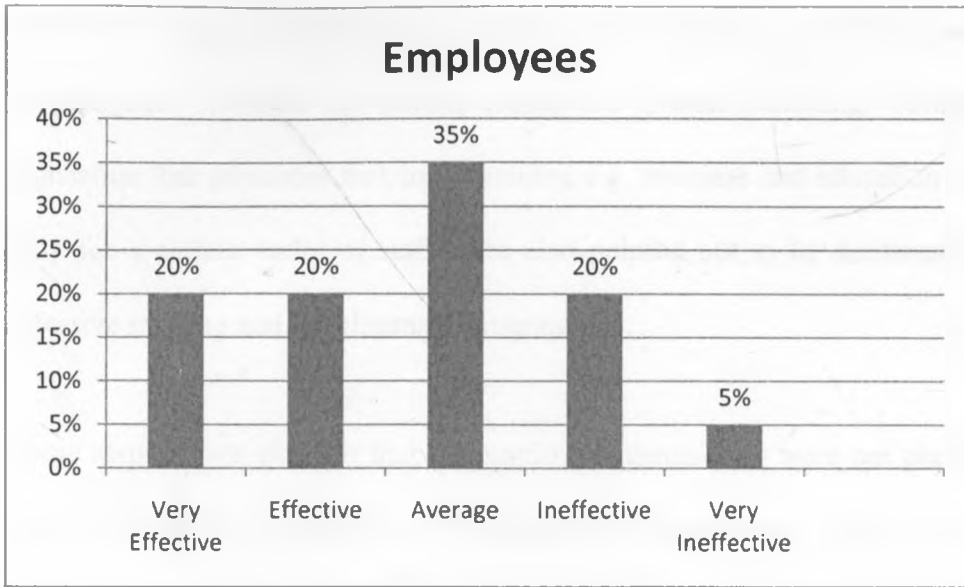
Employees

Fig. 4.4.4.3 Employees' Roles in Enhancing Effective Training and Development Programmes

Source: Primary Data

35% of the respondents felt that employee's role in enhancing effective training and development programmes is average. A total of 40% felt they either very effective or effective. A total of 25% viewed them as either ineffective or very ineffective.

4.4.5 Factors Affecting Training and Development Programmes

The factors cited by most respondents as influencing the effectiveness of training and development programmes include top management's commitment to promote a learning culture, company policy and legislation, education background of the workers, perception of employees towards training and development programmes and individual motivation. Some respondents felt that some managers are not committed to regular training and development and do not follow up to ensure that the training needs mentioned by

employees during performance appraisal are converted to training and development programmes. Some do not release employees to attend training. Company policy and legislation that stipulates that some training e.g. overseas and education sponsorships are only for a certain cadre of staff were also pointed out to be detrimental to promoting effective training and development programmes.

Some respondents also felt that the employees themselves were not playing their role in enhancing effective training and development programmes. Some of them perceived training purely as an opportunity to get a break from work or earn travelling allowance. They were also not motivated at all to transfer knowledge from the programmes to the workplace or even to take their own initiative to suggest relevant programmes that would enhance their effectiveness at work.

4.4.6 Overall Effectiveness of Training and Development Programmes ✓

Respondents were required to rate the overall effectiveness of training and development programmes at Kenya Power and Lighting Company Ltd.
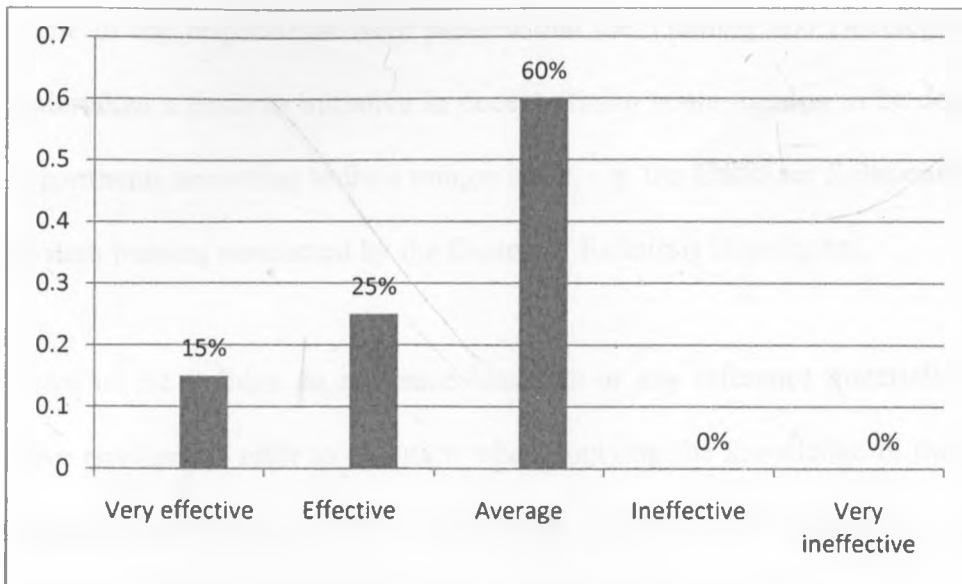
Fig 4.4.6 Overall Effectiveness of Training and Development Programmes
Source: Primary Data

60% of the respondents rated training and development programmes at Kenya Power and Lighting Company Ltd as average. 15% felt the programmes were very effective while 25% considered them effective. None of the respondents viewed the programmes as ineffective or very ineffective. From the above analysis, most of the respondents felt training and development programmes are average.

4.4.7 Comments on Training and Development Programmes

Training and development programmes that focus on work related or empirical knowledge focus on the technical cadres e.g. engineers. Other support functions attend general training e.g. HIV/AIDS, Drug and Substance Abuse, Stress Management and Time Management that do not improve on job skills or add professional value.

Some of the respondents were pleased that the Training and Development section had undertaken a positive initiative in decentralizing some training to be done by individual departments according to their unique needs e.g. the Customer Relationship Management System training conducted by the Customer Relations Department.

Some of the trainers do not issue handouts or any reference materials and the trainees have nowhere to refer to in future when applying the knowledge in the workplace. The trainers also employ ineffective evaluation methods and are therefore unable to establish whether the objectives of the course have been met or not.

Most respondents agree that there is partisanship in offering education sponsorships and in overseas training. Some managers are also unwilling to release employees to participate in training and development programmes always citing work pressure. Female employees with young children are not facilitated to go with them for residential sessions and they end up missing important training and development programmes that sometimes take up to one week. The respondents also commented that short notice is given for some training and development programmes and the objectives are not given in advance.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The purpose of the study was to establish employees' perception on the effectiveness of training and development programmes at the Kenya Power and Lighting Company Ltd. Data was collected from both unionised and non-unionised employees at the company's headquarters. 106 questionnaires were administered out of which 80 were filled and returned. The response rate was 75% which was satisfactory to make meaningful comparisons and conclusions for the study since the researcher was able to obtain data from different employees with different years of service and was able to gather the different perceptions that they had of the effectiveness of training and development programmes at the company.

Respondents of different ages were involved in the study. The researcher was therefore able to obtain diverse perceptions according to the various age brackets though most of the respondents were between30-39 years. The respondents had served for different periods of time in the company. The researcher was also able to obtain diverse perceptions according to the various years of service at the company though majority of the respondents had worked for between 6-10 years.

Majority of the respondents were aware of the existence of training and development programmes at Kenya Power and Lighting Company Ltd and had attended some form of

training since joining the company. The research was conducted when the company was implementing various training and development initiatives in line with the corporate culture change and organizational rebranding. This explains why majority of the respondents had attended training in the recent past (last 0-6 months).

On average, respondents agree that training and development makes them more effective in their work and that clarity of objectives is good. They disagree that there is fairness in choosing participants, that the programmes are frequent enough and that employees are involved in choosing training topics. They rated level of comprehension of content, extent of linkage of objectives to corporate goals, effectiveness of evaluation, feedback and implementation of staff suggestions, on-job training, new employee orientation and commitment of management to continuous improvement of training and development programmes as average. They rated guidance and counseling sessions and education sponsorships as poor. Overall, majority of the respondents rated training and development programmes at Kenya Power and Lighting Company Ltd as average.

The factors cited by most respondents as influencing the effectiveness of training and development programmes include top management's commitment to promote a learning culture, company policy and legislation, education background of the workers, perception of employees towards training and development programmes and individual motivation.

5.2 Conclusion

The research was to establish employees' perception on the effectiveness of training and development programmes at the Kenya Power and Lighting Company Ltd. The respondents agree that training and development makes them more effective in their work, moderately agree that training and development programmes at Kenya Power and Lighting Company Ltd are effective and disagree that there is fairness in choosing participants, that they are involved in choosing training topics or that their feedback and suggestions for improvement are implemented. Training and development is important since according to Jackson et al (2009), training and development programmes improve the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development activities are also means for employers to address the employees' needs. By offering training and development opportunities, employers help employees develop their own competitive advantage and ensure long term employability.

It is important for management and particularly the Human Resource Development Department to ensure fairness in choosing participants, implement staff suggestions for the improvement of training and development programmes, involve employees in choosing training topics among other recommendations offered herein to improve the employees' perception of the effectiveness of training and development programmes at Kenya Power and Lighting Company Ltd. Cole (1997) stresses that design of effective training and development programmes must bear in mind what the organization seeks to achieve, what the participants must achieve, the content required to achieve the

objectives, the structure of the content, the learning methods to be employed, the people to conduct the training, where and when the training should take place, the extent to which participants should be consulted about the nature and scope of the programme and how the success of the programme should be evaluated.

5.3 Recommendations

The researcher recommends that Kenya Power and Lighting Company Ltd should implement the following suggestions to enhance employees' perception of the effectiveness of the training and development programmes:

It is commendable that majority of the respondents have attended some form of training since joining the company. This shows that the company invests significantly in training and development programmes. However some respondents commented that there is need for regular development of job related skills, knowledge and attitudes to avoid stagnation in skills and enhance the ability to embrace new technology. The company should also diversify training objectives to incorporate both theoretical and practical programmes.

The company should renovate its facilities i.e. at KPLC Training School and Stima Club to create a more conducive environment for training. There should also be no discrimination in terms of training venue. Employees should be treated equally and attend training at similar venues. Fairness in choosing participants should be enhanced by choosing the trainees on a rotational basis so that staff do not feel that there are groups that dominate all training and development programmes. There should also be fairness in

awarding education sponsorships so that all employees qualify and not just certain cadres.

Employee involvement should be enhanced by involving them in choosing training topics. Employees should be encouraged to give feedback after the training and after they go back to work. Management should be keen on implementing employees' suggestions for the improvement of training and development programmes. The Training and Development section should also work more closely with the Performance and Career Management section to ensure that suggestions of training needs by individuals during performance appraisal are converted to relevant training and development programmes during the year. Employee involvement will not only create ownership but will also enhance their perception of the effectiveness of training and development programmes. Training objectives should also be sent out in advance to enable ample time for familiarization.

Effectiveness of trainers should be improved by sourcing for the best not only locally but also regionally and internationally. Effective evaluation methods must be employed to enable the trainers to ensure objectives are met at the end of the course. All trainers should also give reference materials or handouts immediately after the training. All training and development programmes must have clear objectives and involve the appropriate target group. Unnecessary trainings should be abolished since they are expensive.

5.4 Suggestions for Further Research

Employees' perception of the effectiveness of training and development programmes in other branches of the company with more unionised than non-unionised staff can be studied.

Future researchers can compare employees' perception of the effectiveness of training and development programmes in several parastatals in the Ministry of Energy.

Effect of employees' perception of the effectiveness of training and development programmes on an organization's productivity or profitability should also be established.

Other methods of data collection like interviews can also yield more in-depth information on perception of the effectiveness of training and development programmes.

REFERENCES

Armstrong, M. (2003). *A Handbook of Human Resource Management Practice, 9th edition*. Kogan Page Ltd

Arnold, H. J. and Feldman (1986). *Organizational Behaviour*. London: McGraw Hill Publishing Company

Barber, P. J. and Legge, D. (1976). *Perception and Information*. London: Methuen

Beardwell and Holden (1997). *Human Resource Management: a contemporary perspective, 2nd edition*. Pitman Publishing

Bennet, R. (1994). *Management*. London: Pitman Publishing

Bennet, R. (1997). *Organizational Behaviour, 3rd edition*. Pearson Professional Ltd

Berelson, B. and Steiner, G. A. (1964). *Human Behaviour: An Inventory of Scientific Findings*. New York: Harcourt, Brace and World

Bernadin, H. J. and Russel, J. E. A. (1998). *Human Resource Management: An Experiential Approach*. Irwin: McGraw Hill

Betts, P. W. (2000). *Supervisory Management*. Prentice Hall

Cole, G. A (1997). *Personnel Management: Theory and Practice 4th edition*. London: Letts Aldine

Daft, L. (2000). *Management, 5th edition*. Dryden Press

Dessler, G. (2005). *Human Resource Management, 10th edition*. Pearson Education Inc.

Gilley, J. W. and Maycunich, A. (2000). *Organizational Learning, Performance and Change*. Perseus Publishing

Gilliland, N. (1998). *Train Your People and Whack the Competition*. Gower Publishing Ltd

Gray, J. L. and Starke, A. F. (1998). *Organization Behaviour Concepts and Applications*. London: Merrill Publishing Company Ltd

Hackett, P. (1996). *Managing People*. Singapore: Biddles Ltd

Hall, D. T. (1984). *Human Resource Development and Organizational Effectiveness*. New York: John Wiley

Harrison, R. (1992). *Employee Development*. London: Institute of Personnel Development

Huang, T. (2001). *The Relation of Training Practices and Organizational Performance in Small and Medium Size Enterprises, Research Paper in Education and Training*, volume 43, Number 8/9 http://emeraldinsight.com

Jackson et al. (2009). *Managing Human Resources*. Canada: South-Western Cengage Learning

Kibera, F and Waruinge, C. (1998). *Fundamentals of Marketing: an African perspective*. Nairobi: Kenya Literature Bureau

Mabey, C. and Salaman, G. (1995). *Strategic Human Resource Management*. Oxford: Blackwell Business

Morgan, G. (1988). *Riding the Wave of Change: Developing Managerial Competencies for a Turbulent World*. San Francisco : Jossey-Bass

Musili, A. (2010). *Perceived Effectiveness of Training and Development on Performance of In-flight Attendants at Kenya Airways Ltd.* An unpublished MBA Project, University of Nairobi

Nadler, L. (1984). *The Handbook of Human Resource Development*. New York: John Wiley

Nair and Rao (2000). *Excellence Through Human Resource Development*

Nzuve, W. M. (1997). *Management of Human Resources: a Kenyan Perspective.* Nairobi: Nairobi University Press

Nzuve, W. M. (1999). *Elements of Organizational Behaviour.* Nairobi: Nairobi University Press

Nzuve, W. M. and Singh, K. D. (1992). *Introduction to Manpower Management.* Nairobi: Nairobi University Press

Onyonka, S. (2008). *Extent to Which Firms Align Their Training and Development Programmes to Their Business Strategies: a Survey of Large Manufacturing Companies in Nairobi .* An unpublished MBA Project, University of Nairobi

Paauwe, J. (1997). *Introduction Special Issue on Human Resource Management and Performance, the International Journal of Human Resource Management.* 3:260

Pettinger, R. (2002). *Mastering Employee Development.* Palgrave

Rhodes, L. and Eiseneberger, R. (2002). *Perceived Organizational Support: Review of Literature, Journal of Applied Psychology, volume 87 (4) pp 678-714*

Sadler, P. and Milner, K. (1993). *The Talent-Intensive Organization: Optimizing Your Company's Human Resource Strategies.* Economist Intelligence Unit

Schiffman, L. C. and Kanuk L. (2003). *Customer Behaviour.* New York: Prentice Hall

Sisson, K. (1994). *Personnel Management: a comprehensive guide to theory and practice in Britain, 2ⁿᵈ edition*. Massachusetts: Blackwell Publishers

Storey, J. (1992). *Developments in the Management of Human Resources: An Analytical View*. Oxford: Blackwell Publishing

Waruguru, I. (2010). *Strategic Human Resource Training and Development Practice for Co-operative Bank of Kenya.* An unpublished MBA Project, University of Nairobi

Wright, P. M, Mahan, G. C. and McWilliams, A. (1994). *Human Resources and Sustained Competitive Advantage: a resource-based perspective, International Journal of Human Resource Management, 5(2), 301-326*

APPENDIX I

Questionnaire

Introduction

This study seeks to establish employees' perception of the effectiveness of the training and development programmes at Kenya Power and Lighting Company Ltd. Please feel free to state your own honest views. Your views will be treated **confidentially**. You do **not** need to write your name.

To indicate your response, please tick the choice that best suits your opinion.

SECTION I: STAFF PROFILE

1. What is your age bracket?

   a) 20 years – 29 years   b) 30 years – 39 years

   b) 40 years – 49 years   d) Above 50 years

2. Gender _____ Male   _____ Female

3. How many years have you served at Kenya Power and Lighting Company Ltd?

   a) 0 – 5 years   b) 6 years – 10 years

   c) 11 years – 19 years   d) Above 20 years

4. Please indicate your highest level of education.

   a) Diploma   b) University degree   c) Postgraduate degree

   d) Other.................................. (Specify)

5. Please tick the category of employees in which you fall.

   _____ Unionised   _____ Non-unionised

SECTION II: TRAINING AND DEVELOPMENT

1. Are you aware of any training and development programmes at Kenya Power and Lighting Company Ltd?

a) Yes ( )

b) No ( )

2. Have you had any form of training since you joined Kenya Power and Lighting Company Ltd?

a) Yes ( )

b) No ( )

3. If you answered yes to question 2, how long ago?

a) 0– 6 months ( )   b) 7 – 12 months ( )

c) 1- 3 years ( )   d) Over 4 years ( )

SECTION III: PERCEPTION OF EFFECTIVENESS OF T& D PROGRAMMES

1. To what extent do you agree with the following statements with regard to the training and development programmes at KPLC?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
There is fairness in choosing participants	5	4	3	2	1
Training and development makes me more effective in my work	5	4	3	2	1
The programmes are frequent enough	5	4	3	2	1
Employees are involved in choosing the training topics	5	4	3	2	1
I am satisfied with the training and development programmes	5	4	3	2	1

2. How do you rate the effectiveness of the training and development programmes in view of the following?

	Very Good	Good	Average	Poor	Very Poor
Clarity of objectives	5	4	3	2	1
Level of comprehension of content	5	4	3	2	1
Extent of linkage of objectives to corporate goals	5	4	3	2	1
Effectiveness of evaluation	5	4	3	2	1
Feedback and implementation of staff suggestions	5	4	3	2	1

3. How would you rate Kenya Power and Lighting Company Ltd on the following issues?

	Very Good	Good	Average	Poor	Very Poor
On-job training	5	4	3	2	1
Guidance and counseling sessions	5	4	3	2	1
New employee orientation	5	4	3	2	1
Education levels of the workers	5	4	3	2	1
Education sponsorships	5	4	3	2	1
Commitment of management to continuous improvement of training and development	5	4	3	2	1

4. How can you rate the following in their role of enhancing effective training and development programmes at Kenya Power and Lighting Company Ltd?

	Very Effective	Effective	Average	Ineffective	Very Ineffective
Top management	5	4	3	2	1
Immediate supervisors	5	4	3	2	1
Employees	5	4	3	2	1

5. Please indicate any factors which in your view affect the effectiveness of the training and development programmes at Kenya Power and Lighting Company Ltd and your suggestions for improvement.

....

....

....

....

....

....

....

6. What is your overall rating of the effectiveness of training and development programmes at Kenya Power and Lighting Company Ltd?

Very Effective	Effective	Average	Ineffective	Very Ineffective
5	4	3	2	1

7. Any other comments regarding training and development programmes at Kenya Power and Lighting Company Ltd.

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

THANK YOU FOR YOUR TIME