PERCEIVED EFFECT OF TECHNOLOGY ON TRAINING DELIVERY AT TOYOTA KENYA

NAME: LAWRENCE MBUVI KAVOI

SUPERVISOR: DR. MERCY MUNJURI

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UNIVERSITY OF NAIROBI

DECLARATION

I declare that this research project is my own work and it has not been submitted for any degree or examination in any other University.

Lawrence Mbuvi Kavoi

D61/72619/2014

Signature…………………… Date…………………………

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

Dr. Mercy Munjuri

Lecturer Department of Business Administaration

School of Business, University of Nairobi.

Signature…………………… Date…………………………

DEDICATION

I dedicate this research project to my dear wife and my two children who have always been beside me, motivating and encouraging me as I pursued this programme to its completion.

In addition, I commensed this MBA programme when my late mother was still alive hence she always kept on wishing me all the best as I further my studies. I salute her for the well wishes in my future academic endevoures.

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ABSTRACT

Today's organizational environment is characterized by constant changes that have been necessitated by technological growth, increase in competition, widespread together with growing level of unemployment and the diminishing resource supplies that have affected the way in which business is conducted. Prevalence and the role of technology in the design and structuring of the business environment today indicated to a wider aspect the way in which technology affects the various functions of HR and in particular training and development. This research project aimed at establishing the perceived effect of technology on employee training delivery in Toyota Kenya. This study was based on cognitive flexibility theory and human capital theory. Descriptive research design was used. The target population of this study was all the employees across all departments working at Toyota Kenya. The study used primary data that was collected using questionnaires. Descriptive statistics was employed in analyzing the collected data. The study concluded that training delivery through technology has increased employees competency at work, enabled employees to be creative and innovative, enhanced their careers hence great improvement on their performance. Technology intergration in training delivery positions the employees in adopting better and faster to the variety of technological changes that are current and rapidly dimensional leading to a competitive advantage. Key recommendation of this study is that Toyota Kenya should establish a shared strategic vision and unique plan for their trainers and employees to make the needs of 21st century a training priority. Policies should be made to integrate technology in training to ensure that each employee goes through various compulsory programmes to sufficiently train and develop them in regards to various roles and abilities in naturing creativity and problem solving skills which display their mastery in profound and meaningful ways.

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Today's organizational environment is characterized by constant changes that have been necessitated by technological growth, increase in competition, widespread together with growing level of unemployment and the diminishing resource supplies that have affected the way in which business is conducted. Prevalence and the role of technology in the design and structuring of the business environment today indicate to a wider aspect the way in which technology affects the various functions of HR and in particular training and development (Ulrich et al. 2013). In the modern world characterized by fast technological changes, technology will continue to accelerate in the future. Technology today is moving towards web based systems that are important in delivering data and also services for instance online training. Organizational leaders are now placing more focus on technology in order to support the HR processes and training is one of the major aspects of HR. Also highlighted is that technology is not only vital to the firm or government but to the country as a whole. It can be further noted that advances in technology are emerging in the 21st century in new sectors on basis of the micro processes, telecommunications or bio-technology (Jiao & Zhao, 2014). Ian et al.(2004) asserts that employee training provides knowledge and skills for the talented workforce in the organization that offer a source of upper hand. Skills and knowledge for the employees need to be in line with chnological tred since this has an impact on materials available to offer training and the way in which training is provided. In recent years,

organizations are employing technology usage in the human resource practices particularly on employee training in order to lower cost of operations through online training, e-learning, effective and fast training methods hence effective training delivery.

Campbell & Kuncell (2012) suggested that technology has emerged as a major area of concern from the change process perspective. According to him, if technology is treated as a "sole technology innovation" and ignoring its perceived effect on the social systems, then organizations face challenges in the competing environment. This means that the initiatives of technology fail when the effect of the human resources are not taken into perspective. According to Barron et al. (2013) cognitive flexibility theory has placed more emphasis on four levels of evaluation. Based on this theory, trainers grasp the need of the employees and the nature of complexity to represent information in different contexts. Trainers that make use of technology materials need to show high level cognitive flexibility to influence training. Human capital theory show the difference between general-usage training and firm-specific skills. In their seminal work, Becker and Woessmann (2011) argues that employers will reluctant to spend resources on general training when there is competition in the job market.

According to Allen et al. (2011) expansion on employment by the large firms in the automobile industry have been attributed to continued growth in the industry that has increased between 30% and 40% over the past decade. Further contributions to the economic terms has been a phenomenon due to reliance of the government in the industry for taxation. This means that automobile industry plays a major role in Kenya not only employment creation but also in the economic development by reduction of poverty

levels (Laurie, 2010). According to Lam (2011) reduction of poverty strategy through employment and increased incomes for the Kenyan families has been a major contributor of the industry. The economic survey of 2014 indicates that the economy has generated 469,000 new jobs between 2010 and 2012, hence indicating a 5.6 % growth over the past years.

1.1.1 Advanced Technology

Advanced Technology is the way toward joining and redesigning learning to acquire new thoughts. The advancement of technological innovation influences firm execution (Mumford, 2010). Advanacement in technological emanates from advancement within the firm (Pavitt, 2010), and internal improvements is as a result employee capacity. therefore there exists a close relationship between advanced technology and staff training (Huselid 2013). In this cutting edge world of reimbursed great-innovation changes, propelled innovation will keep on accelerating for the future (Hampel and Martinsons 2014). Many firms experience advanced technology,enhancing employee efficiency and repaid growth, completion, emerging leadership and overall management as the great contributors for most of challenges (Madsen et al. 2005). Many research projects have shown that staffs' behaviour and character should be developed for fruitful authoritative execution and performance at the firm (Bernerth 2004).

Many firms involve employees in leadership hence working towards implementation of technological advancement. Firms spends resources on workers training to enhance their knowledge and skills and development before the introduction of any new innovation.

It's also important to guarantee that the labour unions consider the effects of current dynamics in technology on their own physiology. It's clear that the staff who served under both the old and new technological frameworks have communicated less uplifting states of mind about their work and these dispositions flow to the association since they turn out to be not so much dedicated but rather more liable to exit. Firms must motivate their employees to adopt the new technology and in giving incentives for better performance (Dauda &Akingbade 2011).

Firms should also invest in technology tools in order to improve the employee's training, facilitate job-tasks, improve communication, increase efficiency, and higher-level of effectiveness in work management. Advanced technology improve employee training delivery in addition of reducing the effort put in together with the task completion time. From Joam's work, it can be noted that the technology level is a major determinant to the control of the workers in an organization. The recent advances on the computing power and also connectivity have been vital in positioning technology and its influence on training as a good alternative to organizational based instructions (Yusuf & Al-Banawi, 2013).

The advanced technology today provides more depth on training where programmes can be at a position of transmitting much information rich content and provide the employees with more multimedia content. Additionally, advances on communication media such as synchronous audio and video provide more opportunity for the trainer and trainee level interaction, adding more chances to collaborative and team based learning.

1.1.2 Training Delivery

Training is an arrangement of a designed set of systematic procedures and processes intended to meet training goals relative to the employees present and future job requirements. These can be classified as follows; required need, model outline of the training, growth of subject contents, effecting the training, and its evaluation. The categories are sequential in their progressive phases, where the outputs of one phase gives inputs to the consecutive once. BrockJF (2007) asserted that training delivery procedures include the training techniques and training materials used by the facilitators to structure and impacts of the learning experiences. Various training delivery methodologies are either good or bad at achieving different learning goals. At the training design stage, the various ways are analysed so as to figure out if they are fit to the achievement of the learning objective. The best method is then utilized in the training strategy at the development stage (Noe, 2010).

Learning objectives include the following three stages: knowledge sharing, skill development, and attitude change (KSAs). There exist three Knowledge objectives ie: declarative, procedural, and strategic. Declarative can be explained as an individual storage of factual data and information. The knowledge of how and and when to use these facts is what is refered to as Procedural knowledge. During planning, observing and revision of training activity, we make use of the strategic knowledge. Skill depicts a persons ability to perform certain roles such as using an equipment, presenting to an audience, or making decisions in business. Attitudes can create great impact (feelings)

whether positive or negative as related to them. Levels of motivation affects Attitudes and consequently motivation influences the behavior of a person. Trainings to a larger extent have learning goal for building knowledge, developing skills and affecting attitudes; training sessions should in-cooperate any procedures into a coordinated whole since no one of procedures can do all what is reqired satisfactorily (Carnevale & Goldstein 2013).

Cognitive training methods and behavioral training approaches are the two categories of training delivery methods. Cognitive training methods supports giving information by word of mouth or written, showing connection among concepts, or guiding on how things should be done. This encourages learning through their effects on cognitive processes for they are closely connected to changes in knowledge and behaviours. cognitive methods includes; Facilitations, debates, online learning and, to some point, case studies (Bushnell 2010).

On the other hand, behavioral methods may lead the employee in its application either in real or as simulated fashion. They prompt learning through long exposures and are essential at skill growth and perception alteration. Both behavioral and cognitive methods can be used to change attitudes, though this can be achieved using different ways. Training workers while they are still on job is a comprehensive use of many methods and is efficient at building compitence, capacity, and behaviour (Buch & Bartley 2012).

1.1.3 Toyota Kenya Ltd

Toyota Kenya Ltd is a major distributor and service provider for the Toyota, Yamaha, Hino and Case IH Motor brands in Kenya. The company's head offices are in Nairobi with branches in Nairobi Westlands, Eldoret, Kisumu and Mombasa . The company is wholly owned by Toyota Tshusho Corporation, which is a trading arm for the Toyota Motor Group (Toyota Tsusho Corporation 2015). The company's vision is "being the company which customers love to visit and the people prefer working" while its values are "customers for life, self-managed people and the challenge to passion" (Toyota Tsusho Corporation 2015). The company looks for ways to continuously advance, grow, better their lives and also create a positive working environment for its people and products through its strategy on "continuous improvement" (Toyota Model of HRM n.d). Toyota Kenya makes use of technology advancement in order to continuously grow through training its employees to provide quality services and improve their products to meet customer needs.

In part of awareness on maintaining environmental eco-friendliness, the firm has begun to move to the line of manufacturing hybrid electric vehicles. It is one of the initial firms to sell this concept globally as a control to air pollution. The hybrid vehicles include Prius lift back, Camry Hybrid (1st and 2nd generation), Toyota Highlander Hybrid (Kluger Hybrid in Japan), Toyota Avalon Hybrid, Toyota Auris Hybrid and also Toyota Yaris Hybrid which is available in Europe only (Liker 2014). In addition the plug-in hybrid electric vehicles for Toyota is a project that started in 2007 and Prius PHV had become a

major selling product globally as of 2013. Further, cars provide a major product for the organization. In 2009, the organization had listed over 70 different kind of models that were sold under the company's namesake that is sedans, coupes, vans, hybrids or the crossovers. Majority of the models are manufactured as the passenger sedans that constitute of the subcompact Toyota Yaris, Corolla towards the Avalon. The Vans include Previa/Estima and also Sienna. Other small cars for instance the XB as well as TC have been sold under its Scion brand (Toyota Tsusho Corporation, 2015). Toyota SUVs and Crossovers provide other product range for the organization, the Pickup Trucks as well as Luxury type vehicles.

Liker (2014) asserts that the non-executive need which convince that Toyota Kenya Corporation is a major success not only in Kenya but globally due to their Toyota Production Systems (TPS). This leads to the use of unorthodox manufacturing system which enable the Japanese firm to make the world's best automobiles using less cost and to come up with new products in a faster manner. Toyota has not only been able to out compete their major rivals such as Chrysler, Daimler, Ford, Honda or General Motors but has also developed the TPS systems, build organizations for instance hospitals and the postal services. It has also adopted the underlying rules, tools as well as conventions in order to be efficient (Toyota Model of HRMn.d). The industry's lean manufacturing experts have ensured effective use of the virtues on the TPS with high level conviction which the managers believe is their role in the success of Toyota. TPS is considered as a hard innovation which provides the company with a way to improve their manufacturing vehicles. In addition the firm has mastered the soft innovation which relates to the

corporate culture (Kraiger, 2011). The firm succeeds since it is able to create contradiction and paradoxes on a number of aspects in its life. The employees are exposed to a culture of constant developments and innovations that influence the success of the firm.

1.2 Research problem

Proliferation in regard to the utilization of technology in training delivery has been influenced by various environmental factors. From the economic pressure, globalization and the issues on work life have worked together in order to develop a business environment that requires innovation and flexible solutions on training. Despite that, use of technology for better results in training delivery has been essential in order to position the technology based training as a major tool to address the concerns in employee training delivery. According to Yusuf & Al-Banawi (2013), about 80 % of the costs on training are devoted to the trainees such as on training site, maintenance and absorption on the lost productivity. However, for the organizations that are highly decentralized with their employees all over the globe, costs on training can be quite high. Technology makes it possible to offer employee training at any place, any time and getting quite responsive to the fast changing business environment. On the other hand, increased role of human capital on creation of sustained competitive advantage implies that the organizations need to depend on learning at the work place and continuity to improve so as to meet their core objectives. In addition, reducing economic challenges on costs and improving shareholder value are very vital to increase employee development activities at a low cost.

Employee training in Toyota Kenya is meant to provide improved skills and knowledge in product development and service delivery. This makes the employees to be well equipped in their emphasis for quality work. Competence of employees in the organization is given a major focus and this has to undergo a process. Toyota provides about two weeks of training per year for all its employees. Training through-out the company is conducted on the basis of employee grades, as well as specialized training for individual groups, and language training. Toyota conducts training of younger employees with a focus on original problem-solving techniques to enhance practical problem-solving skills. In addition, Toyota has systematically developed and implemented training to improve the managerial skills (human resources development capabilities) of managers, and global training for employees at overseas affiliates in order to strengthen practical skills in implementation of the Toyota Way model.

A number of local and international studies have been conducted in the area of technology and employee training. In a study by Yusuf & Al-Banawi (2013) on the impact of changing technology: The Case of E-Learning, Contemporary Issues in Education Research (Online), the findings indicated that technology influence effective design of the training programs to facilitate the transfer of knowledge, skills and abilities. In a similar study by Ulrich et al. (2013), they evaluated the role of social learning in instructional design. They found out that cognitive psychology for instance social learning, was as a result of development of systematic models for instructional design that were able to identify the needs of the employee training, the learning objectives and the choice of the methods of training. However, the study was not focused in Kenyan

context hence could not be generalized to Toyota Kenya. This is because there are a number of automotive training centers at Toyota Kenya forcused to nurture their staff. This has not only been relocated and expanded but reopened in order to provide courses for the general public and the firm employees (Liker 2014). This has also ensured that there are diversified workforce that meet the needs of the dynamic technological environment through effective employees training delivery strategies.

Allen et al. (2011) came up with models that influenced instructional system design on management literature and in this way, he was able to spell the perceived effect of technology on improving training transfer and its effectiveness.The findings showed that training not only offered more skills to employees on instructional design but also offered recommendations for evaluation of the models in light to changing technologies. Clearly, from these studies and the available literature, there is limited literature on perceived effects of technology on employee training delivery with more changes observed in the business environment as a result of globalization in Automobile industry and in particular Toyota Kenya. It was for this reason that the study sought to address the following research question: what is the perceived effect of technology on employee training delivery in Toyota Kenya?

1.3 Research objective

The main objective of this study was to establish the perceived effect of technology on employee training delivery in Toyota Kenya.

1.4 Value of the study

To the policy makers as well as the government, they will benefit more on the design of training programs not only in the automobile industry but also across the sectors. This is because designing training programs is part of the perceieved effect of technology in organizations. In the Auto Mobile industry, strategies are specific to organizations and the competence level in the industry. This is critical in the effective strategy development on training delivery by organizations in the automobile industry.

For the HR practitioners, the proposed study will shed more light on the way in which organizations will be able to leverage on technology so as to meet their objectives through effective training delivery. In addition, the findings of this study will offer vital information to the members of the organization on the objectives of training and how it is accomplished in organizations. Managers will make use of the findings as a reference on the training objectives to improve the productivity of the employees.

As earlier mentioned, there are limited empirical investigations on perceived effects of technology on employee training delivery in organizations. This provides a good ground for the academicians to investigate the research gaps in this area. Additionally, the proposed study will be vital to the current and future researchers on this topic since it will form the basis of their study. This is because the findings of the proposed study will be

evaluated in light of their limitations. Therefore, it will be essential for them to address

the current limitations of the study and hence offer a more insight to this topic.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

As a result of the growing challenges in the global business environment, firms are required to respond well in order to meet their objectives. The chapter reviews the cognitive flexibility theory and human capital theory which are the theoretical basis for this study, technological approaches to training delivery, factors that influence training delivery, and role of technology on employee training deliverly.

2.2 Theoretical Underpinning of the Study

This study was based on cognitive flexibility theory and human capital theory

2.2.1 Cognitive flexibility theory

According to this theory, employees grasp the nature related to complexity in organizations quite easily when they are presented with a number of representations on the same information in various contexts (Minton, 2012). It emphasizes that the ability of spontaneously being able to restructure knowledge of an individual in different ways, in an adaptive response so that it radically responds to the changes in a situation which is essential. The theory places more emphasis on transfer of skills and knowledge beyond the initial situation on learning. The skills transfer are related to the desire of the learners to make use of knowledge and also skills that have been mastered in the training program for the job. Changes in behavior are likely to take place for employees that learn the

materials that are presented in training as well as their desire to apply them on the new knowledge or the skills at the place of work.

The theory includes four levels of evaluation,these are reactions, learning, transfer and results. Level one is on the reactions and just as the name states, it is a level in which training is measured in the way in which employees in the training program react to introduction of technology. It tries to respond to a number of questions in relation to the perception of the employees, whether they liked it or whether the materials were relevant to work (Allen etal.2011). On the second level is training, moving past the satisfaction of the employees or the learner and tries to evaluate the extent to which employees have advanced their skill level, knowledge as well as attitude in order to determine amount of training which have taken place (Alessi&Trollip, 2011). The third level is on transfer, which looks on transfer which have taken place on the behavior of the employee as a result of the training program. Training at this level tries to respond to the question in terms of skills acquisition, knowledge or the attitude ready to get used at the organization (Amagada, 2016). This is the outcome of use of technology in the training programs in organizations. Behavioral change is most likely to take place to the employees that receive the training due to acquisition of knowledge and skills necessary in the work activities.

2.2.2 Human Capital Theory

Schultz (1961) who ordered expenditures on Human capital as investment as opposed to consumption is the initiator of the Human Capital theory which was later developed

extensively by Becker (1964). Knowledge, skills, attitudes, aptitudes, and other acquired traits that contributing to production are the ones refered to as Human capital. The theory suggests that training increases staff's efficiency by conferring essential knowledge and skills, hence building-up workers' income by scalling up livetime income (Becker, 1964). In Becker's opinion, human capital is synonymous to "physical means of production", e.g, factories and machines: one can invest in human capital (via education, training) and one's outputs is determined by return ratio on the human capital invested. Thus human capital is a means of production, into which additional investment yields more output.

This theory has widely and in a rapid way gone through various developments hence profound attention forcusing on training related issues. This is indeed related to one's sole perspective. Human capital investments are all activities that improve the output (productivity) of the staff. Therefore, training is an issential part of human capital investment. This alludes to the knowledge and training required and experienced by a person that increases his or her capacity in performing roles of economic significance (Mincer 2011).

2.3 Technological Approaches to Training Delivery

In the current time of fast technological changes, many training technologies exists. They incorporates fundamental skill training activities like debates, talks, discussions to more mind boggling training methods like; the Internet, intranet (corporate-wide Internet systems), Computer-based training, multimedia supported training technologies, virtual reality and many more. The agitation of business information is becoming more essential

as organizations want to be certain of TBL's effectiveness prior to their decition on using it or not (Buhalis & Law 2014).

The e-learning has been adapted by majority of the companies, enveloping many unique sorts of technology assisted training, for example distance learning, computer-based training (CBT), or web-based training (WBT). Distance learning happens in a situation when the trainers and trainees are in distance location; commonly, technological innovation is utilised to broadcast a trainer's lecture to many trainees in several diverse locations. Distance learning offers many of the similar advantages and disadvantages as the lecture method. Compared to paying for trainees in multiple locations to travel for a lecture, distance learning can be cheaper, though it may reduce motivation to learn because of the locality of the trainer (Wilson & Hash, 2013).

These two type of trainings; Web-based training and Computer-based training are in every practical sense equivalent. For such trainings, the computer is to convey the content, utilising groups of text, video, audio, chat rooms, or interactive assessment. the experience at some times can be fundamental as reading writtings on a screen or as cutting edge as answering questionsin using computerized video. With CBT, the training program is reserved on a hard-drive, a CD-ROM, or flashdisks and this distiguishes between CBT and WBT. The implication of this is that, difficulties arises on overhauling hence it might be more involving for staffs to get along with it. Conversely, company's intranet or World Wide Web are used to host WBT online.. Accessibility of training is thus increased as some employees can even manage to train from their home computers. In additionally, it becomes rapid and relatively easy to overhaul content. For example, in

a situation that an error is discovered on the training content ,the hosted server traing programme instantly makes an upgrade on the content for all of the trainees from that instance. New CD-ROMs or diskettes should be delivered so as to allow for any changes to be made to the CBT (Buhalis & Law 2014).

E-learning is efficient at making declarative and specifically, procedural knowledge. In building some sort of abilities and for altering attitudes E-learning, it can be very helpful. To develop declarative knowledge E-learning uses repetitive presentation of facts, applying various types of formats and methods of presentation. In expounding on when and how to utilize knowledge at different situations, E-learning can be helpful. To nature Procedural knowledge, trainees are given the right to practice applying the knowledge to different circumstances reproduced by the software applications. The ability to automatically document trainee's responses, interpret them, and provide appropriate practice modules to improve areas of weakness makes this training delivery method valuable (Wilson & Hash, 2013).

The software's capacity to impersonate the trainee's work environment and context restricts the application of e-learning training. E-learning is a suitable selection for teaching skills like training employees in the utilization of word processing, spread sheet, and other computer-based software. Therefore, the training software is effectively mimicked to the tasks and situations trainees confront while on the job. Moreover, a CBT software that reasonably mimics collaboration between two or more people or a person and an object in a dynamic domain is extremely challenging to develop. Various circumstances call for different strategies to be used on this issue(Luthans et al. 2008).

E-learning can be viable at creating or adjusting perceptions. With e-learning technology, it is possible to depict from numerous points of view the factual relationships among objects, events and outcomes of specific courses of action. The visual and textual presented in a CBT can change how objects, events and their relationships are viewed. However, the emotional or affective side of attitudes may not be realized since the objects and events are simulated as contradicted to real. In additon, there is no space in the event of e-learning, discussing about attitudes in a setting where there is monitoring, directing, and reinforcing the discussion to support the desired attitude(s). This might be one reason numerous grown-up learners show an inclination for e-learning on how to be consolidated with some type of teacher based training. Combined training, which is when both computer and face-to-face training are intergrated to trainees, are being utilized by many organizations (Gayeski 2012).

2.4 Factors that Influence Training Delivery

Training has positioned itself as the most vital obligations of all management levels in the organization. It is requires much support from employers and managers to have a powerful training. Their support assumes an imperative part in the achievement its need. However, they just put resources into training when it is a commonsense arrangement which makes a huge change (Noe et al. 2011) in performance, productivity and profitability. In addition, in deciding the role of manager in training setting, Ellström (2012) integrates the importance of management support for subordinates' learning at work from the previous studies. She specifies its comparisson in the dimensions and subjects of administration (i.e. the support of risk taking and knowledge sharing,

feedback provision, promote learning climate and role models for learning) between the findings of Viitala (2004) and Ellinger (2005).

It's also noted that in every progression of training process, there is the participation of managers. For example: they play a key part in giving the direction of the training needs. Managers on top, middle and lower position respectively with three organizational levels (strategic level, tactical level and operational level) (Wognum, 2001) are the ones responsible for defining the training needs. By observing workers, manager perceives and finds the gaps or the required skills which employees do not have to be able to perform better in his/her job responsibilities. Then manager also takes part in coaching, assisting and helping the employees to learn and develop those skills (Noe et al. 2011). In a learning organization, the manager plays as a significant actor to create and promote the learning culture within the organization (Gephart et al., 1996). Moreover, the outcome of training depends upon the trainer's knowledge, experience and ability to motivate employees (Punia and Kant, 2013). Accordingly, the association ought to pay consideration in strengthing the capability and competency of the managers. Subsequently, the nature of training will see some fundamental increment.

2.5 Technological Advancement and Training Delivery

Maxwell (2012) studied on technological advancements in regards to online training: effect and issues for organizations. The study unveiled that technological improvement are adjusting training delivery. On-line learning is relied upon to permit both private sector and Government to convey cutting edge training to workers, students,

academicians, researchers and home workers. This is geared towards empowering them to make the sort of skilled computer labour force required for the future. Thus, learning using technology has been acknowledged by organizations as a new type of training. Online training accompanies certain restrictions; there are issues and difficulties related with this type of training. Organizations need to measure the cost and advantages keeping in mind the end goal to make utilization of the most recent ways of trainings.

Imran Maqbool & Shafique (2014) did a study on the effect of Technological Advancement on Employee Performance in Banking Sector. The findings indicated that technological advancement has great value addition on staff motivation and training. Motivation had great effect on employee productivity but training had no huge effect on employee performance. However, it should be noted that in the mix of technological improvement and employee performance, there is a huge relationship which intergrates them.

Ismael (2011) did a research on Communication Technologies Within Human Resource Development: E-Learning in HRD. The results and findings indicate that the e-learning strategies are directly influenced by the individual organization strategy and that HRD objectives flow from the analysis of the internal and external factors influencing e-learning implementation. The study shows that the respondent bank organizations, in general, had successfully employed the technological changes in the delivery of their training and learning activities using an effective e-learning development process that achieves organizational strategic objectives. However, HRD functions require more improvements in integrating the different systems and applications, and need more

involvement by the employees and managers, within the context of e-learning , so as to maximize the effectiveness of HRD strategies and e-learning approach.

Akir (2006) examined the impact of information and communication technology on teaching and training: A qualitative systematic review. The study established that Integration of information and communication technology in teaching and training is becoming the norm. Technology should be selected to enhance educational practice and to create new pedagogical strategies for the improvement of teaching and training. The availability of technologies that are faster, more robust, and capable should enable faculty members, trainers, and managers to do things that were not possible before. Systematic review of the literature suggests that faculty members and trainers need to be supported in their efforts to incorporate technology into teaching practices. To ensure full adoption and minimum resistance, diffusion theories have to be understood and carefully implemented. This not only includes transferring know-how skills to faculty members and trainers, but insuring that appropriate organizational support is a part of the plan.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This study forcused on evaluating the perceived effect of technology on training delivery at Toyota Kenya. This chapter offers a description on the research design, the instruments to be employed of data collection and methods used for data evaluation and analysis.

3.2 Research Design

Descriptive research study method was applied. It involved making conclusions about relationships between independent and dependent variables. This technique was used because it provides a profound amount of data than other observation techniques. Further, the method was compatible with data collection across many departments at a particular instance. This method had been applied by other scholars including Ochieng' (2014) and Mbae (2014). Kothari (2004) indicated that a case study entails an adequate analysis of social units involved hence highly recommendable.

3.3 Target Population

In this study, the target population was all the employees across all departments working at Toyota Kenya. The study targeted staff population of six hundred employees from the six departments in the Toyota Kenya which include: Finance department, Human

Resource Department, sales and Marketing ,Procurement, quality process department, and Operation/Technical department.

Table 1: Target Population

Management and Staff	Population size
Finance department	65
Human Resource Department	30
Sales and Marketing	130
Procurement	83
Quality Process Department	110
Operations/Technical Department	182
Total	**600**

3.4 Sample Design

The stratified sampling method was utilized to come up with a sample size of 160 employees (35 management employees and 125 non management employees) which was 27% representative of the whole target population. Kombo and Tromp (2009), refers to objects with similar characteristics and similar elements in an entire group as a population. They in addition noted that it's necessary for the researcher to uncover adequate and relevant information concerning the target population.

Table 2: Sample Design

Management and Staff	Population size	Sample Size
Finance department	65	18
Human Resource Department	30	8
Sales and Marketing	130	35
Procurement	83	22
Quality Process Department	110	30
Operations/Technical Department	182	47
Total	**600**	**160**

3.4 Data Collection Methods

This study employed primary data collection methods. The collection of data entailed questionnaires. According to Mugenda and Mugenda (2013), questionnaires serve as adequate data collectin methods in case studies. The first part of the questionnaire involved the demographic characteristics analysis to unveil essential elements including the demographic traits of the respondeds. The subsequent section of the study involved the perceived impact of technology on training delivery where the primary aspects the investigation was put into focus. The questionnaires were administered individually among the respondents of the study. Care was taken to ensure that all the questionnaires

were received by the prospective respondents by registering the questionnaires, which were distributed and and later received.

3.5 Data Analysis

The descriptive data analysis statistic technique was used to analyze the collected data. The collected questionnaires were sorted out on the basis of relevance and content to eliminate the responses that characterized some levels of biasness and data outliers. The essence of the foregoing is to get rid of "non responses' and extreme outliers. The Statistical Package for Social Sciences (SPSS) Version 20 program was used to analyze and code the sorted data. The next step was the analysis of the descriptive data using methods such as the rates, standard deviations, means and frequencies.

CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter entails analysis and findings of the study as set in the research objectives and methodology. The study findings are presented on the the perceived effect of technology on employee training delivery in Toyota Kenya.

4.2. Response Rate

The data collection instruments, questionnaires were sent to 160 respondents at the Toyota Kenya. Out of the 160 questionnaires distributed, 116 were sent back fully completed making a response rate of 72.5%. This was in tandem with Mugenda and Mugenda (2003) who suggested that for generalization a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of 70% and over is excellent. This response rate was accredited to the data collection procedure, where the researcher in person administered questionnaires and reminds the respondents to fill in the questionnaires and received them later on.

Table 3: Response Rate

Management and Staff	Sample Size	Response rate	Responded
Finance department	18	0.725	13
Human Resource Department	8	0.725	6
Sales and Marketing	35	0.725	25
Procurement	22	0.725	16
Quality Process Department	30	0.725	22
Research and development department	47	0.725	34
Total	**160**	**0.725**	**116**

4.3. Demographic Information

The study looked to discover the background information of the respondents who participated in the study. The background information focuses on the respondents' suitability in filling in the questionnaire.

4.3.1 Gender of the Respondents

The respondents were requested to indicate their gender. The table and figure below shows the findings.

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Table 4: Gender of the Respondent

	Frequency	Percent
Male	73	63%
Female	43	37%
Total	**116**	**100%**

Figure1: Gender of the respondent
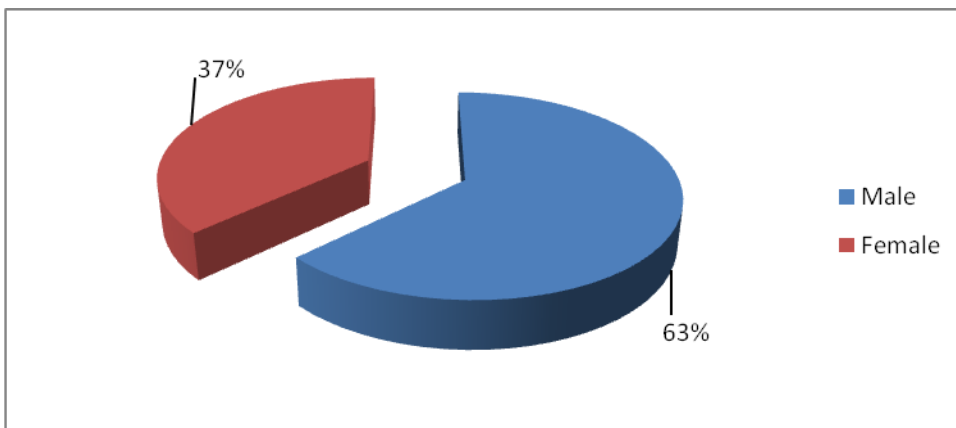
From the findings above 63% of the respondents were male while 37% were females. This depicts that majority of the respondents were male. This is expected in firms in majority of the countries, where women are less likely to participate in the labor force market, that is, less likely to be employed or looking active job.

4.3.2 Age of the Respondents

The respondents were requested to indicate their age. The findings were as shown in the table and figure in the next page.

Table 5: Age of the Respondents

	Frequency	Percent
below 25 years	21	18%
26-35 years.	45	39%
36-45 years	35	30%
above 46 years	15	13%
Total	**116**	**100%**

Figure 2.Age of the Respondents
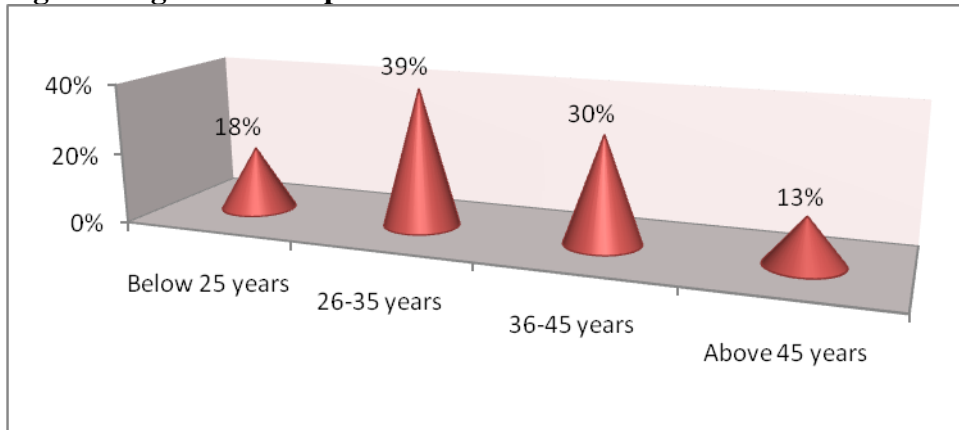
The study established that majority of the respondents (39%) were between the age of 26-35 years. 30% were between the age of 36-45 years, 18% indicated were below 25 years, while only 13% were above 46 years. This implies that most of the employees in Toyota Kenya are aged between 26-35 years. The respondents are young and energetic and therefore there was a good cooperation with the researcher.

4.3.3 Level of education

The respondents were requested to indicate their level of education. The findings were as shown in the table and figure below.

Table 6: Level of education

	Frequency	Percent
primary level	8	7%
secondary school level	19	16%
college level	24	21%
university level	65	56%
	116	100%

Figure 3: Level of Education
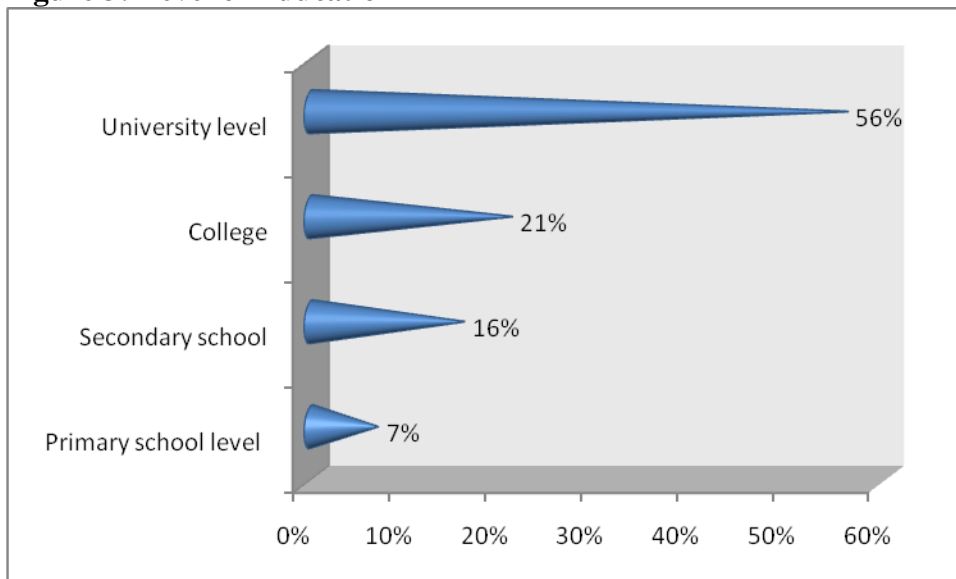
According to the findings in figure 4.4 above, majority of the respondents (56%) had acquired education upto university level, 21% had acquired had to college level, 16% had

acquired upto secondary school level, while the remaining 7% had acquired upto primary

level. This showed that majority of the respondents in Toyota Kenya are well trained thus

had rich information and knowledge on nexus between technology and employee training

delivery issues and therefore there was higher chances that of reliable information.

4.3.4 Working duration in the Firm

The study requested the respondents to indicate the period of time they had worked with

the Toyota Kenya (in years). The findings are illustrated in the table and figure below.

Table 7: Working duration in the Firm

	Frequency	Percent
below 5 years	19	16%
5-10 years	59	51%
over 10 years	38	33%
	116	100%

Figure 4: Working duration in Toyota Kenya
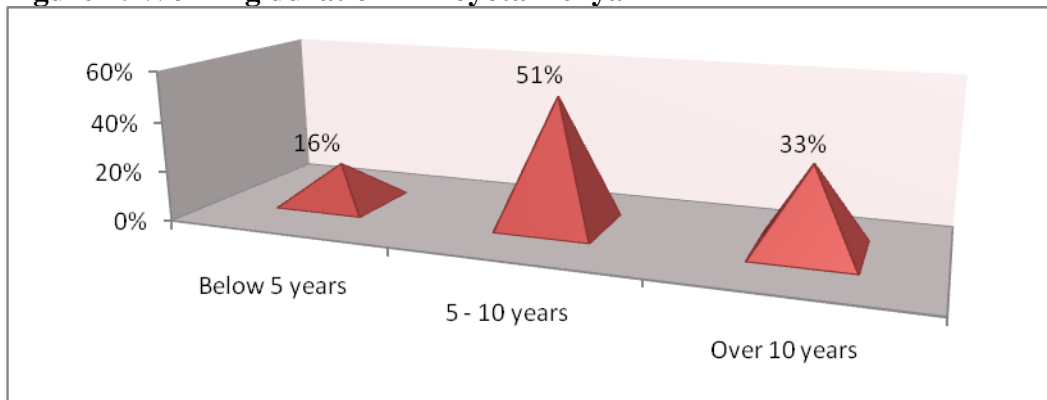
From the above findings, it was established that most of the respondents (51%) had worked with Toyota Kenya for a period of 5-10 years, 33% worked for over 10 years, while 16% had worked below 5 years. This implied that most of the employees in the Toyota Kenya had worked with the firm for a period of 5-10 years and thus they were familiar with the dynamics in their specific work areas and Toyota Kenya in general.

4.4 Technology and Training Delivery

The study sought to establish the perceived effect of technology on employee training delivery in Toyota Kenya. Several questions with regard to the abjective were designed and the response are as presented in following subsequent sub-headings,

4.4.1 Formal Employee Training Delivery Programme

Respondents were requested to indicate whether their organization had formal employee training delivery programme. Findings of the study is as shown in the table and figure below.

Table 8: Formal Employee Training Delivery Programme

	Frequency	Percent
Yes	88	76%
No	28	24%
Total	**116**	**100%**

Figure5: Formal Employee Training Delivery Programme
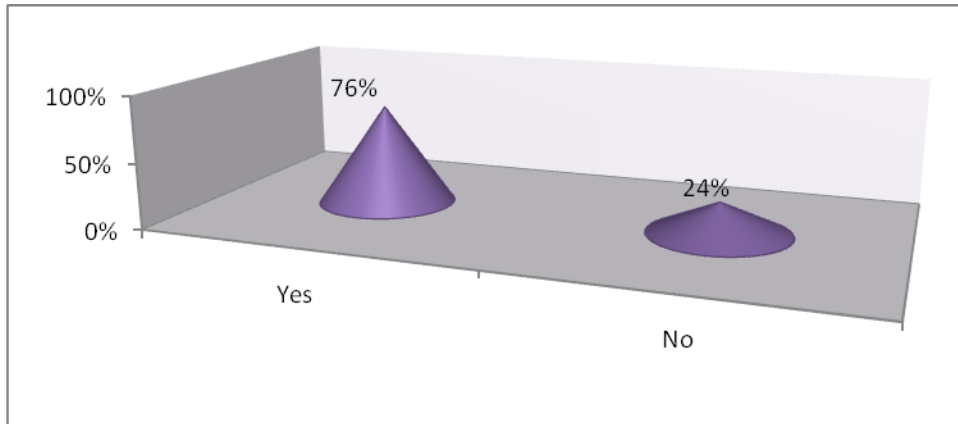
Majority of the respondents (76%) indicated that their organization had formal employee training delivery programme while 24% were on the contrary opinion. This implies that Toyota Kenya has instituted in their organization formal employee training delivery programme.

4.4.2 Advancement of Training Delivery Programme by an Integrated Technology

Among the respondents who agreed that Toyota Kenya had instituted in their organization formal employee training delivery programme were further probed to indicate whether the training delivery programme or policy was advanced by an integrated technology. The analysis of the study findings are as presented in table and figure below.

Table 9: Advancement of Training Delivery ProgrammeByAn Integrated Technology

	Frequency	Percent
Yes	78	67.6%
No	38	32.4%
Total	**116**	**100%**

Figure 6: Advancement of Training Delivery Programme ByAn Integrated Technology
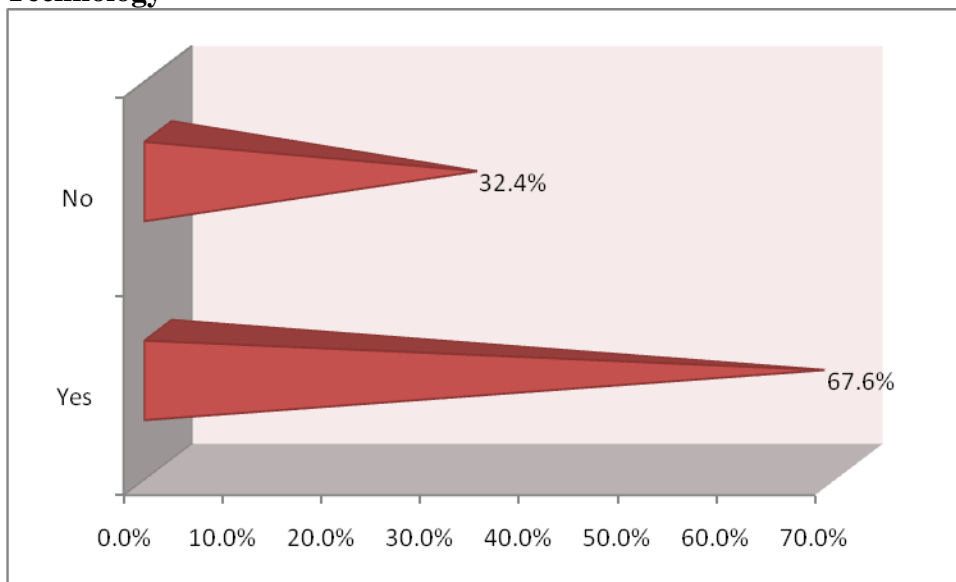
As indicated in Figure 4.6 above, majority of the respondents (67.6%) indicated that the training delivery programme or policy is advanced by an integrated technology, while the rest 32.4% indicated that the training delivery programme or policy is not advanced by an integrated technology. This implies thatin Toyota Kenya, the training delivery programme or policy is advanced by an integrated technology.

4.4.3 Importance of Advanced Technology on Employees Training

The study further sought to establish from the respondent's whether the advanced technology is important for employees training. Study findings are as shown in table and figure below.

Table 10: Importance of advanced technology on employees training

	Frequency	Percent
Yes	71	61%
No	45	39%
Total	**116**	**100%**

Figure 7: Importance of advanced technology onemployees training
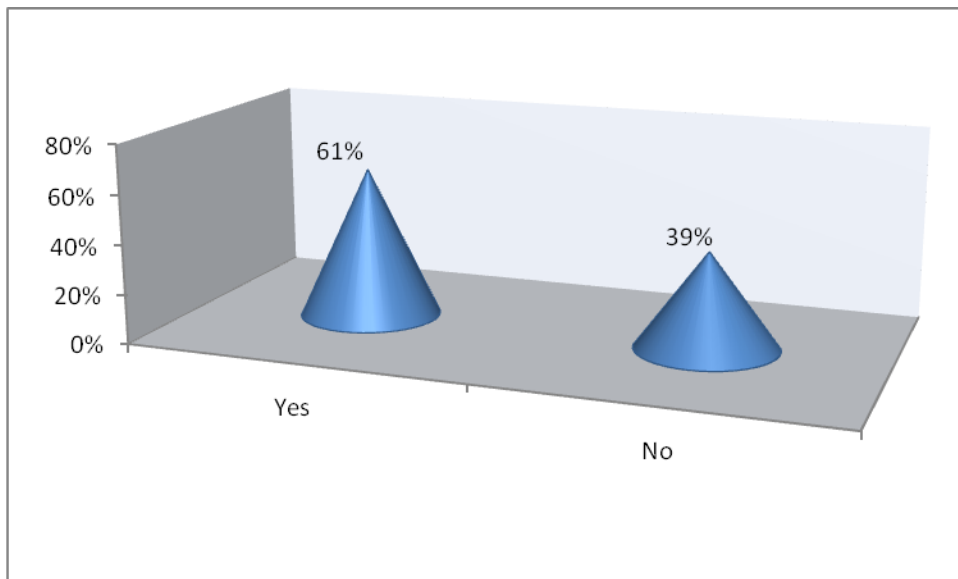
From the responses, 61% of the respondents indicated that advanced technology is important for employees training, while 39% were on contrary opinion. This implies that that advanced technology is important for employee training.

4.4.4 Technology and Enhanced Training Delivery

The respondents were required to indicate the extent to which technology has led to enhanced training delivery to the employees. Study findings are as presented in table and figure below.

Table 11: Technology and Enhanced Training Delivery

	Frequency	Percent
Very Great extent	52	45%
Great extent	32	28%
To moderate extent	14	12%
Less extent	17	15%
Total	**116**	**100%**

Figure 8: Technology and Enhanced Training Delivery
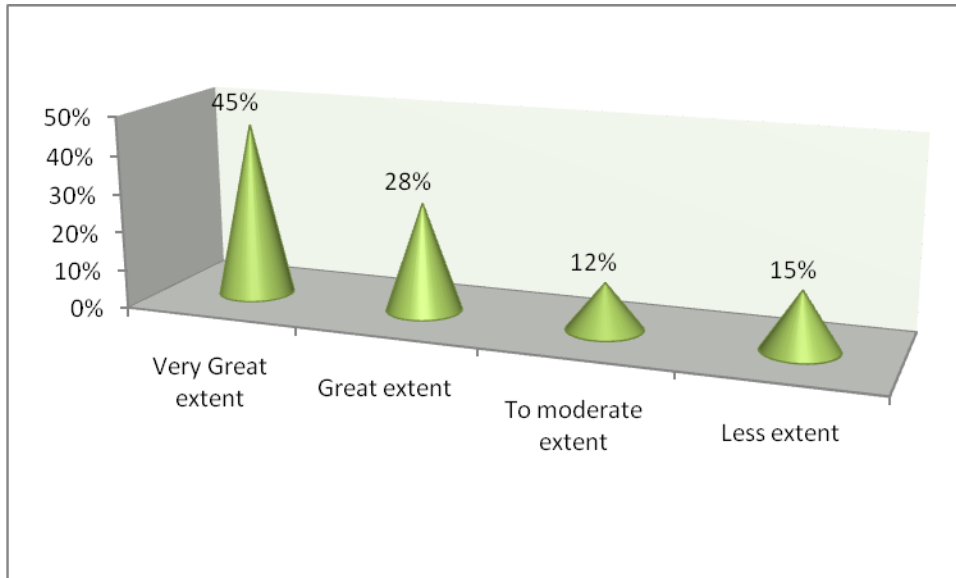
The study findings revealed that majority of the respondents (45%) indicated that technology has led to enhanced training delivery to the employees to a very great extent, 28% indicated to a great extent, 15% indicated to a less extent, while 12% of the respondents opinion that technology has led to enhanced training delivery to the employees to a moderate extent. This shows that technology has led to enhanced training delivery to the employees in Toyota Kenya.

4.4.5 Integration of Technology in Employees Training Delivery

The respondents were requested to indicate the extent to which Toyota Kenya has integrated the following technology in employees training delivery. The response was placed on a five Likert scale in the following order where; 5= Very great extent, 4=Great extent , 3= Moderate extent 2=Less extent and 1= Not at all. Study findings are as presented in table below.

Table 12: Integration of the technology in employees training delivery

Statements	Mean	Std. Dev.
Web-based operation	3.57	0.0218
Computerized intelligent systems	1.01	0.0001
Availability of the modern computers	4.02	0.1236
Visual digital technology	3.94	0.1023
Web-conferencing	3.97	0.3456
Podcast	1.02	0.0412
Microblogs	1.04	0.0321
Mobile lerning (M-learning)	3.48	0.2215
Intellipidia	1.03	0.3564

The above findings of the respondents pointed to a very great extent that Toyota Kenya had integrated the modern computers (mean=4.02), web-conferencing (mean=3.97), as well as visual digital technology (mean =3.94). In addition, respondents agreed to a great extent that Toyota Kenya had integrated the web-based operation (mean=3.57), and mobile lerning (M-learning) (mean=3.48). However, the respondents revealed that

Toyota Kenya had not integrated computerized intelligent systems (mean=1.01), Podcast (mean=1.02), Intellipidia (1.03) as well as Microblogs (mean=1.04). This implied that Toyota Kenya had integrated the modern computers, web-conferencing as well as visual digital technology to a great extent.

4.4.6 Effect of Technology on Employee Training Delivery

The respondents were requested to point the extent of agreement concerning to effect of technology on employee training delivery. The responses were located on a five Likert level ranging from 1 (strongly disagree) to 5 (strongly agree). The findings were as shown in the table below.

Table 13: Effect of Technology on Employee Training Delivery

Statements	Mean	Std. Dev.
Technology greatly contributes to the training delivery process hence better training delivery output	4.25	0.2178
Technological advancement ensures provision of training delivery services are not dependent on the varying quality of the trainer	3.84	0.3245
Technology ensures that employees exploit a number of opportunities in acquisition of information	4.12	0.1867

Use of technology advancement encourages team work among employees	4.23	0.2365
Technology has been embraced as an innovative form of training delivery	3.86	0.3984
Technology transfer has significant positive influence on employee performance	4.31	0.3381
technology influence effective design of the training delivery programs to facilitate the transfer of knowledge, skills and abilities	3.76	0.1786

From the findings above, the respondents strongly agreed that technology transfer had significant positive influence on employee performance (mean=4.31), technology greatly contributes to the training delivery process hence better training delivery output (mean=4.25) and that use of technology advancement encourages team work among employees (mena=4.23). In addition, respondents agreed that technology ensures that employees exploit a number of opportunities in acquisition of information (mean=4.12), technology has been embraced as an innovative form of training delivery (mean=3.86), technological advancement ensures provision of training delivery services are not dependent on the varying quality of the trainer (mean=3.84) and that technology influence effective design of the training delivery programs to facilitate the transfer of

knowledge, skills and abilities (mean=3.76). This indicates that technology transfer has significant positive influence on employee performance, contributes to the training delivery process hence better training delivery output and that its advancement encourages team work among employees.

4.4.7 Training Delivery and Job Competence

The study also was interested in establishing the extent to which training delivery increases job competence. Study findings are presented in the table and figure below.

Table 14: Training Delivery and Job Competence

	Frequency	**Percent**
to a very great extent	57	49%
to a great extent	42	36%
to moderate extent	6	5%
to a little extent	9	8%
Not at all	2	2%
Total	**116**	**100%**

Figure9: Training Delivery and Job Competence
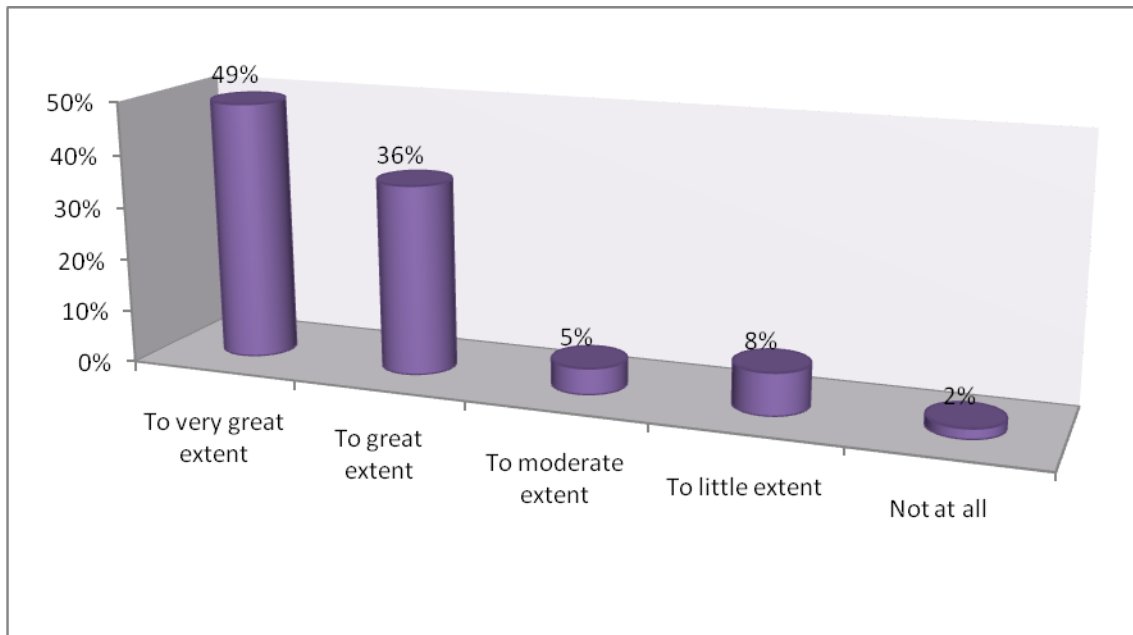
Based on the study findings, majority of the respondents (49%) indicated that training delivery increases job competence to a very great extent, 36 % indicated to a great extent, 8% to a little extent,5% indicated to a to moderate extent, while only 2% indicated thattheirfirm do not use resources to develop new products. This implies that training delivery increases job competence to a very great extent.

4.4.8 Technology and Training Delivery Needs

Respondents were requested to indicate whether technology had enabled the organization meet training delivery needs of the employees. The study findings are presented in table and figure below.

Table 15: Technology And Training Delivery Needs

	Frequency	Percent
Yes	85	73%
No	31	27%
Total	**116**	**100%**

Figure 10: Technology and Training Delivery Needs
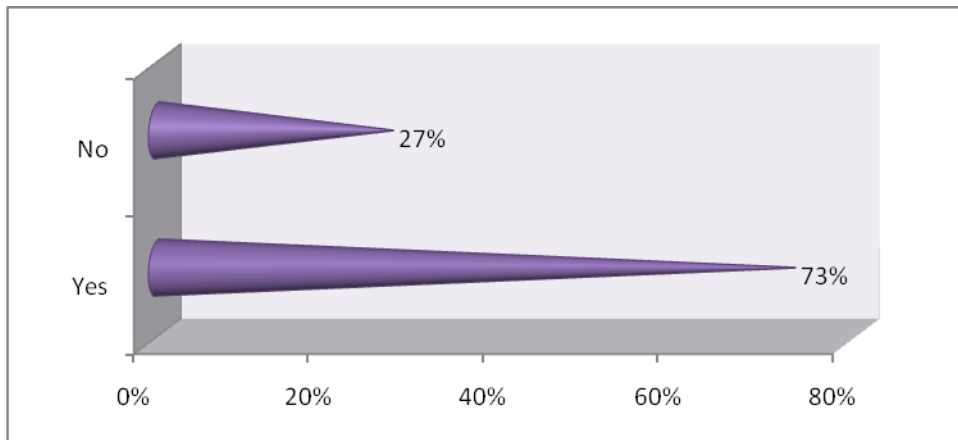
From the responses, 73% of the respondents indicated that technology had enabled the organization meet training delivery needs of the employees while 27% indicated that technology had not enabled the organization meet training delivery needs of the employees. This showed that technology has enabled Toyota Kenya meet training delivery needs of the employees.

4.4.9 Extent of Influence of Technology on Training Delivery Needs

Respondents were requested to indicate the extent to which they would agree with the following statements in regard to the influence of technology on training delivery needs. Responses were presented on five likert scale where 5=Strongly Agree, 4=agree, 3=Neutral 2= disagree and 1 strongly disagree. The study results are presented in Table 16 below.

Table 16: Extent of Influence of Technology on Training Delivery Needs

	Mean	Standard deviation
Training delivery via technology has enhanced employees career	4.1363	0.5364
Training delivery through technology has increased employees competency at work	4.2312	0.2356
Training delivery has helped employees cope with emerging new technologies	3.9461	0.1634
Training delivery through technology has enabled employees to be creative and innovative	4.2014	0.2543
Technology has enhanced training delivery which has	4.0123	0.8754

helped improve performance		
Technology has ensured continuous improvement on the knowledge of employees	3.9612	0.6124

As illustrated in Table 16 above, respondents strongly agreed that training delivery through technology had increased employees competency at work (mean=4.2312), training delivery through technology had enabled employees to be creative and innovative (mean=4.2014), training delivery via technology had enhanced employees career (mean=4.1363), and that technology had enhanced training delivery which has helped improve perfomance (mean=4.0123). In addition, respondents agreed that technology had ensured continuous improvement on the knowledge of employees (mean=3.9612) and that training delivery had helped employees cope with emerging new technologies (mean=3.9461). This implies that training delivery through technology has increased employees competency at work, enhanced creativity and innovation, enhanced employees career development and improved performance.

4.4.10 Respondents Opinion on the Influence of Technology on Training Delivery Needs

The study was to find out the level of the respondents in agreeing with the following statements with regard to the influence of technology on training delivery needs.

Responses were put on five likert scale where 5=Strongly Agree, 4=agree, 3=Neutral 2= disagree and 1 strongly disagree. The study results are as presented in Table 4.5 below

Table 17: Respondents opinion on the Influence of Technology on Training Delivery Needs

	Mean	Standard deviation
Effectiveness in integrating technology in organizations needs the whole institution to be networked	4.126	0.1135
video conferencing need to be provided and also integrated to the objectives of training delivery	4.231	0.2354
Focus of information access and presentation have been necessitated by technology	3.854	0.8541
technology integration fail due to lack of adequate accessibility and infrastructure	4.321	0.6325
Having computers at the centralized locations help the employees with equitable as well as efficient exposure on technology	3.963	0.4217

Based on the study findings, respondents strongly agreed that technology integration fail due to lack of adequate accessibility and infrastructure(mean=4.321), video conferencing

need to be provided and also integrated to the objectives of training delivery (mean=4.231), and that effectiveness in integrating technology in organizations needs the whole institution to be networked (mean=4.126). Further, respondents agreed that having computers at the centralized locations help the employees with equitable as well as efficient exposure on technology (mean=3.963). Focus on information access and presentation had been necessitated by technology (mean=3.854). This illustrates that that technology integration fail due to lack of adequate accessibility and infrastructure, video conferencing need to be provided and also integrated to the objectives of training delivery and that effectiveness in integrating technology in organizations needs the whole institution to be networked.

4.4.11 Ways to Improve Training Delivery and Development in the Organization

Respondents were requested to suggest ways that could be used to improve training delivery and development in the organization. Respondents highlighted ways that could be used to improve training delivery and development in the organization. The following issues where pointed out in the open ended questionniar; lecture, discussion, e-learning and, to some extent, case studies, equipment simulators, business games, role plays, the in-basket technique and behavior modeling.

4.5 Discussion of Findings

The study established that training delivery increases job competence to a very great extent and that technology has enabled Toyota Kenya meet its training delivery needs of its employees. Moreover, the study established that training delivery through technology

has increased employees competency at work, increased creativity and innovativation, and enhanced employees career. Similar to the study findings, Imran, Maqbool & Shafique (2014) pointed out that technological has an impact on motivation and training of employees. Motivation has significant impact on employee performance but training has no significant impact on employee performance. Moreover as for technological advancement and employee performance, there is relationship among them.

The study also established that technology has enhanced training delivery which has helped in improving performance. However, technology integration fail due to lack of adequate accessibility and infrastructure. Video conferencing need to be provided and also integrated to the objectives of training delivery. Effectiveness in integrating technology in organizations needs the whole institution to be networked. In tandem with the study findings Noe et al. (2011) had that training is one of the most important responsibilities of all management levels in the organization. Also in line to determine the role of a manager in training context, Ellström (2012) synthesizes the meaning of management support for subordinates' learning at work from the previous studies. She mentions the similarities in the dimensions and themes of management (i.e. the encouragement of risk taking and knowledge sharing, feedback provision, promote learning climate and role models for learning) between the findings of Viitala (2004) and Ellinger (2005).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of research findings, generated from the data analysis. The conclusions is drawn in line with the study objectives and thereafter recommendations and suggestions for further studies have been made.

5.2 Summary of the Findings

The objective of the study was to establish the perceived effect of technology on employee training delivery in Toyota Kenya. Further, the study established that advanced technology is important for employees training hence this has led to enhanced training delivery to the employees in Toyota Kenya.

The study also established that Toyota Kenya has integrated the modern computers, web-conferencing as well as visual digital technology to a great extent. Technology transfer has significant positive influence on employee performance thus greatly contributing to the training delivery process leading to a better training delivery output. Use of technology advancement also encourages team work due to easy correspondence networking among employees.

It was also noted that training delivery increases job competence to a very great extent hence technology has enabled Toyota Kenya meet training delivery needs of the employees. The study also established that training delivery through technology has enabled employees to be creative and innovative, enhanced their career and that

technology has enhanced training delivery which has helped improve performance. However, technology integration fail due to lack of adequate accessibility and its infrastructure. Video conferencing is very important thus it's highly needed to be incorporated and integrated to the strategic objectives of training delivery in Toyota Kenya. Effectiveness in integrating technology in organizations needs the whole institution to be networked. This is one area in achieving competitive advantage in multinational organizations especially those with establishments in the third world or developing world zones.

5.3 Conclusion

The research was aimed at finding out the perceived effect of the technology on employee training delivery in Toyota Kenya. Technology intergration in training delivery is of importance because it helps to define what is expected of each employee and equipping them to perform well. This therefore prepares employees to adapt better and faster to the different technological changes that are rapidly due to the current work dynamics. The employees working duration at Toyota confirms that they were conversant with the general organization's human resource training and development policy.

The study affirms that Toyota Kenya has instituted in their organization formal employee training delivery programmeor policy which has been advanced by integrated technology. Further, the study concludes that advanced technology is important for employees training for it has led to enhanced training delivery to the employees.

Toyota Kenya has integrated the modern computers, web-conferencing, as well as visual digital technology to a great extent hence this technology transfer has positively influenced the employees performance. In addition, technology has greatly contributed to the training delivery process resulting to a better training delivery output and teamwork among employees

It should be noted that this study has clearly shown training delivery through technology has increased employees competency at work, enabling them to be creative and innovative thus enhancing the employees career development. Nevertheless, technology integration fail due to lack of its adequate accessibility and infrastructure in organization. Video conferencing need to be provided and integrated to the objectives of training delivery. The effectiveness in integrating technology in organizations needs the whole institution to be networked.

5.4 Recommendations

Integration of information and communication technology in training of employees is becoming the norm. Todays competitive environment calls for two approaches in regard to technology; to increasingly put technology into the hands of workers and trusting them with more progressive technology use. Based on the findings of this study, Toyota Kenya should provide more technology resources to enhance training practice and to create new pedagogical strategies for the improvent of training delivery policies. The availability of technologies that are faster, more robust and capable should enable trainers and managers to do things that were not possible in the past, constantly evolving array of technological

tools and activities that demand problem solving, decision making, team work and new innovations.

Toyota should make it a policy to intergrate technology in training and ensure that each and every employee is sufficiently trained and developed with regards to various roles and abilities to develop creativity and problem solving skills which display their mastery in profound and meaningful way. Other programs that are always available to everyone like e-learning courses should be made compulsory to the employees. Toyota Kenya should also estasblish a shared vision and a unique plan for their trainers and employees to make the needs of 21st century a training priority. This is a great shift. As a trainer spend less time in developing presentations and more time in designing powerful training activities, they will find the content is covered with more depth and retention the first time round, utilizing the time and energy in the long run. Eventually, a powerful and effective technology intergration will follow.

5.5 Limitations of the study

A key challenge while undertaking this study was getting all the respondents within a very short period of time thus limiting the scope covered by the study. The employees approached in Toyota Kenya were relactant in giving information because of the company policy that strives to uphold confidentiality. However, the researcher handled the problem by presenting a letter from the University and assured them that the information given would be treated with confidentiality and it was to be used purely for

academic purposes only. The questionnaire was designed in such a way the respondent identity would remain anonymous.

This study would have been more accurate if it would have taken a longitudinal approach; by examining the satisfactory in training deliverly technology and after the technology employed in order to bring out the exact influence of the technology on the training deliverly. It is difficult for organizations to measure training deliverly without the quantitative aspect of finance and better still use of the scorecard.

The study used the survey questionnaire as the data collection instrument. This entails a response which is limited and compelled to answer questions according to the researcher choices. In addition, this was the only survey approach and no attempt has been made to triangulate the data collected for example, by use of other collection approaches like observation data. Unfortunately, this was found to be beyond the scope of this particular study as it possessed neither the time nor resources to conduct multiple data collection approaches. Future studies with additional resources could attempt the cross- verification by use of multiple data sources.

5.6 Suggestions for Further Studies

The study confined itself to Toyota Kenya and therefore this research should replicated in other motor firms as well as non-financial institutions operating in the country and the results compared so as to establish whether there is consistency on technology enhancing training delivery. Scholars may also conduct a further research on the impact

oftechnology on training deliverlydrawn on a longitudinal study basis on either Toyota

Kenya or any other organizations.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

School of Business and Managament

University of Nairobi

Nairobi, Campus

Dated: 7th September 2016

Dear Sir/Madam,

<u>Re: A Research study on the effect of technology on training delivery at Toyota Kenya</u>

The above subject refers.

I am am master student doing a reserach on the perceived effect of technology on training deliverly at Toyota Kenya

I would like to request permission for data collection on this topic using questionnairs. The findings of the study is to be used purely for academic purposes. Your cooperation will be highly appreciated. Thank you.

Yours faithfully,

Lawrence Mbuvi Kavoi.

APPENDIX II :QUESTIONNAIRE

Section A: Background Information

1. Kindly indicate your gender

    Male   [ ]

    Female [ ]

2. Please indicate your age from the choices below

    Below 25 years [ ]

    26-35 years   [ ]

    36-45 years   [ ]

    Above 45 years [ ]

3. Kindly indicate your highest academic qualification

    Primary school level [ ]

    Secondary school   [ ]

    College   [ ]

    University level   [ ]

    Any other (please specify)……………………………………………………..

4. For how long have you worked in the organization

    Below 5 years   [ ]

    5 - 10 years   [ ]

    Over 10 years   [ ]

5. For how long have you held this position

   Below 5 years   [ ]

   5 - 10 years   [ ]

   Over 10 years   [ ]

SECTION B: Technology and Training Delivery

6. Do you have a formal employee training deliveryprogramme in your organization?

   Yes   [ ]

   No   [ ]

7. If yes, is the training deliveryprogramme or policy advanced by an integrated technology?

   Yes   [ ]

   No   [ ]

8. Is advanced technology important for employees training?

   Yes   [ ]

   No   [ ]

9. Kindly indicate the extent to which technology has led to enhanced training delivery to the

   employees

   Very great extent   [ ]

   Great extent   [ ]

   Moderate extent   [ ]

   Less extent   [ ]

10. On a likert scale of 5, Kindlyrate the extent to which your organization have integrated the following technology in employees training delivery? where 5= Very great extent, 4=Great extent , 3= Moderate extent 2=Less extent and 1= Not at all

	1	2	3	4	5
Web-based operation					
Computerized intelligent systems					
Availability of the modern computers					
Visual digital technology					
Web-conferencing					
Podcast					
Microblogs					
Mobile lerning (M-learning)					
Intellipidia					

11. Below are some statements with regard to effect of technology on employee training delivery. Please indicate by ticking to show how much you agree or disagree with each statement as it applies to your organization.

	Strongly	Agree	Neutral	Disagree	Strongly
Technology greatly contributes to the training delivery process hence better training delivery output					
Technological advancement ensures provision of training delivery services are not dependent on the varying quality of the trainer					
Technology ensures that employees exploit a number of opportunities in acquisition of information					
Use of technology advancement encourages team work among employees					
Technology has been embraced as an innovative form of training delivery					

Technology transfer has significant positive influence on employee performance					
technology influence effective design of the training delivery programs to facilitate the transfer of knowledge, skills and abilities					

12. To what extent do you think that training delivery increases job competence?

     Very large extent   [ ]

     Large extent   [ ]

     Moderate extent   [ ]

     Less extent   [ ]

     Not at all   [ ]

13. Do you thinktechnology has enabled the organization meet training delivery needs of the employees?

    Yes [ ]

    No   [ ]

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

	1	2	3	4	5
Training delivery via technology has enhanced employees career					
Training delivery through technology has increased employees competency at work					
Training delivery has helped employees cope with emerging new technologies					
Training delivery through technology has enabled employees to be creative and innovative					
Technology has enhanced training delivery which has helped improve perfomance					
Technology has ensured continuous improvement on the knowledge of employees					

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

	1	2	3	4	5
Effectiveness in integrating technology in organizations needs the whole institution to be networked					
video conferencing need to be provided and also integrated to the					

objectives of training delivery					
Focus of information access and presentation have been necessitated by technology					
technology integration fail due to lack of adequate accessibility and infrastructure					
Having computers at the centralized locations help the employees with equitable as well as efficient exposure on technology					

16. Please suggest ways that could be used to improve training delivery and development in the organization using technology.

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