

MANAGERS' PERCEPTION OF THE EFFECT OF TRAINING ON PERFORMANCE: A
CASE OF THE COMPASSION INTERNATIONAL KENYA PROJECTS IN COAST REGION

BY

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DECLARATION

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

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

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DEDICATION

I dedicate this work to my entire family, for their encouragement and support during this course; to my Husband and my three boys who, throughout the course kept on inspiring me and giving me moral support; and to my mother and father whose wise guidance and upbringing inspired me a lot.

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I acknowledge and appreciate the Compassion International, Implementing church partners, and Coast region Partnership Facilitators for allowing me to access their information and interact with the Managers (PDs) in their ICPs, who provided me with resourceful information for this research project paper.

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ABSTRACT

Over the past one and half decades, various arguments have been made that firm's human resource may be its sole source of sustainable competitive advantage (Ferris et al, 1999). Employee Training Program increase performance of both organization and individuals (Becker 1962). However this can be largely achieved if the managers and employees perceive training to have a positive effect on the firm performance. The organization performance will be high if the training done are perceived by the managers and employees of that organization to be important and relevant to assist them in adding skills and knowledge in performing their tasks. The overall objective of this study was to determine the perception of managers on the effect of training on performance, specifically a case of Compassion International projects in Coast region. To achieve the above objective, a study was conducted in 47 ICPs in coast which have been in existence for at least three years. The data was collected through a structured questionnaire that was filled by the Project Directors/Managers in the selected ICPs. This research revealed that most of the managers in the Compassion projects in Coast region have undergone common various training which are relevant to their expected work. They do appreciate the training although and also felt that there is a positive relationship between the training and improvement in ICP performance if given to the relevant group of people. 91.5% of managers agreed that training given to managers/PDs is a contributing factors to the performance of their project and that they value training as a factor to raise their project performance within the project staff and volunteers which attributed to 87.3% of the responses. More than 80% of the managers agreed that the training given to them is beneficial to the staff, volunteers and patrons in their projects and that attitude of the managers towards the training influence their performance and the general performance of the ICP. Identification of the Training needs for managers need to be participatory and include the managers themselves which will make them feel or have a positive attitude towards the expected results and therefore improvement in performance of the managers and the ICPs at large.

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List of abbreviations and acronyms

CDC	Child Development Centre
CDSP	Child Development through Sponsorship Program
CDW(s)	Child Development Worker(s)
CIK	Compassion International Kenya
CPC	Church Partner Committee
HRM	Human Resource management
ICP	Implementing Church Partner
ICPs	Implementing Church Partners.
NGO	Non Governmental Organization
PACT	Partner Analysis and Collaboration Tool
PD	Project Director
PECS	Partner Evaluation of Compassion Support.
PF	Partnership Facilitator
PFM	Program Field Manual
ROI	Return On Investment

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

This study was meant to study the perception of managers and staff on the effect of training on the performance of Compassion assisted projects (ICPs) in Coast region. Over the past one and half decades, various arguments have been made that firm's human resource may be its sole source of sustainable competitive advantage (Ferris et al, 1999). Research indicate that inadequate and inefficient management of employee in small firms has resulted in low productivity and high turnover rate and one of the leading causes of small firm failures (Mc Evoy, 1984). The resource based approach contends that organizations can develop a sustained competitive advantage only if its activities create value in a unique way, one that competitors cannot easily copy (Barney, 1991). Employee Training Program increase performance of both organization and individuals (Becker 1962). However this can be largely achieved if the managers and employees perceive trainings to have a positive effect on the firm performance. Trainings will make a positive difference in performance when they are perceived as important by the managers and people being trained. The organization performance will be high if the trainings done are perceived by the managers and employees of that organization to be important and relevant to assist them in adding skills and knowledge in performing their tasks.

1.1.1. Concept of Perception

Perception is the ability of one to interpret or view an idea in their mind. This can greatly be influenced by one's own experience or opinions of the issue at hand. Mullins (1996) defines perception as the mental function of giving significance to stimuli. The process of perception explains the manner in which information from the environment is selected and organized to provide meaning for an individual. People see things in different ways bringing about different reactions to the same issue. According to Hoy and Gregg (1994), perceptions and beliefs of an individual are shaped over time through personal experience. Perceptions indicate the observations, notices, beliefs and understanding of managers and staff about effect of training on project performance (Aardweg, 1993). Perception is the process of using the senses to acquire information about the surrounding environment or situation. It is an attitude or understanding based on what is observed or thought. (Bing.com dictionary; 2012) Perception is how one views or sees things. Perception of a person will influence how they will react towards a certain process. This study,

was concentrating in studying how perception of managers is towards effects of training on performance in Compassion Assisted projects in Coast region in Kenya.

1.1.2. Training concept

The term training refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, and performance. (Wolfgang B. et al 1998) Training is a learning process that involves the acquisition of Knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enable performance of employees. It is an activity leading to skilled behavior. Training tries to improve skills or add to the existing level of knowledge so that employee is better equipped to do his present job or to prepare him for a higher position with increased responsibilities.

Organizational growth need to be measured along with individual growth. Training involve learning activities done for the primary purpose of helping employees of the organization to acquire and apply the knowledge skills, abilities and attitudinal needs required by that organization to acquire and apply i.e. professional development. It is the act of increasing the knowledge and skill of an employee for doing a particular job. In today's scenario change is the order of the day and the only way to deal with it is to learn and grow. Employees have become vital part to success or failure of an organization they are the cornucopia of ideas. Training helps an organization where they stand at present and where they will be after some period of time (Kozlowski, et al. 2000).

1.1.3. Concept of Organization Performance

Firm performance is considered as," the ability of firm to produce results in relation to the set target, such as return on investment (ROI), customer retention, sales growth and profitability" (Tippins & Sohi, 2003). Organizational performance comprises the actual output or results of an organization as measured against its intended outputs or goals and objectives. According to Richard et al. (2009) organizational performance encompasses three specific areas of firm outcomes namely; financial performance (profits, return on assets, return on investment, among others.), product market performance (sales and market share.), and shareholder return (total shareholder return and economic value added). The organization is part of an economic system which responds to the marketplace, competition, fluctuating resources, among others. The survival of the

organization depends upon its ability to adapt to the demands of this external system.

Rummler and Brache (1990) designed an overview of the means that could be used to improve the performance of an organization. Organizations are divided into three levels, Organizational, Process, and Job or Performer. For organization to experience high performance, the managers and employees need to have the right skills and knowledge to perform their tasks and roles. These need to be frequently be updated as the organization environment keeps on changing. The updating is mainly done through training of the required staff and management. In most of the organization, the training has been done and in a very rich manner, however the performance has remained unsatisfactory. In this study, was seeking to establish the perception of managers towards the trainings that are aimed at improving performance of the organizations.

1.1.4. Compassion International Kenya

Compassion International Kenya (CIK) is a Christian not-for-profit making organization dedicated to holistic development of children in poverty. Compassion International, begun its operations in Kenya in 1980. Over the years, the organization has grown and is currently partnering with 333 local evangelical churches assisting over 86,000 needy children across Kenya (National partner development strategy 2011). This growth has called for more dynamic approaches in coordinating capacity building and training activities to the Church partners. The Implementing Church Partners (ICPs) are located across Kenya. Compassion uses a long-term model that reflects the commitment to individual children, holism, partnership with the church, and facilitation from age 3years to 22years. The foundation of Compassion's approach to child development is the Child Sponsorship Program (CDSP). The program seeks to achieve the following four child development outcomes in the life of each child over the course of his or her participation in the program: Spiritual Development Outcome, Physical Development Outcome, Cognitive Development and Socio – Emotional Development Outcome.

Children are enrolled in the CDSP as early as age three and through age nine and complete the program at age twenty two. The CDSP provides educational opportunities, health care and supplemental nutrition as needed, health education; life-skills training, a safe, loving environment in which to learn and play, and the opportunity to hear the gospel of Jesus Christ and be discipled. Children participation is critical and are taught, during the Saturday program at the Child

Development Centers. Compassion also trains and equips local church partners to administer a broad range of child development opportunities. Sponsors' monthly assistance to the local churches helps in outreaches while the caregivers pay up to one hundred shillings per month to enhance their participation and ownership of the program. This money covers security and cooks' expenses. (PFM version 2.0).

The ICPs with support and empowerment by CIK run the child development programs (these churches are herein referred to as implementing Church partners (ICPs)). CIK mainly provides financial support, capacity strengthening and technical advice such as trainings, coaching, and support materials to the ICPs and ensure they are supported to get the correct staff and volunteers to run the programs effectively to achieve the child development outcomes. The Key staff in ICPs is referred to as the Child development workers (CDWs) who include; project director (PD), health worker, social worker and project accountant. This staff is hired by ICPs with support from CIK. The rest of the ICP staff is on part time and voluntary basis. The Church project committee (CPC) is selected by the church leadership to run and manage the project and supervises the staff. PD is the overall manager for the projects. This study was seeking to establish the perception of these PDs on the training that is done geared towards equipping them to better performance of the projects they manage.

CIK offers wealth of trainings to both the CPC and CDWs to equip them with the knowledge, skills and attitudes to run and manage the programs. There is also a point person from CIK referred to as the Partnership Facilitator (PF) who is in continuous contact and occasionally visit the ICPs and offer technical support and advice. Monitoring of performance is revealed through audits which are conducted once a year to monitor and measure the performance of the projects. There are also other monitoring tools such as Partner Analysis and Collaboration Tool (PACT) and Partner Evaluation of Compassion Support (PECS) tool, which help the PF and partner, discuss the performance of the projects and monitor the health of the partnership relationship.

CIK also offered the partners with the children curriculum which is taught every week to children on all the four development areas that will lead to achievement of the four child development outcomes if well delivered.

CIK has heavily invested on training the partners and their staff and volunteers on all area in management, financial recording, teaching methodologies, health issues, child protection, and management techniques among others. The training department in CIK has a training calendar developed for every financial year to train the ICPs on identified needs and all efforts are made to ensure they are executed as planned.

1.2 Research Problem

Maximum utilization of Human Resource is a challenge for any organization and the Employees' perception on the effectiveness of training and development programs is yet to be considered as an important matter as it affects the organizational effectiveness directly. The available literature does not provide empirical evidence of the perception of Managers on the effect of training on performance of the Compassion International projects in Coast region. Economic studies identify training and development investments as key determinants of organizational performance and economic growth. (Mason et al, 1996). The mainstream HR literature has devoted little empirical attention to the issue of how companies evaluate the effectiveness of training investments and, in particular, the way in which employee perceptions, attitudes and experiences might have an impact on training effectiveness. The HR and training literatures emphasize the organizational benefits to be gained from adopting a systematic approach to Training whereby the ongoing development of employees' skills underpins broader business objectives. (Keep, 1989)

Core elements of a systematic approach to training often include identifying needs, planning, delivery and evaluation. The evaluation stage is arguably the most problematic part of the training process. (Reid and Barrington, 1997)

The main issue has been that, trainings are rich and well delivered, but the performance still remains a concern. Some audit scores are worrying to the entire leadership of Compassion international. In the previous years in Coast region, one partnership in Kilifi was terminated due to high risk detected after audits and this year, three more ICPs have performed at a high risk level. The study was interested to find out the perception of the project directors on these trainings, and how they view them towards determining the level of project performance.

Studies have been conducted on the other areas such as for profit making organizations and a few on not for profit organizations, but very little has been studied on Community Based

Organizations and NGO supported projects such as the Compassion assisted projects. Mbatha (2010) conducted a study on impact of human capacity building on performance of small and micro enterprise in Kisumu Municipality. Balozi (2010) studied the perception of employees on the use of performance contracting as means of improving performance in the ministry of housing in Kenya. Barmao (2009) studied the impact of training and development on the performance of employees of GSU in Kenya. Kanakeh (2009) carried out a study on employee perception of factors influencing job turnover in the insurance industry in Kenya. Mwangomba (2010) also studied the relationship between employee empowerment and performance of teachers in private secondary schools in Mombasa district.

The studies done based their focus on perception of employees on performance systems and mostly on the effect of training on the performance of specific organizations. However, Compassion international projects have not been studied and particularly the managers' perception in regard to the effect of training on the performance of their projects. Compassion International projects have had varied performance levels despite several training done to the project staff and especially the project directors. This study was to help answer the question; what is the Managers' perception of the effect of training on the project performance, in relation to Compassion projects in Coast Region in Kenya?

1.3.Objective of the study

The objective of this study was to determine the project managers' perception of the effect of training on performance of the Compassion projects in Coast region in Kenya.

1.4 Scope of study

The study covered the 47 Compassion International projects in the Coast region that have been in existence for at least three years.

1.5. Value of the study

The recommendations of this study are expected to contribute towards the improvement of human resource management especially in the area of training and performance with a focus on the existing theories. It is also expected that this study will create a deeper insight among the key policy makers who include the NGO council of Kenya, Ministry of Labor, and other stakeholders such as Human resource consultants and specialists in the field of training and organization

performance. Policy makers will use the study to address the current gaps with a view of improving organization performance through effective training in the field of Human Resource Management (HRM).

The study is also expected to contribute to the body of knowledge that already exist on Human resource practices especially on perception of managers in relation to training and performance. The study can also be used as a basis for further academic research. It is hoped that, Research Institutions, will have an open avenue for future areas of research and study and hence an additional knowledge base in academia. NGOs and especially community and church based organizations will specifically benefit from this study by making use of its findings to improve on the identified gaps with a view of improving their overall attainment of the organization's outcomes.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

This chapter focuses on the review of the literature related to this study. The literature review is done to help in understanding the documented literature on perception, training and organization performance. This helped in guiding the collection of views and opinions of managers during data collection. This chapter will cover literature on perception, training and organization performance.

2.2. Perception of managers on Training effectiveness

Perception is the process of using the senses to acquire information about the surrounding environment or situation. It is an attitude or understanding based on what is observed or thought.

(Bing.com dictionary; 2012) Perception is how one views or sees things. Perception of a person will influence how they will react towards a certain process. It refers to how one perceives something which will greatly affect how they will respond towards a person, process, activity, situation or task and hence influence the behavior of a person. In training, employees may undergo a relevant and comprehensive training which will help them sharpen their skills and strengthen their capacity to better their performance. This may or may not happen depending on how these employees perceive the training.

Training is designed to provide learners with the knowledge and skills needed for their present job (Fitzgerald 1992) because few people come to the job with the complete knowledge and experience necessary to perform their assigned job. Becker (1962) provides a systematic explanation of investment in human capital and associated productivity, wages, and mobility of workers. Such investment not only creates competitive advantages for an organization (Salas & Cannon-Bowers 2001), but also provides innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance. In fact, there is an increasing awareness in organizations that the investment in training could improve organization performance in terms of increased sales and productivity, enhanced quality and market share, reduced turnover, absence and conflict, (Huselid 1995). In contrast, training has been criticized as faddish, or too expensive (Kraiger, et al. 2004) and there is an increasing skepticism about the practice and theoretical underpinning of linking training with firm performance (Wright & Geroy 2001). The primary purpose of training in establishing a sound relationship is at its best when the workers attitude to the job is right, when the workers knowledge of the job is adequate, and he

has developed the necessary skills. Training activities in an industrial organization are aimed at making desired modifications in skills, attitudes and knowledge of employee so that they perform their jobs most efficiently and effectively.

Perception can be positive or negative. One can perceive a training to be a waste of time, or an opportunity to be out for recreation purpose. In such a case the content of the training will not matter to such an individual and therefore the objective of the training to that individual will not be met. The trainer can be good and have knowledge of the subject matter but the recipients' needs to have the right attitude for the success of the training desired outcomes. In compassion assisted projects, project directors normally undergo several training that are aimed at equipping them to help the project perform well. Some managers have been known to assist their projects to excel in performance while others are not doing well. Some have caused the projects to drop drastically to the point of closure or leaving the church a burden to recover resources that have been misappropriated due to poor performance and management. This has been greatly affected by the attitude of these project directors and their perceptions towards efforts made to strengthen their capacity in project management (KE partner audit records 2011).

Chapman (1993) has pointed out that a major development in the theory of training is the distinction between training relevant to a wide variety of tasks and training which is more specific to the job and firm. General training raises a worker's future productivity not only in the firm providing it, but also in other firms in the labor market. Becker (1962) argued that workers rather than firms should pay the cost of general training because the employers would not be able to capture any future return on their investment. Specific training raises the worker's productivity only in the firm providing it either because they have special methods or because they use equipment with which workers must become familiar. The returns on specific training might be lost when the relationship between employer and worker dissolves. When employers expect workers to be with the firm for a long time, they will offer training for workers since there is a longer period in which the firm can receive returns from their investment.

Firm training depends on job characteristics, firm characteristics and worker characteristics. Black and Lynch (1996) summarized the differences between workers who receive formal training and those who do not. Workers are more likely to receive training if their jobs are high value added jobs where the individual has great responsibility, cognitively complex jobs (such as professional, technical and managerial jobs), sales jobs for complicated, changing and

customized products, use expensive machinery on their job, regular, non temporary jobs, full time jobs, and jobs where the skills learned are not useful at many other firms in the community. Holding other worker characteristics constant, the likelihood and the amount of formal training in a given year for workers depend on the characteristics of the jobs they hold, the firms for whom they work, as well as the characteristics of the workers themselves. Therefore, firms usually analyze the training needs to determine where training is needed and who needs to be trained.

2.3 Theoretical Models Linking Managers Perception and effect of Training on Organization Performance

The knowledge and skills of workers acquired through training have become important in the face of the increasingly rapid changes in technology, products, and systems. Most organizations invest in training because they believe that higher performance will result (Alliger, et al. 1997, Kozlowski, et al. 2000). However, the theoretical framework for the relationship between training and firm performance has been subject to considerable debate. Devanna, Formbrun and Tichy (1984) proposed a model which emphasizes the interrelatedness and coherence of human resource management (HRM) policies and performance. According to their model, training and other HRM activities aim to increase individual performance, which is believed to lead to higher firm performance. Evaluation of training means measuring the effectiveness of a training program. Evaluation helps in defining the learning outcomes more sharply, remove unnecessary training content, and ensure that the training method meets the training needs of the learners and consequently of the business. This effectiveness is as much about short-term retention as about the long-term retention and application by learners.

There are several approaches used to measure the effectiveness of training. One popular approach is Kirkpatrick's Four Levels of Evaluation. Assessing training effectiveness often entails using the four-level model developed by Donald Kirkpatrick (1994). According to this model, evaluation should always begin with level one, and then, as time and budget allows, should move sequentially through levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Thus, each successive level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis.

Level one is referred as Reactions. As the name suggests, evaluation at this level captures the immediate reaction of the participants about the training. It assesses learners' satisfaction with the training. While this is not an accurate measure of effectiveness, it certainly can be a filter for bad training. Positive reactions may or may not result in good learning but negative reactions can certainly be roadblocks to learning. Second Level which is Evaluations (Learning), evaluation moves beyond learner satisfaction to assess the learning that has happened in terms of acquisition of skills, knowledge, or attitude. Common methods used to test this are pretest and post test assessments to determine the amount of learning that has occurred.

Transfer is the third level which is a critical measure of the amount of transfer of learning or amount of application of learning at the workplace. Evaluating at this level attempts to answer the question - Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner? According to Kirkpatrick, measuring at this level is difficult as it is often impossible to predict when the change in behavior will occur, and thus requires important decisions in terms of when to evaluate, how often to evaluate, and how to evaluate. The last and fourth level is Reactions. At this level, evaluation is done to measure the success of the program in terms that managers and executives can understand - increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment. However, most organizations do not address this form of evaluation because they think determining results in financial terms is difficult to measure, and is hard to link directly with training.

Guest (1987) developed a theoretical framework to show how HRM policies can affect human resources and organizational outcomes. The strength of Guest's model is a valuable analytical framework for studying the relationship between HRM policies and organizational performance, because it expresses pathways for more careful, clear and ease of empirical testing. He saw commitment as a vital outcome, concerned with the goals linking employees with firm performance as the goal of quality is important to ensure the high quality of products and services. Therefore, training and development policy play an important role in HRM and contribute to improved strategic integration, employee commitment, flexibility and quality. HRM outcomes can then lead to high job performance, high problem solving activity, high cost effectiveness, and low turnover, reduced absences and fewer grievances.

Recently, an excellent analytical framework, which uses a multi level approach to training, has been offered by Kozlowski and Klein (2000). The multi level model bridges the gap between theoretical models of training needs assessment, design, and evaluation, and the higher levels at which training must have an impact if it is to contribute to organizational effectiveness (Kozlowski & Salas 1997). The model is focused on training transfer and is embedded in two distinct transfer types: horizontal and vertical transfer. Horizontal transfer concentrates on traditional models of training effectiveness.

Kozlowski and Klein (2000) proposed 'top down contextual effects' which they described as a group and organizational factors, that can have direct and moderating effects on learning and transfer. These effects have been the source of recent theory and research addressing the influence of organizational factors on motivation to learn, transfer, and training effectiveness at the individual level of analysis. Vertical transfer examines the link between individual training outcomes and organizational outcomes. There are two distinctive forms of vertical transfer processes--composition and compilation. Composition concentrates on individual contribution at the same content, while compilation focuses on individual contribution at the different or diverse content. This model emphasizes that, training plays an important role in improving the quality of employees directly and effecting on firm performance through HR outcomes. Finally, organizational researchers studying training and firm performance need to consider the impact of various dimensions of employee training programs, the type of training methods and design, the type of employees trained, and time spent by employees in training on the topic of firm performance. They also need to assess the attitude and perception of the trainees and how it influences performance.

Key Factors that Influence organization Performance include among others the ability of management (all levels) to cope with change, the nature and effectiveness of the processes used to arrive at major decisions to bring about change, the efficiency of the mechanisms utilized to implement management decisions, the internal methods employed to determine and track valid objectives, the effectiveness of the way information is communicated within the company and the quality of the personnel and attention to recruiting and selecting the proper quality and adding to their abilities with further training (Greenley, 1986).

The approaches and frameworks suggested above were of great help in analyzing compassion Kenya situation in terms of the training and performance relationship by the supported ICPS.

Compassion Kenya has carried out initiatives in training with innovative approaches that they have adopted. This is because the training department has very few staff and so cannot maximize interactive learning. The advancement of technology has greatly enhanced the communication between CIK and the ICPs, and there exist great opportunities to commence the online training and capacity building of ICPs. The guided and structured trainings and all other forms of empowerment strategies has been following a process of needs identification and appropriate module development that supports the management of both process and content management.

All these learning's together with supporting Partnership Facilitator are designed to improve human resource performance by building a culture of continual learning that aligns training with organizational outcomes, equip staff to be effective in their current and future roles and foster a community of support in their work (PFM Version 2.0, 2011). This will provide a platform and an environment that encourages the project directors to seek out and share the relevant knowledge, information and support for the benefit of individual teams that are working towards organizational outcomes.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives the study approach and methodology. The chapter describes the research design, target population, method of data collection and data analysis and presentation which was used in this study.

3.2 Research Design

The research design used was descriptive research. Descriptive research was used in this study since the behavior of the managers was not influenced or in a controlled environment. This study also required gathering of data that was to be described and then organized in tables, depicts, and describes the data. It is also suitable since this study will explore relationships between more than two variables. In this study, the managers will be given questionnaire to respond without influence of an interviewer and the data will help in obtaining information that is more detailed.

3.3. Target Population

The target Population was all the 47 project directors, from the projects which have been in existence for at least three years in Coast region. These ICPs include 12 ICPs in Kinango district, 6 in Kaloleni, 5 in Mombasa area (Changamwe and Likoni areas), 5 in Bamburi, 7 in Mtwapa and Kanamai, 6 in Malindi and 6 in Kilifi. Census will be used in this study since all the 47 Project managers/directors will participate in the study. Therefore the entire population was included and hence census. There was good response from the managers although some of the questionnaires were to be sent and returned online.

3.4 Data Collection

The data was collected from primary sources. The primary data was collected through structured questionnaire. This study used self administered questionnaire method for all the respondents where the questionnaires were dropped for managers to fill and picked later or sent back. This was less expensive and allowed the respondents to complete the questionnaire at a convenient time without influence of an interviewer.

The questionnaire was divided into two parts. First; profile of the respondent and secondly, managers' perception on the effect of training on performance. In the second part of the questionnaire, information was gathered on managers' perception, the information about effects of training on ICP performance, and lastly the trainings that managers have undergone so far. A

five point Likert scale was used to determine the managers' perception of the effect of training on performance in the case of Compassion International Projects in Coast region. According to Mugenda et al (1999) the Likert scale can be used to rate or rank the subjective and intangible components in research. The numerical scale helps to minimize the subjectivity and makes it possible to use quantitative analysis.

3.5 Data analysis and presentation

Data from different managers under the study was analyzed and summarized in form of frequencies, percentage tables, mean and standard deviation tables, and explanatory notes this being a descriptive study. Descriptive techniques employ factual information about a situation to provide an understanding of performance levels (Ngau, 2004).

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter gives the findings of the research project whose objective was to determine the project managers' perception of the effect of training on performance of the Compassion projects in Coast region in Kenya. The study findings have been analyzed using descriptive data such as percentages, frequencies, mean and standard Deviations based on the data findings. The researcher obtained data successfully from 47 respondents who were managers of the 47 ICPs that have been in existence for at least three years in Coast region. This is 100% response rate which was greatly contributed by the efforts to follow up on the questionnaires through telephone call and physical collection of the same. This guaranteed a great success to the data collection process.

4.2 Profile of Respondents

This section considered general information about the manager such as respondents' name, age, marital status, education level, the project number and name of project, and the number of years one has been serving in the position of the manager. However, it was optional for the respondents to give their names. This section was important to help gauge the level of qualifications and maturity of the respondents. This was believed to contribute to the skills and knowledge that one has towards achieving the organization performance.

4.2.1 Age of Respondents

The age of respondent was thought to be important in informing the researcher the level of activeness of the manager and if there are older PDs and how their attitudes influence their performance. This is so since the organization is dynamic, and changes with emphasis of embracing technology. Most of the younger managers are excited with new technology advancement than the older ones which can influence their perception of training done. The respondents were asked about their age in the questionnaire. 46.8% of the respondents were aged between 18 to 30 years. 38.3% were aged between 31 to 40 years old. 14.9% of respondents

were aged between 41 to 50 years. There were no respondents that were 51 years and above. This showed that most of the managers were young and they were of the age that cannot be affected by technology changes unless it a matter of attitude. Very few were between age 41 – 50 years which is not very old.

4.2.2 Marital Status

This section was also important to inform the researcher on the marital status of the managers within the region. The respondents were also asked about their marital status. 55.3% of the respondents were married while 42.6% were single while 2.1% were widowed. Majority of the respondents are married family people who are settled. And a large number are single. These findings have helped inform the research of the diversity of the managers that participated in this research.

4.2.3 Education Level

In order to capture the literacy level of the respondents, they were asked about their education level. None of the respondent was having education below college level. 27.7% of the respondents had college or diploma level education while 72.3% of the respondents had gone to the university and had a degree. This informed the researcher that at least all the managers that work in the ICPs have the correct required qualifications and skills to carry out the duties of the manager and hence expected to perform well. This will only vary depending with the attitude one has and not issue of lack of right qualifications.

4.2.4 Duration of service as a manger

The duration at which one has worked in a position can help one determine the competency of that person to perform their duties. This also help to show the level of reliability of data given the people responding have served for a good time and understand their ICP and work. The findings showed that 19.1% had served for less than one year.36.2% had served between 1 and 3 years while 44.7 % had served for more than three years. The findings indicated than majority of the managers were conversant with their work since they have been serving in the same

position for at least more than one year and some more than 3 years. However a few were so fresh and could be still learning the job. The data therefore is reliable.

Table 1 Duration of service as a manger.

Duration of service as a manger.	Frequency	Percentage (%)
Less than one years	9	19.1
1-3 years	17	36.2
More than 3 years	21	44.7
Total	47	100

Source: Research Data

4.3. Managers' perception on effect of Training on performance

4.3.1 Managers' perception

The questionnaire required response of the managers on their perception of the trainings As indicated in table 2 below. This was to help in understanding how managers perceive the training in terms of its importance and relevance that will help in understanding if they react in a positive way towards utilization of acquired skills and knowledge in improving their performance. The findings revealed that none of respondents strongly disagreed that there was a common understanding of training among all PDs in Coast region, 14.9% disagreed, 21.3% were neutral, 48.9% agreed and 14.9% strongly agreed that there was a common understanding of training among all PDs in Coast region. This was summarized by a mean of 3.6 with a very strong backup of a Standard deviation of 0.2333 showing minimal variation in response. This shows that most of the response were neutral and agreed. In terms of whether the objectives of the training were clearly stated every time training is done; none of the respondent strongly disagreed nor disagreed, 10.6% were neutral, 42.6% agreed and 46.8% strongly agreed that objectives of the training were clearly stated every time training is done. This shows that the managers appreciated that the training were objective and that they knew what was expected at the end of training. This was supported by the mean of 4.6 and a Standard Deviation of 0.9919 showing that there was congruency in response as the standard deviation is less than one.

The responses on whether training conducted were relevant to the work the PDs were expected to do; responses showed that, none of the respondents strongly disagreed nor disagreed, 2.1% were neutral, 51.1% agreed, while 46.8% strongly agreed. These findings showed that all the respondents accepted that the training were relevant in enhancing their skills and competencies to perform well in their work. The mean for this response was 4.45 with a weak standard deviation of 1.0575. This showed disparity in the responses since none strongly disagreed nor agreed and therefore a standard deviation greater than one.. All respondents agreed and strongly agreed with one person remaining neutral. When asked if Training conducted to PDs were need based, none of the respondents strongly disagreed, 6.4% disagreed, 21.3% were neutral, 48.9% agreed while 23.4% strongly agreed. This was represented by a mean of 3.89 and a strong standard deviation of 0.6491 which showed congruency in the responses. Most of the managers

do feel the trainings are addressing their needs that will help them in improving their performance and that of the ICPs they work with. On whether PDs were given an opportunity to give feedback after training sessions; 2.1% strongly disagreed, 2.1% disagreed, 10.6% were neutral, 48.9% agreed while 36.2% strongly agreed. This was represented by a mean of 4.15 and a strong standard deviation of 0.8387. This show that the data is reliable as the standard deviation is less than one.

When asked if the PDs feedback is given consideration when changes are being made concerning training, 2.1% strongly disagreed, 12.8% disagreed, 42.6% were neutral, 34% agreed while 8.5% strongly agreed. This showed that most of the managers were not sure if their feedback was in cooperated in the changes or maybe they felt this wasn't important to the training designers. This was indicated by a mean of 3.34 and a very concrete standard deviation of 0.2480. This is an indication that the feedback of the managers need to be considered every time changes are made and feedback given to them to appreciate their input. This will boost their confidence in training they undergo as they feel they have contributed to its development. The summary of findings in the managers' perception indicated that perception of the managers on training do affect the performance of the ICP that was shown by a grand mean of 3.965 and can be rounded of to the nearest number 4 which indicate "Agree". The standard deviation of 0.66975 supports this since it is less than one. This is in the table 8 below.

Table 2; Summary of the findings on Managers Perception

	Mean	Standard Deviation
There is a common understanding of training among all PDs in Coast region	3.6	0.2333
Objectives of the training are clearly stated every time training is done.	4.36	0.9919
Training conducted are relevant to the work I am expected to do.	4.45	1.0575
Training conducted to PDs is need based.	3.89	0.6491
I am given an opportunity to give feedback after training session.	4.15	0.8387
My feedback is given consideration when changes are being made concerning training.	3.34	0.2480
Grand Mean and Standard Deviation.	3.965	0.66975

Source : Research data.

4.3.2 Effect of training on ICP Performance

This section aimed at establishing whether trainings have an effect on the performance of the ICPs. This was to be determined by the training relevancy, appreciation by the trainees,

utilization of skills by the trainees to improve their skills and performance and whether the respondents felt that training is a contributing factor to performance.

The findings are indicated in table 9 below. When determining whether the training are conducted to the relevant groups in the ICPs, the response showed a mean of 4.06 and a strong standard deviation of 0.7731. In terms of whether the groups trained appreciate the training conducted the findings showed a mean of 4.06 and a standard deviation of 0.7731 as above. The responses on whether the Knowledge acquired in training is utilized in improving the performance of PDs in the ICPs; responses showed that majority of the respondents agreed and strongly agreed as shown by a mean of 4.28 and a standard deviation of 0.9335 which showed congruency in the level of agreement.

When asked if the performance of the ICPs depends on training the managers and relevant groups again majority of the respondents agreed and some strongly agreed. This is backed by a mean of 4.04 which indicate a strong level of agreeing and is supported by a standard deviation of 0.7585. On whether Training given to managers/PDs is a contributing factor to the current performance, results showed that 68.1% agreed while 23.4% strongly agreed. This is shown by a mean of 4.13 and a strong standard deviation of 0.8241. When asked if the PDs/ managers value training as a factor to raise their project performance within the project staff and volunteers; majority of the respondents to a tune of 42.6% agreed while 44.7% strongly agreed. This shows that the managers do value the training as a key factor in improving competencies and skills for improved performance. This was backed by a mean of 4.32 and a standard deviation of 0.9627.

In overall the effect of training on the ICP performance yielded a grand mean of 4.15 and a standard deviation of 0.8375 as shown in the table 9 below. This shows that the data can be relied to conclude that the training do affect the performance of ICPs in the compassion projects in Coast.

Table 3; Effect of training on ICP Performance

	Mean	Standard deviation
1.Training is conducted to the relevant group in the ICPs	4.06	0.7731
2. The groups trained do appreciate the training conducted.	4.06	0.7731
3.The knowledge acquired in training is utilized in improving the performance of PD in the ICPs	4.28	0.9335
4.Performance of the ICPs depends on the training the managers and the relevant group receives.	4.04	0.7585
5. Training given to managers is a contributing factor to this performance.	4.13	0.8241
6. Managers value training as a factor to raise your project performance within your project staff and volunteers.	4.32	0.9627
Grant mean and Standard deviation	4.15	0.8375

Source: Research Data

4.3.3 Training done to Managers

There was also need to find out about the trainings the managers have received within the past three years they have been serving in the ICPs. This will help understand if the trainings done were carried out to all managers or there are some who have not been trained in critical areas that can determine the ICP performance. Findings are as presented in the table 10 below.

A mean average of 4.19 showed the respondents have agreed that they have received trainings that covered how to do plans and budgets. This was supported by a standard deviation of 0.8679. On whether they have received training that covered basic book keeping (cash journal); the findings showed that the majority strongly agreed by the representation of a mean of 3.98 and a strong standard deviation of 0.7147. Most of the managers have also undergone training on basic child protection issues as represented by a mean of 4.34 and standard deviation of 0.9773. About training that covered Compassion curriculum implementation, the findings showed that majority accepted to have undergone this training. This is supported by a mean of 4.28 and a standard deviation of 0.9335. Respondents also agreed that they received training that covered Compassion policies and ministry foundations. This is showed by the results that yielded a mean of 4.21 and backed by a concrete standard deviation of 0.8825. The response on training received that covered basic HIV and AIDS, HVC and other health related programs and their implementation strategies showed an average mean of 4.45 which shows that the majority of the managers do agreed to have been trained on this. However there is a large deviation from the mean shown by a large standard deviation of 1.0940. This indicates that the responses varied a wide range from strongly disagreeing to strongly agreeing. When asked if received training that covered Audit related issues/feedback, result showed a mean of 4.15 and a standard deviation of 0.8387. Participated in audit sessions yielded a mean of 4.28 and a standard deviation of 0.9335; Managers' participation in PACTs and PECS sessions showed a mean of 4.34 and a standard deviation of 0.9773. Managers agreed that training given to managers are beneficial to the staff, volunteers and patron in the project and that the Managers' attitude towards the training they undergo enhance the attainment of the four child development outcomes. This was strongly supported by an average mean of 4.19 and a standard deviation of 0.8679 showing the congruency of the responses to be relied upon. The grand mean in the training section showed a

mean of 4.24 and a standard deviation of 0.9050 as per table 10 below. This indicates that the managers have agreed that they have been trained in all the trainings listed above and that their attitudes as managers towards these trainings do enhance the overall performance of the ICPs.

Table 4; Training done to Managers

	Mean	Standard deviation.
1. Have you received training that covered how to do plans and budgets	4.19	0.8679
2. Have you received training that covered basic book keeping (Cash Journal)	3.98	0.7147
3. Have you received training that covered basic protection issues?	4.34	0.9773
4. Have you received training that covered Compassion curriculum implementation?	4.28	0.9335
5. Have you received training that covered Compassion policies and Ministry foundations?	4.21	0.8825
6. Have you received training that covered basic HIV AIDS, HVC and other Health related programs and their implementation strategies?	4.45	1.0940
7. Have you received training that covered Audit related issues/Feedback?	4.15	0.8387
8. Have you ever participated in audit sessions?	4.28	0.9335
9. Have you ever participated in PACTs and PECS sessions?	4.34	0.9773
10. Training given to managers is beneficial to the staff, volunteers and patrons in the project.	4.19	0.8679
11. Manager's attitude towards the training they undergo enhance the attainment of four child development outcomes.	4.19	0.8679
Grand Mean and standard deviation	4.24	0.9050

Source: Research Data

4.4 Discussions of Findings

This section gives a discussion on the major findings emanating from data analysis in this chapter. The findings are meant to help the researcher make a conclusion on how the results agree with other studies that have been done previously and if indeed the perception of managers on effect of training on performance do influence the performance of Compassion projects in Coast region.

The key findings show that Majority of the managers agreed that their perception of the trainings they undergo do influence their individual performance and hence the overall performance of the ICPs in which the work. As indicated in the section of managers' perception, the grand mean for this was 3.965. this was backed by a very concrete standard deviation that was less than one. The standard deviation was 0.66975. Compared with the responses that were gauging the trainings done, although the results yielded a higher mean of 4.24, its standard deviation was weak represented by 0.9050 which was close to one. This shows that there was varied feeling that some managers felt they have not undergone some trainings and some were not sure since they remained neutral to some trainings. This could attribute to the way the managers understand training, how they value them and some were new such that they haven't participated in some training. The section that was covering the effects of training on ICP performance yielded a high grand mean of 4.15 and a moderately strong standard deviation of 0.8375. This shows the level at which the managers agree that the training do have an effect on the performance of the managers and the ICP at large.

The findings above can be compared with the Kirkpatrick's model of evaluation of the training effectiveness where in the third level which is a critical measure of the amount of transfer of learning or amount of application of learning at the workplace. Evaluating at this level attempts to answer the question - Are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner? According to Kirkpatrick, measuring at this level is difficult as it is often impossible to predict when the change in behavior will occur, and thus requires important decisions in terms of when to evaluate, how often to evaluate, and how to evaluate. At the fourth reaction level, evaluation is done to measure the success of the program in terms that managers and executives can understand - increased production, improved quality,

decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment. Therefore the evaluation of the trainings done to the managers is critical as they help affirm if the skills and knowledge is being transferred in the improvement of the ICP performance. Devanna, Formbrun and Tichy (1984) proposed a model which emphasizes the interrelatedness and coherence of human resource management (HRM) policies and performance. According to their model, training and other HRM activities aim to increase individual performance, which is believed to lead to higher firm performance.

According to Kozlowski and Klein (2000), 'top down contextual effects' which they described as a group and organizational factors, that can have direct and moderating effects on learning and transfer. These effects have been the source of recent theory and research addressing the influence of organizational factors on motivation to learn, transfer, and training effectiveness at the individual level of analysis. This model emphasizes that, training plays an important role in improving the quality of employees directly and effecting on firm performance through HR outcomes. This agrees with this research findings where the respondents agreed that the trainings are beneficial to the improvement of performance of the individual staff and volunteers and the entire ICP.

According to Wright & Geroy (2001), the primary purpose of training in establishing a sound relationship is at its best when the workers attitude to the job is right, when the workers knowledge of the job is adequate, and he has developed the necessary skills. Training activities in an industrial organization are aimed at making desired modifications in skills, attitudes and knowledge of employee so that they perform their jobs most efficiently and effectively. This agrees with the research findings that showed a strong mean Of 3.97 and concrete standard deviation of 0.6695 that the perception of the managers towards the trainings they receive is key to the improved performance as a person and then transferred to the entire organization.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

5.1.1 Profile of the Respondent.

The findings showed that most of the managers are young. 46.8% are below age 30 years and 38.3% are between 31 -40 years and more than half of them 55.3% are married people. Most of the managers had the required education qualifications to carry out the duties of a PD. It was interesting to note that all the elderly managers aged between 41- 50 years had worked for more than three years and did not attain university degree. This showed that, they acquired this position due to long time experience. Unlike all the young managers who are below 30 years who all, except one, making 72.3% had reached university level. Very few managers about 19.1% however had less experience since they have worked for less than one year in the management position. Majority of the managers had worked more than 3 years accounting for 44.7%. this shows that the data is reliable as most of them had good experience and had the right qualifications.

5.1.2 Managers' Perception of the effect of training on performance.

Majority of the managers felt that there is common understandings of training among all PDs in Coast region as represented by 48.9% of all the respondents and 2.3% were neutral. The remaining 28.9% had a divided opinion as 14.9% disagreed, and 14.9% strongly agreed that there was a common understanding of training among all PDs in Coast region. 89.4% of the managers confirmed that the objectives of the training were clearly stated every time training is done with an exception of 10.6% who remained neutral. This shows that the training objectives were clear and managers understood what the expected outcome was after training. 97.9 % of all respondents agreed and strongly agreed that there was relevance between the training done and the work expected of the manager with an insignificant 2.1% who were neutral. There was a varied response on whether the training conducted to PDs were need based, where 48.9% agreed, 23.4% strongly agreed. 6.4% felt the training were not need based while, 21.3% remained neutral. Majority of the managers appreciated the fact that, after every training, managers were

given an opportunity to give their feedback to the trainers which was backed by 85.1% with as few as 4.2% disagreeing with the rest. However, majority were not sure whether their opinion was being considered when changes were being concerning training. This was evident with 42.6% of the respondent remaining neutral and 34% agreeing.

The questionnaire required response of the managers to understand the effect of training on ICP performance in Coast region. The findings shows that 80.8% of all the mangers agreed that at least the training done targeted the relevant group and the same majority of about 89.3% accepted that the groups trained do appreciate training. 91.5% of the managers agreed they were utilizing the Knowledge acquired in training in improving their performance in their respective ICPs. This shows that there is a strong feeling that there is a positive relationship between the training and improvement in ICP performance if given to the relevant group of people. This statement is supported by the findings that the same 91.5% of managers agreeing that training given to managers/PDs is a contributing factors to the performance of their project and that they value training as a factor to raise their project performance within the project staff and volunteers which attributed to 87.3% of the responses.

The research indicated that in the last three years managers had received various trainings with an exception of a few who were new and had worked for short duration. According to the results, most of the managers acknowledge having received various training while some feel they haven't and some felt neutral about the trainings. This shows that they are not sure whether they have been trained or they have forgotten if they have attended such training. However, more than 80% of the managers agreed that the training given to them is beneficial to the staff, volunteers and patrons in their projects and that attitude of the managers towards the training influence their performance and the general performance of the ICP.

5.2 Conclusion

Research has shown that all the managers that are working in the 47 ICPs have the right qualifications since they have all attained at least college diploma and majority have a degree. They are people who are reliable and of age and majority of them being family people settled

down in marriage. It also showed that there is varied understanding of training amongst the managers.

The research revealed that most of the managers have undergone common various trainings which are relevant to their expected work. They do appreciate the training although some feel the training is not done to the relevant group of people. They also felt that there is a positive relationship between the training and improvement in ICP performance if given to the relevant group of people. This statement is supported by the findings that the same 91.5% of managers agreeing that training given to managers/PDs is a contributing factors to the performance of their project and that they value training as a factor to raise their project performance within the project staff and volunteers which attributed to 87.3% of the responses. In conclusion however, more than 80% of the managers agreed that the training given to them is beneficial to the staff, volunteers and patrons in their projects and that attitude of the managers towards the training influence their performance and the general performance of the ICP. Therefore it is true that the managers' perception on the effect of trainings has an effect on the ICP performance and the individual manager performance too. In the discussions, it is evident that the skills, knowledge and attitude of the managers do trickle down to their utilization of the skills acquired and they become better people not only in their organizations but also in the labor market (Chapman 1993).

5.3 Limitation of the study

Some aspect of the study was beyond the control of the researcher. Some managers took so long to respond and delayed the submission of the questionnaires back. This caused delay in the data analysis. It required substantial money to produce questionnaires enough for all the 47 PDs, dropping them and collecting them. In some instant the researcher had to call to follow up of the same.

Some ICPs despite having existed for more than three years had very new managers who had hardly stayed for more than a year. This attributed to them not being so conversant with most of the trainings done for the managers in their ICP. Attributed to the delayed response, some PDs were on leave and had travelled outside Coast which called for extra effort to get the information through sending the questionnaire on email.

5.4 Recommendations and Suggestion for further Research

Several areas of concerns were identified during the research and the following recommendations are made to the ICPs, managers and their partners Compassion International in regard to the managers' perception of the effect of training on ICP performance in coast region. It is expected that Compassion international and the partner churches will use these recommendations to improve and enrich the delivery of the training targeted to improving skills, attitudes and perception of managers in order to boost the ICP performance.

There is need for continuous training to the managers and the staff that are expected to improve the performance of the ICPs. There trainings need to be identified by the managers themselves who will communicate their training needs instead of always receiving trainings that have been identified by Compassion. In this way the managers will appreciate the trainings more. There is also need for these trainings to be detailed and given appropriate time rather than being rushed.

There is need to in cooperate the feedback that has been given by the managers after evaluation of a training session. Most of the managers felt that although they were given the opportunity to give feedback, they were not sure if their feedback was given consideration when changes were being made in regards to these trainings.

Future research may seek to establish whether there are other major factors apart from the perception of managers on the effect of training on the ICP performance, which influence or affect the ICP performance. This can make a topic for further research. Although there was general agreement that training given to managers is a factor to influence the performance and that the attitude of the managers towards the training contribute greatly to their performance and performance of their ICPs, there is need to study other Human resource aspects that contribute to performance of the Compassion assisted projects not only in Coast but in the entire country as well. This will help inform the training department on the approach to training and also inform the management on which areas require training as a solution or there are other root causes of unsatisfactory performance amongst their projects.

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INTRODUCTORY LETTER

Sarah M. Mwamburi,

P.o. Box 85487 -80100,

Mombasa, Kenya.

To,

RE: Research as partial fulfillment of the requirements for the award of the Degree of Master of Business Administration (MBA).

This is to confirm that I am an MBA student at the University of Nairobi, and as partial fulfillment of the requirements for the award of the degree of Master of Business Administration (MBA), the university requires me to undertake a research project in an area on my interest, and which is scholarly stimulating. I have chosen to research on the perception of managers on the effect of training on performance of the Compassion Assisted projects in Coast, Kenya.

I wish therefore, to request for your assistance in completing the attached questionnaire and assure you that all information you will give will be used only for this research and no other purpose.

At the end of the exercise, a report will be prepared and presented to the University for Examination, but should any of you require a copy of the same, you may contact me.

I will be grateful for your assistance and cooperation. Should you have further queries on the same, do not hesitate to contact me or the School of Business, University of Nairobi.

I thank you in advance.

Yours faithfully,

Sarah M. Mwamburi.

QUESTIONNAIRE

Introduction

The main objective of this questionnaire is to collect data on the perception of managers on the effect of training on performance of the Compassion assisted projects in Coast region. The survey results will be reported in general terms and will not identify individuals or the identity of the specific ICP referred to. Your support in completing this questionnaire objectively is greatly appreciated.

Section A:

(Tick the answer that is applicable)

Profile of the Manager (PD)

1. Name of respondent: _____ (Optional)

2. Age

a).18 – 30;

b).31 - 40;

c).41 – 50;

d).51 and above

3. Marital status

a). Married

b). Single

c). Other (Specify)_____

4. Education level

a) Secondary level

d).College Diploma

e). University

5. Please state your

a) Project Number_____

b) Project name_____

6. How many years have you served in this position (Please tick appropriately)

a) Less than one year [] b) One to Three years [] c) More than three years []

Section B: Managers' Perception of the effect of training on performance

B 1. Please use the scale provided below to answer your questions.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

1 There is a common understanding of Training among all PDs in Coast region.

1	2	3	4	5
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2 Objectives of the training are clearly stated every time training is done.

1	2	3	4	5
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3 Training conducted are relevant to the work I am expected to do.

1	2	3	4	5
---	---	---	---	---

4 Training conducted to the PDs are need based

1	2	3	4	5
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5. I am given an opportunity to give feedback after training sessions

1	2	3	4	5
---	---	---	---	---

6 My feedback is given consideration when changes are being made concerning training.

1	2	3	4	5
---	---	---	---	---

B 2. Effect of training on ICP Performance

Please use the scale provided below to answer your questions.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

1 Training are conducted to relevant groups in the ICPs

1	2	3	4	5
---	---	---	---	---

2 The groups trained do appreciate the training conducted.

1	2	3	4	5
---	---	---	---	---

3. The knowledge acquired in training is utilized in improving the performance of PD in the ICPs.

1	2	3	4	5
---	---	---	---	---

4 Performance of the ICP depends on the training the Managers and relevant groups receive.

1	2	3	4	5
---	---	---	---	---

5. Training given to managers is a contributing factor to this performance?

1	2	3	4	5
---	---	---	---	---

6. Managers value training as factors to raise your project performance within your project staff and Volunteers?

1	2	3	4	5
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B 3. Training done to managers

Please use the scale provided below to answer your questions.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

During the past three years, have you received any training that covered any of the following?

(Please circle one response for each item.)

1. Have you received any training that covered how to do Plans and budgets?

1	2	3	4	5
---	---	---	---	---

2. Have you received trainings that covered basic book keeping (Cash Journal)?

1	2	3	4	5
---	---	---	---	---

3. Have you received training that covered basic child protection issues?

1	2	3	4	5
---	---	---	---	---

4. Have you received training that covered Compassion curriculum implementation?

1	2	3	4	5
---	---	---	---	---

5. Have you received training that covered Compassion Policies and Ministry foundations?

1	2	3	4	5
---	---	---	---	---

6. Have you received trainings that covered basic HIV/AIDs, HVC and other health related programs and their implementation strategies?

1	2	3	4	5
---	---	---	---	---

7. Have you received trainings that covered Audit related issues/ feedback?

1	2	3	4	5
---	---	---	---	---

8. Have you ever participated in Audits sessions?

1	2	3	4	5
---	---	---	---	---

9. Have you ever participated in PACTs/PECS sessions?

1	2	3	4	5
---	---	---	---	---

10. Training given to managers are beneficial to the staff, Volunteers and Patron in the project

1	2	3	4	5
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11. Managers' attitudes towards the training they undergo enhance the attainment of the four child development outcomes?

1	2	3	4	5
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Thank you very much for your cooperation.

Table 5 .Compassion assisted projects in Coast

Number	Project Code	Project Name	Geographical location
1.	KE 342	Free Pentecostal Fellowship in Kenya Child Development center	Kilifi
2.	KE 343	Wesa PEFA church child development Center	Kilifi
3.	KE 347	Gospel Revival Church child development center	Kilifi
4.	KE 530	Mtondia PEFA child development centre	Kilifi
5.	KE 531	Shaurimoyo Light house child development center	Kilifi
6.	KE 622	AIC Kilifi Child development centre	Kilifi
7.	KE 344	Redeemed Gospel Church Mtangani child development centre	Malindi
8.	KE 345	Dabaso PEFA child development centre	Malindi
9.	KE 532	Casuarina Baptist Child development centre	Malindi
10.	KE 534	Ushindi Baptist Kijiwetanga child development centre	Malindi
11.	KE 623	ACK St. Andrews Barani child development centre	Malindi
12.	KE 624	ACK St. James Gede child development center	Malindi
13.	KE 330	Maamba EAPC Child Development Centre	Kanamai
14.	KE 335	EAPC Mzambarauni Child Development Centre	Kanamai
15.	KE 336	EAPC Mwatundo Child Development Centre	Kanamai
16.	KE 640	St. Mathews ACK Child Development Centre	Kanamai
17.	KE 761	A I C Shanzu Child Development Centre	Kanamai

18.	KE 762	EAPC Kijipwa Child Development Centre	Kanamai
19.	KE 424	Kongowea COG Child Development Centre	Bamburi
20.	KE 450	PEFA Elim Mishomoroni Child Development Centre	Bamburi
21.	KE 502	Kongowea Baptist Child Development Centre	Bamburi
22.	KE 504	Kiembeni Baptist Child Development Centre	Bamburi
23.	KE 506	Victoria Baptist Child Development Centre	Bamburi
24.	KE 760	AIC Tudor Child Development centre	Bamburi
25.	KE 645	ACK KWALE CDC	Kinango
26.	KE 710	METHODIST CHURCH IN KENYA, (MCK) KINANGO CDC	Kinango
27.	KE 711	MCK, KINANGO CDC	Kinango
28.	KE 332	EAPC KINANGO CDC	Kinango
29.	KE 331	EAPC MAZOLA CDC	Kinango
30.	KE 556	MIATSANI PEFA CDC	Kinango
31.	KE328	MTAA PEFA CDC	Kinango
32.	KE 329	EAPC MABESHENI CDC	Kinango
33.	KE 346	BOFU PEFA CDC	Kinango
34.	KE 596	BAPTIST MIGUNENI CDC	Kinango
35.	KE 597	NZOVUNI FELLOWSHIP BAPTIST	Kinango
36.	KE 716	AIC MAJENGO CDC	Kinango
37.	KE 712	Mbungoni Methodist CDC	Kaloleni
38.	KE 333	EAPC Nyalani Child Development Centre	Kaloleni
39.	KE 359	Kaloleni Deliverance Child Development Centre	Kaloleni
40.	KE 763	AIC Chanagande Child Development Centre	Kaloleni
41.	KE 344	Mwele Pentecostal church child development centre	Kaloleni

42.	KE 641	ACK St. Simons Child development centre	Kaloleni
43.	KE 500	Changamwe Baptist Child development centre	Mombasa
44.	KE 505	USHINDI BAPTIST CDC	Mombasa
45.	KE 642	ACK SOWETO CDC	Mombasa
46.	KE 358	LIKONI DELIVERANCE CDC	Mombasa
47.	KE 740	GNCA MTONGWE CDC	Mombasa