

**THE ROLE OF TRAINING AND DEVELOPMENT ON EMPLOYEE
PERFORMANCE AT KENYA POWER AND LIGHTING COMPANY**


BY

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DECLARATION

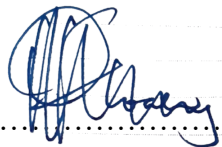
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As the University of Nairobi advisor, I approve the submission of this research

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DEDICATION

The project is s dedicated to my family for the support they gave me during the study period.

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ABSTRACT

Training and development are crucial to contemporary organizations since they provide organization employees with skills and capacity for them to contribute meaningfully to the overall goal of organization development. Kenya Power and Lighting Company has had several challenges, including customers resorting to renewable energy as well as unreliability of power that has plunged the organization into losses and hence reduced employee performance. The goal of this study was to find out how training and development affects how well Kenya Power and Lighting Company employees do their jobs in Kisumu. The analysis mainly focused on three variables, including needs establishment, strategy creation, and content delivery. The study employed a correlation study design and selected 28 departmental heads through census. Utilizing questionnaires, primary data was gathered which data was analyzed using regression as well as descriptive mechanism. The findings revealed that training and development explained 49.3% ($R^2 = 0.493$) of the variation in employee performance. Furthermore, the study discovered that need establishment had an insignificant negative interrelationship with dependent variable. ($=-1.582, p > 0.05$); strategy creation had an insignificant negative interrelationship with dependent variable ($=-.454, p > 0.05$); and content delivery had an insignificant negative relationship with employee performance at Kenya Power and Lighting Company ($=-.899, p > 0$). The study concluded that need establishment, strategy creation, and content delivery did not contribute to employee goodness. The introduction of training and development across all levels of management for it to influence performance positively was the key recommendation of the analysis. Further, the study suggested that other researchers look at training and development using different variables in other different organizations to see how the results compare.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

As Atatsi et al. (2019) points out, training and development are the basis for employees to not just thrive but also augment their capacities in order to improve their capacities. As such, training and development go beyond the individual employee into the effectiveness of the organization. This is because an organization and an employee are one and the same thing in the sense that improving the capacity of an employee reflects on the effectiveness of the organization. As Sung and Choi (2018) point out, employee performance gets a boost after training and development interventions. For instance, training of employees and development of new technologies may provide employees with a better understanding of new methods or even how to operate the latest technologies. As such, employees deploy such information and ways of work, as a result of training, to approach their tasks with increased confidence and capability, the result of which is an increase in their overall performance in the organization.

The current study will employ expectancy theory as well as social learning theory to further explain the phenomenon under study. As Oliver (1974) points out, expectancy assumes that employees of an organization will act in a given manner because they have been motivated to do so. Training and development provide employees with competencies and confidence to approach their work, which acts as a motivation for better behavior and organization wellness in general. On the other hand, Krohn (2019) asserts that social learning theory is about employees learning from other employees within a group on a given subject, which enhances their competencies. Hence, social

learning becomes important in creating synergies required to accomplish training and development goals and, hence, the betterment of an organization in terms of performance.

Kenya Power and Lighting Company's Report (2019) records financial losses to the tune of Ksh. 15.99 billion, yet the company is a monopoly in the country. The losses have been partly attributed to poor employee engagement occasioned by a lack of continuous improvement in employee capacities. Kenya Power and Lighting Company is the only power distributor in Kenya and other power distributors, however small, get permission from Kenya Power and Lighting Company or sell to it for distribution.

1.1.1 Training and Development

According to Atatsi et al. (2019), training and development are various interventions and activities as well as the delivery of knowledge that employees will take advantage of to make them better at their job execution. It is therefore fathomable that training and development empower both the employee as an individual and the organization that they work for in a broad understanding of the subject. According to Sung & Choi (2014), training and development is the enhancement of an employee's intellectual capacity as well as the capacity to handle physical duty and is made possible through auditory learning, visual learning, as well as kinesthetic learning, with the aim of improving the capabilities of the employee so as to enhance her deliverable capacity.

Training and development encompass needs assessment. According to Bibi et al. (2018), needs assessment is the stage where the organization assesses the needs for training and development. At such a stage, the organization analyses the employee, the organization,

the task, suitability, as well as cost benefit analysis. Such analysis helps the organization to establish areas where employees are weak and which may need training and development. Additionally, Sung & Choi (2014) assert that strategy creation is also relevant in training and development. Human resource management focuses on goal analysis, prioritization, time budgeting, skills gap, planning, and delivery during the strategy creation process. Further, Atatsi et al. (2019) point out that content delivery is another critical element in the training and development repertoire in an organization. Content delivery is all about how the training is going to be conducted and the methods thereof.

1.1.2 Employee Performance

In relation to Hee & Jing (2018), employee performance is defined as how far the objective actualization of the organization's goals is made manifest. In other words, employee performance is whether the employees of an organization meet the predefined objectives or not and by how much. According to Choi (2018), employee performance is simply the capacity of an employee of an organization to effectively and efficiently perform the duties and tasks assigned to such an employee, which makes an organization on the right path for the realization of its objective. According to Farzana and Bari (2019), employee performance is the extent to which employees meet their work targets. Such a definition underscores the idea that positive or bad performance is a possibility and that employees can also surpass the target given to them on the positive side of performance.

The current study will look at employee performance as measured by talent retention. According to Ott et al. (2018), talent retention is the capacity of a company to keep invaluable workers who are able to competently and efficiently execute their mandates in key roles that are sensitive to the organization's success. An organization's talent pool is a strategic resource and a competitive advantage, and hence retaining such resources becomes invaluable to any organization, regardless of structure or size, profit or not-for-profit organization, medium-sized or internationally acclaimed organization. Employee performance has also been measured differently by different scholars. For instance, Sung & Choi (2014) measured employee performance by employee innovativeness. On the other hand, Hee and Jing (2018) measured employee performance through productivity, while Farzana and Bari (2019) measured employee performance through continued growth.

1.1.3 Kenya Power and Lighting Company

According to Faheem (2015), the power firm is a Kenyan public enterprise responsible for generating and distributing electric power both in urban and rural areas. KPLC is therefore a monopoly in Kenya and works together with its subsidiaries to distribute power to Kenya's households. The company was incorporated in 1992 as a limited company and has since worked as such until today.

While power distribution has been the core mandate of KPLC, its other subsidiaries have been instrumental in power generation and distribution. For instance, Kenya electricity generating company (KenGen) has been concerned with the generation of power, while

Geothermal Development Company (GDC) has been responsible for producing geothermal energy for KenGen. Additionally, Rural Electrification and Renewable Energy Corporation (REREC) is in charge of putting up electricity structures and connecting rural areas with electricity and then handing them over to KPLC for maintenance. Recently, REREC has begun to explore renewable energy so as to address the growing demand for renewable energy (Faheem, 2015).

According to the Kenya Power and Lighting Company Report (2019), the company incurred losses of up to Ksh. 15.99 billion. Such losses have been attributed to poor talent retention resulting from inadequate employee training and development. Even though KPLC has a monopoly, the company is on a path to lose money, which could force it to stop doing business.

1.2 Research Problem

A debate is raging on whether employee training and development obviously lead to employee performance or not. According to Ott et al. (2018), employee training and development does not necessarily lead to employee performance. For instance, if employee training is not preceded by task analysis, the applicability of the training on employee tasks may be compromised, and therefore the training may not enhance the employee's capability for the job that such employee is expected to do. On the other hand, Farzana and Bari (2019) assert that employee training and development leads to employee performance given that every employee training is preceded by needs analysis. However, since performance is measured differently by different organizations, the

understanding that employee training and development leads to employee performance cannot be a forgone conclusion.

Kenya Power and Lighting Company has several challenges. For instance, stagnating demand as a result of consumers resorting to renewable energy has threatened the existence of the power company. Additionally, poor reliability of power as a result of frequent power blackouts has also been recorded as a significant problem for the company. There are also cases of overpricing resulting in frequent consumer backlash. Corruption and vested political interests have all contributed to losses in revenue for the company despite the fact that it is a monopoly in Kenya and proper training and development can ensure that talented employees are retained to improve management.

Several scholars have conducted empirical studies linking training and development to employee performance. For instance, Ahmad & Bakar (2003) investigated the employee dedication and the impact of development in Malaysia. In close connection, Adeyi et al. (2018) carried out another empirical investigation in Nigeria. Such study focused on training within in private enterprises with respect to how such training influenced employee performance. Within Uganda, Sendawula et al. (2018) focused on development of welfare of workers within the healthcare industry. Omolo (2015) studied the effects of improvement of workers on the success of small and medium-sized businesses within Kenya. However, the studies suffer from methodological limitations and are likewise incongruent in their conclusions.. Further, the studies fail to explore how training and development in line with variables such as need assessment, strategy creation, and content delivery collectively influence employee performance at Kenya Power and

Lighting Company, Kisumu. In order to address these gaps in knowledge, the following research issue is addressed by the current study: at Kenya Power and Lighting Company in Kisumu, Kenya, what impact does training and development have on staff performance?

1.3 Objective of the Study

Determining the role of training and development on employee performance at Kenya Power and Lighting Company in Kisumu is the study's main goal.

1.4 Value of the Study

The research could be useful for policy conceptualization. The Kenyan government will use outcome and recommendations arising from this empirical research in accordance with the study constructs such as need assessment, strategy creation, and content delivery to make policies. Such policies could guarantee improvement of staff and are carried out effectively and efficiently to ensure that employee turnover is reduced, thereby increasing talent retention and employee performance.

This analysis will also be useful in management practice. Kenya's power top management will use the study findings and recommendations to boost management practices. For example, the management will see the need to conduct a needs assessment before training and development begins. The management will also create a robust strategy for training and also deliver training content using the most appropriate methodologies to ensure that every employee is properly engaged.

Furthermore, the study will also be useful as a point of knowledge. Other scholars will use the study to get new knowledge. Every study conducted creates new knowledge, and therefore, the current study is no exception. The research will generate new information about the development and training of organizational employees, as well as how it affects their performance. Additionally, scholars and other researchers will also use the study as a secondary material in conducting other studies in related areas of study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The portion includes research related to the phenomenon of the study. In particular, it looks at the theories underpinning the study. It also discusses empirical literature, focusing on past studies. It further looks at the summary of the literature review. Finally, it addresses the study concept diagram.

2.2 Theoretical Review of the Study

The study examines two models including, expectancy theory and social learning theories. The study therefore relates the theories to the current study in a bid to explain the study phenomenon theoretically.

2.2.1 Expectancy Theory

According to Oliver (1974), the expectancy model was put forth by Victor Vroom in 1964 within the confines of organizational behavior in particular and human resource management in a wider area of applicability. The theory was developed to enhance and tailor the behavior of employees for the realization of a desired behavior from an employee. A desirable behavior from an employee ensures predictability and hence continuity of the organization regardless of what the organization does, whether the organization is public or private, or whether the organization is a small-medium enterprise or a larger organization (Oliver, 1974).

The main assumption of the expectancy theory, according to Schaefer et al. (2021), is that organization employees make work-related decisions based on what they are required to

do and their motivation to do so. It therefore follows that employee training and development empower employees to make better decisions on what they are required to do and also execute their mandate with competence and success since they have been trained.

Although expectancy theory is suitable for the current study, it has its limitations. According to Oliver (1974), expectancy theory has diminished practical implications. This is because motivation or reward does not necessarily correlate to better performance. Some employees may be highly rewarded but still perform dismally. As such, relating employee decision-making and performance to reward is not a forgone conclusion.

2.2.2 Social Learning Theory

According to Krohn (2019), Albert Bandura was the major proponent of Social Learning Theory (SLT) in the late 1970s through laboratory experiments in order to figure out how learning takes place in organizations and institutions of learning. The theory posits that human beings are social animals and that learning must be about involvement. So, no matter the learning strategy, learners will copy methodologies from their learning peers to embed their learning approaches. Social learning, or learning by copying others in the social environment, helps the learner to understand the subject and to be sure that they are doing the right thing given that others are also doing the same.

The major assumption of social learning theory, according to Kalil and Grant, (2021), is that employees are social animals and learn from each other within the learning group. As such, the theory fits in with the current study in the sense that an employee learning from

each other at work reinforces training and development. Depending on how organizational learning is structured, employees can still learn from each other, whether they are new employees learning from older and more experienced employees or slow-learning employees learning from fast learners in a controlled situation. Learning from each other or from the group is part of training and development and still achieves the objectives for which learning and development are made available to employees, hence employee performance.

According to Krohn (2019), social learning theory was majorly constructed in a lab setting and with children. Therefore, as to whether the theory is applicable to adults in the organizational setting, it is not very clear. This is because lab experiments happen in controlled situations and, therefore, the artificial nature of the environment may influence the outcome.

2.3 Empirical Review of Literature

On needs analysis, empirical research conducted by Sung & Choi (2014) focused on training and development on employee innovativeness and established that employee analysis and performance had an insignificant correlation. Empirical research conducted by Ahmad & Bakar (2003) focused on training and development and employee commitment and established that organizational analysis contributed to employee performance. In addition, empirical analysis carried out by Adeyi et al. (2018) focused on employee improvement in private organizations and established that task analysis contributed to employee performance. A different empirical investigation done by Sendawula et al. (2018) focused on employee improvement within healthcare sector and

established that training suitability analysis had a favorable correlation in regard to employee improvement. Further, Omolo (2015) studied employee improvement on productivity of small and medium enterprises and established that cost benefit analysis contributed to employee performance.

Other empirical studies were also conducted on the issue of strategy creation. For example, a study conducted by Federman (2020) focused on formal learning in the workplace. The study sampled 16 respondents and used questionnaires to collect data. The results of the study revealed that goal analysis and performance had an insignificant correlation. Another empirical study was conducted by Armstrong & Landers (2018) and was aimed at investigating the use of games in training and development. The study adopted an experimental design, and inferential statistics was deployed in order to analyze research particulars. Findings showed clearly that time budgeting contributed to performance. Further, a study conducted by Forestier & Kim (2020) sought to examine goal prioritization in training and development. The study examined 19 countries. The findings revealed that prioritization of content contributed to employee performance. Additionally, a study conducted by Haugen et al. (2019) investigated training within athletics field. Using meta-analysis method, the study established that establishing a skills gap in training and development contributed to performance. Another study conducted by Brinkley-Etzkorn (2018) looked at the effect employee improvement and teaching effectiveness. Employing a mixed-methods design, research found that planning and delivering content both affected performance.

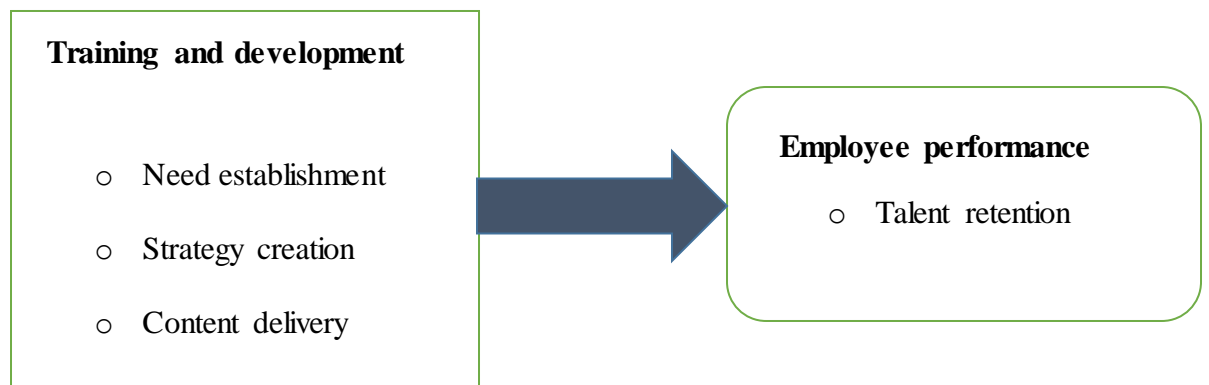
Other empirical studies have also been conducted on content delivery as a facet of training and development. According to an empirical study conducted by Brown (2001), the aim was to examine computer training and employee learning. An experimental design was used and a selection of 78 elements was collected. Findings showed that instructor-led training did not contribute to performance. In addition, an empirical study conducted by Ruthotto et al. (2020) aimed to examine the impact of a virtual classroom in relation to workers' demographics. The study sampled 1914 online platform users and applied regression to make sense of the data. It revealed that virtual classroom training and performance had a significant correlation. Another study conducted by Mohammadyari & Singh (2015) examined e-learning and performance. A questionnaire was used to gather the data, and inferential statistics were used to evaluate it. Analysis showed clearly that e-learning and performance had a significant positive correlation. For their part, Al-Emran et al. (2020) attempted to examine the effects of mobile learning on knowledge management. The study used a qualitative approach and gathered data from 416 undergraduates. Results indicated that mobile learning contributed to performance. Further, a study conducted by Baragash & Al-Samarraie (2018) sought to examine blended learning and performance. The study was qualitative in orientation, and thus qualitative mechanism was used to analyze the data. Analysis revealed that blended learning contributed to performance.

2.4 Training & Development and Employee Performance

Whereas the empirical studies reviewed are credible, they suffer from a number of limitations. Some studies focused on other areas other than public enterprise organizations, such as the studies conducted by Ahmad & Bakar (2003) just like the

analysis operationalized by Adeyi et al. (2018). Other studies utilized small sample sizes, such as the study conducted by Federman (2020), which used a sample of 16, and the study conducted by Forestier & Kim (2020), which used a sample size of 19, which makes broader generalization of findings beyond the area of study difficult. Other studies, such as the studies conducted by Al-Emran et al. (2020) as well as the study conducted by Baragash & Al-Samarraie (2018), used qualitative approaches. The problem with the qualitative approach is that it is subjective, and such subjectivity may diminish the objectivity of findings. Further, analyses failed to examine the role of training together with development in regard to three variables, which are need establishment, creation of strategy as well as content delivery, and how such variables collectively affect employee performance in a public enterprise, hence a gap in knowledge.

2.5 Conceptual Framework



Note: Schematic representation of variables being researchers own conceptualization

The concept diagram shows training and development variables which are need establishment, strategy creation, as well as content delivery all of which contribute to talent retention. Employee training as well as concerted effort on employee development, leads to employee satisfaction with their work and hence retention of talent.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The study population and research methodology are presented in this portion. It also looks at data gathering processes as well as analysis

3.2 Research Design

The study adopted a correlation design. As Saunders, Lewis, and Thornhill (2012), points out, correlation study design is suitable in quantitative studies since it enables the researcher to employ inferential statistics and hence makes it possible for inferences to be drawn. So, the researcher agreed that the way the study is set up helped reach the goal of the study.

3.3 Study Population

The study population was 28 departmental heads at the organization under investigation. The population was suitable given that they were at a higher level of management and were able to respond effectively to the study questions. The 28 departmental heads were thus the unit of analysis given that the study used all the respondents as part of the study sample. According to Meller (2001), a census is a method of including all the elements of a study in a sample without subjecting the population to a sample, particularly if the study's universe is modest. The thus included 28 elements to be part of the study sample.

3.4 Data Collection

Primary data was collected from the study respondents using questionnaires. According to Saunders et al. (2012), a questionnaire is useful in a quantitative study because it saves time and enables the researcher to gather most of the data from respondents within a reasonable time limit. The questionnaire was scored using 1-5 rating scale. The questionnaire was administered in person. The questionnaire was divided into five sections. In the first section, demographics, and in the next four, we talked about both independent and dependent variables.

3.5 Data Analysis

Data was analyzed inferentially as well as descriptively. In regard to quantitative analysis, the study used multiple linear regression. According to Saunders et al. (2012), regression and correlation enable a quantitative study to infer inferences as well as the strength of correlation of constructs for the realization of predictors. Data was coded and then entered into SPSS for quantitative operationalization. Outcome was presented in tables.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND

DISCUSSION

4.1 Introduction

The portion focused on the demographic characteristics of respondents. Statistically, it looked at descriptive terms like average and standard deviation. In addition, it addresses inferential statistics. Finally, it presents discussions of the findings.

4.2 Demographic characteristics of respondents

The researcher sought to look at the demographic characteristics of respondents. The researcher focused on gender, education level, as well as the age of respondents. The researcher thought it wise to look at the demographic information that could inform the quality of responses and hence reliable generalization of findings.

Table 4.1 below displays the findings.

Table 4.1 Gender of Respondents

	Frequency	Valid Percent	Cumulative Percent
Valid Male	18	64.3	64.3
Female	10	35.7	100.0
Total	28	100.0	

Source: Research data (2022)

According to Table 4.1, 64.3% of respondents were male, while the rest (35.7%) were female. This shows that the researcher included both male and female respondents, and hence data was obtained from both genders, which minimized bias and therefore

contributed to adequate generalization. In the same domain, the researcher sought to establish the education level of respondents. The results were as shown in Table 4.2 below.

Table 4.2 Education Levels of Respondents

	Frequency	Valid Percent	Cumulative Percent
Valid Secondary level	3	10.7	10.7
Tertiary level	7	25.0	35.7
University level	18	64.3	100.0
Total	28	100.0	

Source: Research data (2022)

As Table 4.2 shows, secondary level of education, 3 individuals representing 10.7% had a secondary level of education, while the majority of respondents (18), representing 64.3, had a university level of education. Additionally, 7 respondents, representing 25%, had a tertiary level of education. This concludes that all respondents had secondary school education or above, which made it possible for them to read and conceptualize the questions in the questionnaire hence, the quality of responses that were relied upon for generalization. The researcher was also interested in how the respondents' ages were spread out.

The results of this were shown in Table 4.3, which you can see below.

Table 4.3 Age of Respondents

	Frequency	Valid Percent	Cumulative Percent
Below 21	3	10.7	10.7
21-30	3	10.7	21.4
31-40	6	21.4	42.9
41-50	10	35.7	78.6
Above 50	6	21.4	100.0
Total	28	100.0	

According to Table 4.3, 10 respondents, who were the majority, representing 35.7%, were in the age group of between 41 and 50 years old. Conversely, 3 participants equivalent to 10.7%, belonged 21years or below. Another 3 respondents, representing 10.7%, belonged to 21–30 category. In addition, 6 respondents, representing 21.4%, were in the age group of between 31 and 40 years old. Finally, the age group of 50 and above was represented by another 6 respondents, representing 21.4% of the same listing. So, we can conclude that all of the people who answered the survey were adults and gave answers that could be trusted for the study.

4.3 Descriptive Statistics

Descriptive statistics were looked at in terms of the main study variables. Table 4.4 shows extent of need establishment.

Table 4.4 Need establishment

	N	Minimum	Maximum	Mean	Std. Deviation
Employee analysis is important for training and development programs	28	1	5	4.14	1.177
Organization analysis is necessary for training and development programs	28	1	5	4.07	1.086
Task analysis is necessary for training and development in the organization	28	1	5	3.79	1.228
Training suitability analysis is necessary for training and development programs	28	1	5	4.04	1.138
Cost benefit analysis is necessary for training and development programs	28	1	5	3.82	1.278
Overall	28			3.972	1.1814

According to Table 4.4, the factors of employee analysis being important for training and development were 4.14 for mean and 1.177 for standard deviation. On the question of organization analysis being important for training and development, the factors were 4.07 and 1.086, representing mean and standard deviation, respectively. Furthermore, the question of whether task analysis is important for training and development yielded 3.79 and 1.228, representing mean and standard deviation, respectively. In addition, training suitability analysis showed that being suitable for training and development had a mean of 4.04 and 1.138 as factors of mean and standard deviation, respectively. Further, the question of whether cost-benefit analysis is necessary for training and development had

factors of 3.82 and 1.278 as average and standard deviation, respectively. The overall average and standard deviation were 3.972 and 1.8814, which shows clearly that the extent of influence by the first variable, which was needed for establishment, is high since the maximum is 5 and the minimum is 1.

The second variable of the study was strategy creation. The descriptive statistics looked at a number of dimensions, as shown in Tables 4.5 below.

Table 4.5 Strategy Creation

	N	Minimum	Maximum	Mean	Std. Deviation
Goal analysis is a strategy in training and development programs in your organization	28	1	5	3.50	1.552
Time budgeting is a strategy in training and development in your organization	28	1	5	3.79	1.228
Prioritization of content is a strategy in training and development in your organization	28	1	5	4.21	1.067
Skills gap identification is a strategy in training and development in your organization	28	1	5	3.29	1.675
Planning and delivery is a strategy in training and development in your organization	28	2	5	4.25	.887
Valid N (listwise)	28			3.808	1.2818

Goal analysis as a strategy in training and development programs had a significant factor of 3.50 and 1.552, reflecting mean and standard deviation, respectively, as can be shown in Table 4.5. Additionally, a significant factor of 3.79 and 1.228, reflecting mean and standard deviation, respectively, was found for the problem of time budgeting being a strategy in training and development in the company. Furthermore, a significant factor of 4.21 and 1.067, reflecting mean and standard deviation in that order, was found for the issue of whether prioritizing content is a good approach for training and development. As an approach in training and development, identifying skills gaps also had a mean and standard deviation of 3.29 and 1.675, respectively. Additionally, there was a mean of 4.25 and a standard deviation of 0.887 for the topic of planning and delivery as a strategy in training and development. Additionally, the total mean and standard deviation were 3.808 and 1.2818, respectively, for standard deviation, indicating that strategy design had a significant impact. The low standard deviation indicates that the replies were reliable, which accounts for the low variability.

Further, the study also sought to establish the extent of content delivery. Table 4.6 shows the results of the variable.

Table 4.6 Content Delivery

	N	Minimum	Maximum	Mean	Std. Deviation
Instructor led training is a content delivery method in your organization	28	2	4	3.79	.630
Virtual classroom is a content delivery method in your organization	28	1	5	3.68	1.249
e-learning is a content delivery method in your organization	28	1	5	4.46	.999
Mobile learning is a content delivery method in your organization	28	1	5	3.75	1.323
Blended learning is a content delivery method in your organization	28	1	5	3.82	1.307
Valid N (listwise)	28			3.9	1.1016

According to Table 4.6, instructor-led training, being a content delivery method, had a mean of 3.79 and a standard deviation of 0.630, respectively. The question of whether a virtual classroom is a content delivery method had factors of 3.68 and 1.249, representing mean and standard deviation, respectively. Further, the question of e-learning being a content delivery method had a significant factor of 4.46 as a mean and 0.999 as a standard deviation. In addition, the issue of mobile learning being a content delivery method had significant factors of 3.75 and 1.323 as the mean and standard deviation, respectively. Finally, the question of blended learning being a content delivery method

had a mean and a standard deviation of 382 and 1307, respectively. The overall mean was 3.9 while the overall standard deviation was 1.1016, meaning that the extent of influence of content delivery was high and that responses were consistent given the small standard deviation.

Furthermore, the study also sought to establish the issue of performance. Descriptive statistics on performance were particularly necessary so as to allow performance of regression in the inferential statistics section. Table 4.7 represents the results of performance, which was a dependent variable.

Table 4.7 Performance

	N	Minimum	Maximum	Mean	Std. Deviation
Talent retention	28	1	5	4.39	1.031
productivity	28	1	5	3.82	1.249
Organization growth	28	1	5	3.64	1.162
Quality improvement	28	1	5	4.29	1.301
Innovation	28	1	5	4.39	.994
Overall	28			4.106	1.1474

Source: Research data (2022)

Talent retention had a significant factor of 4.39 and 1.031, which indicate the mean and standard deviation, according to Table 4.7. The significant factors for productivity as a performance indicator were 3.82 and 1.249, which correspond to the mean and standard deviation, respectively. Additionally, the significant factors for mean and standard

deviation for organization growth as a performance indicator were 3.64 and 1.162, respectively. A mean of 4.29 was also found for Quality improvement, with a standard deviation of 1.301. In the same listing, innovation as a performance indicator had a mean of 4.39 and a standard deviation of 0.994. The great extent of performance measurement is shown by the total mean of 4.106, and the low standard deviation of 1.1474 demonstrates the consistency of the replies.

4.4 Inferential Statistics

Inferential statistics were used in the research to determine the direction and strength of the relationships between the independent and dependent variables in particular. Table 4.8 displays a summary of the model.

Table 4.8 Model Summary

R	R Square	Sig F. Change	Durbin Watson
.702a	.493	.823	2.215

Source: Research data (2022)

The dependent variable was performance, and the predictors in Table 4.8 were the mean scores for need identification, strategy development, and content delivery. According to the coefficient of determination ($R^2 = 0.493$), 49.3% of the variance was explained by the independent variable. In light of the F statistic's significance, the model is acceptable.

Table 4.9 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	.243	3	.081	.324	.823 ^b
Residual	.251	1	.251		
Total	.494	4			

a. Dependent Variable: Performance

b. Predictors: (Constant), Content delivery, Strategy creation, Need establishment

Source: Research Data (2022)

According to Table 4.9, the ANOVA results of the estimated variation are demonstrated. The results show that $F(3, 1) = .324$, $p = 0.823$, indicating that there were no significant differences in the study variables and that the model is appropriate for utility. Normally, if p is less than 0.01, then it means that there was a significant difference in the averages of the values.

Table 4.10 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.629	20.318		.769	.583
Need establishment	-1.582	3.622	-.707	-.437	.738
Strategy creation	-.454	1.159	-.549	-.392	.762
Content delivery	-.899	1.113	-.812	-.808	.567

a. Dependent Variable: Performance

Source: Research Data (2022)

Given the model specification of $Y_i = \beta_0 + \beta_1 X_i + \beta_2 X_i + \beta_3 X_i + \varepsilon_i$ and by putting together the regression coefficients in Table 4.11 the equation changes thus:

$$Y = 15.629 + -1.582X_i - .454X_i + -.899X_i \dots \dots \dots \text{equation 4.1}$$

$$R^2 = 0.493 (49.3\%)$$

4.4 Discussion of Findings

The first variable of the study was the need for establishment. As such, the researcher sought to know whether the needs establishment affects organization performance. The study's findings revealed that establishing needs had an insignificant negative correlation with performance ($=-1.582, p > 0.05$). This therefore shows that the null hypothesis that needs establishment does not influence performance at Kenya Power and Lighting Company is accepted. The study supports the findings by Sung & Choi (2014), who also established that there was no significant correlation between training and performance in a particular organization. The study findings are also supported by expectancy theory. According to expectancy theory, employees are only motivated to do what is expected of them when the reward and conditions are available to do that which is expected of them. For instance, if there are no training arrangements in the organization and employees are not provided with adequate conditions for training, there is no way the establishment for such training can contribute to performance.

Another variable for the study was strategy creation. According to the study findings, strategy creation for training and development had a negative insignificant correlation with performance ($=-.454, p > 0.05$). This therefore shows that the null hypothesis that strategy creation for training and development does not influence performance at Kenya Power and Lighting Company is accepted. The study results support the findings by Federman (2020), who also established that strategy creation alone did not contribute to performance in certain types of organizations. The findings of the study are also supported by social learning theory, which postulates that employees can only learn from

other employees if there is capacity and conditions necessary for learning. If employees cannot learn anything from other employees or if there is no adequate opportunity and capacity to learn, then learning becomes difficult, if not impossible, especially the type of learning that can improve performance.

Furthermore, another variable of the study was content delivery. According to the findings, content delivery as a training and development variable had a negative insignificant correlation with performance at Kenya Power and Lighting Company ($r = -.899$, $p > 0.05$). As such, the null hypothesis that content delivery does not influence performance at Kenya Power and Lighting Company was accepted. The study findings mirror the findings by Brown (2001), who also established that content delivery did not positively influence performance. The study findings also support expectancy theory, which postulates that employees only make decisions on the assumption that their decisions will lead to desired outcomes or results. As such, if there is no training and development policy, it follows that training and development do not necessarily lead to performance.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter has discussed topics pertaining to the conclusions, suggestions, and summary of results. It specifically discussed the chapter's introduction, a description of the study's key results, and a conclusion drawn from the findings. The chapter also analyzed the limits and suggestions of the research. The chapter concludes with recommendations for more study.

5.2 Summary of Findings

In relation to three factors, the research sought to determine the impact of training and development on employee performance. The first variable was need establishment. The findings of the study revealed that need establishment insignificant negative influence on employee performance at Kenya Power and Lighting Company ($\beta = -1.582$, $p > 0.05$). The second variable for analysis was strategy creation. The study established that strategy creation had insignificant negative influence on employee performance at Kenya Power and Lighting Company ($\beta = -.454$, $p > 0.05$). Furthermore, the third variable was about content delivery. The study established that content delivery had negative insignificant relationship with employee performance at Kenya Power and Lighting Company ($\beta = -.899$, $p > 0.05$).

5.3 Conclusion

The first variable of the study was need establishment. The study concludes that the need for establishment does not influence performance. So, the need for training and development does not affect how well Kenya Power and Lighting Company employees do their jobs.

Furthermore, the second study variable was strategy creation. The study comes to the conclusion that creating strategies as part of Kenya Power and Lighting Company's training and development doesn't help employees do their jobs.

The third objective was content delivery. The study comes to the conclusion that content delivery in training and development does not help Kenya Power and Lighting Company employees do their jobs better.

5.4 Recommendations

The research suggests that for training and development to contribute to employee performance, such training and development must first be available at Kenya Power and Lighting Company. Only then can the needs of establishment, strategy creation, and content delivery lead to employee performance. This kind of training and development must happen often and at every level of management.

5.5 Limitations of the Study

The study was limited by the sample size. The sample size of the study was too small for a global generalization to be made. Although the study findings were generalized to a specific organization, a number of findings may have valid implications outside the geographical scope of the study given that the study was empirical in nature.

5.6 Suggestion for further Study

For purposes of further study, it is suggested that other studies should look at the influence of training and development using different variables in different institutions located in different geographical areas so as to compare differences or similarities with the current study.

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QUESTIONNAIRE

Greetings, Respondent Your company has been selected for the study's purpose of examining the impact of training and development on employee performance. Your replies will not have any negative consequences on you since this research is intended for academic reasons. Please do not include your name in your replies since they will be kept private. The advantage of this study is that it will be used in a variety of ways by policymakers, practitioners, and scholars to further the conversation on training and development

SECTION A: DEMOGRAPHIC CHARACTERISTICS

Tick the answer that corresponds to your views

1. Gender of Respondent

- Female []
- Male []

2. Education Level

- University level []
- Tertiary education []
- Secondary Level []

3. Age Category

- Above 50 years []
- 41-50 years []
- 31-40 years []
- 21-30 year []
- Below 21 []

SECTION B: NEED ESTABLISHMENT

Tick the answer that corresponds to your views

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

No	Information for reply	1	2	3	4	5
1	Employee analysis is important for training and development programs					
2	Organization analysis is necessary for training and development programs					
3	Task analysis is necessary for training and development in the organization					
4	Training suitability analysis is necessary for training and development programs					
5	Cost benefit analysis is necessary for training and development programs					

SECTION C: STRATEGY CREATION

Tick the answer that corresponds to your views

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

No	Information for reply	1	2	3	4	5
1	Goal analysis is a strategy in training and development programs in your organization					
2	Time budgeting is a strategy in training and development in your organization					
3	Prioritization of content is a strategy in training and development in your organization					
4	Skills gap identification is a strategy in training and development in your organization					
5	Planning and delivery is a strategy in training and development in your organization					

SECTION D: CONTENT DELIVERY

Tick the answer that corresponds to your views

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

No	Information for reply	1	2	3	4	5
1	Instructor led training is a content delivery method in your organization					
2	Virtual classroom is a content delivery method in your organization					
3	e-learning is a content delivery method in your organization					
4	Mobile learning is a content delivery method in your organization					
5	Blended learning is a content delivery method in your organization					

SECTION E: EMPLOYEE PERFORMANCE

Tick the answer that corresponds to your views

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

No	Information for reply	1	2	3	4	5
1	The extent to which organization retains talent is a measure of employee performance					
2	Productivity of employee is a measure of employee performance					
3	Organization growth is a measure of employee performance					
4	Quality improvement in the organization is a measure of organization performance					
5	Innovativeness of the employees in doing their work is a measure of organization performance.					