STAKEHOLDER APPROACH TO TRAINING PROGRAM EVALUATION: A STUDY OF KENYA BUREAU OF STANDARDS

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Declaration

This research project is my original work and to my knowledge has never been presented for a degree in any university.
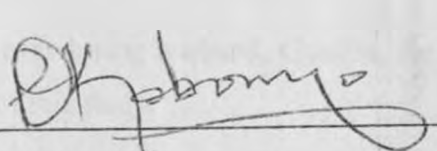
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Dedication

I wish to dedicate this research project to: my loving father, Joseph Ambata, who has made life meaningful to me; my mother, whose humility and endurance has taught me to be patient in life; my children, Darlene Lipere and George Nyarumba, I pray may the Almighty God grant you the desires of your hearts.

List of Abbreviations

NGOs	Non Governmental Organizations
RET	Research, Extension and Training
DPM	Directorate of Personnel Management
HRD	Human Resource Development
KEBS	Kenya Bureau of Standards
QSAC	Quality Services Approval Committee
NSC	National Standards council
HMSO	Her Majesty's Stationery Office
MDPs	Management Development Programmes
HRDS	Human Resource Development Specialist
ISO	International Organization for Standardization
T&D	Training and Development
USA	United States of America

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Abstract

Stakeholder-based evaluation is useful to conceptually frame the general program evaluation problem (Alkin, Hofstetter & Ai, 1998). But most training evaluation approaches continue to ignore, diminish, or make broad and untested assumptions about the implications of stakeholder participation in the design, execution, and consequences of training programs evaluation. The stakeholder approach represents an appreciation that each program aspects contributes in different ways and to groups that have divergent and even incompatible concerns by realizing and making legitimate the diversity of interests at play .

Although stakeholder-based evaluation has been fairly well developed in the general program evaluation literature, it remains barely recognized in training evaluation practice. This study aims to contribute to the understanding of multiple stakeholder perceptions about training evaluation in an organizational context. Extending prior empirical work that described differences in stakeholder perceptions about valued training outcomes, the current case study examines multiple stakeholder perspectives of the involvement, benefits, and limitations of stakeholder approach to training programs evaluation.

72 out of the targeted 79 respondents were evaluated for their perception regarding stakeholder approach to KEBS' training programs evaluation. Generally, the respondents felt that KEBS stakeholders should be involved in its training programs evaluation. They also noted that numerous benefits not withstanding, stakeholder approach to training programs evaluation also has limitations such as 'different understandings of the purpose of evaluation', 'competing organizational goals' and 'organizational culture', among others.

CHAPTER ONE: INTRODUCTION

1.1 Background

The pace of change has continued to accelerate even faster as organizations get into the 21st Century. This is attributed to technological advancement, globalization of markets, demand for more creativity and innovation by customers for the manufactured goods and services. Organizations are finding themselves under pressure to exhibit superior performance in response to the posed challenges (Ammons, 2001). Critical to a firm's ability to sustain competitive advantage and the ability of the economy as a whole to remain competitive is nurturing and enhancing the skills and abilities of the workforce (O'Keefe, et al., 2005). The restructuring of government activities, expanded privatization of industrial and service sectors, the increasing "casualization" of the workforce and the decline of the trade union movement among others, have been among the economic and structural changes experienced in the country over the past 15 years. Not surprisingly, these economic changes have also been associated with increased rhetoric about the importance of training and development, as vehicles to cope with the constant state of flux; typical of the contemporary work environment (O'Keefe, et al., 2005).

The term "stakeholder" has its origin in the law and especially in debates about the social responsibility of business that took place in the 1930s (Jennings, 1999). Berle and Means (1933) argued that corporations had ceased being devices through which individuals risked the owners' wealth. Corporations, therefore, would exercise control over the ways

in which they conducted their business in order to protect and increase their wealth. Berle and Means (1933) observed that a business enterprise not only depends on property for its continued existence, but also on a workforce and customers; "participants" in the enterprise without whom the organization would fail. Definitions of stakeholders were therefore given as: those groups without whose support the organization would cease to exist (Jennings, 1999). Freeman (1984) gave a broad definition of a stakeholder as "any group or individual who can affect or is affected by the achievement of an organization's objectives" (P. 46). Much the same as an organization, Nickols (2004) points out that training would cease to exist if it were not supported by its key stakeholders. There must be a balance, too, between and among the needs and the interest of the stakeholders in training. Nowadays, the term stakeholder and attention to their participation in research, extension and training (RET) are very popular. Most development agencies, research organizations, NGOs, and government departments declare that stakeholder involvement is part of their work (Carter *et al.*, 2001). Particular emphasis in policy making has been placed on the role of performance-based training, while encouraging continuous learning in the public service to enable the government realize its national goals and objectives. It also reiterated the fact that training in the public service must keep with the general trend worldwide in matching job requirements with the skill levels in an effort to realize organizational goals and objectives (DPM Circular, 2005).

1.1.1 Perception

Different people perceive different things about the same situation. But more than that, they assign different meanings to what they perceive. And the meanings might change for a different person. One might change one's perspective or simply make things mean

something else. Perception is the unique interpretation of the situation, not an exact recording of the situation. In other words, perception is a very complex cognitive process that yields a unique picture of the world that may be quite different from reality. Perception involves four sub processes namely, situation, registration, interpretation and feed back. Of all the four, interpretation is the most significant cognitive aspect of perception. The sub processes are internal cognitive processes that are unobservable, but the situation behaviour and consequences indicate that perception is indeed related to behaviour (Luthans, 1992).

Perception is a requisite property of animate action, without which action would not be guided. Without action perception would be pointless. Animate actions require perceiving and moving together. In psychology and the cognitive sciences, perception is the process of acquiring, interpreting, selecting, and organizing sensory information. The word *perception* comes from the Latin *capere*, meaning "to take," the prefix *per* means "completely." Methods of studying perception range from essentially biological or physiological approaches to psychological approaches. Many philosophers contend that perception consists of one's interpretation of the world, but as commonality of perception tends toward 100%, perception changes completely into reality. Suppose the following: the sky is blue - reality, now imagine everyone but you perceived the sky to be red. The reality would then become "the sky is red" (James, 1987). Thus reality is merely a popular consensus of perception. All things in the universe are understood as received through the various filters of human understanding and thus are perceptions of reality.

The way stakeholders in any given undertaking perceive the processes and outcomes will eventually determine their action in that particular undertaking. Thus the perceptions of stakeholders in training program evaluation determine their contribution in the same, and however divergent their perceptions, a common perception among them would be taken to be the reality. Much the same is the belief that training evaluation should be left to the training providers and human resource development specialists.

1.1.2 The Stakeholder Concept

According to Fine, *et al.*, (1994) "Stakeholders" are individuals or representatives from organizations or interest groups that have a strong interest in the Agency's work and policies. Participatory approaches or the so-called learner-centered approaches in adult training developed in parallel to the evolution towards a knowledge system perspective. While traditional teaching methods, such as didactic teaching, emphasized the transfer of knowledge, messages or content-pre-selected by outside specialists, participatory training focuses more on the development of the human capacities to assess, choose, plan, create, organize and take initiative.

The multi-dimensional conceptual model developed by Daniel *et al.*, (1996) is used to describe and analyze stakeholder participation. It is based on three basic questions. First, what kind of participation takes place? There are different stages and levels of a project or program such as decision-making, implementation, consequences, and evaluation. Secondly, who participates in them? Lastly, how does the process of participation take place? The basis, form, extent, and effects of participation add a qualitative dimension to the evaluation of participation. As a result, participation can have a broad range of

meanings. Nine main forms of participation, from passive participation to self-mobilization, have been presented (Fenwick, 2001). Stakeholder participation has many advantages but also some limitations. Theoretically, participation is expected to lead to greater effectiveness and improved sustainability of development projects and programs. However, the impact of stakeholder participation on the efficiency is less clear due to transaction costs. Further, the literature also identifies many physical, social, political, and economical conditions that can limit or hinder success.

The question of who are the stakeholders is closely related to who participates. According to Fenwick, (2001) four types of stakeholders can be distinguished. Firstly, the Owners: who are powerful because they have considerable influence on the situation. Community of beneficiaries: who are the assumed 'focus' of the intended transformation. Actors: who are responsible for actions for change Guardians: who speak about or present the interests of those who cannot speak for themselves.

1.1.3 Training Program Evaluation

Armstrong (2000) has defined evaluation as "the comparison of objectives....with outcomes....to answer the question of how far the training has achieved its purpose" (p. 531). Evaluation is, therefore, "regarded as a systematic feedback and an improvement process for the function of effective planning, designing, and implementing of Human Resource Development (HRD) interventions" (Kim, 2004, p. 1). Two types of evaluation models have dominated the evaluation literature in HRD - the outcome-focused approaches and the process-focused approaches. In most cases, training evaluation

models focus on outcomes and often entail use of the four-level model developed by Donald Kirkpatrick (1994).

Previous research on training has been focused mainly on trainees and the workplace, including topics such as trainee characteristics (Naquin and Holton, 2002; and Tracey, et al., 2001), training motivation (Mathieu, et al., 1992; Clark, et al., 1993; Wiethoff, 2004; Chiaburu & Tekleab, 2005) and work environment (Orpen, 1999; Tracey, et al., 2001; and Richman-Hirsch, 2001). There are a few comprehensive models of training evaluation. For example, Kirkpartrick (1994) developed a well-known and widely used four-level training evaluation model. Based on Kirpatrick's model, Holton (1996) produced an enhanced three-level training evaluation model.

Much of the empirical evidence in training programs has, concentrated on individual and organizational factors rather than the social factors, despite Nickol's (2004) contention that understanding the individual and organizational factors and their contributions without consideration of stakeholders' contribution-inducement relationship in training program evaluation is bound to be short at evaluation time, since the variables are limited. Moreover, the examination of political aspects of training program evaluation by Kim (2004) highlights that the effort to understand the social aspect of evaluation has been largely ignored. Training evaluation is therefore an elusive concept, especially when it comes to practice. The practice of evaluation in training has received a lot of criticism. This criticism is largely explained by the unsystematic, informal, and ad hoc evaluation that has been conducted by training institutions. Organisations are required to obtain training services from approved training providers registered with the government. There

is need to examine the stakeholders' demand toward evaluation, the commitment given by training providers, and the overall practice of evaluation by the training program stakeholders.

1.1.4 Stakeholder approach and Training Program Evaluation

In essence, stakeholder approach to training program evaluation is concerned with people's involvement, "attention to their interests, representation of their intended use of results, and emphasis on feedback" (Kim, 2004, p. 7). It encompasses a variety of evaluation models addressing the diversity of participants in evaluation. Apart from the outcome-focused and process-focused approaches, an important perspective regarding the training program evaluation has emerged. Scholars specializing in evaluation have accepted that evaluation engages different people who have different values, beliefs, standards and interests. For our purposes, stakeholders are "people who have vested interests in the training programs and, thus, the evaluation because the outcomes of evaluation affect their lives within the organization" (Kim, 2004, p. 6).

Three major stakeholder groups have been distinguished in the training program evaluation literature (Stake, 1983; Palumbo, 1987; Patton, 1987a, 1997; House & Howe, 2000a, 2000b) as program staff group who operate the program, the client group whose interest is in the use of evaluation findings, and the decision making group who influence and support the program. Weiss (1983a, p. 8) says, "the stakeholder approach to evaluation was designed explicitly both to increase the use of evaluation results for decision-making and to bring a variety of people into active participation". Evaluation is a decision-making process closely involving multiple stakeholders; thus participants in

the training program evaluation have different perceptions regarding training programs. In this regard, the evaluation process corresponds to the negotiation of these perceptual differences existing among evaluators and stakeholders.

In order to generate interest among all stakeholders, it is necessary to show the benefits to all concerned: the Management must see the potential for increases in labor productivity; they want to be assured that the people they have trained are well prepared and want a better return on training taxes they may be paying; Union members must be convinced that standards can improve job entry and mobility for their members; Trainers must see that quality work is done to market themselves and hence remain in the business; Trainees must experience improved skills and behavior change; Government must view this as a way for their education and training programs to gain stature and improve quality, and not just lose control of course content. It is through negotiation, whereby each stakeholder group attempts to influence the whole process, that the process and in turn, the outcomes of evaluation are shaped (Kim, 2004).

1.1.5 The Standards and Quality Management Systems Industry in Kenya

The standards and Quality Management Systems industry originally consisted of organizations (national bodies) that represented their countries in the promotion of trade and industry. Their mandate was to develop and implement national / or international standards that would ensure quality in the production, importation and utilization of goods and services. For instance, Kenya is represented by Kenya Bureau of Standards (KEBS). A number of standards training consultants and quality management bodies (for example, SGS, Bureau Veritas Quality Inspectors, among others) have since emerged in

Kenya offering same services as KEBS. These services include testing services, calibration, training in quality management systems, ISO certification and pre-shipment inspection services, among others. An independent committee known as Quality Services Approval Committee (QSAC) carried out a survey on market trend in September, 2003 established that KEBS' market share has gone down in most of the services: 8% in training services, 5% in testing services, 0.2% and 5% in certification and calibration services respectively (QSAC Annual Report, 2003). It is evident from this that KEBS is losing its competitive edge. This is likely to result from low distinctive competence that comes from highly developed employee skills that is rare, valuable, imperfectly imitable and has no substitute (Khatri, 2000).

The KEBS was established by an Act of Parliament, the Standards Act, Chapter 496 of the Laws of Kenya and was mandated to promote standardization, testing, calibration of facilities, and educational work on standardization. Its business, therefore, is to formulate and implement Kenya standards within the Industry and ensure all imports are in compliance with the standards. The KEBS Board of Directors is known as the National Standards council (NSC). It is the policy-making body that supervises and controls the administration and financial management of KEBS. The Managing Director is the Chief Executive responsible for the day-to-day administration of KEBS' activities (KEBS strategic Plan, 2003-2007). KEBS workforce is made up of slightly over 700 employees comprising of technical officers and support staff and has jurisdiction countrywide (Staff Records). In August 2003, an outside consulting team was invited to assess the activities

of KEBS with a view to identifying methods for capitalization of its strengths as well as identifying ways to ensure long-term productivity, job satisfaction, and morale.

It was found that the organizational structure at the time would not facilitate implementation of KEBS strategic plan for 2003 – 2007. The span of control was too wide and some of the core activities needed to be harmonized to avoid duplication of services. A new organizational structure was needed that would respond to the identified strategic objectives and also ensure efficient flow of work, smooth flow of information and communication, clear chain of command and levels of responsibility and effective co-ordination (KEBS Strategic Plan, 2003 – 2007). One of the recommendations made by the team therefore was the reorganization of KEBS so that it could efficiently and effectively deliver services to its customers countrywide. A new organizational structure was formed that saw the creation of new posts, such as heads of sections, heads of departments, and heads of divisions, that would ensure closer supervision of staff. More regional offices and border points (such as North Eastern region, Rift Valley region, Mt. Kenya region, Lunga Lunga, Busia and Namanga border points) were opened and added up to the old ones (at the Headquarters, ICDE, JKIA, Kisumu, Mombasa, Eldoret, and Malaba border point). The reorganization also saw the creation of four divisions namely: Operations, Standards Development, Corporate Services and Directorate.

This exercise culminated in staff being transferred from their respective departments to the different stations/regions around the country. It was, therefore, inevitable that the entire staff needed training to cope with the change – particularly those at the supervisory

and managerial levels. Specifically, the consulting team recommended that emphasis be put on higher level, non-technical management skill development for the latter group.

In response to the recommendation of the consultants and in order to avoid losing its competitive edge after 32 years of operations, KEBS embarked on Management Development Programs (MDPs) among them Peak Performance and Performance management. These programs were conducted for all the staff including those in the supervisory and managerial levels. Through its research, the consulting team found that employees lacked many basic supervisory and managerial skills. Performance management program was implemented in 2005 as a mandatory program for newly appointed as well as the incumbent managers and supervisors. The participants were organized into groups according to their cadres starting with the highest. The senior management went for a one-week residential program outside Nairobi so s to allow for full concentration and socialization. The rest of the managers attended a five-day program outside the KEBS but within Nairobi.

KEBS has long focused on the importance of technical training for its employees, whether it is training in metrology, standardization, testing and quality management. For instance, statistics show that every year KEBS allocate millions of shillings for training of staff as indicated in Table 1 below.

Table 1: *Expenditure on Training*

Year	Training Kshs.	Total Budget Kshs.	%age of Total Budget
2005/2006	14,458,436.00	785,759,359.89	1.84%
2004/2005	13,445,609.00	783,873,512.00	1.71%
2003/2004	12,297,016.00	667,144,458.00	1.84%
2002/2003	11,304,576.00	617,357,446.00	1.83%
2001/2002	11,424,422.00	596,985,118.00	1.91%

Source: KEBS Accounts records, 2006

In fact, a study carried out by Onyango (2005) on factors affecting staff motivation indicated that majority (94%) of KEBS' employees have been trained.

There is hence need for a study to be carried out using stakeholder-based approach to examine different aspects of evaluation processes and outcomes depending upon the characteristics of programs and the organizational context. This will document evaluators-stakeholders relationships as well as the relationships among stakeholders themselves to conduct evaluator's work effectively. Stakeholder-based approach to training program evaluation will therefore represent a significant step as it examines the social aspect of training program evaluation extending beyond evaluating the outcome of training programs in terms of reaction, behaviour, performance and organizational results.

1.2 Statement of the Problem

The stakeholder-based approach admits that stakeholders have different, sometimes conflicting, desires, values, expectations, and interests in evaluating one another. This approach encourages evaluators to understand their relationships with the stakeholders involved as well as the relationship among stakeholders (Rossi, Freeman, & Lipsey, 1999). Stakeholder-based approach to evaluation, therefore, is an effort to address the social aspect of work - a critical element that is missing in both outcome-focused and the process-focused approaches. There seems to be widespread agreement with the proposition that evaluation is the least well-conducted aspect of all training activities. Most employers make no attempt to assess the benefits gained from undertaking training (HMSO, 1989). There is also widespread agreement that this should not be the case. There is little doubt that evaluation of training is a difficult area. Evaluation is problematic; it will not be conducted more effectively merely by trainers practicing the techniques that the training literature prescribes; what is needed is a stakeholders' approach that embraces the culture of the organization as well as the other stakeholders and makes evaluation a part of the stakeholders' life blood.

Stakeholder approach to training program evaluation has been highly rated by scholars who have studied the various approaches of training program evaluation. Cousins and Leithwood (1986) dwelt on meta-analytic conceptual framework of evaluation utilization. Michalski (1999) conducted a survey on the variation in stakeholder perceptions of training results and evaluation. His analysis involved construction of several scale variables corresponding to perceived training program outcomes, evaluation processes and uses. Nickols (2004) focused on the contributions-inducements relationship between

each of the stakeholder groups and the training. He concluded that stakeholder approach leads to mutual accountability and shared responsibility as trainers are not and cannot be solely responsible for the success of training. Lastly, Kim (2004), in his case program study, focused on the impact of power and politics on the evaluation of training programs, and concluded that stakeholders' participation in the evaluation not only enhances the validity of evaluation results for all stakeholder groups but, also guarantees the benefits of all stakeholder groups resulting from the process of evaluation. Whereas the outcome and process-focused approaches emphasize the outcomes expected as a result of training interventions from the perspective of the trainer, and delineate evaluation as a collaborative learning process with an effect on the participants, stakeholder approach focuses on the evaluation outcomes from the perspective of all the stakeholders.

Very many constant changes are taking place in the operations and the diversity of KEBS' activities. As public agencies are constantly changing and pressurized to use their resources more wisely through strategic management, quality improvement programs, and benchmarking practices, the success and value of costly training programs becomes more and more important to the management of these agencies (Poister, 2003). For the past 3 years, KEBS has provided its managers with its new MDPs. The MDPs have the potential to create many lasting changes to its organizational culture by addressing KEBS' managers specific management skills. The MDPs just like any other program at the KEBS have not been effectively assessed to determine their impact. Both KEBS' internal and external stakeholders have not got a forum of giving their perceptions on the best way for re-assessment. Because of their important roles in training program

evaluation, it would be important to establish how KEBS' stakeholders perceive stakeholder approach to training program evaluation. It is only when stakeholders perceive stakeholders' approach to training program evaluation positively that one can see the possibility of KEBS management considering its adoption. No similar study has been done, to the best of the researcher's knowledge.

1.3 Objective of the study

To determine the stakeholders' perceptions of a stakeholders' approach to KEBS' supervisors and managers training programs evaluation

1.4 Significance of study

a) Academics / Researchers

Findings from this research will assist academicians in broadening of the syllabus with respect to this study hence providing a deeper understanding of stakeholders' involvement and training program evaluation. The findings may as well attract other researchers to venture into areas in training program improvement strategies that have not been studied in the African context. The available literature is full of case studies from the west, which as pointed out by Aosa (1992), cannot be replicated without amendments for organizations operating in Africa.

b) Kenya Bureau of Standards

The findings of this study will help public service Managers and other decision – makers especially the Kenya Bureau of Standards' Training Section staff, who will be more accountable in their evaluation of training programs, with an insight into the benefits of using stakeholders' involvement approach in its training program evaluation as a

continuous performance strategy in public service delivery. The study intends to reveal the use of stakeholders' involvement approach in the training program evaluation in the public sector.

c) Government

The government can use the findings for their research to assist in policy formulation and development of a framework for using stakeholders' involvement approach in its training program evaluation in its ministries; this study might also help in pointing out areas in which state corporations can develop competencies and capabilities leading to superior performance.

CHAPTER TWO: LITERATURE REVIEW

2.1 Perception

Brown (1989) has defined perceptions as people's world views, knowledge, and meanings that they attach to phenomena and the definition they offer. Knutson (1965) argues that the perception that an individual has about a situation or phenomenon normally guides the actions the person takes regarding the situation. Perceptions are those subjective experiences of objects or events that ordinarily result from stimulation of the receptor organs of the body. This stimulation is transformed or encoded into neural activity (by specialized receptor mechanisms) and is relayed to more central regions of the nervous system where further neural processing occurs. Most likely, it is the final neural processing in the brain that underlies or causes perceptual experience, and so perception like experiences can sometimes occur without external stimulation of the receptor organs, as in dreams.

Stakeholders are complex beings. Even though one may have an interest in the agency's work and policies his\her interests may not necessary coincide with that of the organization, this is because human beings are influenced by, and can act on the basis of their perception. Mullins (1999) defines perception as the mental function of giving significance to stimuli, such as feelings, shape, and so on. Bennet (1977) considers perceptions as a process in which one interprets sensory inputs such as sight, sound, smell or feelings. Two people may physically see the same thing but they may have their own individual interpretations of what it is.

Perceptions in an organization are crucial to researchers as employees (stakeholders) are the driving force behind the success, or otherwise, of any business (Masinde, 1986; Ng'ang'a, 2003; Gakonyo, 2003; Kandie, 2003; Njoroge, 2003). Perception is influenced by intelligence, personality expectations, motivations and interest (Bennett, 1999; Mullins 1999). Attitudes and perception are developed over time and can change as how information and experiences are acquired. Bennet (1999) argues the case for the management to understand the process of perception in order to ensure stakeholders perceive the organization's objectives in a similar manner.

Consequently, stakeholders' perception of training program evaluation has a direct bearing on what they perceive to be the benefits of the program. Their perception will determine their behaviour and thus their actions towards the system. For instance, a positive management perception will influence their willingness to support training programs in an organization.

2.2 Training and Evaluation

The Manpower Services Commission (1981) in its *Glossary of Training Terms* defines evaluation as: The assessment of a total value of the training system, training course or programme in social as well as financial terms. Evaluation differs from validation in that it attempts to measure the overall cost-benefit of the course or programme and not just the achievement of its laid-down objectives. The term is also used in the general judgmental sense of the continuous monitoring of a programme or of the training function as a whole (McDougall, 1990). The *Glossary of Training Terms* also defines the validation of the training as: *Internal validation*. A series of tests and assessments

designed to ascertain whether a training programme has achieved the behavioural objectives specified: *External validation*. A series of tests and assessments designed to ascertain whether the behavioural objectives of an internally valid training programme were realistically based on an accurate initial identification of training needs in relation to the criteria of effectiveness adopted by the organisation (Rae, 1986).

Evaluation has become a very important task for the organisation, and there are several very sound reasons for starting to put more effort into it. According to Kearns and Miller (1996, p. 9): It is about building credibility and a solid foundation for T&D decisions; Provides a basis for maximising return on investment; Helps to categorise training by the type of return you will get from your investment; For those who get it right, it should lead to building up the training function, not depleting it; Automatically links T&D with strategic and operational business objectives; Ensures buy-in and commitment at all levels; Produces results that can act as a great reinforcer of learning and further motivate individuals to develop themselves (Garavan, 1995).

The most forgotten stage in any training programme is the evaluation. Magdy (1999), in his research in the USA, found out that organisations spend $30 billion annually on training programmes and only 10 per cent of that expenditure goes to evaluation. Often, the value of conducting training evaluations is overshadowed by the necessity simply to gain participation's immediate post-course reactions, the results of which are sometimes mistakenly viewed as indicating whether or not the course was successful overall. In addition, budgetary and other constraints have caused many trainers and designers to employ standardised, commercially available, evaluation instruments. These have many

disadvantages: generally, not focused, offer little assistance in assessing long-term effects, one size fits all (McClelland, 1994).

2.2.2 The Practice of Training Evaluation

Training evaluation is a systematic process of collecting and analyzing information for and about a training programme which can be used for planning and guiding decision making as well as assessing the relevance, effectiveness, and the impact of various training components (Raab *et al.*, 1991). Training evaluation may be taken for a variety of reasons. Research indicates that the most popular reason for evaluation is to gather information that helps decision-makers improve the training process and to facilitate participants' job performance. Training institutions may conduct evaluation for the purpose of maintaining training (Smith and Piper, 1990). A training provider needs to evaluate himself and his product, to improve training and to build a reputation and maintain management's commitment to training.

Evaluation practice is one of the major dilemmas faced in the field of evaluation because it receives much criticism. As Philips (1991) states, when it comes to training evaluation, there still appears to be more talk than action. In many organisations, evaluation of training either is ignored or is approached in an unconvincing or unprofessional manner. Previous literature (Smith, 1990; Davidove and Schroeder, 1992; Shelton and Alliger, 1993; Shamsuddin, 1995) demonstrates that the practices of evaluation in training are unsystematic and they are based on simple means. Gutek (1988) states the need for conducting evaluation is very low, and there is little or no demand on the part of the organisation to evaluate a training programme seriously. Their clients do not request one.

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Participants attend training, enjoy it, forget it, and carry on working exactly as before. One of the reasons why clients do not demand evaluation is because of the clients' basic belief that a well-trained employee will be a productive employee (Barron, 1996). Another possible reason why evaluation is not conducted in training is because there is no serious enforcement; thus training providers can go without it.

2.2.3 Evaluation Model

In the past, evaluators were urged to use one preferred set of methodological principles and procedures, those of the experimental model for them to assess the extent to which programmes had attained their goals (Greene and McClintok, 1991). Today, evaluators can choose from a repertoire of more than 50 approaches to evaluation, representing a widened range of philosophical principles and scientific methodologies. Evaluators face many options about when to do evaluation, what questions are relevant, which questions to ask, which stakeholders to consult, what methods to use, what to measure, and how to facilitate use (Shadish, 1992). Most of the evaluation models focus on and advocate the use of formal, systematic, and sometimes comprehensive evaluation in order to make full use of the evaluation advantages.

Almost universally, organisations evaluate their training programmes by emphasizing one or more of the model's four or five levels. Chen and Rossi (1992) comment that evaluation knowledge found in the literature is not being fully utilized in programme evaluation practices. For example, out of more than 50 evaluation models available, the evaluation framework that most training practitioners use is the Kirkpatrick Model (Philips, 1991). However, currently, most employees' training is evaluated only at the

reaction level. Evaluation at this level is associated with the terms "smile sheet" or "happiness sheet", because reaction information usually is obtained through a participatory questionnaire administered near or at the end of a training programme (Smith, 1990). Admittedly evaluation can never completely ascertain a training programme's effectiveness or its efficiency in achieving a beneficial effect. What worked at one time at one training location with a unique group of participants cannot necessarily be transferred to another time, setting and group and be expected to work as well. Still, evaluations build a case of support for training by providing an approximation of its value. However, things are changing now.

The importance of evaluating training ranks high among training consultant and top management as a means of justifying training investment. More than ever, training evaluation must demonstrate improved performance and financial results. Since training does not come cheap, it is understandable that top managers wish to see value for money and they demand justification for training cost. Training providers need to show clients that they are getting good returns on their investment in training. The demand for accountability has been the major impetus for training in the past few years. Fiscal constraints have increased the competition of companies' activities for the available dollars and raised the question of value for money from their activities. Training professionals are no longer enjoying the best times as before.

2.3 Stakeholders

Stakeholders are persons or organizations that have investments in the content of a program, or in the dissemination and evaluation of a program (Centers for Disease Control and Prevention, 1999). Over the last several years the interpretation of stakeholder involvement has changed as programs have focused not just on individuals and families, but the broader ecology including neighborhood, workplace, schools, places of worship, communities and the society (Garavan, 1995).

2.4 Stakeholders Classifications

There are two basic classifications of Human Resources Development stakeholders i.e. Internal and external stakeholders. The key internal stakeholders are the Human Resources Development specialist, the individual learner, the line specialist, top management, and the personnel/human resource specialist. External stakeholders include national training advisers, trade unions, external training providers and educational establishments (Garavan, 1995).

An interesting insight into the organizational mindset of key stakeholders may be elicited from Garavan's (1993) research, based on detailed analysis of 16 Irish companies, using training records, documentary analysis, and interviews with key stakeholders. He analyzed their dominant expectations and values *vis-à-vis* training and development function. Values were defined as positions that key stakeholders have about how training and development strategies should happen or be in the future, and essentially represent a statement of their ideal position. These value positions are important because they influence how a key stakeholder acts, and will consequently determine their responses to

specific actions of the training and development function (Abma and Stake, 2001; Carter et al., 2001; Brinkerhoff, 1988). The following is an examination of each of the stakeholder groups separately.

2.5 Internal stakeholders and Training Program Evaluation

2.5.1 The Management

Top management values concerning training and development are tied to the desire of top management to change attitudes and cultural values within the organization. This applies particularly to areas such as disposition to change, teamwork and innovativeness. The top management stakeholders articulate moderate levels of commitment to training and development activities. They see these activities as making a contribution to improving performance, creating a committed workforce and facilitating change initiatives (Garavan, 1995; Abma and Stake, 2001; Carter et al., 2001; Brinkerhoff 1988).

Many top manager's point to the role of training and development as a strategic lever for the achievement of organizational objectives. They perceive it as a means of helping the organization to implement its strategies and of assisting managers to think in a strategic way. Business needs drive training and development so little emphasis is often placed on individual needs (Patton, 2000a; Phillips, 2003). The prevalent view is that individual employees are responsible for their own development, although this was qualified in a number of cases by the statement that the organization has a key role to play in giving the employee direction in this regard. The general consensus of top management is that training and development is an important line manager function; line managers should take greater ownership of training and development activities and participate in their

delivery (Cervero and Wilson, 2001; Fenwick, 2001; Fetterman, 2002). The role of the training and development function itself is seen in terms of providing advice and consultancy to line managers.

The critical values, which underpin line managers' perspective on training and development, are that it should be skill-based and centered on the current job. This reflects a narrow focus and clearly eliminates, or at best diminishes, the role of career and management development initiatives in the organization. Most people in this group identify training and development as their responsibility and feel that they should be involved in the total process, including design and delivery. Time constraints, however, are highlighted in this regard. The line managers see the training specialist as best performing an advisory and consultancy role in the area of policy formulation. They place an emphasis on appropriate consultation mechanisms through which their views can be reflected in agreed training and development policies (Garavan, 1995; Patton, 2000a; Phillips, 2003).

Most line managers advocate training and development as a useful catalyst for breaking down categorization barriers, with strategies such as multi-skilling contributing to the removal of demarcation lines and facilitating interchangeability. However, only a small proportion of them believe that training and development has a role in building effective teams or in encouraging teamwork throughout the organization. This serves to highlight the predominantly individual focus of many line managers (Abma and Stake, 2001; Carter *et al.*, 2001; Brinkerhoff, 1988).

The evaluation criteria suggests that this group is generally consistent with their key values. Considerable concentration is evident on the attainment of skilled performance in the shortest possible time, the contribution to cost savings within the department, and the immediacy of payback (Patton, 2000a; Phillips, 2003). Criteria relating to line manager involvement in the training and development process is also critical. In an overall sense, line managers tend to have a short-term outlook, typified by their emphasis on job-related training. This clearly differs from the values held by top management, and indeed from those held by training specialists (Cervero and Wilson, 2001; Fenwick, 2 91; Fetterman, 2002).

2.5.2 Training and Development Specialists

Research illustrates that specialists in this field see training and development primarily in terms of supporting the achievement of corporate goals. They further perceive it as a means of facilitating organizational and job change. However, a number of them don't cast training and development in a maintenance role within the organization. The specific role of the training specialist is predominantly expressed as being in the service, advisory, or consultancy category. A general perception of training specialists is that line managers and individual learners should have a vested interest in the process, as they are the stakeholder groups in the best position to assess learning needs and evaluate the outcomes of training and development. In contrast to line managers, the training specialists' perspective of the process is broad and clearly embraces issues like self-development, career development, and management development (Garavan, 1995).

Significantly, many training specialists register comments concerning the importance of having credibility, the need to increase their power and influence within the organization, and the necessity to operate in a professional manner. These comments reveal underlying doubts about their credibility, power and status within the organization. On the evaluation front, training specialists can use a combination of qualitative and quantitative criteria. Key qualitative measures include the quality and relevance of training and development strategies, the integration of these with other activities, and the realization of objectives set out in the planning process (Abma and Stake, 2001; Carter *et al.,* 2001; Brinkerhoff, 1988). A strong strategic focus is evident in these criteria, and this is reinforced by the quantifiable measures adopted. These include statistics such as the number of training days undertaken, training course days, and the numbers and categories of employees trained. Other, less emphasized, quantifiable criteria include those with an individual focus, including examination pass rates, increased performance, and the enhancement of promotion prospects. Interestingly, training specialists indicate little evaluative attention to process issues such as their working relationship with line managers and the level of individual involvement in the training and development process (Carter *et al.,* 2001).

2.5.3 Employees

Employees tend to have a limited perception of the role of training and development. Nonetheless, they clearly desire involvement in the training and development process and seek significant financial support from the organization for individual development. In advocating that training and development activities should meet their personal needs, they regard improved labour mobility, the avoidance of skill obsolescence, and opportunities to attain some form of certification as important issues in this respect. Of

less concern are factors such as the use of training to enhance job security and the achievement of status and recognition (Garavan, 1995).

In terms of evaluation, considerable consistency is noted between the types of values individual employees espouse and the criteria Garavan *et el.*, (1995), used to assess training and development activities. Criteria most often cited include the extent of their involvement in decisions about training and development and the level of financial support given by the organization. The achievement of certification and the elimination of training gaps are also mentioned. Despite this desire to achieve certification, low priority is attached to measurement by way of examination pass rates. A similar projection emerges for the level of self-development as an evaluation criterion. Process-type criteria recorded include the amount of feedback received and the development of career paths as part of, or as a consequence of, training and development interventions (Cervero and Wilson, 2001; Fenwick, 2001; Fetterman, 2002).

A considerable gap is apparent between trainees and training specialists in relation to the extent of the former group's involvement in the training and development process (Patton, 2000a; Phillips, 2003). Training specialists give this a very low priority, perhaps because of the perception that they have ownership of the process, whereas individual learners view it as highly important Abma and Stake, 2001; Carter *et al.,* 2001).

2.5.4 Personnel/Human Resource Specialists

Training and development activities are part of the personnel function and the training specialist report directly to the personnel manager/director. This illustrates the

importance of the personnel specialist stakeholder group. Personnel specialists have a wide range of values and priorities, which, for the most part, are consistent with those of the training specialist. They are concerned that training and development activities should have a strategic link and should integrate effectively with personnel management activities. In addition, they perceive training and development as a complementary rather than a superior activity within the overall sphere of the personnel/human resource management function (Carter *et al.,* 2001; Brinkerhoff, 1988).

Like training specialists, they see training and development as a means of facilitating change within the organization and as a long-term investment. Regarding the extent of involvement of other stakeholders, they envisage a key role for the line manager (Khatri, 2000; Patton, 2000a; Phillips, 2003). However, personnel specialists do not embrace the notion of individual learner involvement, outside the realm of accepting responsibility for their own development (Patton, 2000a; Phillips, 2003; Garavan, 1995).

They cite both qualitative and quantitative criteria for evaluation. Included in the quantifiable category are numbers of trainees/types of activities, level of state grant support, utilization of budgeted allocation, and more idealistically, cost/benefit analysis of activities pursued. Process issues dominate the qualitative measures cited. Among these are the effectiveness of trainer performance, the level of cooperation between the training specialist and line managers, and the extent to which training and development activities support the strategic objectives of the organization (Cervero and Wilson, 2001; Fenwick, 2001; Fetterman, 2002).

2.6 External Stakeholders and Training Program Evaluation

External stakeholders have broader based philosophies and priorities than those of internal stakeholders and that external stakeholder evaluation criteria is significantly different. This can be seen and discussed as follows (Garavan, 1995).

2.6.1 National Training Policy Makers

These are the training policy makers associated with organizations, as well as key managerial personnel within the National Training Agency. The type of values espoused must reflect the broad brief of National Training Agency and development scene and the roles played by the company-training advisers (Russ-Eft and Preskill, 2001; Schied *et al.*, 2000). In Kenya, The DPM serves as the National Training policy maker for the public sector. Particular emphasis in policy making has been placed on the role of performance-based training, while encouraging continuous learning in the public service to enable the government realize its national goals and objectives. Considerable emphasis has been placed on the use of training and development to promote equality of opportunity and greater access, and to meet the needs of special categories of workers (i.e. long-term unemployed, recently redundant, and people with disabilities) (Abma and Stake, 2001; Carter *et al.*, 2001).

The policy maker group sees the primary responsibility for training and development residing with the individual firm, but also recognizes a need to provide special assistance to smaller firms. Like the management stakeholder group, they view training and development as a long-term investment strategy, which enhances company performance

and improves the competitiveness of companies in an international context (Schied *et al.,* 2000; Garavan, 1995).

However, unlike the internal stakeholders, the policy makers align training and development with wider social objectives, perceiving it especially as an instrument for coping with high unemployment. For the policy makers, the issue of certification assumes a low priority. This is in marked contrast to the priorities of individual learners who see certification as a means of increasing labour mobility and opportunities for promotion. The evaluation criteria cited in this category are broad indeed, and would seem to pose significant problems in measurement terms (Schied *et al.,* 2000). They include the level of private sector expenditure on training and development, the extent of reduction in the unemployment pool, the elimination of skill shortages, and the level of expenditure on general training. Further criteria cited are: increased labour mobility, achieving a balance between technical and management training/development initiatives, and the level of return on state expenditure in the training and development arena (Abma and Stake, 2001).

2.6.2 Trade Unions

Trade unions merit inclusion as a key stakeholder group in many of the companies studied. By tradition, trade unions have attributed little priority to training and development activities in the collective bargaining context. However, new initiatives in work organization and workforce management, as well as participation in national, social and economic programmes, have moved training and development up the trade union agenda (Russ-Eft and Preskill, 2001; Carter *et al.,* 2001).

The types of values and priorities highlighted reflect the traditional concerns of trade unions; protection and enhancement of members' rights and the securing of benefits in return for concessions. A particular feature of all the trade union officials interviewed is the high level of consensus evident in the role of training and development. Values which are given a high priority include equality of opportunity in the selection and provision of training and development, and the need to secure a legal right to minimum levels of provision in any one year. There is specific concern that discrimination on the basis of age, sex, physical disability, sexual orientation, or job category in terms of training provision, should be eliminated. They wish to see training policies fitting in with existing agreements and a significant number espouse the notion of having a specific training and development agreement. The possibility that productivity claims could arise in cases where new skills or knowledge increase production output is also acknowledged. In overall terms, trade unions tend to view training and development as a means of equipping employees to take full advantage of job opportunities that arise, and are concerned that initiatives in this regard be matched in terms of increased potential for promotion, bonuses, etc. They also advocate the involvement of the individual in the identification of learning needs and in the design and planning of trade and development activities (Garavan, 1995).

Trade union officials tend to favour a limited form of evaluation, with the focus of the criteria mentioned being on the individual learner or on wider social objectives. Particular emphasis is placed on the extent to which the organization meets its legal requirements, the payback to employees for acquiring additional skills, and the amount of resources

expended by the organization on training and development activities (Cervero and Wilson, 2001; Fenwick, 2001; Fetterman, 2002).

2.6.3 External Training Providers

Available research indicates that external trainers are an important stakeholder, in that companies make significant use of external training providers, either on an external or in-house basis. They primarily perceive their role in terms of giving a professional service to clients (founded on a sound knowledge and expertise base), addressing the specific needs of clients, and being innovative in the delivery of their training and development activities. For this group, the ethical dimensions of their role are a major consideration. Consequently, values espoused include: avoiding conflicts of interest, upholding the confidentiality of information received in the consulting process, and refusing to participate in political manoeuvres or tactics within the client organization. Other important priorities revolve around the need to keep abreast of contemporary trends in their field, and the establishment of a long-term relationship with the client organization (Cervero and Wilson, 2001; Fenwick, 2001; Fetterman, 2002).

The levels of client satisfaction dominate the evaluation landscape. This is reflected in the practice of immediate post-course evaluation, where methods tend to focus on participants' reactions and the general level of satisfaction with the service provided. Criteria relating to ethical dimensions are also given priority, as is the extent to which client needs are met. Less emphasized criteria include the degree to which knowledge is being updated, the long-term benefits of the intervention to the individual and the client organization, and the return for the client organization on its investment. The analysis

suggests that the primary evaluation emphasis is placed on sho. term criteria. Interestingly, this is in marked contrast to the priorities of top management and training specialists, who adopt a longer-term perspective (Cervero and Wilson, 2001; Fenwick, 2001; Fetterman, 2002).

2.6.4 Educational Establishments

These are educational establishments, with a reputation for, and a history of, providing educational activities for the business sector, form the basis of the analysis for this category. They also have existing relationships with the organizations studied. An interesting range of priorities is identified in respect to the educational stakeholder group. The dominant priorities in this regard are: to enhance the skill base of key decision makers within industry; to educate managers and develop positive attitudes towards minorities and the environment; to foster relationships between educational establishments and industry, and to provide quality management educ. .onal activities (Garavan, 1995). Values which receive a low priority include two particular needs; to provide ease of access to education and management development activities which result in certification, and to provide education activities that meet the requirements of industry. The latter are significant because educational establishments are generally criticized for their apparent lack of priority in both of these areas (Stake, 1975; Stufflebeam, 2001; Swanson and Holton, 2001; Yin, 2003).

Educational establishments emphasize evaluation criteria such as: the number of education programmes provided, the number of industrial participants, the number of training course days, and the numbers and levels of certification achieved. The

educational component of programmes is seen as very important, especially in relation to the breadth of content and the extent of attitude change induced. This stands in contrast to those internal stakeholders who have a more skills-oriented perspective (Stake; 1975; Stufflebeam, 2001; Swanson and Holton, 2001; Yin, 2003). Finally, the degree to which the image of education is enhanced, as a stakeholder is not viewed as a significant evaluation factor. From the value positions taken and the types of evaluation criteria expressed by each stakeholder group, that there are many areas of convergence and divergence in terms of their perceptions and expectations in relation to training and development. This represents a significant factor in setting the organizational context of training and development; one that must be given due recognition and consideration, especially by the training specialist. The extent of organizational success derived through the training and development function, and indeed its own status and influence within the organization, is greatly affected by the effectiveness of stakeholder management.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1   Research Design

This was a qualitative case study. Patton (1987b) offers that case studies become particularly useful where it is necessary to understand some particular problem or situation in great depth.

3.2 Target Population

The target population was both the internal stakeholders (human resources development specialists, supervisors, and the management) and external stakeholders (external training providers) in/with KEBS *(see Appendix III)*. For the internal stakeholders, the study targeted managers and supervisors since they are the ones who are targeted by the training programs.

3.3 Sampling

The anticipated sample size was seventy nine (79) out of a target population of three hundred and fifteen (315) respondents. The basis of the sampling was 20% from each sub-group, unless the study group had fifteen (15) members and below, as was the case with the Training and Human Resource Development specialist and the external training providers. Out of the seventy nine (79) respondents sixty four (64) were from KEBS (i.e. 54 supervisors, 5 Training & Human Resource Development specialists and 7 managers), and fifteen (15) of them were from the external training providers *(See Appendix III)*. Rosco (1975) proposes a rule of thumb for determining a sample size and says that a size

of 30 to 500 is appropriate for most researches. However, a sample of seventy nine (79) was used in this study because of the possibility of non-response. Sample size was considered large enough to provide a good basis for valid and reliable conclusions. Stratified random sampling was used to select the individuals from the stakeholder groups. This method ensured that all the important sub -groups were represented.

3.4 Data Collection Method

This study relied on primary data. The data was on the stakeholders' perception of the KEBS' training programs evaluation. A structured questionnaire with both closed and open ended questions was used to collect data *(see appendix II).*

The questionnaires were divided into the following sections:

Section A: Organization and Respondent's profile

Section B: KEBS' stakeholders' perception of stakeholder approach to its training programs evaluation.

All respondents were to answer part A and B. The questionnaires were administered on a "drop and pick later" basis and where necessary, the questionnaires would be completed with the respondents.

3.5 Data Analysis and Presentation

The process of data analysis involved several stages. Completed questionnaires were edited for completeness and consistency. The data was then coded and checked for any errors and omissions.

The means and standard deviations were used for likert-scale responses. Specifically, the mean response for all the items in section B was computed to show the level of perception. Comparative analysis was done for all the groups (e.g. internal versus external stakeholders). t-statistic was used to test for the significance of the difference between the means of the various stakeholder groups with respect to stakeholder involvement in KEBS' training programs evaluation. Perception of benefits and limitations of stakeholder training program evaluation was analyzed using group mean scores.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a descriptive analysis of the data gathered from KEBS stakeholders. A general presentation of information is given first followed by a comparative analysis of the various variables. A total of 79 respondents were targeted and 73 questionnaires were returned, out of which 72 were usable. One did not indicate stakeholder group and therefore was excluded from the analysis.

4.2. Descriptive Statistics

4.2.1. KEBS Stakeholder Groups

The distribution of the respondents by 'stakeholder groups' indicates that out f the 72 respondents, 40 (55%) were supervisors, 4 (6%) KEBS human resource development specialists; 15 (21%) KEBS management, and 13 (18%) external training providers. These results are presented in figure 1.

Figure 1: *Distribution of Stakeholder groups*
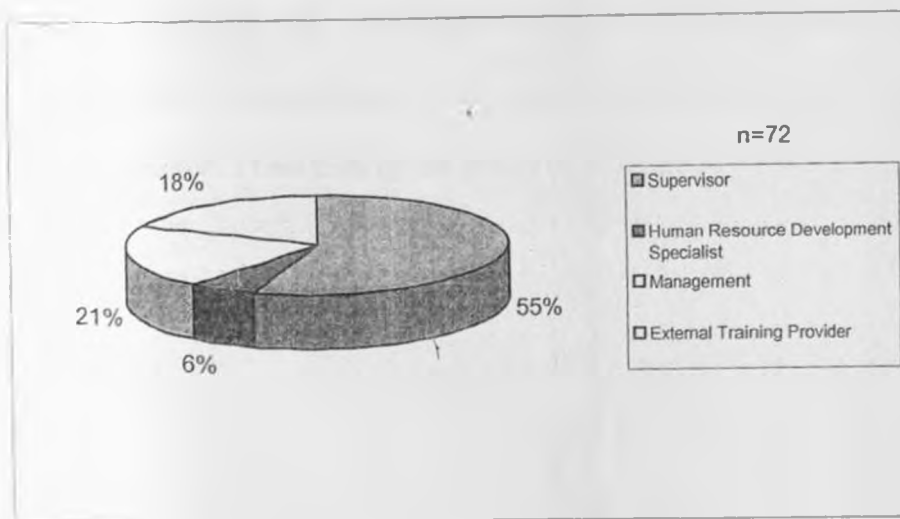
4.2.2. Distribution of the Respondents by Gender

The results show that majority of the respondents, that is 51 (71%), were males and 21 (29%) were females. See figure 2.

Figure 2: *Distribution of the Respondents by Gender*
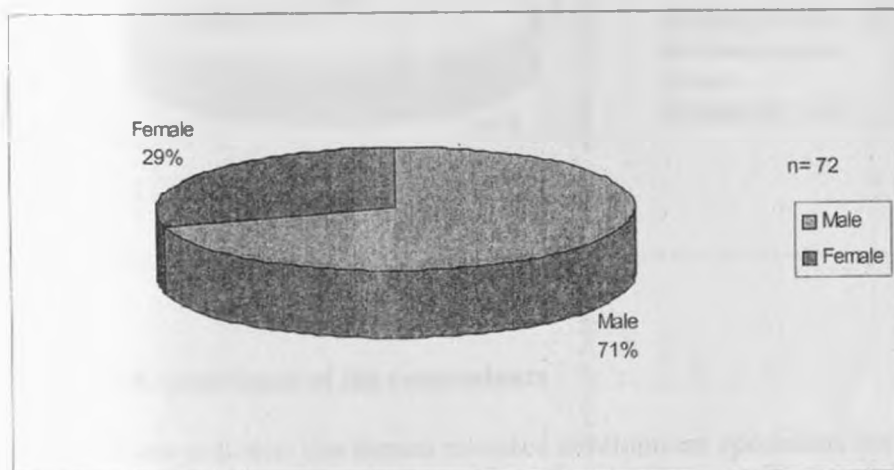
4.2.3. Distribution of Respondents by Level of Education

Figure 3 shows the distribution of the respondents by level of education which indicates that majority of them, 47 (67%), have attained first degrees. Quite a good number, 20 (28%), have attained their postgraduate degrees while 3 (4%) have attained certificate level education. The remaining 1 (1%) consists of those who have ordinary/advanced level of education. These findings are presented in figure 3.

Figure 3: Distribution of Respondents by Level of Education
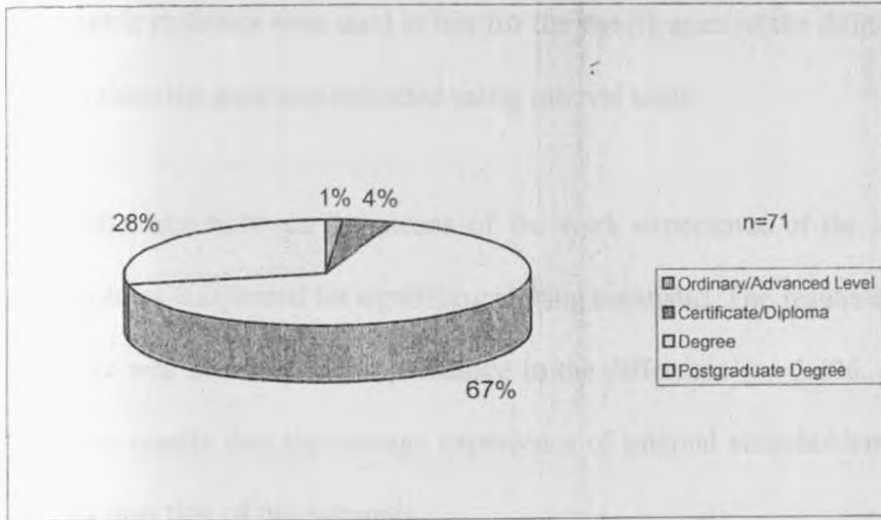
4.2.4. Work experience of the respondents

Table 2 below indicates that human resource development specialists have served longer

($\bar{x}$ = 16.50) than the rest of the respondents. Those with the shortest period of experience

are the supervisors ($\bar{x}$ = 8.94)

Table 2: *Distribution of work experience of the respondents*

Stakeholder Groups	n	Mean (SD)
Supervisor	39	8.94 (3.91)
Human Resource Development Specialist	4	16.50 (8.426)
Management	15	14.97 (7.51)
External training provider	12	15.25 (9.90)

4.2.5. Difference between Internal and External Stakeholders on work Experience

Parametric statistics were used to test for the significance of the difference between group means since the data was collected using interval scale.

The difference between the means of the work experience of the internal and external stakeholders was tested for significance using t-statistic. The results are presented in table 3. There was no statistical significance in the difference (t =1.426, p=0.178). It appears from the results that the average experience of internal stakeholders is not significantly greater than that of the externals.

Table 3: *Distribution of work experience by internal/external stakeholders*

Stakeholder Groups	n	Mean (SD)
Internal	58	11.02 (6.078)
External	12	15.25 (9.90)

4.2.6. Stakeholder groups involvement in the evaluation of KEBS' training programs

The respondents were asked to rate, on a scale of 1 to 5, the extent to which each of KEBS' stakeholder group should be involved in evaluating various aspects of KEBS' training programs. The mean score of each group's response is presented in table 4. Statistics in table 4 show that human resource development specialists and KEBS management should be involved to a very great extent ($\bar{x}$ = 1.42 and 1.49 respectively), while the individual learner should be involved to a great extent ($\bar{x}$ = 1.68). External training provider should be moderately involved ($\bar{x}$ = 2.58).

These findings imply that KEBS human resource development specialists and management should be fully involved in the KEBS training programs evaluation, while KEBS individual learners and external training providers should only be involved partially (75% and 50% respectively).

Table 4: *Desired level of stakeholders' involvement in KEBS training programs evaluation*

Stakeholder Groups	n	Mean (SD)
KEBS Human Resource Development Specialist	72	1.42 (0.7)
KEBS Management	72	1.49 (0.6)
KEBS Individual Learner	72	1.68 (0.8)
External Training Provider	72	2.58 (1.16)

4.2.7. Perceived benefits of involving stakeholders in training program evaluation

The respondents were asked to rate, on a scale of 1 to 5, the extent to which each of the benefits listed in table 5 would accrue to stakeholders if they were involved in KEBS training programs evaluation. Table 5 indicates that stakeholder approach to training program evaluation would lead to more improved training programs to a very great extent ($\bar{x} = 1.47$). The other benefits such as, 'greater sense of ownership', 'stakeholder understanding of their role, stakeholder contribution to the training program', 'clarification of the value expected from the training by the various stakeholders', and 'achievement of a balanced view on various aspects of the training program by considering all the various stakeholder perspectives', were preferred to a great extent (ranging between $\bar{x} = 1.56$ and 1.88).

The above findings suggest that the respondents consider stakeholder involvement as contributing more to 'improved training programs' than the other perceived benefits listed in table 5.

Table 5: *Perceived benefits of involving stakeholders in training program evaluation*

Perceived Benefits	n	Mean (SD)
It leads to improved training programs	72	1.47 (0.60)
It leads to greater sense of ownership	72	1.56 (0.78)
It helps each stakeholder understand their role and contribution to the training program	72	1.74 (0.78)
It clarifies the value expected from the training by the various stakeholders	72	1.75 (0.76)
It offers a balanced view on various aspects of the training program by considering all the various stakeholder perspectives	72	1.88 (0.89)

4.2.8. Perceived limitations of stakeholders participation in KEBS training programs evaluation

The respondents were asked to rate on a scale of 1 to 5, the extent to which factors listed in table 6 were limitations of stakeholder participation in KEBS training programs evaluation. The results are presented in table 6. The results show that 'different understandings of the purpose of evaluation and accompanying expectations' as well as 'organizational culture' were rated as the major potential limitations to stakeholder approach to training program evaluation ($\bar{x}$ = 2.1 and 2.2, respectively). The other factors were considered potential limitations to a moderate extent (ranging from $\bar{x}$ = 2.5 to 3.2).

Table 6: *Perceived limitations of stakeholders' participation in KEBS training programs evaluation*

Limiting Factors	n	Mean (SD)
Different understandings of the purpose of evaluation and accompanying expectations	72	2.1 (0.95)
Organizational culture	72	2.2 (1.2)
Competing organizational goals	72	2.5 (1.16)
High costs involved	72	2.96 (1.4)
Power differentials between external and internal stakeholders	72	2.99 (1.2)
Fear of the unknown	72	3.2 (1.3)
Political agendas	71	3.2 (1.4)

4.2.9. Internal and external stakeholders' preferred level of stakeholders' involvement in KEBS training programs evaluation

A comparative analysis of internal versus external stakeholders' preference with regards to stakeholders involvement in KEBS training programs evaluation was done. The results are presented in table 7. The table shows that both the internals and externals had high preference for involvement of KEBS human resource development specialists in KEBS training programs evaluation ($\bar{x}$ = 1.48 and 1.15 respectively). Their perception regarding KEBS individual learners, however, differed: internal stakeholders preferred their involvement to a great extent ($\bar{x}$ = 1.75) while external stakeholders felt that they should be highly involved ($\bar{x}$ = 1.38). However, the difference was not statistically significant (t = 1.450, p = 0.152). Similarly, the difference between the mean scores ($\bar{x}$ = 1.42 and 1.77 respectively) for the involvement of KEBS management in KEBS training

programs evaluation was not statistically significant (t =1.650, p = 0.104). On the contrary, the difference between the stakeholders perception regarding the involvement of external training providers was statistically significant (t = 3.261, p ≤ 0.05).

It can be deduced from these findings that both the internal and external stakeholders prefer KEBS human resource development specialists to be fully involved in KEBS training programs evaluation. As for the individual learners, the internals do not prefer their full involvement while the externals do, although the difference is not significant. Similarly, the internals preference to have KEBS management involved fully is not significantly different from that of the externals. However, the internals' preference to involve the external training providers partially is significantly different from the externals'.

Table 7: *Internal and external stakeholders' preferred level of stakeholders' involvement in KEBS training programs evaluation*

KEBS stakeholders	Internal Mean Score	External Mean Score	t	p. value
KEBS Human Resource Development Specialists	1.48	1.15	1.799	0.085
KEBS Individual Learners	1.75	1.38	1.450	0.152
KEBS Management	1.42	1.77	1.650	0.104
External Training Providers	2.78	1.69	3.261	0.002

4.2.10: Desired Level of HRDS involvement in KEBS training programs evaluation

The difference between the means of the stakeholders on involvement of HRDS in KEBS training program evaluation was tested for significance using t-statistic. The results are presented in table 8.1. It appears from the results that there is statistical significance between mean scores of KEBS supervisors and management (t = 2.166, p ≤ 0.05). Further, the difference between the mean scores of KEBS supervisors and external training providers is statistically significant (t =2.321, p ≤ 0.05).

The implication of these findings is that while the management and external training providers would like to involve KEBS Human Resource Development Specialist fully (x =1.2 and x = 1.15 respectively) in the evaluation, KEBS supervisors would not (x =1.63).

Table 8.1: *Desired Level of HRDS Involvement in KEBS training programs evaluation*

Stakeholder groups	t	p. value
KEBS Supervisors versus Management	2.166	0.037
KEBS Supervisors versus KEBS HRDS	0.874	0.387
KEBS Supervisors versus External Training Providers	2.321	0.027
KEBS HRDS versus Management	0.161	0.874
KEBS HRDS versus External Training Providers	0.309	0.762
External Training Providers versus Management	0.218	0.829

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4.2.11: Desired Level of individual learner's involvement in KEBS training programs evaluation

t-test results presented in table 8.2 below indicate that the difference between the mean scores of KEBS supervisors ($\bar{x}$ = 1.55) and KEBS Management ($\bar{x}$ = 2.13) on the involvement of individual learner in KEBS training program evaluation is statistically significant (t = 2.350, p ≤ 0.05). Furthermore, the difference between the mean scores of Human Resource Development Specialist ($\bar{x}$ = 2.33) and External training providers ($\bar{x}$ = 1.38) is also statistically significant (t = 2.313, p ≤ 0.05. The difference between the mean scores of KEBS Management ($\bar{x}$ = 2.13) and External training provider ($\bar{x}$ =1.38) was significant at t = 2.618, p ≤ 0.05.

These findings suggest that although both KEBS supervisors and management desire to have the individual learner highly involved in KEBS training program evaluation, the degree of involvement desired by the supervisors is significantly greater than that of the management. The difference in the mean scores between KEBS Human Resource Development Specialist and external training provider implies that the former's desire to involve the individual leaner is significantly lower than the latter's. Similarly, KEBS Management desire to involve the individual leaner in KEBS training program evaluation is significantly lower than that of the external training providers.

Table 8.2: *Stakeholders' preferred level of individual learners' involvement in KEBS training programs evaluation*

Stakeholder groups	t	p. value
KEBS Supervisors versus Management	2.350	0.023
KEBS Supervisors versus KEBS HRDS	1.626	0.112
KEBS Supervisors versus External Training Providers	0.665	0.509
KEBS HRDS versus Management	0.392	0.7
KEBS HRDS versus External Training Providers	2.313	0.036
External Training Providers versus Management	2.618	0.015

4.2.12: Stakeholders' preferred level of KEBS' management involvement in KEBS training programs evaluation

The results presented in table 8.3 show that the difference in the mean scores between Supervisors' ($\bar{x}$ =1.41) and KEBS Human Resource Development Specialists' ($\bar{x}$ =1.0) preference for KEBS management involvement in KEBS training program evaluation is significantly different at t = 4.02, $p \leq 0.01$. Similarly there is a statistically significant difference in the mean scores for HRDS ($\bar{x}$ =1.0) and KEBS Management ($\bar{x}$ = 1.53) at t = 2.779, p≤0.05. Another significance in the mean scores is between KEBS Human Resource Development Specialist ($\bar{x}$ = 1.0) and external training provider ($\bar{x}$ = 1.77) at t = 3.333, $p \leq 0.01$.

The above results imply that although both KEBS supervisors and Human Resource Development Specialist prefer involvement of KEBS management in its training program evaluation to a very great extent, the desire of the former is significantly less than that of

the latter. It is also evident from the results that KEBS' Human Resource Development Specialist high level of preference is significantly greater than that of KEBS management who would prefer their involvement only to a great extent. A look at the difference in the mean scores for KEBS' Human Resource Development Specialist and external training provider reveals that the latter's preference is significantly lower or weaker than that of the former.

Table 8.3: *Stakeholders' preferred level of KEBS management involvement in KEBS training programs evaluation*

Stakeholder groups	t	p. value
KEBS Supervisors versus Management	0.607	0.547
KEBS Supervisors versus KEBS HRDS	4.020	0.0
KEBS Supervisors versus External Training Providers	1.627	0.110
KEBS HRDS versus Management	2.779	0.015
KEBS HRDS versus External Training Providers	3.333	0.006
External Training Providers versus Management	0.0793	0.436

4.2.13: Stakeholders' preferred level of external training providers' involvement in KEBS training programs evaluation

The respondents were asked to rate, on a scale of 1-5, the extent to which external training providers should be involved in the evaluation of KEBS' training programs. t-statistic was used to test the significance of the difference between the mean score for the external training providers and each of the other stakeholder groups. The results are presented in table 8.4. As shown in the table, the external training providers' preference (i.e rating) is significantly different from the preference of KEBS' supervisors' (t = 3.008,

p $\leq$ 0.05). This suggests that although external training providers would like less involvement in the evaluation of KEBS' training programs, the supervisors think otherwise ($\bar{x}$ = 2.72 for supervisors > $\bar{x}$ = 1.69 for external training providers). The trend is the same for KEBS management and external training providers. In this case, t = 3.4, p $\leq$ 0.05 and $\bar{x}$ = 3.0 > $\bar{x}$ = 1.69 in respect of management and external training providers, respectively. The implication of this is similar to that of the supervisors.

Table 8.4: *Stakeholders' preferred level of external training providers' involvement in*

KEBS training programs evaluation

Stakeholder groups	t	p. value
KEBS Supervisors versus Management	0.801	0.427
KEBS Supervisors versus KEBS HRDS	0.787	0.436
KEBS Supervisors versus External Training Providers	3.008	0.004
KEBS HRDS versus Management	1.152	0.265
KEBS HRDS versus External Training Providers	1.224	0.24
External Training Providers versus Management	3.401	0.002

4.2.14: Perceived benefits of involving stakeholders in KEBS training programs evaluation

The respondents were asked to rate, on a scale of 1 to 5, the extent to which each of the benefits listed in table 9 would accrue to stakeholders if they were involved in KEBS training programs evaluation. Table 9 indicates that KEBS supervisors' most preferred benefit was 'improved training programs' ($\bar{x}$ = 1.48). Similarly, KEBS management indicated their preference for 'improved training programs' although, not very highly regarded. The rest of the benefits were not regarded very highly

($\bar{x}$ ranging from 1.5 to 1.85) by them. For external training providers, 'improved training programs' and 'greater sense of ownership' were the most highly regarded benefits ($\bar{x}$ = 1.331 and 1.38 respectively). KEBS HRDS, however, perceived stakeholder approach to training program evaluation as contributing more to clarification of the value expected from the training by the stakeholders ($\bar{x}$ = 1.5). The benefit of 'balanced view on various aspects of the training program' ranked lowest ($\bar{x}$ ranging between 1.79 and 2.25) among the stakeholders.

The implication of these findings is that that the respondents consider stakeholder involvement as contributing more to 'improved training programs' than the other perceived benefits listed in table 9.

Table 9: *Perceived benefits of involving stakeholders in KEBS training programs evaluation*

Perceived Benefit	Stakeholder Group Mean Scores			
	KEBS Supervisors	*KEBS HRDS*	*KEBS Management*	*External Training Provider.*
greater sense of ownership	1.5	1.75	1.67	1.38
improved training programs	1.48	1.75	1.53	1.31
stakeholder understand their role and contribution to the training program	1.65	2.0	1.87	1.69
clarifies the value expected from the training by the various stakeholders	1.85	1.5	1.73	1.54
offers a balanced view on various aspects of the training program by considering all the various stakeholder perspectives	1.79	2.25	1.8	2.08

4.2.15: Perceived limitations of stakeholder approach to training programs evaluation

The respondents were asked to rate on a scale of 1 to 5, the extent to which factors listed in table 10 were limitations of stakeholder participation in KEBS training programs evaluation. The results are presented in table 10. It is apparent that KEBS HRDS regard 'High costs involved' as the major potential limiting factor to stakeholder approach to training program evaluation ($\bar{x}$ = 2.0). KEBS supervisors ($\bar{x}$ = 2.15) and management ($\bar{x}$ = 2.07) however, perceive 'Different understandings of the purpose of evaluation and accompanying expectations' and 'Organizational culture' respectively, as the major potential limitations. External training providers ($\bar{x}$ = 1.85) prefer instead, 'Competing organizational goals'

The above results imply that various stakeholders regard the major potential limitations of stakeholder approach to training program differently.

Table 10: *Perceived limitations of stakeholder approach to training programs evaluation*

Perceived Limitation	Stakeholder Group Mean Scores			
	KEBS Supervisors	*KEBS HRDS*	*KEBS Management*	*External Training Provide*
High costs involved	3.3	2.0	2.8	2.46
Fear of the unknown	3.23	3.0	3.4	2.92
Organizational culture	2.23	2.5	2.07	2.15
Different understandings of the purpose of evaluation and accompanying expectations	2.15	2.5	2.13	2.08
Political agendas	3.13	3.25	3.47	3.23
Power differentials between external and internal stakeholders	3.03	2.75	3.33	2.54
Competing organizational goals	2.65	2.5	2.67	1.85

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of findings

The purpose of the study was to determine stakeholders' perception of stakeholder approach to training program evaluation, a case of Kenya Bureau of Standards. The study established that majority of the employees have attained university level of education and minority have undergone training in tertiary training institutions and colleges. This shows that KEBS is a professional institution, which is built on a high level of skilled human resource function. The study further established that both the internal and external stakeholders have worked in their organizations for more than ten years. This helped in giving further insight on experience with training programs.

From the findings it was established that both the internal and external stakeholders preferred involving KEBS human resource development specialists and management fully in KEBS training programs evaluation. The rest of the stakeholders, individual learner and external training providers, are to be partially involved in the process.

Regarding perceived benefits of involving stakeholders in training programs evaluation, the study established that stakeholder involvement contributes more to 'improved training programs' than the other perceived benefits. The study also established that even with the perceived benefits, it still becomes difficult to implement stakeholder approach due to some associated limitations. It was found out that 'different understandings of the

purpose of evaluation', accompanying expectations', and organizational culture' were the major potential limitations of stakeholder approach to training programs evaluation.

5.2 Conclusion

The main findings of the study indicate that all stakeholders should be involved in KEBS training programs evaluation. More importantly, each and every stakeholder should get involved in aspects of the training programs evaluation that directly impact them. It is only then that their contribution will add value to the process. They may also get involved in other aspects that do not directly impact them but to a very small degree. It is also noted that stakeholder approach to training program evaluation is not without potential limitations and these limitations can only be done away with if stakeholders understand the purpose of evaluation and accompanying expectations, the organizational culture and the competing organizational goals.

Stakeholder approach to training programs evaluation has potential benefits such as improved training programs, greater sense of ownership, clear understanding of the value expected from the training as well as the role and contribution of each stakeholder, among others.

Organizational employees are its greatest asset, that is, organizational business relies heavily on the efficiency of the staff to make sure that product and services meet the expectation of clients. In the absence of relevant HRD intervention, efficiency is threatened and no matter how efficient technology and equipment may be, it is no match for the effectiveness and efficiency of staff if HRD intervention is not up to standard.

Therefore, the management should address all issues relating to HRD intervention, and more importantly involving stakeholders in the evaluation of their programmes.

5.3 Recommendations

5.3.1. To the management

The organization should formulate a training policy that provides for all the stakeholders to make contribution to the evaluation of training programs and still satisfactory both to the staff and management. If this policy is acceptable to staff and management then training programs will be more meaningful and beneficial to the organization. Training should be relevant. Evaluation of training programs is a process and this should be done in stages right from development through out evaluation stages.

Inclusion of stakeholders is critical to enhancing socially conscious human resource development. A socially conscious human resource development serves an educative and supportive role in helping organizations use their resources to benefit their stakeholders. Kim (2004) suggests that "evaluations for various human resource development (HRD) interventions that draw on a stakeholder perspective can also be a vital vehicle for ensuring HRD responsibility for social issues and expectations" (p. 144). In fact, stakeholder-based HRD evaluation generates relevant, profitable knowledge and information that is geared toward enhancing organizational consciousness of its responsibility to broader society.

5.3.2. For future research

Contemporary studies of training program evaluation have been conducted in a prescriptive way. For instance, issues such as what type of factors should be considered in developing plausible evaluation models have been studied. In addition to these studies, more studies are still needed to understand stakeholders' perception of training programs evaluation Several questions need further enquiries: (a) how do stakeholders interact with each other in assessing training programs results, being guided by their perception, (b) how do the various types of organizational and social factors impact on each actor's evaluation practice, (c) how are evaluation results of training programs used in developing next programs. By suggesting more knowledge about the stakeholders' experiences from their own perspective, descriptive studies can contribute to the development of more plausible, realistic training evaluation models. Furthermore, more studies are needed to examine different aspects of training program evaluation processes and outcomes depending on the characteristics of the programs and the organizational and social context.

This is a single case study designed to provide a description and interpretation of stakeholders' perception of stakeholder approach to training programs evaluation in case program evaluation context. A cross case, comparative case studies would however be necessary in order to examine what factors are influential and how those factors shape the aspects of program evaluation spontaneously. Looking at a range of similar and contrasting cases would let us understand how and where, and if possible, why certain factors matter (Merriam, 1998).

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APPENDICES

Appendix I

LETTER OF INTRODUCTION

Dear Respondent,

I am a student pursuing a postgraduate degree at the School of Business, University of Nairobi. This questionnaire has been designed to gather information on **Stakeholder Approach to Training Program Evaluation, focusing on Kenya Bureau of Standards' Stakeholders.** The information will be used to complete a research project, a requirement for a Master of Business Administration (MBA) degree course. .

You have been randomly selected to participate in this research. Please assist me in gathering enough information to present a representative finding on the current status of the stakeholders' perception of a stakeholders' approach to training programs evaluation. Your participation is entirely voluntary and the questionnaire is completely anonymous. Please be assured that this information is sought for research purposes only and your responses will be strictly confidential. No individual's responses will be identified as such and the identity of persons responding will not be published or released to anyone.

Thank you very much for your cooperation in helping with this important study.

Yours faithfully,

Ambata Caroline.
Tel : 0733 952956
Email: liperec@yahoo.com

Appendix II

QUESTIONNAIRE

SECTION A: RESPONDENT'S AND INSTITUTIONAL PROFILE

1. Organization_____

2. Position Held_____ Number of Years Worked_____

3. Number of Training Programs Attended _____ Gender_____

4. Highest Level of Education _____

N/B: This study focuses on stakeholders. A **stakeholder** *is a group or an individual with an interest in seeing particular endeavor succeed and without whose support the endeavor will fail. Stakeholders are in a position to give important inputs for improving a training program.* **Evaluation** *is assessing or appraising the worth of something.* **Training Program Evaluation** *is an assessment of the extent to which the program has achieved its intended objectives from the perspective of the key stakeholders.* **Stakeholder approach to training program evaluation** *would therefore involve the various persons or organizations that have interests in a training program, for example in our case the management, the Human resource development specialist, the employees and the external training providers, in the design, development and implementation stages of training program evaluation.*

I would appreciate if you could kindly respond to the following questions.

SECTION B: KEBS' STAKEHOLDERS' PERCEPTION OF STAKEHOLDER APPROACH TO TRAINING PROGRAMS EVALUATION

5. To what extent should each of the following stakeholders be involved in KEBS' training program evaluation? (*Please Tick √ as appropriate).*

	Very Great Extent	Greater Extent	Moderate Extent	Small Extent	Very Small Extent
KEBS Human Resources Development specialist					
KEBS individual learner					
KEBS Management					
External training providers					

6. To what extent is each of the following a benefit of involving stakeholders in training program evaluation at KEBS? (*Please Tick √ as appropriate*).

Extent of benefit

Benefits	Very Great Extent	Greater Extent	Moderate Extent	Small Extent	Very Small Extent
	1	2	3	4 5	
a). It leads to greater sense of ownership	[ ]	[ ]	[ ]	[ ]	[ ]
b). It leads to more improved training programs	[ ]	[ ]	[ ]	[ ]	[ ]
c). It helps each stakeholder understand their role and contribution in the training program	[ ]	[ ]	[ ]	[ ]	[ ]
d). It clarifies the value expected from the training by the various stakeholders	[ ]	[ ]	[ ]	[ ]	[ ]
e). It offers a balanced view on various aspects of the training program by considering all the various stakeholder perspectives	[ ]	[ ]	[ ]	[ ]	[ ]
f). **Others** (*Please specify*) _____	[ ]	[ ]	[ ]	[ ]	[ ]

7. To what extent would you consider each of the following a limiting factor of involving

stakeholders in training program evaluation at KEBS? (*Please Tick √ as appropriate*)

Extent of Limitation

Limitations	Very Great Extent	Greater Extent	Moderate Extent	Small Extent	Very Small Extent
	1	2	3	4	5
a). Costs involved could be high	[ ]	[ ]	[ ]	[ ]	[ ]
b). Fear of the unknown	[ ]	[ ]	[ ]	[ ]	[ ]
c). Organizational culture	[ ]	[ ]	[ ]	[ ]	[ ]
d). Different understandings of the purpose of evaluation and accompanying expectations	[ ]	[ ]	[ ]	[ ]	[ ]
e). Political agendas	[ ]	[ ]	[ ]	[ ]	[ ]
f). Power differentials between external and internal stakeholders	[ ]	[ ]	[ ]	[ ]	[ ]
g). Competing organizational goals	[ ]	[ ]	[ ]	[ ]	[ ]
h). **Others** (*Please specify*) _____	[ ]	[ ]	[ ]	[ ]	[ ]

THANKS FOR TAKING YOUR TIME OUT OF YOUR BUSY DUTIES TO ANSWER THIS QUESTIONNAIRE

Appendix III

THE TARGET AND SAMPLE POPULATION

STAKEHOLDER	POPULATION	SAMPLE SIZE
Supervisors	261	52
Training and Human Resources Development Specialists	5	5
The Management	33	7
External Training Providers	15	15
TOTAL	315	79