



**TRAINING PRACTICES AND EMPLOYEE PERFORMANCE OF KENYA  
ELECTRICITY GENERATING COMPANY LIMITED, KENYA**

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**ABSTRACT**

State Corporations in Kenya have been performing abysmally due to ineffective leadership, governance, and management practices. The general objective of this study was to establish the influence of training practices on employee performance in Kenya Electricity Generating Company Limited in Kenya (KenGen). Specifically, the study sought to assess the influence of training content on employee performance in Kenya Electricity Generating Company Limited and to establish the influence of training delivery methods on employee performance in Kenya Electricity Generating Company Limited. The study adopted descriptive research design. The target population (unit of analysis) was comprised of Kenya Electricity Generating Company Limited Nairobi Branch, while the top management, middle management level and lower cadre employees who were the respondents (unit of observation) were 525 number. The study used stratified random sampling method to select 204 respondents. The study relied on primary data collected through the use of semi structured questionnaires. Data was then presented in a tables, bar charts and pie charts. The study also conducted pilot study to test the validity and the reliability of the data collection instrument. All the study variables had a Cronbach's Alpha value of greater than the 0.7, hence the instrument was reliable, while the constructs were valid in terms of convergence validity with factor loadings of more than 0.5. The study used both descriptive and inferential statistics for data analysis with the aid of Statistical Package for Social Sciences (SPSS version 25). Descriptive statistics such as mean, standard deviation, frequency and percentages were used in this study. In relation to inferential statistics, multiple linear regression analysis was done. The model was found to be statistically significant ( $p < .05$ ) with a goodness of fit of 57.6%, thus 57.6% of the variation in Employee Performance was accounted for by the independent variables Training Content ( $p=0.000$ ), Training Delivery Methods ( $p=0.000$ ) had positive relationship with Employee Performance which was statistically significant. One unit increase in Training Content positively increases employee performance by .326 units, while one unit increase in Training Delivery Methods positively increases employee performance by .225 units. Further research could be carried out to discover other factors which were not considered in the study but affected Employee Performance.

**Key Words:** Training Practices, Training Content, Training Delivery Methods, Employee Performance, Electricity Generating Company Limited

## Background of the Study

Employee performance is considered as instrumental to the growth and development of any organization (Hameed, 2018). Employees form part of the growth process of organizations in that they provide the necessary results or outputs that will improve the performance level of these organizations. Certain factors are attributed to the improvement in the performance of organizations such as reward, teamwork, career development and many other factors. However, despite the presumed positive contribution of employees to the growth and development of organizations, it has been observed that many employees do not contribute positively to the organization.

Due to the public policy reforms taking place worldwide, public organizations are striving to increase the quality of their human capital to respond to sustainability and competitive structures that are put in the economies' systems. Studies in job training strategies have captured attention in the minds of multiple scholars even apart from human resources; there are fields of management, psychology and practitioners (Biaison, 2018). Proponents of job training and institutional performance constraints explain the prosperity scores in some organizations arguing that a secular stronger increase in the employees' training and education relative to low realized training rates can lead to an erosion of institutions' stability. Employee training and job performance are two concepts having relationship in the working environment and practiced together by Human Resources Department. The relationship occurs as formal institutions and organizations struggle to obtain good performance of workers, implementation of capacity building to employees is conducted to meet their goals (Akila, 2012). One of these goals is sustainability in delivering highly productive labor services in an industry. In addition, standard employee training and competitive advantages in organizations or institutions omit violation of laws, rules, and rights of employees in working areas.

Training of employees is an integral component in the work of Human Resource Managers. Armstrong (2016) defines training as the formal and systematic modification of behaviour through learning which occurs as a result of education, development and planned experience. For survival of the organization it is essential that employees develop and progress through training (Deb, 2018). It is therefore critical for human resource managers to invest in the development of employees so as to ensure that they perform better, achieve organizational objectives and empower them to make the best use of their natural abilities (Armstrong, 2016). Over the last decade, the work place has greatly transformed and this calls for employees to be trained so as to adapt to demands of the dynamic working environment. This study seeks to establish the influence of training practices on employee performance in Kenya Electricity Generating Company Limited.

## Statement of the Problem

Employees' performance is central to the survival of organizations whether public or private. Successful organizations have established that there are several factors affecting performance but the most crucial one is human resource (Marsh, Hau, & Wen, 2018). According to the 2013 Presidential Parastatal Reforms Report, there was a significant decline in the performance of commercial state corporations, as evidenced by their financial reports, which highlighted 21%, 23%, and 24% declines in performance in 2011/2012, 2010/2011, and 2008/2009 respectively. Studies by Mose (2017) and Murithi (2016) also affirmed that commercial State Corporations in Kenya have been performing abysmally due to ineffective leadership, governance, and management practices. It is approximated that more than 38% of civil servants quit their jobs every year and move to private sector or become self-employed and therefore the corporations loose most of its talented workers. Njoroge (2016) established that challenges of managing careers results to issues related to recruitment of employees and reward of employees in the organizations. Kemboi & Were (2015) studied factors thhaheen, Naqvi and Khan (2013) focused on visualising

the importance of training for school teachers at the district of Kotli Azad Jammu & Kashmir, Pakistani and in analysing its relationship between training and teachers' performance. They found out a significant and positive association between training and organization performance.

The research work by Adesola, Oyeniyi and Adeyemi (2013) examined the relationship between staff training and job satisfaction among Nigerian banks employees with special reference to the selected banks in Osogbo metropolis. In East Africa, most scholars have focused primarily on established commercial institutions as case studies in an attempt to highlight the relationship between staff training and employee performance. Jagero, Komba, and Mlingi (2012) used DHL and FedEx courier companies that operate in Dar es Salaam Tanzania as their case study; Wachira (2013) Barclays Bank Kenya; Otuko, Chege and Douglas (2013) Mumias Sugar Company Kenya; Neo (2000) East African Breweries Limited. The Public Service training policy and the Public Service standing orders (2010) encourage public agencies like the Kenya Electricity Generating Company Limited to provide training to their employees in order to improve their productivity in their workplace.

There was lack of sufficient empirical evidence regarding the training practices on employees' performance in public institutions in Kenya. Therefore, it was important to look into training in public institutions. When organizations experience labour turn over, this means they must recruit and train all over again. This impacts negatively on performance. It was against this background that this study seeks to fill the research gap by establishing the relationship between training practices and employee performance in public institutions in Kenya.

### **Objectives of the Study**

- i. To assess the influence of training content on employee performance in Kenya Electricity Generating Company Limited.
- ii. To establish the influence of training delivery methods on employee performance in Kenya Electricity Generating Company Limited.

## **LITERATURE REVIEW**

### **Theoretical Review**

#### **Cognitive Learning Theory**

Cognitive theory was developed by Jean Piage (1930s). The theory mainly stresses the acquisition of knowledge and growth of the mental structure. Cognitive theory tends to focus on conceptualizing the student's learning process: how information is received; how information is processed and organized into existing schema; how information is retrieved upon recall. In other words, cognitive theory seeks to explain the process of knowledge acquisition and the subsequent effects on the mental structures within the mind. Learning is not about the mechanics of what a learner does, but rather a process depending on what the learner already knows (existing information) and their method of acquiring new knowledge (how they integrate new information into their existing schemas) (Elnaga & Imran, 2018).

Knowledge acquisition is an activity consisting of internal codification of mental structures within the student's mind. Inherent to the theory, the student must be an active participant in their own learning process. Cognitive approaches mainly focus on the mental activities of the learner like mental planning, goal setting, and organizational strategies. In cognitive theories not only the environmental factors and instructional components play an important role in learning. There are additional key elements like learning to code, transform, rehearse, and store and retrieve the information. The learning process includes learner's thoughts, beliefs, and attitude values (Farooq & Aslam, 2019).

Wright and Geroy (2018), posits that learning is an active process where individuals construct knowledge based on their experiences and mental processes. The influence of training content on employee performance in public institutions is to facilitate the acquisition and application of knowledge, skills, and attitudes among employees. By employing effective training contents, such as interactive and experiential methods, public institutions can enhance employee performance by promoting active engagement, critical thinking, and the transfer of learning to real-world situations, aligning with the principles of Cognitive Learning Theory. This study used Cognitive Learning Theory to assess the influence of training content on employee performance in Kenya School of Government

### Reinforcement Theory

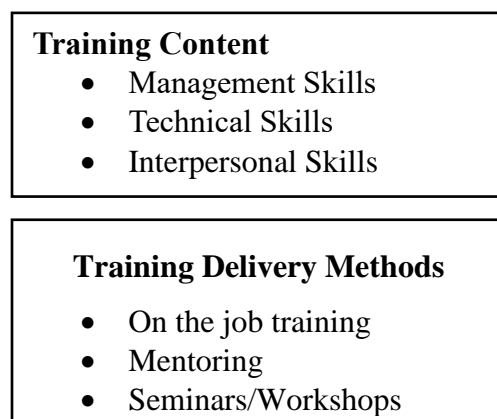
Reinforcement theory was developed by Skinner (1957). Reinforcement theory is a limited effects media model applicable within the realm of communication. The theory generally states that people seek out and remember information that provides cognitive support for their pre-existing attitudes and beliefs. The main assumption that guides this theory is that people do not like to be wrong and often feel uncomfortable when their beliefs are challenged. Additionally, this theory focuses on the behavior to consequence connection within the ABC model. This theory, in management, can also be referred to as operant conditioning or the law of effect. Quite simply, this theory notes that a behavior will continue with a certain level of frequency based on pleasant or unpleasant results.

According to Odhiambo (2018) the theory suggests that behavior is influenced by the consequences that follow it. The influence of training delivery methods and employee performance in public institutions is to provide relevant and meaningful information, skills, and behaviors that align with desired organizational outcomes. By incorporating reinforcement principles into training delivery methods, such as positive reinforcement for desired behaviors and consequences for undesirable behaviors, public institutions can enhance employee performance by promoting the adoption and consistent application of desired behaviors, ultimately aligning with the principles of Reinforcement Theory. This study used Reinforcement Theory to establish the influence of training delivery methods on employee performance in Kenya Electricity Generating Company Limited.

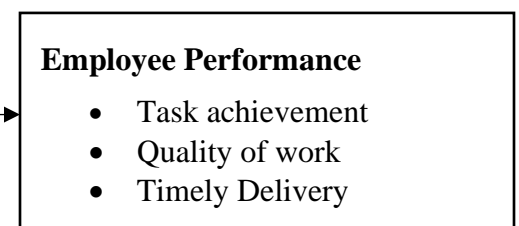
### Conceptual Framework

Conceptual frame work shown the interrelationship between the variables in this study that is the independent and dependent variable. The independent variables are, training content, training delivery approaches and dependent variable is employee performance.

#### Independent Variables



#### Dependent Variable



**Figure 2.1: Conceptual framework**  
(Source: Researcher, 2023)

## **Training Content**

Training content typically refers to the materials, resources, and methods used to educate or instruct individuals in a particular subject or skill, creating effective training content is essential for facilitating meaningful learning experiences (Elnaga& Imran, 2018). Management skills are a critical set of competencies that enable individuals to effectively lead and guide teams, projects, and organizations. These skills encompass a wide range of abilities, each contributing to the successful execution of tasks, the development of cohesive teams, and the achievement of organizational goals. Management skills play a pivotal role in guiding teams, projects, and organizations toward success. At the heart of effective management lies the ability to lead with purpose and communicate with clarity. Leadership skills are foundational, encompassing aspects like active listening, articulate communication, the art of providing constructive feedback, and adept conflict resolution (Farooq & Aslam, 2019).

Technical skills refer to the practical abilities and knowledge required to perform specific tasks within various fields, such as technology, engineering, medicine, and more. These skills are often quantifiable and can be acquired through education, training, and hands-on experience. They are crucial for individuals seeking success in specialized professions and industries. Interpersonal skills, often referred to as soft skills or people skills, are the abilities that enable effective communication, collaboration, and interaction with others. These skills are essential in both personal and professional contexts and play a significant role in building relationships, resolving conflicts, and achieving success in various aspects of life (Wright & Geroy, 2018).

## **Training Delivery Methods**

Training delivery methods refer to the various ways in which educational content and skills are imparted to learners. The choice of training delivery method depends on factors such as the nature of the content, the learning objectives, the target audience, available resources, and technological capabilities (Odhiambo, 2018). Odunayo (2022) argues that team training, also known as group training, is a process of providing education, skill development, and learning experiences to a group of individuals working together as a team. The goal of team training is to enhance collaboration, communication, productivity, and overall team performance. It equips team members with the necessary skills and knowledge to effectively work together and achieve shared objectives (Odhiambo, 2018). According to Peace and Ofobruku (2017) mentoring is a dynamic and influential relationship between a more experienced individual (the mentor) and a less experienced individual (the mentee). It is a powerful form of personal and professional development that transcends traditional classroom learning. Mentoring focuses on transferring knowledge, insights, and skills from one person to another, often resulting in mutual learning and growth.

## **Empirical Review**

### **Training Content and Employee Performance**

Elnaga and Imran (2018) conducted a study on the effect of training content on employee Performance. The research approach adopted for the study conforms to qualitative research, as it reviews the literature and multiple case studies on the importance of training in enhancing the performance of the workforce. Further the paper goes on to analyse and understand the theoretical framework and models related to employee development through training and development programs, and its effect on employee performance and on the basis of the review of the current evidence of such a relationship, offers suggestions for the top management in form of a checklist, appropriate for all businesses, to assess the employee performance and to find out the true cause(s) of the performance problem so the problem could be solved in time through desired training program. The study in hand faces the limitations as there are no adequate indications to correlate

directly the relationship between training and employee performance. Hence, there is a need for conducting an empirical research in future to test the proposition discussed in the study.

The result of Farooq and Aslam (2019) study depicts the positive correlation between training content and employee performance as  $r=.233$ . Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. Moreover, the result of the study of Sultana *et.al.* (2018), conducted in telecom sector of Pakistan, states the  $R^2$  as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explains training is good predictor of employee performance.

According to Wright and Geroy (2018), employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. However, employee performance is also effected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration Wright and Geroy (2018). Besides, Eisenberger *et al.* (2016) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance.

Saputri, Lorensa and Asriani (2020) researched on the influence of training content and development to employee performance. The purpose of this study is to find out the role of training and development on the performance of analysis consultant employees on environmental impacts (AMDAL). Hypothesis training and pengembangan are significantly affecting AMDAL consultant employee performance. The population in the study this is all the employees who have followed the training and development karyawan as many as 35 people. Mechanical taking samples in research this is purposive sampling. The method that is used in research this is the collection of data through questionnaires, the study literature, and observation. The technique used to analyze simple linear regression data and examine hypotheses simultaneously and partially. The result is that training and development significantly influence employee performance simultaneously.

Angela (2019) researched on effects of training content on employee performance: a case study of United Nations support office for the African union mission in Somalia. A survey research design was used for this study. The survey design was appropriate for this study because it allowed investigation of possible relationships between variables as well as data collection from broader category and comparisons between variables. The study population was 144 staff of the United Nations Support Office for the African Mission in Somalia. A sample of 45 was drawn using random stratified sampling approach from a list of sample frame provided by the employee register at UNSOA. The data was collected by use of a questionnaire. The study concludes that training influences employee performance by positively influence employee engagement to change process; innovation; better performance and enhance enthusiasm to work. It further concludes that training enhances employee performance by positively influencing employee motivation level

through employee recognition; alignment to organizational goals; positive leadership traits; and motivation for work performance.

### **Training Delivery Methods and Employee Performance**

Odhiambo (2018) researched on training method on Employee Performance at Safaricom Company Limited. This study used descriptive research design to assess the effectiveness of the training and development on employee performance. The target population is 1892 permanent employees working at their head offices in Westland's, Nairobi County. A sample of 377 respondents was randomly selected from the target population. This study collected primary data using structured questionnaires which was analyzed using mean, standard deviation, percentages and frequencies. Analyzed data was presented in the form of tables and figures. The collected data was coded into SPSS Version 23.0 for analysis and presentation. The study found out that coefficient of correlation  $R$  was 0.887 an indication of strong correlation with the variables. The study concludes that training need assessment significantly influenced employee performance, this was associated to the fact that the company had regular skills set evaluation that brought out areas of deficiency that employees were to be trained on. Training methods significantly influenced employee performance since the content of trainings for staff were in line with the training needs established and was according to organizational policies and procedures.

Peace and Ofobruku (2017) conducted a study on effects of mentoring on employees' performance in selected Family Business in Abuja, Nigeria. The study employed a survey research design using both quantitative and qualitative approaches. The population was the construction industry in Abuja. Responses from three hundred and sixty-seven construction employees were analysed. The data collected were analysed using Pearson correlation coefficient statistics technique. The findings of the study revealed that mentoring had positive effects on employees' performance; career support had more positive effect on employees' performance than psychosocial support. This research concluded that performances among employees are based on the degree of mentorship program put in place in the organisation. Employees respond better to career support in term of performance. The study concluded that mentorships had significant relationship with employee performance.

Cherono, Kiprono and Njeje (2018) conducted a study on influence of mentorship practices on employee performance in Small Manufacturing Firms in Garissa County, Kenya. A cross-sectional survey design was used in the study whereby the respondents were all the employees were included in the study. Questionnaires were administered to collect data. Both descriptive and inferential statistics were used to arrive at conclusions on the relationships between study variables. Multiple regression analysis was used to test the set hypotheses and construct the model of interest. The study established a significant relationship between leadership mentorship, innovative mentorship, knowledge transfer mentorship, talent development mentorship and the performance of the employees. The results of the study will contribute tremendously to better the management of firms through mentorship adoption practices.

Odunayo (2022) conducted a study on the effect of mentoring on employee performance of Selected Small and Medium Scale Enterprises in Lagos State, Nigeria. The study used a survey research design. The unit of analysis was owners/managers of registered SMEs in Lagos State. The target population was all the registered 8,396 SMEs in Lagos State. A sample of 370 owners/managers (respondents) was selected through simple random sampling. An adapted and structured questionnaire was used in collecting primary data. A pilot study was conducted to ensure the data collection tool is reliable. The collected data was analysed using inferential statistics with the help of Statistical Package for Social Sciences, version 26.0. The study found that through Apprenticeship training, the employees are able to improve their productivity. In addition, the study found that Coaching had a significant influence on Employee Commitment. The study also

found that through employee orientation, the employees are able to improve their citizenship behaviour in the organization.

### RESEARCH METHODOLOGY

The study used descriptive research design. In this study, the target population (unit of analysis) was all members of staff at Kenya Electricity Generating Company Limited Nairobi branch, the top management, middle management level and lower cadre employees who were the respondents (unit of observation) was 525 in number.

**Table 1: Target Population**

Category	Target Population
Top Management	30
Middle Management	205
Lower Level Management	290
<b>Total</b>	<b>525</b>

In this study, the researcher used expression below to obtain the sample size as suggested (Mugenda and Mugenda 2003). The formula used was  $n = \frac{z^2 p q}{d^2}$

Where n= is the sample size

z =standardized normal distribution set at 1.96 which correspond to 95% confidence interval

p= expected population proportion with desired characteristic being measured (0.5)

q= 1-p = 1-0.5 =0.5

d= level of statistical significance, set as 0.05.

Hence  $n = \frac{(1.96)^2 (0.5)0.5}{(0.05)^2}$

$n = 0.09604$

0.0025

n= 384

In this case, the target population was less than 10,000, and the required sample size was smaller. To get the sample size therefore, the formula given by Mugenda and Mugenda (2003) was adapted in this study.

$n_f = n / (1 + n)/N$

Where:

n<sub>f</sub>= desired sample size when the population is less than 10,000

n = desired sample size when population is more than 10,000

N= the estimate of population size

For instance:

= 384/ (1+525)/384



$$= 384 / 1+1.17$$

$$= 384 / 2.17$$

$$nf= 204$$

$$\text{Percentage} = 204/525 * 100 = 39\%$$

The study worked with 39%. Mugenda and Mugenda (2003), recommend that 10% of the accessible population was adequate.

**Table 2: Sample Size**

Category	Target Population	Sample Size
Top Management	30	12
Middle Management	205	78
Lower Level Management	290	114
<b>Total</b>	<b>525</b>	<b>204</b>

In this study, simple stratified random sampling technique was used. Primary data was gathered using structured and semi-structured questionnaires. In this study the main data collection instrument was questionnaires. Questionnaires are regarded as effective data collection instruments that allowed respondents to give much of their opinions pertaining to the research problem. The questionnaire was designed to address specific objectives, research question(s) or test hypothesis.

The researcher obtained a letter of confirmation from the University for Collection of data. A research permit was also obtained from National Commission for Science, Technology and Innovation. The collection of data was conducted by use of the drop-off and pick-up-later method and the questionnaires was collected after one week. This was to accord the respondents enough time to answer the questions. The researcher used this method due to the variances in respondents' time availability.

The researcher carried out a pilot study to ensure the data collection tool was reliable and valid. The pilot study helped to correct some of the challenges encountered before undertaking the final study. The pilot study sample was made of 20 respondents, representing 10% of the sample size. The results from the pilot study was not used in the main study. In addition, the respondents used in the pilot study were excluded from the final study.

Quantitative and qualitative data was generated from the closed-ended and open-ended questions, respectively. Descriptive statistics such as frequency distribution, mean (measure of dispersion), standard deviation, and percentages was used. Inferential data analysis was conducted by use of Pearson correlation coefficient, and multiple regression analysis. Inferential statistic was used to make judgments about the probability that an observation is dependable or one that happened by chance in the study.

## RESEARCH FINDINGS AND DISCUSSIONS

The researcher distributed 204 questionnaires to the respondents during data collection process and 204 were fully filled and returned to the researcher thus making a response rate 100%. Kothari (2012) argues that a response rate which is more than 50% is considered adequate while excellent response rate is usually above 70%. This implies that the response rate in this research is good for

making conclusions as well as recommendations. This response rate was achieved because of proper coordination

with the respondents and explaining the importance of the study to the respondents.

### Descriptive Statistics

#### Influence of Training Content on Employee Performance

Table 3 depicts on the frequencies for the respondents on the influence of training content on staff performance in Kenya Electricity Generating Company.

**Table 3: Training Content Statistics**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	Standard-deviation
I have undergone training content on management skills relevant to my job.	15.2	11.3	19.1	35.8	18.6	3.31	1.317
The training on management skills has improved my understanding of management principles	3.4	9.3	23.5	43.6	20.1	3.68	1.009
The training on management skills effectively addresses the challenges I face in my day-to-day work	1.5	8.3	19.1	51.0	20.1	3.80	0.906
I have been trained on various technical skills required for my role	3.9	16.2	24.0	33.3	22.5	3.54	1.124
Technical skills training provide me with practical insights into technical problem-solving.	6.4	16.7	16.2	40.7	20.1	3.51	1.172
I feel more competent in using technical tools and resources after the training.	7.8	18.1	22.1	33.3	18.6	3.37	1.202
I have been trained on various interpersonal skills	9.3	21.6	22.1	26.0	21.1	3.28	1.273
I found the interpersonal skills training content relevant to my interactions with colleagues.	10.3	16.2	22.1	37.7	13.7	3.28	1.194
Interpersonal skills training has improved my ability to communicate and collaborate with others.	11.8	29.9	21.6	24.5	12.3	2.96	1.229
<b>Average Mean and Standard Deviation</b>						<b>3.34</b>	<b>1.171</b>

(Source: Survey Data, 2023)

Majority of the respondents from Table 4.8 appeared to feel that the training on management skills had improved their understanding of management principles, the training on management skills effectively addressed the challenges they face in their day-to-day work, they have been trained on various technical skills required for their role as well as that technical skills training provide them with practical insights into technical problem-solving. On the other hand, majority feel that they have not undergone training content on management skills relevant to their job, they don't feel more competent in using technical tools and resources after the training, they have not been trained on various interpersonal skills, they don't find the interpersonal skills training content relevant to their interactions with colleagues and also interpersonal skills training had not improved their ability to communicate and collaborate with others. Effective training content considers the learners and instructional strategies, as well as how to maximize the transfer of training from class to the job site (Mathis & Jackson, Citation2016).

## Influence of Training Delivery on Employee Performance

**Table 4: Training Delivery Statistics**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	Standard-deviation
On-the-job training opportunities are readily available for me within my organization	1.0	6.9	9.8	52.5	29.9	4.03	0.873
I find on-the-job training to be effective in improving my skills and knowledge	0.5	2.5	15.2	48.5	33.3	4.12	0.785
I have opportunities to apply what I learn during on-the-job training to real work situations	0	2.9	15.2	62.3	19.6	3.98	0.684
I have access to a mentor who provides guidance and support in my career development	13.2	13.7	34.3	25.0	13.7	3.12	1.207
Mentoring has helped me develop important skills and knowledge relevant to my job	11.8	18.6	28.4	30.9	10.3	3.09	1.173
Mentors are approachable and responsive to my questions and concerns	9.8	20.6	30.9	33.8	4.9	3.03	1.056
I have attended seminars/workshops that were beneficial for my professional development	16.2	25.0	29.9	19.6	9.3	2.81	1.198
Seminars and workshops help me stay updated with industry trends and best practices	7.8	21.1	32.8	32.4	5.9	3.07	1.041
Seminars/workshops are a valuable addition to our training programs	3.4	14.7	27.5	34.8	19.6	3.52	1.071
<b>Average Mean and Standard Deviation</b>						<b>3.42</b>	<b>1.010</b>

**(Source: Survey Data, 2023)**

According to the data in Table 4 the overall-composite-mean and standard-deviation for influence of training delivery on staff performance 3.42 and 1.010 respectively. Majority of the respondents conceded that on-the-job training opportunities are readily available for them within Kengen, while they find it to be effective in improving their skills and knowledge. They also have opportunities to apply what they learn during on-the-job training to real work situations as well as that Seminars/workshops are a value addition to their training programs. On the other hand others feel they don't have access to a mentor who provides guidance and support in their career development, mentoring has not helped them develop important skills and knowledge relevant to their job and also mentors are not approachable and responsive to this questions and concerns. In support of this Ongori and Nzonzo (2011) argued that training delivery elucidated skills and knowledge that led to improved employee performance.

## Descriptive Statistics on Employee Performance in KenGen

**Table 5: Employee Performance Statistics**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	Standard-deviation
Employees are trained on how to set targets to get task achievement	11.3	15.2	25.0	31.4	17.2	3.28	1.238
Employees are have the knowledge on how to set targets for task achievement	5.9	8.3	20.1	36.3	29.4	3.75	1.141
Employees are committed in offering quality services to the customers	2.0	3.4	13.7	47.53	33.37	4.07	0.885
Customer are satisfied by the quality of service offered by the your organization	4.9	5.4	16.7	44.6	28.4	3.85	1.046
Employees embark in delivering services to customer within the shortest time possible	0	1.5	10.3	57.4	30.9	4.18	0.665
Customers are satisfied by the time taken in serving them	0	0	13.7	61.3	25.0	4.11	0.614
Majority of employees are able to meet their deadlines	0	2.5	12.7	52.0	32.8	4.15	0.730
There has been an improvement in the quality of work in your organization	1.5	4.4	19.6	48.0	26.5	3.94	0.877
Majority of employees are able to meet their targets	5	1.5	15.2	45.6	37.3	4.18	0.774
<b>Average Mean and Standard Deviation</b>						<b>3.95</b>	<b>0.886</b>

**(Source: Survey Data, 2023)**

From the findings in Table 5 the overall-composite-mean and standard-deviation for dissemination on employee performance in Kenya Electricity Generating Company were 3.95 and 0.886 respectively. Components of the employee performance that were above the overall mean are: Employees are committed in offering quality services to the customers, Employees embark in delivering services to customer within the shortest time possible, Customers are satisfied by the time taken in serving them, Majority of employees are able to meet their deadlines and that Majority of employees are able to meet their targets.

For those that were below the overall mean of 3.95 were; Employees are trained on how to set targets to get task achievement, Employees have the knowledge on how to set targets for task achievement, Customer are satisfied by the quality of service offered by the your organization and there has been an improvement in the quality of work in your organization. In support of this Elnaga and Imran (2013) who studied the effect of training on employee performance found that effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance.

## Correlation Analysis

### Training Content and Employee Performance

The study sought to determine the correlation between training content and employee performance, in KenGen, Kenya. Table 6 depicts the findings.

**Table 6: Training Content and Employee Performance**

		Employee Performance
<b>Training Content</b>	Pearson Correlation	.937*
	Sig. (2-tailed)	.000
	N	204

\*. Correlation is significant at the 0.01 level (2-tailed).

As per Table 6, the study shows that there was a positive and statistically significant correlation ( $r = 0.937$ ;  $p < 0.01$ ) between training content and employee performance in KenGen, Kenya.

### Training Delivery Methods and Employee Performance

The study sought to determine the correlation between training delivery methods and employee performance, in KenGen, Kenya. Table 7 depicts the findings.

**Table 7: Training Delivery Methods and Employee Performance**

		Employee Performance
<b>Training Delivery Methods</b>	Pearson Correlation	.877*
	Sig. (2-tailed)	.000
	N	204

\*. Correlation is significant at the 0.01 level (2-tailed).

As per Table 7, the study shows that there was a positive and statistically significant correlation ( $r = 0.877$ ;  $p < 0.01$ ) between training delivery methods and employee performance in KenGen, Kenya.

## Linear Regression Analysis

The study conducted linear regression to assess the relationship between each of the independent variable and dependent variable.

### Influence of Training Content and Employee Performance

The study sought to examine the influence of training content on employee performance in KenGen, Kenya

**Table 8: Model Summary of Training Content and Employee Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.611 <sup>a</sup>	0.373	0.601	0.28443

- Predictors: (Constant), Training Content
- Dependent variable: Employee Performance

The findings indicated that the R-squared value was 0.611, indicating that training content accounted for 37.3 percent of the variance in employee performance in KenGen, Kenya.

**Table 9: ANOVA on Training Content and Employee Performance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	118.189	1	118.189	1460.889	.000 <sup>b</sup>
	Residual	16.342	202	0.081		
	Total	134.531	203			

a. Dependent variable: Employee Performance

b. Predictors: (Constant), Training Content

The findings in Table 9 depicts that p-value was 0.000 which is less than 0.05 which imply that the model was good in predicting how training content affects employee performance in KenGen, Kenya.

**Table 10: Regression Coefficients on Training Content**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.975	0.070		13.890	0.000
TC	0.775	0.020	0.937	38.222	0.000

a. Dependent variable: Employee Performance

From the findings the p-value (0.000) was less than 0.05 which imply that training content has a statistically significant influence on employee performance in KenGen, Kenya. From the coefficients of regression, the model created was  $Y=0.975 + 0.775X_2$ . For every one unit increase in training content, there would be a predicted increase in employee performance by 0.775 units.

### Influence of Training Delivery Methods and Employee Performance

The study sought to examine the influence of training delivery methods on employee performance in KenGen, Kenya.

**Table 11: Model Summary of Training Delivery Methods and Employee Performance**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.456 <sup>a</sup>	0.208	0.441	0.39166

a. Predictors: (Constant), Training Delivery Methods

b. Dependent variable: Employee Performance

The findings indicated that the R-squared value was 0.208, indicating that training delivery methods accounted for 20.8 percent of the variance in employee performance in KenGen, Kenya.

**Table 12: ANOVA on Training Delivery Methods and Employee Performance**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	103.544	1	103.544	674.995	.000 <sup>b</sup>
	Residual	30.987	202	0.153		
	Total	134.531	203			

a. Dependent variable: Employee Performance

b. Predictors: (Constant), Training Delivery Methods

The findings in Table 12 depicts that p-value was 0.000 which is less than 0.05 which imply that the model was good in predicting how training delivery methods affects employee performance in KenGen, Kenya.

**Table 13: Regression Coefficients on Training Delivery Methods**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.084	0.099		10.984	0.000
TDM	0.738	0.028	0.877	25.981	0.000

a. Dependent variable: Employee Performance

From the findings the p-value (0.000) was less than 0.05 which imply that training delivery methods has a statistically significant influence on employee performance in KenGen, Kenya. From the coefficients of regression, the model created was  $Y=1.084 + 0.738X_3$ . For every one unit increase in training delivery methods, there would be a predicted increase in employee performance by 0.738 units.

## Conclusions

The study established that Training Content had a statistically significant and positive influence on Employee Performance ( $p=0.000$ ). For every one-unit increase in Training Content, there would be a predicted increase in Employee Performance by 0.326 units. The study further revealed that majority of the employees have undergone training on content management skills relevant to their jobs which further have improved their understanding of management principles which in return have facilitated in addressing the challenges they face on the day to day operations within the Kenya Electricity Generating Company Limited. Most of the respondents agreed that they have been trained on technical skills requirement to perform their duties which in return has also provided them with technical insights into technical problem solving skills which greatly have helped them in improving their performance. Through the training contents they have been facilitated with interpersonal skills that is relevant to their interactions with the fellow colleagues or even the customers which has enhanced their ability to communicate and collaborate with others.

The study established that Training Delivery Methods had a statistically significant and positive influence on Employee Performance. From the findings in the descriptive statistics the overall mean for the study was 3.42 which shows majority of the respondents agreed that the training delivery methods has an influence on the employee performance within the Kenya Electricity Generating Company Limited. The employees within KenGen have on the job training available to which they find to be very effective in improving their skills and knowledge resulting to improved performance. According to the findings the employees agreed that they have mentors who provide guidance and support to their career. Through the mentorship they are able to develop important skills and knowledge relevant to their day to day operations. Mentorship being one of the motivators of an employee yields high performance for an individual as well as that of the entire organization.

## Recommendations

From the findings and conclusions, the study recommended that the Management of KenGen, Kenya should prioritize imparting necessary skills and competencies pertaining training content to their employees. The study revealed that majority of the employees trained on training content management skills relevant to their jobs had improved their understanding of management principles which in return facilitated in addressing the challenges they face on the day to day operations within the Kenya Electricity Generating Company Limited. Further, a workforce with ability to effectively communicate builds synergy and teamwork translating to improved performances and attainment of organizational goals and objectives.

The researcher further recommended that since training delivery methods plays another role in improving or enhancing the employee performance, Management of KenGen, Kenya should ensure that the right delivery methods are adopted during employee trainings, to ensure right content is shared to the employees and thus improved service delivery. Further, employee mentorship should continue, since mentorship being one of the motivators of an employee yields high performance for an individual as well as that of the entire organization.

### **Suggestions for Further Study**

The study established that the R Square was 0.576, implying that 57.6% of the variation in Employee Performance in KenGen was accounted for by the independent variables Training Content, Training Delivery Methods

Further research could be carried out to discover other factors which were not considered in the study but affected Employee Performance, which could account for the remaining 42.4% variation in the Employee Performance.

### **Training Issues in Line with New Education Policy Competency Based Curriculum (CBC)**

Competency Based Curriculum (CBC) is where learning is based on the needs and potential of individual learners under a flexible framework and parameters that move and shift according to the learners' demands. CBC is collective learning in which the learner and instructor are partners in the learning process as they jointly seek answers and solutions to simple and complex learning expectations useful to humanity. CBC promotes hands-on training and infuses acquisition of new knowledge through observation, learning as you do, experiential learning and practical experimenting in order to become better at each succeeding stage.

Competency Based Curriculum (CBC) under 2-6-3-3 system of education in Kenya has great potential and is likely to transform the ailing education sector which is based on exams and leading to less innovation at all levels of education. This mode of education is in consonance with national qualification framework (NQF) which supports lifelong learning, where there is recognition of learning which takes place in formal, non-formal and informal sectors and prior learning (Tuck, 2007). Kenya already has a NQF and will find it easy to implement CBC beyond primary school. CBC needs to be flexible from basic to higher education in order to succeed (Hitchcock, 2013).

The 8-4-4 system was criticized for too much focus on summative tests, examinations and competition. The system burdened the learner with cramming and passing exams. The system used point system at primary and secondary level to admit students to the next level, which eliminated many learners out of the system.

However teachers are inadequately trained to deliver and assess CBC which has affected their teaching and assessment of CBC. Other factors affecting the delivery of CBC include inadequate staffing, class size, resources needed for CBC assessment, and lack of support from parents. Therefore the teachers, parents and other government stakeholders could have been involved in the implementation of CBC.

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