



ANTECEDENTS AND OUTCOMES OF EMPLOYEE TRAINING AND DEVELOPMENT IN ENERGY STATE CORPORATIONS IN KENYA

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Abstract

The study sought to establish the antecedents of employee training and development and its outcomes in selected Energy State Corporation. The study has been informed by literature review as derived from research and works by other researchers obtained from journals, manuals, magazines and the internet. It also contains theoretical review, critical review as well as the conceptual framework. It aims at assisting in the problem definition, and makes it possible to understand what other researchers and writers have done or contributed. The study used the descriptive research design since it dealt with responses using statistics. The methodology and designs that the researcher used in conducting the research included; the research design, population target, sampling design, data collection instruments and procedures and data analysis. Questionnaires were used in collecting data. The researcher administered and collected complete questionnaires for the analysis. Data was analyzed by the aid of Statistical Package for Social Sciences (SPSS V22). Inferential statistics in this study included regression analysis. The results of the study were presented in tables and figures. This study concludes that training costs have a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya. Further, the study found that employee participation has a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya. In addition, the research concluded that government regulation has a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya. The study also concluded that employee motivation has a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya. From the results, the study recommends that the top management in the energy state corporations in Kenya should work in line with the ICT department to ensure that online training is availed to the employees. Further, the top management should ensure teamwork and staff bonding is highly encouraged so as to increase the rate of employee productivity.

Keywords: Antecedent, Development, Learning, Motivation and Training.

Introduction

The current business scenario appears to be characterized by high competition among organizations, globalization and technological advancement. To survive in such challenging situations, organizations have to look for the possible ways to create sustainable competitive advantages. In this context, the knowledge and skills of employees in an organization have increasingly become very essential to its performance, global competitiveness and continuous development (Elnaga & Imran, 2013). One way to develop and improve the quality of employees is to provide them with beneficial training and development programs. This is because the capabilities, knowledge and skills of the talented employees were proved to be the key determinants of competitive advantage in global marketplaces (Becker, Bose, & Freeman, 2006). Hafeez and Akbar (2015) reported that the more the employees receive training, the more efficient their level of performance would be.

Previous research considered training as an essential activity for effective human resource management in any organization. The key principles of training emphasize on providing meaningful inputs for employees based on relevant theories and to take into consideration the features of effectiveness and efficiency, differences among employees, and continuous development (Diab & Ajlouni, 2015). Employee training refers to programs that aim to provide employees with required information, new skills to enhance the opportunities of professional development (Elnaga & Imran, 2013). Training is associated with the skills that an employee should gain to help him work with others in an attempt to achieve organizational goals and objectives (Truitt, 2011). (Sabir, Akhtar, Bukhari, Nasir, and Ahmed, 2014) thought about training as the acquisition of knowledge, skills, and abilities by professional development.

The main purpose of training and development is to improve the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets. (Armstrong, 2009) clearly stated in his book that organizations could benefit from training and development through winning the heart and minds of their employees to get them to identify with the organization, to exert themselves more on its behalf and to remain with the organization. If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs.

Training and development are the processes of investing in people so that they are equipped to perform well. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform. It goes without saying therefore that the training and development of employees is an issue that has to be faced by every organization. However, the amount, quality and quantity of training carried out vary enormously from organization to organization. According to (Cole, 2002), factors influencing the quantity and

quality of training and development activities include: the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work. Similarly, (Singh and Mohanty, 2012) revealed that the investments in employee training result in beneficial organizational outcomes.

Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future. According to a recent industry report by the American Society for Training and Development (ASTD), U.S. organizations alone spend more than \$126 billion annually on employee training and development (Paradise, 2012). Canada has a policy of continuous training for its permanent employees who are provided with the opportunity to create their personal learning programme (Simons, 2001). In China all public servants are trained in rotation within five years so that every two public servants can attend off-job-training which averages at least 12 days per year (VanBuren & King, 2000).

In many countries in Sub-Saharan Africa, technological changes require richer cognitive content, higher skill levels in the labour force and continued enhancement of work force skills. Exploiting the potential of information and communications technology (ICT) requires a strong skills base (as well as infrastructure and appropriate regulatory frameworks). Adoption of ICT is associated with the employment of more skilled workers. A labour force with a solid basic skills foundation is essential for countries to exploit the opportunities opened by technological change (Betcherman, 2001). Many countries have undergone significant structural adjustment over the past decade. Structural adjustment can lead to substantial downsizing of employment in the state and parastatal sectors as well as in private companies that face increased competition. Workers displaced by structural adjustment often need upgrading of their skills.

Kiruja and Mukuru (2018) mention that training is particularly important for purposes of improving performance both at individual and organizational level and especially in organizations that report a decline in performance levels. Training and development policies and programmes are essential components in the process of developing talent, ensuring that people acquire and enhance the skills and competencies they need which would be translated into positive results. At the same time, training and development activities are important means of developing managers, gaining the engagement and commitment of talented staff by giving them opportunities to grow in their present roles and to progress to higher level roles. Trained employees perform well which may lead to their promotion. By matching the size and skills of the workforce to the productive requirements of the organization and by raising the quality of

individual employee contributions to production, organizations would have a significant improvement on employee performance (Kiruja & Mukuru, 2018).

In the public sector in Kenya, there has been a push and feeling that things must be done in a better way due to the environmental changes and globalization. Government ministries and public corporations are encouraged by the government of the day to adopt and implement high performance workplace strategies in the public service such as rapid result initiative performance contracting, total quality management and service charters among others with the aim of enhancing service delivery to its citizens (Wamuuru & Muchangi, 2016). In Kenya, various training institutions have been put in place with primary funding from the government. The list includes institutions such as Government Training Institutes, the Institute of Human Resource Management, Federation of Kenya Employers, Tom Mboya Labour College, as well as the many Public Universities across the country all of which offer training programs on work related issues and run throughout the year. To facilitate the attainment of its vision 2030 goals, the government of Kenya further seeks to engage more civil servants in trainings in line with the Ministry of Planning (Mbiya, Egessa & Musiega, 2014).

Statement of the Problem

Training needs are based on trainings conducted over a period of three years as per the Public Service Training Development Policy. However, the results of the training needs assessment conducted by the Ministry in June 2015 indicated that staff had received training and others had stagnated even after attending promotional courses. In addition, there is a challenge of insufficient budget allocation for training and development limiting the number of staff trained. Despite the challenges, the assessment established that majority of the trained employee had acquired knowledge, skills, competences and attitude change towards the organization (MoEP, 2015). Several Energy State Corporations in Kenya have training and development departments in place which cater and address the training needs of the employees. Since energy state corporations are under the Government of Kenya, the training budgets are financed by the Treasury.

In this ever changing business environment, organizations are obliged to keep up and adapt new changes rapidly in order to remain relevant and competitive; one way of doing so is through employee training and development (Lyons, 2008). Staff training and development is recognized as a crucial means to attaining organizational goals and objectives. It has been reported that training and development enhances workers' performance and productivity in organizations (Cole, 2002). Training activities have impact on relative competition and economic performance; both at the aggregate level of the national economy or industrial sector or at the level of individual enterprises (Storey, 1999). However, several outcomes are undesirable; one of them being performance of the state corporations which has been a matter of great concern to the government and general public (Rok, 2013).

The Ministry of Energy and Petroleum in Kenya conducts both individual and group trainings on an annual basis. On average, over 100 employees are trained at individual level and 8-10 group trainings are conducted per every financial year. However, more emphasis is put on group trainings for cost effectiveness and as a way of encouraging employees to initiate their personal development (MoEP, 2015). From the available resources, so far no study has tackled the antecedents and outcomes of employee training and development in Energy State Corporations in Kenya. Thus, this constitutes a knowledge gap that this study will focus on the antecedents of employee training and development and if the outcomes are positive or negative in energy state corporations.

Objectives of the Study

The general objective of the study was to establish the antecedents of employee training and development and its outcomes in Energy State Corporations in Kenya. Specifically, the study to;

1. To determine how training costs affect outcomes of employee training and development in Energy State Corporations in Kenya
2. To establish how employee participation moderates' outcomes of employee training and development in Energy State Corporations in Kenya.
3. To determine how government regulations modifies outcomes of employee training and development in Energy State Corporations in Kenya.
4. To examine how employee motivation predicts outcomes of employee training and development in Energy State Corporations in Kenya.

Theoretical Review

The study focused on three theories and one model; human capital theory, Kirkpatrick evaluation model, institutional theory and Herzberg two factor theory.

Human Capital Theory

Human capital theories have developed rapidly over time, different authors including Mincer (1958) to Ben-Porath (1967) laid their foundations in regard to this theory. Training is regarded as an investment that involves costs and benefits. One perspective of this theory, is that knowledge and skills are acquired for improving the performance of employees resulting to improved/high performance of the organization as a whole. It is for this reason that an organization assesses its financial criteria that is guided by aspects such as the present value of employees, the internal rate of return and the anticipated future benefits before making a decision to invest in employees' training (Gunu *et al.*, 2013). Human capital theory views employee training and development as an investment rather than cost (Chung, 2013). This investment increases the intellectual capacity of organizations. In line with the determinants of investment in human capital and rates of return of education and training, older employees are commonly

excluded from training for economic reasons (Lazazzara *et al.*, 2011). This is because their time in the organization is limited/short compared to younger employees.

Training attempts to close the gap by bringing employees up to the desired standard or competence. The widespread investment in human capital creates the skill-base. The relevancy of this theory to this study is that formulation of training programs at the work place equips employees with vital skills and knowledge which enables them to be vital assets that help to achieve sustainability of an organization. Thus, explaining the value of training employees of an organization Schultz (1960, 1961), Becker (1962) and Ben-Porath (1967), laid their foundations.

Kirkpatrick's Four Levels of Evaluation

This model was developed by Donald Kirkpatrick, he first published this model in 1959 and updated it over the years. According to this model, evaluation begins with level one, with time and budget available one should move sequentially to levels two, three, and four. Information from each prior level serves as a base for the next level's evaluation. Thus, each successive level represents how effective a training program is, but requires more analysis. Kirkpatrick (1996) presented the four-level model to evaluate training comprising; reaction, learning, behavior and results. The first level of evaluation, reaction, typically involves trainees completing a post-course evaluation of their impressions of the program. Such evaluation does not measure what participants have learned, but gauges the interest, motivation and attention levels of participants.

The second level, learning, involves measuring what participants have learned in terms of both knowledge and/or skills. This learning evaluation can include trainees participating in written assessments or role plays to demonstrate their skills. This level of evaluation allows participants to demonstrate their understanding of specific skills and/or knowledge within the learning/training program. The third level is behaviors or performance. This involves assessment of the trainees' ability to use their newly learned knowledge or skills in the workplace. This level of evaluation attempts to determine whether participants (who may have already demonstrated acquisition of specific skills and/or knowledge) use their new skills when they return to the work environment. The fourth level, results, measures the impact training has had wholly, including financial, productivity or morale impacts. This might include improvement in, for example, staff resident interaction, decreased incidents of challenging behaviour, and staff turnover.

Institutional Theory

The institutional theory views organizations are local instantiations of wider institutions. These institutions have in place beliefs, rules, and norms that shape the creation and spreading of organizational forms, design features, and practices which form an organization's culture. Scott (2013) stated beliefs, rules, roles, and symbolic elements are of different natures including;

regulative (which are enforced by law), normative (enforced by a shared sense of what is appropriate/right) or cognitive (mental models of how work should be done, most routine behaviors in organizations). Organizations operate or exist under the laws of a nation therefore, complying with institutionalized regulations is considered as a means for gaining legitimacy, decreases uncertainty, and increases intelligibility of an organization's actions and activities. Organizations do not operate in a vacuum. They must deal with a multitude of external influences, such as cultural differences, legal requirements, conventions and norms, and with the demands raised by different actors in the industry; suppliers, customers, regulatory agencies, non-governmental organizations or trade unions. Beliefs, rules, and expectations contribute to formal structures and organizational practices; ISO norms, information technologies, corporate social responsibilities standards or the divisional form).

Herzberg Two Factor Theory

This theory was developed by Frederick Herzberg in 1959. He did this by interviewing over 200 professionals. The interviews revealed that the interviewees were most and least happy with their jobs. The theory suggests that human beings have two different sets of needs and different elements of work situation satisfies or dissatisfies these needs (Wright, 1989). The first set concerns the basic needs of a person; the hygiene factors (Herzberg, 1971; Mausner & Snyderman, 2005). These factors are not directly related to the job itself, but concern the conditions that surround when performing a job. These factors are company policies such as reward system, salary, job security, personal life, work conditions, status and interpersonal relations with supervisor, peers and subordinates (Herzberg, 1971; Mausner & Snyderman, 2005; Tietjen & Myers, 1998). According to Herzberg, these factors can cause dissatisfaction when not satisfied. They operate primarily to dissatisfy employees when they are not present, however, the presence of such conditions does not necessarily build strong motivation, (Gibson, 2000). However, when satisfied these factors do not motivate or cause satisfaction, they only prevent dissatisfaction (Herzberg, 1971; Mausner & Snyderman, 2005).

The second set of needs is growth needs, which refers to factors intrinsic within the work itself, such as; recognition of a task completed, achievement, responsibility, advancement, work itself and personal growth. These factors are according to Herzberg, are the motivating factors, which implies that human beings try to become all that they are capable of becoming and when satisfied they work as motivators (Herzberg, 1971; Mausner & Snyderman, 2005). According to Herzberg, content of work such as opportunities for responsibility and career advancement is the only way to increase satisfaction and thereby enhance work motivation (Wrighton, 1989). However, when the growth factors are missing this does not cause dissatisfaction, simply an absence of satisfaction (Herzberg, 1971; Mausner & Snyderman, 2005).

Conceptual Framework

Conceptual framework refers to a diagrammatical representation that depicts the relationship between a dependent variable and independent variable (Young, 2009). A conceptual framework refers to a graphical representation of the theorized interrelationships of the variables. According to Imenda (2014) a conceptual framework is an end result of bringing together a number of related concepts to explain a given event and also give a wider understanding of the research problem. A concept is an abstract or general idea inferred or derived from specific instances (Zikmund, 2010). A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation.

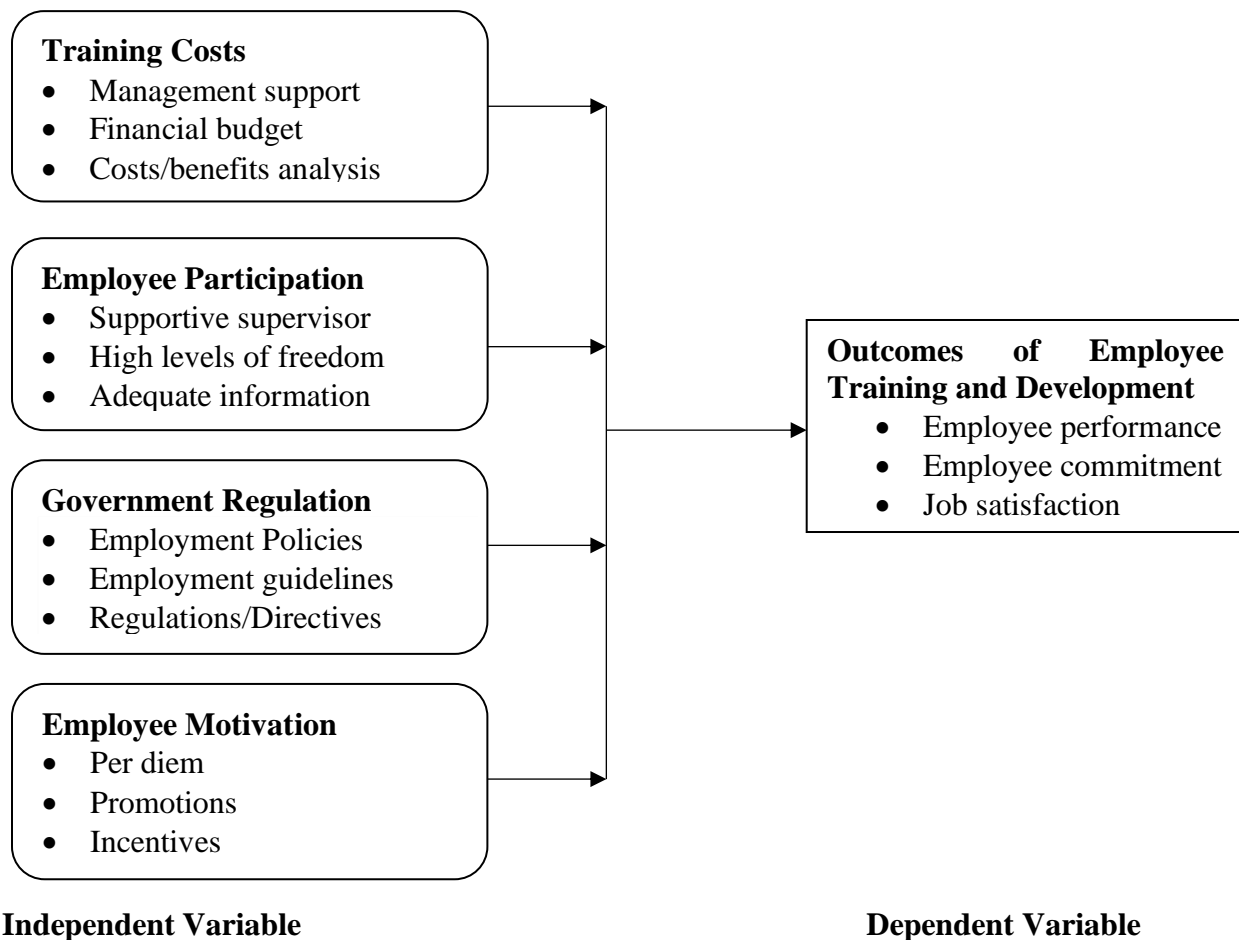


Figure 1: Conceptual Framework

Critique of Existing Literature

Training and development are an important function in every organization and it mostly view as a way of improving employee performance, skills, knowledge, behaviour or attitudes. However, training and development does not solve all performance issues in the work place but for effective training to take place in organizations there is need for support from all levels of

management in the companies. Top management view firm investment in training as a cost to the organization rather than profit. Above literature provides evidence that some firms take training as a regular duty every financial year but do not put more consideration in the training objectives that are generated from the performance appraisal. This will ensure that there are high levels of satisfaction among the employees form the training programs. Most management teams do not have mechanisms put in place for regular feedback from employees after training has taken place.

Reactions to training reflect the meeting of expectations and actual experience. Before taking the training course, learners develop expectations in regard to their integration within the organization or improved performance or employability, and their actual experience determines their post-training attitudes and behaviour, including satisfaction with training, motivation for learning/training and actual training process.

Research Gaps

The following research gaps were identified while carrying out the empirical studies there lacks studies that cover the variables that the researcher looks at in this particular study. The study will assess some variables, the researcher believes them to contribute to antecedents and outcomes of employee training and development being studied. This will aid in getting results and as a result closing the gap. In addition, the gap in literature is even more significant as more literature was so from the developed countries to a limited extent touching on West Africa countries and South Africa but not in Kenya. No study that has been conducted in the said state corporations on the topic that the researcher is looking at; hence it will help in bridging this gap.

Research Methodology

This study adopted descriptive research design. This design was therefore appropriate for enabling the collection of factual data for analysis, comparison and interpretation. The target population for this study is 550 employees from four Energy State Corporations. The total number of sample size in this case is 165; which is arrived at using a 30% ratio of the target population. The sample was selected based on stratified random technique.

Table 1: Sample Size

Energy State Corporations	Target Population	Ratio	Sample size
KENGEN	200	(0.3*200)	60
GDC	150	(0.3*150)	45
REREC	100	(0.3*100)	30
NOCK	100	(0.3*100)	30
Total	550		165

A questionnaire was used as a data collection instrument in this study. The study used self-administered questionnaires composed of close-ended questionnaires for easier analysis and also for convenience of both the researcher and respondents of the study. A pilot study was conducted in order to establish the validity and reliability of the questionnaire. Before processing the responses, the completed questionnaires were edited for completeness and consistency. Descriptive analysis was used. Descriptive statistics was used to summarize the data. This included percentages, means and frequencies. Tables, charts and other graphical presentations were used appropriately to present the data that was collected for ease of understanding and analysis. In addition, the study conducted a multiple regression analysis to establish the antecedents of employee training and development and its outcome in Energy State Corporations in Kenya. Regression analysis was used to predict the value of the dependent's variable on the basis of the independent variables.

Research Findings And Discussion

The study's sample size comprised of 165 employees from four Energy State Corporations (KENGEN, Geothermal Development Company, Rural Electrification and Renewable Energy Corporation and National Oil Corporation of Kenya). The researcher distributed 165 questionnaires the employee out of which 155 of the respondents managed to completely fill their questionnaires and returned them to the researcher. Thus, the response rate was 93.9%. According to Bhattacharjee (2017), a response rate that is above fifty percent is considered as adequate for data analysis and reporting while a response rate that is above 70% is classified as excellent.

Pilot Test Results

Reliability Results

The internal consistency of the research questionnaire was assessed and the results were as depicted in Table 2 According to the findings, training costs had a Cronbach's alpha of 0.926, employee participation had a Cronbach's alpha of 0.877, government regulations had a Cronbach alpha of 0.910, employee motivation had a Cronbach's alpha of 0.782 and Outcomes of Employee training and development had a Cronbach's alpha of 0.817. These findings clearly show that the questionnaire was reliable and no amendments were required.

Table 2 : Reliability test results

	Cronbach's Alpha
Training Costs	0.926
Employee Participation	0.877
Government Regulations	0.910
Employee Motivation	0.782
Outcomes of Employee T&D	0.817

Validity Results

Validity refers to the precision or truthfulness of a measurement in terms of the likelihood that research questions were understood or misinterpreted and on whether the research instruments provided adequate coverage of research objectives (Mugenda, 2009). To achieve the content validity, the researcher utilized a panel of professional to assess the content validity of the questionnaire. This was expected to offer some modification and clarification or correction to suit the study thereafter the questionnaire was ready for pilot. The questionnaire was edited and aligned as per the supervisors' directives.

Training Costs

Training Costs and Outcomes of Employee Training and Development

From the results, the respondents agreed that employees at senior management levels receive more expensive training programs. This is shown by a mean of 4.148 (std. dv = 0.759). Further, the participants agreed that employees are reimbursed fees used for self-training and development programs. This is supported by a mean of 4.000 (std. dv = 0.797). In addition, with a mean of 4.019 (std. dv = 0.710) the participants agreed that the organization heavily invests financially in employee training programs. These statements are supported by the finding of Elnaga and Imran, (2013) who revealed that employee training and development is expensive but it is an investment for the organization. The participants agreed with a mean of 3.852 (std. dv = 0.653), that the organization considers first the employees' training needs before the cost benefit analysis. Nevertheless, the participants disagreed with the statement indicating that employees do not feel right to leave the organization after it has invested in them. This is supported by a mean of 2.437 (std. dv = 1.293). Further, the participants also disagreed with the statement indicating that there are online trainings offered on the organization's website for easy access by the employees. This is shown by a mean of 2.107 (std. dv = 0.684). Adnan (2014) argued that training employees increases their skills hence improving their level of productivity.

Table 3: Training costs and outcomes of employee training and development

	Mean	Std. Deviation
The organization heavily invests financially in employee training programs	4.019	0.710
The organization considers first the employees' training needs before the cost benefit analysis.	3.852	0.653
Employees at senior management levels receive more expensive training programs.	4.148	0.759
Employees are reimbursed fees used for self-training and development programs.	4.000	0.797
Employees do not feel right to leave the organization after it has invested in them.	2.437	1.293
There are online trainings offered on the organization's website for easy access by the employees	2.107	0.684

Employee Participation

From the results, the respondents agreed that employees participate in training in order to improve performance or the quality of work. This is shown by a mean of 3.900 (std. dv = 0.923). Further, the participants agreed that training is effective if it is offered outside the organization's premises. This is supported by a mean of 3.800 (std. dv = 0.126). In addition, with a mean of 3.700 (std. dv = 0.797) the participants agreed that employees participate in trainings in every financial year; including mandatory trainings. These statements are supported by the finding of Curado (2015) who indicated that employee training improves the level of productivity since training equips the employees with the necessary skills. The participants agreed with a mean of 3.700 (std. dv = 0.208), that training programs received are of high quality and relevant. Further, the respondents agreed with a mean of 3.600 (std. dv = 1.080) that training outcomes match their expectations as employees. Nevertheless, the participants disagreed with the statement indicating that there is a high level of freedom to select the training of one's choice. This is supported by a mean of 2.333 (std. dv = 0.959). Hicks and Klimoski (2017) reported that trainees who had a high degree of freedom to undertake training had more positive reactions and higher achievement scores after training compared to trainees who perceived little freedom in their decision to enroll.

Table 4: Employee participation and outcomes of employee training and development

Statement	Mean	Std. Deviation
Employees participate in training in order to improve performance or the quality of work.	3.900	0.923
Training programs received are of high quality and relevant	3.700	0.208
There is a high level of freedom to select the training of an one's choice	2.333	0.959
Training is effective if its offered outside the organization's premises.	3.800	0.126
Training outcomes match my expectations as an employee.	3.600	1.080
Employees participate in trainings in every financial year; including mandatory trainings.	3.700	0.797

Government Regulations

From the results, the respondents agreed that government regulations are rolled out to ensure professional development of employees. This is shown by a mean of 3.832 (std. dv = 0.675). Further, the participants agreed that government hostility measures help cut down the costs of training in organizations; for example, attending locally available training programs instead of international programs.. This is supported by a mean of 3.767 (std. dv = 0.971). In addition, with a mean of 3.600 (std. dv = 1.020) the participants agreed that staff bonding enables the organization to get the return of its financial investment in training. Nevertheless, the participants disagreed with the statement indicating that government regulations hinder effective training. This is supported by a mean of 2.467 (std. dv = 0.432).

Table 5: Government regulations and outcomes of employee training and development

Statement	Mean	Std. Deviation
Government regulations hinder effective training	2.467	0.432
Staff bonding enables the organization to get the return of its financial investment in training.	3.600	1.020
Government hostility measures help cut down the costs of training in organizations; for example, attending locally available training programs instead of international programs.	3.767	0.971
Government regulations are rolled out to ensure professional development of employees	3.832	0.675

Employee Motivation

From the results, the respondents agreed that to be away from the office or breaking the monotony of work; time for leisure and relaxation motivates the employees. This is shown by a mean of 4.200 (std. dv = 0.761). Further, the participants agreed that employees are motivated for training if there are chances of promotion or pay rise. This is supported by a mean of 4.067 (std. dv = 0.868). In addition, with a mean of 3.800 (std. dv = 0.761) the participants agreed that per diem is one of the main motivations for attending training. These statements are supported by the finding of Curado (2015) who indicated that employee training improves the level of productivity since training equips the employees with the necessary skills.

As shown in the findings, the participants agreed with a mean of 3.733 (std. dv = 0.626), that training gives employees a competitive edge; creating high chances of employee poaching by competitor organizations. Further, the respondents agreed with a mean of 3.767 (std. dv = 1.117) that there are communication channels to ensure regular feedback after training. This is supported by a mean of 2.333 (std. dv = 0.959). These statements are in line with the findings of Na-nan, Chaiprasit and Pukkeeree (2017) who reported that proper communication channels are essential for employee training and development to be effective.

Table 6: Employee motivation and outcomes of employee training and development

Statement	Mean	Std. Deviation
Per diem is one of the main motivations for attending training	3.800	0.761
Employees are motivated for training if there are chances of promotion or pay rise	4.067	0.868
To be away from the office or breaking the monotony of work; time for leisure and relaxation motivates the employees.	4.200	0.761
Training gives employees a competitive edge; creating high chances of employee poaching by competitor organizations.	3.733	0.626
There are communication channels to ensure regular feedback after training	3.767	1.117

Outcomes of Employee Training and Development

The respondents were requested to indicate their level of agreement on various statements relating to outcomes of employee training and development. As shown in the results, the respondents agreed that employees are emotionally attached to the organization and have a strong sense of belonging. This is shown by a mean of 4.370 (std. dv = 0.882). Further, the participants agreed that training guarantees high levels of job satisfaction. This is supported by a mean of 4.315 (std. dv = 0.590). In addition, with a mean of 4.259 (std. dv = 0.931) the participants agreed that without training, it means employees will perform poorly or not perform at all. These statements are supported by the finding of Curado (2015) who indicated that employee training improves the level of productivity since training equips the employees with the necessary skills. The participants agreed with a mean of 3.722 (std. dv = 0.874), that training help improve their performance, quality of work and skills in the organization. Nevertheless, the participants disagreed with the statement indicating that training addresses all performance gaps/issues identified during performance appraisal. This is shown by a mean of 2.241(std. dv = 0.110). Further, the respondents also disagreed with the statement indicating that even without training and development programs in the organization; they would be reluctant to leave. This is shown by a mean of 2.463 (std. dv = 0.106).

Table 7: Outcomes of employee training and development

Statement	Mean	Std. Deviation
Training helps improve my performance, quality of work and skills in the organization	3.722	0.874
Training addresses all performance gaps/issues identified during performance appraisal.	2.241	0.110
Without training, it means employees will perform poorly or not perform at all.	4.259	0.931
Employees are emotionally attached to the organization and have a strong sense of belonging.	4.370	0.882
Training guarantees high levels of job satisfaction.	4.315	0.590
Even without training and development programs in the organization, I would be reluctant to leave.	2.463	0.106

Inferential Analysis

Correlation Analysis

The present study used Pearson correlation analysis to determine the strength of association between independent variables ((training costs, employee participation, government regulations and employee motivation) and (outcomes of employee training and development) dependent variable.

Table 8: Correlation coefficients

		Employee outcomes	training costs	employee participation	government regulations	employee motivation
Employee outcomes	Pearson Correlation	1				
	Sig. (2- tailed)					
Training costs	N	155				
	Pearson Correlation	.898**	1			
Employee participation	Sig. (2- tailed)	.000				
	N	155	155			
Government regulations	Pearson Correlation	.854**	.294	1		
	Sig. (2- tailed)	.000	.089			
Employee motivation	N	155	155	155		
	Pearson Correlation	.887**	.314	.315	1	
	Sig. (2- tailed)	.000	.041	.040		
	N	155	155	155	155	
	Pearson Correlation	.849**	.210	.222	.243	1
	Sig. (2- tailed)	.000	.037	.060	.070	
	N	155	155	155	155	155

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

From the results, there was a very strong relationship between training cost and outcomes of employee training and development in Energy State Corporations in Kenya ($r = 0.898$, p value =0.000). The relationship was significant since the p value 0.000 was less than 0.05 (significant level). Moreover, findings revealed that there was a very strong relationship between employee participation and the outcomes of employee training and development in Energy State Corporations in Kenya ($r = 0.854$, p value =0.000). The relationship was significant since the p value 0.000 was less than 0.05 (significant level). Further, findings revealed that there was a very strong relationship between government regulations and the outcomes of employee training and development in Energy State Corporations in Kenya ($r = 0.887$, p value =0.000). The relationship was significant since the p value 0.000 was less than 0.05 (significant level). The study findings also revealed that there was a very strong relationship between employee

motivation and the outcomes of employee training and development in Energy State Corporations in Kenya ($r = 0.849$, p value =0.000). The relationship was significant since the p value 0.000 was less than 0.05 (significant level).

Regression Analysis

The research used R-squared to show the variation in dependent variable (Outcomes of employee training and development) that could be explained by (training costs, employee participation, government regulations and employee motivation). The R squared was 0.734 and this implied that 73.4% of the dependent variable (Outcomes of employee training and development) could be explained by independent variables (training costs, employee participation, government regulations and employee motivation).

Table 9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.857 ^a	.734	.735	.17693

The research used analysis of variance to determine if the model was a good fit for the data. As depicted in Table 9, the F calculated was 345.1064 which is higher than the F critical value 2.7318. Besides, the p value was 0.000 which is less than the significant level of 0.05. This implies that the model was a good fit for the data hence can be used to show the influence of independent variables (training costs, employee participation, government regulations and employee motivation) on the dependent variable (outcomes of employee training and development).

Table 10: Analysis of variance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	97.321	4	32.440	345.1064	.000 ^b
1 Residual	9.786	151	.094		
Total	117.058	155			

The regression equation was;

$$Y = 0.531 + 0.363X_1 + 0.522X_2 + 0.381X_3 + 0.645X_4$$

The results revealed that training costs had a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya ($\beta_1=0.363$, p value= 0.048). The p -value (0.048) was less than the significant level 0.05 hence making the relationship significant. This implied that a positive change in training costs improves the outcomes of employee training and development in energy state corporations in Kenya. These findings are in

line with the findings of Adnan (2014) who revealed a positive and significant relationship between training costs and outcomes of employee training and development.

In addition, the results revealed that employee participation had a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya ($\beta_1=0.522$, p value= 0.000). The p -value (0.000) was less than the significant level 0.05 hence making the relationship significant. This implied that ensuring employee participation leads to improvement in outcomes of employee training and development in energy state corporations in Kenya. The results concur with the findings Hicks and Klimoski (2017) who revealed that employee participation significantly influence outcomes of employee training and development.

The results revealed that government regulations have a positive and significant influence on the outcomes of employee training and development in energy state corporations in Kenya ($\beta_1=0.381$, p value= 0.000). The p -value (0.000) was less than the significant level 0.05 hence making the relationship significant. This implies that ensuring government regulations leads to improvement in the outcomes of employee training and development in energy state corporations in Kenya. These findings are in line with the results of Kontoghiorghes, (2014) who found that there is a positive and significant relationship between government regulations and outcomes of employee training and development.

Further, the results revealed that employee motivation has a positive and significant influence on the outcomes of employee training and development in energy state corporations in Kenya. ($\beta_1=0.645$, p value= 0.000). The p -value (0.000) was less than the significant level 0.05 hence making the relationship significant. This implies that improving employee motivation leads to improvement in the outcomes of employee training and development in energy state corporations in Kenya. These findings are in line with the results of Nganga, Manjere and Egessa (2015) who revealed a positive and significant association between employee motivation and outcomes of employee training and development.

Table 11: Regression coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.531	0.095		5.465	0.000
	Training Costs	0.363	0.082	0.365	4.389	0.048
	Employee Participation	0.522	0.107	0.521	4.492	0.000
	Government Regulations	0.381	0.106	0.383	3.487	0.000
	Employee Motivation	0.645	0.138	0.643	4.589	0.000

Conclusion

This study concludes that training costs have a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya. The study findings revealed that the indicators of training costs (financial budget, costs/benefits analysis and management support) affect the outcomes of employee training and development in energy state corporations in Kenya. This implies that improvement in allocations for training will lead to better outcomes of employee training and development in energy state corporations in Kenya.

Further, the study concludes that employee participation has a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya. The study findings revealed that the indicators of employee participation (high levels of freedom, adequate information and supportive supervision) affect the outcomes of employee training and development in energy state corporations in Kenya. This implies that improvement in employee participation will lead to better outcomes of employee training and development in energy state corporations in Kenya.

In addition, the research concludes that government regulation has a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya. The study findings revealed that the indicators of government regulation (employment policies, employment guidelines and regulation and directives) affect the outcomes of employee training and development in energy state corporations in Kenya. This implies that improvement in government regulation will lead to better outcomes of employee training and development in energy state corporations in Kenya.

The study also concludes that employee motivation has a positive and significant influence on outcomes of employee training and development in energy state corporations in Kenya. The study findings revealed that the indicators of employee motivation (per diem, promotion and incentives) affect the outcomes of employee training and development in energy state corporations in Kenya. This implies that improvement in employee motivation will lead to better outcomes of employee training and development in energy state corporations in Kenya.

Recommendations of the Study

The study found that there are no online trainings offered on the organization's website for easy access by the employees. This study therefore recommends that the top management in the energy state corporations in Kenya should work in line with the ICT department to ensure that online training is availed to the employee. In addition, the study found that there is no freedom to select the training of one's choice. This study therefore recommends that the top management in these energy state corporations should extent a certain level of freedom for employees to choose

the kind of training they need. This can be done through conducting surveys before carrying out the trainings.

In addition, the study found that staff bonding enables the organization to get the return of its financial investment in training. This study therefore recommends that the top management in these organizations should ensure teamwork and staff bonding is highly encouraged so as to increase the rate of employee productivity. The study found that training gives employees a competitive edge; creating high chances of employee poaching by competitor organizations. This study therefore recommends that the top management of these organizations should formulate and implement strong employee retention strategies so as to minimize the chances of employees leaving the organization.

Suggestions for Further Studies

This study was conducted on the antecedents of employee training and development and its outcomes in energy state corporations in Kenya. Having been limited to energy state corporations in Kenya, the findings of this study cannot be generalized to other corporations in Kenya. The study therefore suggests further studies to be conducted on the antecedents of employee training and development and its outcomes in other state corporations in Kenya. The study found that the independent variables (training costs, employee participation, government regulations and employee motivation) could only explain 73.4% of the outcomes of employee training and development in energy state corporations in Kenya. This study therefore suggests research on other factors affecting outcomes of employee training and development in energy state corporations in Kenya.

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