EFFECTS OF TRAINING ON ORGANIZATIONAL PERFORMANCE: A STUDY OF AGGREKO INTERNATIONAL NAIROBI, KENYA

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ABSTRACT

Although there has been ongoing research on the effects of training on firm performance, research findings have been limited to the use of traditional methods of training tools on organizational performance. In this study, the researcher attempts to examine the effect of modern and customized training tools on organizational performance: a case of Aggreko International, Kenya. Aggreko is a power generating company and is faced with problems such as inadequate supervision, inability for employees to have freedom to be creative and lack of adequate efficiency skills. For the purposes of this study, the researcher will seek to determine whether the use of Orange Excellence Training Tools has improved organizational performance, the relevance of the tools to the organization and be able to come up with recommendations to improve performance. The researcher used a case study design to carry out the study; so as to get sufficient information from the respondents. The instrument of research was the questionnaire that was constructed to capture the objectives of study such as the use of training tools and the relevance of the tools to organizational performance. A sample size of 80 employees was used for the study. Data analysis was done quantitatively by use of statistical methods and presented in the form of pie charts, bar charts and graphs, percentages and frequency tables. The findings indicated that 100% of staff agreed that they had benefited from OE training tools and 93.8% managers noticed marked improvement since the initiation of training by use of OE training tools. The study concluded that training in organizations enabled the employees to be equipped to compete effectively in business by offering quality services in minimum time. These research findings will therefore be beneficial to organizations in several ways such as designing effective training tools to enhance organizational performance and study being a reference point to future academicians.

Keywords: Efficiency, Organizational Performance, Orange Excellence training tools.

BACKGROUND

Many organizations believe that training plays an important role in improving organizational performance. Recent studies have shown that training enables organizations to meet their objectives while employees are able to boost productivity at the same time (Armstrong, 2004). The business climate is no longer relying on traditional work methods and human capital but mainly on modern training strategies and advancements (International Labor Organization, 2011). Economic development is therefore focused on how to make use of technology to improve organizational performance and aspects of business growth. Organizational training has been set up in many parts of the world and organizations as a way of support provided to firms to enhance performance for the entrepreneur as identified by McKenzie (2012). For example since 1990, United States of America has introduced University programs to teach business education, giving a rise to more than 700 other institutions that are actively engaged in work place business trainings as of 2002 (Lüthje & Frankie, 2003)

Aggreko International falls under the energy sector in Kenya. It supports both KenGen and KPLC (Kenya Power and Lighting Company) in power provision. The Electric Power Act No. 11 of 1997 has allowed private companies such as Aggreko International to enter into contracts with KPLC so as to be able to supply sufficient power to the public (Kenya Institute for Public Policy Research and Analysis, 2010). The company is in charge of two regional locations and delivers services in those areas; through the head office (Dubai) which manages Eastern and Southern Africa while the office in Paris serves French speaking locations in North and West Africa. Aggreko International has instituted training programs for its staff and for all their projects under the name OETT (Orange Excellence Training Tools) for continuous development in managing its diverse projects thus improving organizational performance (Aggreko Annual Report, 2012).

Orange Excellence is a standardized approach across Aggreko applying the following strategies: People Development -through instituting training programmes; putting Strategy into Action (SIA) so as to achieve organizational goals; use of the Process Capability Assessment Tool (PCAT), to measure progress and increase performance. Training tool such as: Supplier Input Process Output Customer (SIPOC), Concern, Cause and Countermeasure (3C's) have been used to improve performance in the firm (Aggreko Case Studies, 2012). SIPOC is used to identify how best to map the process of a contact, by establishing the initial supplier and the end user (customer). A Contract Summary Form for Site Operational/Technical Staff is filled which sets out the key operational terms and conditions to achieve efficiency. This training tool helps to identify a problem, find the cause and put in place possible solutions hence the slogan 'Concern, cause and countermeasure'. For example, increased number of fuel services could be a concern,

the cause could be dirty fuel and the countermeasure is to change the fuel filters (Aggreko Case Studies, 2012).

The Process Capability Assessment Tool has been designed has an assessment tool to review the training programs and identify opportunities for improvement in management processes annually. Orange Excellence was introduced in Aggreko in the year 2008 to enable continuous improvement. The method of training involves use training of BB (Black Belts) who are area managers. The area managers train departmental managers and project managers by the name OEB (Orange Excellence Belts). The Orange Excellence Belts then train employees in their respective departments (Aggreko case studies, 2012). The employees at operational level who comprise of technical staff (mainly engineers) are organized into work groups or teams to manage particular projects where they apply the OE tools and techniques learned to help drive improvements throughout the business. Project implementation is finally monitored by the use of these tools: PDCA (Plan-Do-Act-Check) & Gantt chart (to plan and schedule projects)

Statement of the Problem

Lack of training in essential areas such as technology, financial management and change management has led organizations to operate at low capacity level. Aggreko being a big company needs adequate supervision of staff, ability to manage change, grow creative employees and improve the ability to work in rural-remote areas with relative ease. The company tends to run three or more projects at the same time which calls for more supervision; which if not handled well, leads to loss of equipment / spare parts or misplaced items causing delay and inefficiency. A study by Aguinis and Kraiger (2009) identified that training is essential for businesses that are faced with numerous challenges such as competition, technology and globalization. These uunpredictable rapid changes have led to increased competitive international markets, making training programs mandatory for each organization so as to function at par with the global market.

1.5 Objectives of the Study

  i)   To determine the use of orange excellence training as a tool of improvement on organizational performance in Aggreko International.
  ii)   To examine the relevance of the Orange Excellence Tools in Organizational performance in Aggreko International.
  iii)   To make recommendations and develop ways of improving organizational performance in Aggreko International.

EMPIRICAL LITERATURE

The theory of reinforcement developed by B.F. Skinner (Rotimi, Akinyosoye-Gbonda & James, 2012) explains that a learner will tend to repeat behavior that has a pleasant consequences and do the opposite for negative consequences. For example, since training conducted by Aggreko promises positive rewards such as: promotion, better working conditions among others, then the employees will perform and implement what they have learnt at all times. This method is therefore used widely especially in learning organizations to reinforce positive behavior and for learning to take place, but is however limited since the learner is responsive to the punishment for a short period. The Facilitation theory developed by Carl Rogers indicates that a facilitator has to be present for learning to take place and creates an environment that is fit learning. Dunn (2002) further explains that facilitators are supposed to be responsive, accept feedback and be good listeners for learning to take place. Learning and training at Aggreko is handled by qualified and experienced facilitators who ensure that a conducive environment is in place, materials and equipment's are set to enable quality training through various modern methods.

A learning organization is one that is continuously acquiring and designing new knowledge that is appropriate and beneficial to the organization (King, 2009). Tharenou, Saks and Moore (2004) report that organizational learning enhances organizational performance and should therefore be implemented at all levels in the organization, so that a learning culture is developed. The finding from the study conducted by Gary (2010) in small and medium firms also indicate that learning in organizations brings about both financial and non-financial benefits. Organizations which fail to embrace knowledge are unable to understand the global changes taking place and therefore make loses. Organizations are now becoming learning environments where managers take the teaching role and employees are the students (McClelland, 2002). For the organization to retain employees, Jong, Choi and Goh (2010) suggest that employers must put effort, money and time into training programs.

Studies indicate that organizations that are investing more in training its employees eventually get to reap benefits. The American Society for Training and Development (www.astd.org/astd/research/research_reports) found out that the training expense in 2004 per employee was $955, having increased from $135 in the year 2003 (Barrett & Connell, 2001). The benefits of training are real and include: increase in worker productivity and minimized losses (Frazis and Speltzer, 2005). The costs that an organization incur during training are both direct and indirect costs but benefits accrue to both the employee and the firm. Okanya (2008) explains that training is very significant in human resource management functions since it aims at the organization achieving better performance in the long run.

HR practices such as: Strategic management and value systems within an organization have been a solution to improved organizational performance brought about by training employees (American Management Association, 2007). Wright and Kehoe (2005) found out that organizations that had a readiness to embrace creativity and continous development from employees recorded higher performance and output. The employees are ready to acquire new knowledge and skills which they then apply in the organization to improve performance. Nadeem and Pakistan (2010) clarify that all the improvements have to do with ability to achieve more output and remain competitive while satisfying customers. Page and Henwood (2006) clarify that no organization can be successful in the long run without comprehensive planning and action learning for business improvement.

It is believed that employees who undergo training in areas that are relevant to their individual or organizational goals will become more efficient in their area of work. Organizations are encouraged to take up training programs that are beneficial to organizational performance (Brum, 2007). The employer should consider training as an asset and not a liability because positive results are seen with time. Owan (2004) indicates that employees who have been trained should stay in the organization so that the benefits of training are realized. The trained employees can be developed to take over senior positions instead of recruiting new employees to fill senior positions. Along with improving the organization, employees who have been trained will also benefit through job rotation, promotion, and assuming challenging positions. Training programs can be as simple as certifications, basic skills, coaching, and apprenticeship up to higher education reimbursements.

Training increases organizational productivity by: Avoiding negligence, reducing wastage, services, producing quality products due to efficiency and ability to perform well (Okanya, 2008). Training also reduces employee turnover therefore reducing the cost of hiring, incorporates new systems and technology for the sake of improvement. Training increases employee loyalty to the organization which in turn reduces absenteeism, high staff turnover, sick leaves and employee stress in the organization. Training in safety techniques reduces risks and accidents at the work place. For an organization to succeed, the employees have to be committed to meet organizational goals; which they can do only if trained to understand the vision of the organization (McClelland, 2002). David (2009) advises that companies should offer more than basic skills training so that their employees are more competent in all areas of operation.

Researchers have for years tried to examine the relationship between training and performance. For example, a normal work environment will show that training activities enable the employees to gather skills that are necessary for effective job performance (Thang & Buyen, 2008). A job done by an electric technician who has undergone further training will be different from one

done by a new employee straight from college. The technician not only has experience, but is also equipped with other skills gained while working. Training tools make training methods easier by simplifying the whole process of learning. The tools can be models, words, letters or acronyms which are easy to pronounce or remember so that the whole training process is not cumbersome. Organizations that have a training culture are able to influence employees to pursue continuous improvement in all areas of operations. Training must however be aligned to the prevailing projects and needs of the organization, taking into consideration that suitable training tools are put in place to facilitate learning. (Armstrong, 2004).

International Atomic Energy Agency (2005) explains that in implementing CI within an organization, the management requires a significant ongoing effort on the part of all members throughout the organization. To be successful in carrying out CI, Innovation Insights (2011) argues that the organization has to set training goals for the business with reasonable tasks. Rewards are also good motivators for employees who show consistency and progress so as to make learning meaningful (Cotteleer & Bendoly, 2005). The management has to understand the limitations, capabilities of the organization, assess time factors and cost of training for it to be effective (Ghufli, 2012). Organizations should employ different training techniques to be able to make progress (Armstrong, 2004). They may include: brain Storming (United States Agency for International Development, USAID, 2005), ccoaching (Mullins, 2005), demonstration, assignments (Nzuve 2010) among others.

METHODOLOGY

The study was conducted through a case study design which is the process of collecting data from a given unit in detail by administering a questionnaire or interview process so as to get variety of information from many respondents within the unit holistically (Kombo &Tromp, 2006). The study was carried out in Nairobi – Embakasi area where the headquarters of Aggreko International Kenya is located. The target population for this research was all the employees of Aggreko International- Nairobi who are eighty in number. The researcher studied the whole population of employees: those who had undergone a one day awareness training program and those that received a full training using Orange Excellence training tools. The researcher chose to study the whole population because the size of the target population was relatively small; selecting a sample would be meaningless (Mugenda & Mugenda 2003). The sample size was all the employees who had undergone the Orange Excellence Training program, those who had been trained as orange belts (senior management and departmental managers) who were thirty, one employee as black belt (area manager) and the remaining forty nine who had undergone a one day staff awareness program, making a total of eighty employees as indicated on table 1 below.

Table 1: Sampling Frame

Group	Total Population	Sample Size	Number of respondents
Orange belts	30	30	30
Black belts	1	1	1
Technical staff	49	49	49
Total			80

Questionnaires were issued to the three categories of respondents. Data was analyzed by use of descriptive statistics and cross tabulations, then presented in the form of charts and tables.

DATA ANALYSIS AND PRESENTATION OF FINDINGS

The information was sought from three sets of Questionnaires: questionnaires to 49 staff, the second set was issued to 30 managers and lastly, to one area manager. The social demographic characteristics of the respondents were identified: The use of OE training tools, relevance of OE tools to organizational performance and suggestions from respondents. The response rate was 98.75% as indicated on table 2 below.

Table 2: Response Rate of Respondents

Research Instrument	Respondents	No. of respondents	Percentage Response
Questionnaires for Staff	49	48	97.9%
Questionnaires for Managers in Aggreko	30	30	100%
Questionnaire for Area Manager	1	1	100%
Total	80	79	98.75%

Research findings for Staff Trained in one day Awareness Program

Demographic Information

The age groups of staff (48 respondents) were as follows: 33.3% were between 21-30 years, 60.4% were the highest number at 31-40 years and 6.3% were above 40 years. Most respondents were between 31 and 40 years old. Most of the staff had acquired College/University education (tertiary) (81.3%). 10.4% had acquired secondary school education, 6.3% had primary education

while 2.1% of the respondents had no schooling. Most of the respondents were well educated and held professional qualifications such as Mechanical engineering, Electrical engineering, Accounting and finance and Human Resource Management. This indicates that they were well trained to handle machinery and the electrical operations.

Table 3: Professional qualifications of staff

Profession	Frequency	Percentage (%)
Mechanical technician	13	27.1
Electrical technician	12	25.0
Supportive staff	8	16.7
Mechanical engineer	3	6.3
Electrical engineer	4	8.3
Clerk/cashier	3	6.3
Operations manager	1	2.1
Accounts/finance manager	2	4.2
Administration	2	4.2
Total	48	100.0

The age groups of managers (30 in number) was as follows: 30% of the respondents were between 21-30 years, 46.7% were the highest number at 31-40 years and 20% were above 40 years. Most respondents were between 31 and 40 years old. This shows that the age group that was in employed at Aggreko International were mature experienced professionals. Most of the managers had acquired College/University education (83.3%). Most of the respondents were well educated and held professional qualifications. Table 4 below shows the professional categories of the managers in Aggreko International – Nairobi. 43.3% of respondents were Operational Managers while 23.3% represented the Mechanical Technicians and Electrical Technicians were 6.7%. The findings indicate that the firm is staffed with highly qualified professionals who are well equipped to handle the job requirements.

Table 4: Occupational Level of managers

Statement	Frequency	Percentage
Mechanical Technician	7	23.3
Electrical Technician	2	6.7
Mechanical Engineer	1	3.3
Technical Engineer	1	3.3
Operations Managers	13	43.3
Clerk	3	10.0
Trainer	1	3.3
Marketer	1	3.3
Intern - Trainee	1	3.3
Total	30	100.0

The use of OE tools in Organizational Performance

The researcher sought to find out the respondents' opinion on the use of OE tools in organizational Performance. 100% of staff agreed that they had benefited from OE training tools. 91.7% agreed that they were able to apply what they had learned to their current work stations; supervision had reduced drastically after the training as indicated by 87.5% respondents. Accidents and wastage had reduced as indicated by respondents (66.7% and 89.6% respectively) and 91.7% of respondents were willing to go for similar training if called upon because it had benefited them. The researcher also got the following responses from 30 managers: 100% agreed that they had benefited from OE training tools. 91.7% agreed that they were able to apply what they had learned to their current work stations; supervision had reduced drastically after the training as indicated by 87.5% respondents. Accidents and wastage had reduced as indicated by respondents (66.7% and 89.6% respectively) and 91.7% of respondents were willing to go for similar training if called upon because it had benefited them.

Improvements reported upon the use of OE tools in Training

The researcher sought to know if the staff had improved in their performance after using the OE training tools. They had the following responses has indicated on Table 5 below. There was increase in knowledge (29.2%); increase in planning skills (20.8); they were able to implement new ideas (10.4%), improvement in time management (14.6%); quality work and increase in management skills (12.5%); site production improvement (6.3%); while only 4.2% of respondents felt they had not improved indicating that the training was just a company requirement which had to be accomplished. A total of 93.8% noticed marked improvement since the training by use of OE training tools.

Table 5: Improvements after using OE tools in Training

Statement	Frequency	Percentage
Increase in knowledge	14	29.2
Implemented new procedures	5	10.4
Increase in planning skills	10	20.8
Time management improved	7	14.6
Site production improved	3	6.3
Quality work	6	12.5
Not improved	2	4.2
Not indicated	1	2.1
Total	48	100.0

When seeking information on how efficiency improved after training, the managers indicated the following: 40% said desired results/work was done with minimum effort because the employees had acquired relevant training, more work was done with less labor as suggested by 23.3% of respondents, 26.7% of respondents indicated that more work was done in minimum time, while 6.7% did not give their opinion. The findings showed that efficiency improved in all areas of work and organizational performance.

4.4.3 Relevance of OE Training Tools

The study sought to find out if the training was relevant to employees and applicable in the work place. At least 95.8% of employees felt it was relevant. They also gave reasons as to why they felt the tools were relevant to the organization as indicated on table 6 below. The respondents said Wastage was reduced and this was indicated by 20.8% of respondents while operations improved as indicated by 29.2%; goals were achieved (18.8%), work was completed on time (10.4%), team work (4.2), while 4.2% changed work procedures

Table 6: Indicators of Relevance of the Training Tools in the Organization

Statement	Frequency	Percentage
Wastage was reduced	10	20.8
Operations improved	14	29.2
Goals were achieved	9	18.8
Completed work on time	5	10.4
Changed work procedures	2	4.2
Team work was effected	2	4.2
Not indicated	6	12.5
Total	48	100.0

Responses from managers on the relevance of the OE training in organizational performance: 40% of managers were able to apply what they learned on to the job; 36.7% were able to acquire new skills and knowledge which they intend to use while at work; there was more order and planning at the work place as experienced by 13.3% of managers and team work increased therefore making work more manageable to employees and applicable in the work place. The area manager agreed that the tools were relevant as the employees were able to use and apply the knowledge learned to run the organization to meet objectives. Order and planning at the work place was well managed and wastage was minimized.

Recommendations on how to Improve Training leading to Organizational Performance

The results in Table 7 below give information from 48 staff on how they would wish to improve training in Aggreko International. They had the following suggestions: 14.6% felt the organization should encourage more studies to be carried out on various projects; 18.8% suggested more training for all employees; Implementation of training (10.4%), improve communication (16.7%), while 8.3% of respondents suggested use of more training tools and manuals in the training.

Table 7: Ways of Improving OE Training Tools in Aggreko International

Statement	Frequency	Percentage
Encourage more study on projects	7	14.6
Use well trained personnel to train employees	8	16.7
Train all employees	9	18.8
Implement training at work place	5	10.4
Improve communication	7	14.6
Not indicated	8	16.7
Make use of more tools and manuals in training	4	8.3
Total	48	100.0

The (managers) suggested various ways of improving training: use of more sophisticated training tools to train employee such as audio – video aids and online conferencing (40%); continuous training (46.7%); Job rotation so that employees can familiarize themselves with different regions and stations (6.7%); while 3.3% suggested issuing of training manuals and training employees during induction. The question sought to find out the improvements to be made in training and organizational performance. The area manager responded that there was need for a well structured training program given in phases so that implementation of projects could be well

managed. Organizational performance would be attained through the following: applying best practices in productions; building the capability of staff; training more Orange and Black belts as technology is improved; and motivating employees through fair and equitable remuneration, improving work conditions and employee involvement in organizational development

Chi-Square Test of significance : Relevance of OE training on organizational performance

This test is to show the relationship between the use of OE training tools and organizational performance. Table 8 below shows the association between relevance of OE Training and organizational performance. The results indicate that there was a difference between observed and expected count; meaning the results at 95% confidence level are not due to chance, but an association exists between the two variables.

Table 8: Relevance of OE training on organizational performance

	Observed N	Expected N	Residual
Wastage was reduced	10	6.9	3.1
Operations improved	14	6.9	7.1
Goals were achieved	9	6.9	2.1
Completed work on time	5	6.9	-1.9
Only changed work procedures	2	6.9	-4.9
Team work was effected	2	6.9	-4.9
Not indicated	6	6.9	-.9
Total	48		

Chi-Square test results in Table 9 below show that there was a statistical significant relationship between relevance of OE training and organizational performance since $p<0.05$ at 95% confidence level was .009; which means that OE training contributed to organizational performance

Table 4.22 Chi-Square tests for relevance of OE training on organizational performance

	relevance of the training
Chi-Square(a)	17.042
df	6
Asymp. Sig.	.009

a 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 6.9.

SUMMARY, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

Summary of Major Findings

Staff from aggreko agreed that they had benefited from Orange Excellence training tools. At least 91.7% agreed that they were able to apply what they had learned to their current work stations; supervision had reduced drastically after the training as indicated by 87.5% respondents. Accidents and wastage had reduced as indicated by respondents (66.7% and 89.6% respectively) and 91.7% of respondents were willing to go for similar training if called upon because it had benefited them. There was increase in knowledge (29.2%); increase in planning skills (20.8); they were able to implement new ideas (10.4%); improvement in time management (14.6%); quality work and increase in management skills (12.5%); site production improvement (6.3%); while only 4.2% of respondents felt they had not improved indicating that the training was just a company requirement which had to be accomplished.

Managers noticed marked improvement since the initiation of training by use of Orange Excellence training tools. At least 96.7% of respondents agreed that they had benefited from Orange Excellence training tools. At least 96.7% agreed that they were able to apply what they had learned to their current work stations; supervision had reduced drastically after the training as indicated by 86.7% respondents. Accidents and wastage had both reduced as indicated by 90% of respondents and 96.7% of respondents were willing to go for similar training if called upon because it had benefited them.

A total of 95.8% of employees felt the training tools were relevant in their work place. The respondents said wastage was reduced and this was indicated by 20.8% of respondents while operations improved as indicated by 29.2%; goals were achieved (18.8%), work was completed on time (10.4%), team work (4.2), while 4.2% changed work procedures, 40% of managers were able to apply what they learned on to the job; 36.7% were able to acquire new skills and knowledge which they intend to use while at work; there was more order and planning at the

work place as experienced by 13.3% of managers and team work increased therefore making work more manageable to employees and applicable in the work place.

At least 27.1% of respondents felt the need for staff motivation and sighted good remuneration as being very significant to the employee as well as rewarding those who applied training in the work place. A total of 14.6% suggested need for continuous training so that staff can catch up with the rest of society. At least 12.5% of employee suggested the organizations to carry out continuous appraisals so that hardworking employees can be recognized early or identify need for training early enough before training is carried out. At least 6.3% of employees felt communication should be improved in the organization so that every staff is updated on time. Those who felt there was bias and discrimination of employees accounted for 12.5%, while 8.3% suggested managers to be trained on management skills.

The staff suggested various ways of improving training: use of more sophisticated training tools to train employee such as audio – video aids and online conferencing (40%); continuous training (46.7%); Job rotation so that employees can familiarize themselves with different regions and stations (6.7%); while 3.3% suggested issuing of training manuals and training employees during induction. The area manager responded that there was need for a well structured training program given in phases so that implementation of projects could be well managed. Organizational performance would be attained through the following: applying best practices in productions; building the capability of staff; training more Orange and Black belts as technology is improved; and motivating employees through fair and equitable remuneration, improving work conditions and employee involvement in organizational development.

DISCUSSION

The research indicates that training by use of Orange Excellence training tools enabled the employees/ staff, managers and the area manager to make a positive contribution towards organizational performance. The indicators of organizational performance namely: efficiency, reduced wastage and objectives were realized. The respondents were able to apply the training on to the daily job activities which eventually increased efficiency represented by: employees being able to carry out work with minimum effort; less labor was used in carrying out processes; work was completed in minimum time.

Baines, Asch, Hadfield, Mason, Fletcher and Kay (2005) found out that when employees are well trained, they are prepared to carry on with jobs that are challenging and those tasks that need expertise; eventually increasing organizational profits due to improved work output. The firm was able to train the employees at different levels such as: training managers as Orange Belts and Area Manager as a Black Belt so that the training can flow effectively down to the

specific individual. These reduced costs and time was well managed. The study showed that the majority of respondents were able to apply the training in their current stations and experienced increase of knowledge and skill. Thang and Buyen (2008) indicate that training activities employed by an organization enable the employees to gather skills that can be used in the organization. For this to be effective the training designed and programs put in place must be relevant to organizational objectives. The research supported the hypothesis that the training tools and programs employed by Aggreko International enabled the firm to achieve organizational performance; that use of Orange Excellence training tools was relevant in Organizational Performance in Aggreko International and use of Training Tools enabled recommendations to be made to improve organizational performance.

CONCLUSION

The concept of training in organizations enables the employees to be equipped to compete effectively in business by offering quality services in minimum time. Wastage is reduced and supervision of staff is significantly reduced. The study showed that training of employees should be continuous and relevant so that organizational objectives are met. The training should be meaningful and make use of modern training techniques as well as use of modern aids.The Chi-Square test results performed showed that training enhanced organizational performance by reducing wastage and increasing efficiency. Training was also relevant to organizational objectives which were met. The researcher can therefore conclude that the hypothesis test was significant which led to the acceptance of the alternate hypothesis that there exists a positive relationship between training programs and organizational performance. The hypothesis that the training tools used were relevant was also accepted and it also enabled necessary recommendations to be made to enhance organizational performance. It is therefore necessary that an organization should recognize early enough the knowledge gap and need in employees and device relevant training programs that can be used to enhance performance.

RECOMMENDATIONS

The research findings show that employees were able to apply knowledge gained into practice. It is for this reason that the organization should involve employees in designing tools that they can apply in different departments which will then be in line with business objectives of each function. The respondents suggested need for management training skills and communication skills. These should than be employed so as to increase performance in organizations. Trainees should be involved and given relevant communication concerning the training program early enough so that they are able to know how it will be applied on to the job to improve performance. This should be well aligned to organizational objectives so as to receive full

participation. Further research should be done in a bigger scale especially with the power companies in Kenya both government and private. This will assist the energy sector and its customers.

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