

Table 3. 1 Target Population

Category	Target Population	Percentage
Top Management	18	2.4
Middle Management	281	37.5
Support Staff	451	60.1
Total	750	100

3.3 Sampling Method and Sample Size

Sampling is a fundamental component of data collection or part of a population chosen for a study (Sekeran, 2003). The study employed stratified random sampling technique in coming up with a sample size of 100 respondents from a total of specific departments in three T&C plants, this represents 13.3% of the total population as seen in Table 3.2

Table 3. 2 Sample Size

Category	Target Population	Sample of the Data	Percentage
Top Management	18	18	18
Middle Management	281	40	40
Support Staff	451	42	42
Total	750	100	100

3.4 Research Instruments

Primary data was used in this study which was collected from the selected sample respondents using a questionnaire.

3.5. Pilot Study

According to Cooper and Schindler (2006), a pilot test is conducted to detect weaknesses in design and instrumentation and to provide proxy data for selection of a probability sample. This pilot study enabled the researcher to determine the reliability and validity of the instrument. The study conducted a pilot study using 10% of the sample population. The subjects included in the pilot study were not included in the final study.

3.5.1 Validity and Reliability of the Research Instrument

Validity is the quality of instruments used in gathering data that makes it possible to measure what it intends to measure. Drawing meaningful and beneficial inferences from scores on the instrument is what validity is ready as said through Creswell (2008). The study supervisor

reviewed the instrument to ensure content validity. Logical judgment as to whether the instruments covered what they were supposed to cover was gotten from content validity. Reliability is explained as the measure of the extent to which a research instrument gives consistent output or data after repeated tests. The study adopted Cronbach Alpha to test reliability of the studies units. The values ranged from zero to 1 wherein values among 0.7 to 1 indicate significant and suitable reliability whereas values underneath 0.7 have been unacceptable and much less reliable.

3.6. Data Analysis and Presentation

The quantitative data collected was coded using Statistical Packages for Social Scientists tool (SPSS Version 23) and analyzed through the use descriptive and inferential statistics.

4. DATA ANALYSIS AND RESULTS

4.1 Response Rate

A total of 100 questionnaires were distributed to the target respondents (top management, middle management and support staff), from which 91 respondents gave their responses in all the questions asked. The questionnaire response rate was 91% (see table 4.1) which is satisfactory and substantial going by Mugenda (2003) affirmations that a response rate that exceeds more than half is both acceptable and significant.

Table 4.1 Response Rate of Respondents

Response	Frequency	Percentage
Returned	91	91%
Unreturned	9	9%
Total	100	100%

4.2 Demographic Profile

The respondents were requested to provide the study with demographic information as seen in table 4.2 on demographic profile. The table shows that, it is evident that more than half of the respondents at 58.2% were male and 41.8% being female. This implies that T&C staffing was male dominated, however, the female pool was not far behind. This is an encouraging implication particularly considering the fact that traditionally most organizations were male

dominated. On age distribution of the respondents, it is evident that majority of the respondents at 37.3% had their ages ranging from 36-45 years, then 29.7% ranging from 26-35 years, then 15.4% ranging from 18-25 years, then 12.1% ranging from 46-55 years and 5.5% above 55 years. This is a clear indication that majority of the respondents were clearly exposed and had experienced issues of the relationship between human capital management and organizational performance at T&C.

Table 4.2 Demographic Profile

Demographic profile		Frequency	%
Gender	Male	53	58.2%
	Female	38	41.8%
Age (years)	18-25	14	15.4%
	26-35	27	29.7%
	36-45	34	37.3
	46-55	11	12.1
	Over 55	5	5.5%
Work Experience	1-5	9	9.9%
	6-10	26	28.6%
	11-15	35	38.4%
	Over 16	21	23.1%
Education Level	High School	12	13.2%
	Tertiary/Diploma	45	49.4%
	Undergraduate	31	34.1%
	Postgraduate	3	3.3%
Total		91	100%

On work experience, it is evident that majority of the respondents at 38.4% had worked for T&C for 11-15 years, then 28.6% had worked for 6-10 years, then 23.1% had worked for over 16 years and 9.9% for 1-5 years. This is a clear indication that majority of the respondents were significantly experienced and worked for many years at T&C. It is also evident that majority of the respondents at 49.4% were Tertiary / Diploma holders, then 34.1% were undergraduate degree holders, then 13.2% had high school certificates and 3.3% had post graduate certificates of various courses. This is a clear indication that majority of the respondents had made considerable effort to further their education levels having worked for many years at T&C.

4.3 Descriptive Statistics

4.3.1 Ranking of various Employee Training factors that affect organisation performance

The objective required the establishment of employee training on organizational performance at T&C. Respondents were requested to rate employee training on a scale of 1 to 5 where 5 represented ‘Strongly Agree’ and 1 ‘Strongly Disagree’. The summary of the results was enumerated as seen in Table 4.3

Table 4.3 Ranking of various employee training factors that affect organisation performance

	Low	High	Mean	Std. Deviation
On the job training enhances employee ability to discharge their duties hence better organizational performance in relation to human resource utilization to attain objectives.	3	5	4.51	0.689
Job orientation is conducted in our organization to boost the morale of the employee to deliver without committing grievous errors.	2	5	4.47	0.656
In our organization, job orientation is carried out for new entrants on the job to make them familiar with the organization as a whole in terms of structure, objectives, policy which enhances organization performance.	2	5	4.43	0.669
In our organization, the trainer or the experienced worker teaches and advices the trainee on specific methods and techniques of doing the job to enhance organization productivity.	1	5	4.36	0.823
On the job training enhances effectiveness of employees in discharging their duties; they will also be loyal to the organization and will tend to work longer for the organization.	2	5	4.32	0.744
Off the job training makes employees more aware of new ideas, technologies and improve their innovativeness which in return enhances organization performance.	1	5	4.13	0.968
On the job training such as job rotations and transfers, coaching and mentoring are conducted in our organization.	1	5	3.96	1.134
Valid N (list wise) = 91				
Aggregate Score			4.31	0.812

The overall aggregate mean score for the objective is 4.31 and the standard deviation is 0.812. This on average affirmed that the respondents acknowledged that the training offered was relevant to developing employee skills on the job, and this was ultimately aimed at improving organizational performance. This supported the statement suggesting that ‘on the job training

enhances employee ability to discharge their duties hence better organizational performance in relation to human resource utilization to attain objectives’ with the highest mean score of 4.51 and a standard deviation of 0.689. The statement of ‘on the job training such as job rotations and transfers, coaching and mentoring are conducted in our organization’ with the lowest mean score of 3.96 and a standard deviation of 1.134. This implied that most of the respondents at T&C did not experience any job rotations, transfers, coaching and mentoring. The findings are in agreement with the assertion by Konings and Vanormelingen (2015) that training is a fundamental and effectual instrument in the successful accomplishment of the firm's goals and objectives, resulting in higher productivity.

4.3.2 Ranking of Organizational Performance factors

The dependent variable was organizational performance at T&C. Respondents were requested to rate organizational performance on a scale of 1 to 5 where 5 represented ‘Strongly Agree’ and 1 ‘Strongly Disagree’. The summary of the results was enumerated as seen in Table 4.4

Table 4.4 Organizational Performance

	Low	High	Mean	Std. Deviation
In our organization, human capital management is key in driving long-term operation effectiveness.	1	5	4.33	.920
In our organization, how human capital utilization is done has affected effectiveness in our operations.	1	5	4.27	.932
Through human capital management, there has been great increase in sales in our organization.	1	5	3.97	1.178
There is increased profitability since the introduction of an independent HR department in our organization.	1	5	3.66	1.301
In our organization, human capital management has affected relevant skills that are required to enhance organization performance. Valid N (list wise) = 91	1	5	3.58	1.221
Aggregate Score			3.96	1.110

The overall aggregate mean score for the dependent variable is 3.96 and the standard deviation is 1.110. This on average affirmed that the respondents acknowledged that the performance of T&C was efficient, effective, relevant and financially profitable. The aggregate parameters for the variables are employee training with a mean score of 4.31 and a standard deviation of 0.812.

4.4 Inferential Statistics

4.4.1 Influence of Employee Training on Organizational Performance

The study sought to investigate the effect of employee training on organizational performance. Regression analysis (see table 4.5) was done with organizational performance as the dependent variable and employee training as the predictor factor. The regression analysis revealed a relationship $R = 0.660$ which showed a strong positive correlation and revealed that employee training and organizational performance are fundamentally related, and $R^2 = 0.435$ which meant that 43.5% of variation in organizational performance can be explained by a unit change in employee training. The results were enumerated as seen in Table 4.5.

Table 4.5 Model Fitness for Employee Training

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.660 ^a	.435	.429		.65360
Predictors: (Constant), Employee Training					

The values of $F = 68.656$ show that employee training statistically and significantly affects organizational performance which means the regression model is a good fit of the data and that employee training significantly influences the performance of T&C. The level of significance is 0.000 which is less than 0.05 hence the regression model significantly predicts the dependent variable. The results were enumerated as seen in Table 4.6

Table 4.6 ANOVA^a Results for Employee Training

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.330	1	29.330	68.656	.000 ^b
	Residual	38.021	89	.427		
	Total	67.350	90			
a. Dependent Variable: Organization Performance						
b. Predictors: (Constant), Employee Training						

The study outcome indicated that addition of employee training to T&C has a significant positive impact on organizational performance. The results indicate that there is significant relationship between employee training and organizational performance; $p < 0.05$ ($P = 0.01$). Thus, the values of employee training are statistically significant ($t = 8.286$, $p < .05$) which means an increase in

mean index of employee training will increase organizational performance by a positive unit mean index value of 83 percent. The regression model explaining the results enumerated in Table 4.7 is given by: Organizational Performance = 0.802 + 0.830 (Employee Training). The model shows that employee training positively affects organizational performance at T&C.

Table 4.7 Regression Coefficients^a for Employee Training

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			L.B	U.B
(Constant)	.802	.376		2.136	.035	.056	1.549
Employee Training	.830	.100	.660	8.286	.000	.631	1.029

a. Dependent Variable: Organization Performance

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of findings

The objective of this study was to determine the effect of employee training on organizational performance at T&C. The study findings revealed and established the overall aggregate mean score for the objective is 4.31 and the standard deviation is 0.812. This on average affirmed that the respondents acknowledged that the training offered was relevant to developing employee skills on the job, and this was ultimately aimed at improving organizational performance. The regression analysis revealed a relationship $R = 0.660$ which showed a strong positive correlation and revealed that employee training and organizational performance are fundamentally related, and $R^2 = 0.435$ which meant that 43.5% of variation in organizational performance can be explained by a unit change in employee training. The results indicate that there is significant relationship between employee training and organizational performance; $p < 0.05$ ($P = 0.01$). Thus, the values of employee training are statistically significant ($t = 8.286$, $p < .05$) which means an increase in mean index of employee training will increase organizational performance by a positive unit mean index value of 83 percent.

5.2 Conclusions

The study established a significant positive relationship with organizational performance. The study established and provided evidence that on the job training and job orientation enhances employee ability to discharge their duties and this had positive influence on organizational performance.

5.3 Recommendations

The study recommends that T&C should integrate training laterally in all departments to enable employees to be equipped to compete effectively in business by offering quality services within minimum time. This should be done through training sessions and seminars.

References

- Cooper, D. R. & Schindler, P. S. (2006). *Business research methods* (8th ed.). McGraw-Hill Irwin, Boston.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Pearson Education, Inc.
- Gunter Walden, K. (2011). Apprenticeship training in Germany still a future-oriented model for recruiting skilled workers? *Journal of Vocational Education and Training*, 63 (3), 305-322.
- Huselid, M. A., Becker, B. E., & Beatty, R. W. (2014). *The workforce scorecard: managing human capital to execute strategy*, Boston, Mass: Havard Business School.
- Janes, O. S. (2018). Impact of employee training on organizational performance: A case study of drilling companies in Geita, Shinyanga and Mara regions in Tanzania. *International Journal of Managerial Studies and Research*, 6 (1), 36-41.
- Karimi, S., & Nejad, A. H. R. (2018). The effect of organizational training on job satisfaction and individual performance of Ahwaz oil company employees. *Revista Publicando*, 5 (15), 385-401.
- Konings, J., & Vanormelingen, S. (2015). The impact of training on productivity and wages: Firm-level evidence. *The Review of Economics and Statistics*, 97 (2), 485-497.
- Mansoor, S., Shah, F. T., & Tayyaba, A. (2015). Impact of training and development on organization performance with mediating role of intention to quit as human resource quality cost. *European Online Journal of Natural and Social Sciences*, 4 (4), 787-797.
- Miles, R., & Ritchie, J. (1971). *Participative management: Quality vs. quantity*. *California Management Review*, 13, 48-56.
- Mugenda, O. M. & Mugenda, A. G. (2003). *Research methods: Quantitative and qualitative approaches*. Nairobi: African Centre for Technology Studies.

- Ogohi, D. C. (2018). Effects of training on organizational performance. *Asian Journal of Business and Management*, 6 (5), 21-28.
- Olalere, T. O. & Adesoji, A. A. (2013). Human capital development in first bank of Nigeria plc. *Mediterranean Journal of Social Sciences*, 4 (2).
- Quadros, D. V., & Misango, S. B. (2017). Effects of training on organizational performance: a study of AGGREKO international Nairobi, Kenya. *International Journal of Social Science and Economic Research*, 2 (8), 4316-4334.
- Sekeran, U. (2003). *Research method for business: A skill building approach* (4th ed.). John Wiley & Sons.
- Shaw, J. D. (2011). Turnover rates and organizational performance: Review, critique, and research agenda. *Organizational Psychology Review*, 1 (3), Page 187–213.
- Smit, P., & de Cronje, G. (2010). *Management principles: a contemporary edition for Africa*. Lansdowne, Juta, Cape Town.

