TRAINING EVALUATIONS IN BUSINESS ORGANIZATIONS

BY

CAROLINE N. KAIMURU

A Project Submitted to the Chandaria School of Business in Partial Fulfillment of the Requirement for the Degree of Masters in Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

SUMMER 2015
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: __________________________  Date: __________________________

Caroline Nyakairu Kaimuru (ID.628184)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: __________________________  Date: __________________________

Prof. Peter Lewa

Signed: __________________________  Date: __________________________

Dean, Chandaria School of Business

Signed: __________________________  Date: __________________________

Deputy Vice Chancellor, Academic Affairs
COPY RIGHT PAGE

I certify that this is my original work. All rights reserved © Kaimuru Caroline Nyakairu
ABSTRACT

The purpose of the study was to investigate the role of training evaluations in business organizations with a focus on Star Times Media Kenya. The study addressed the following objectives: To highlight the need for organizational training; to identify the benefits of evaluation of training; to highlight training evaluation models and to identify training evaluation tools.

The research design used was descriptive in nature where the total population was 60 out of which 50 respondents participated in this research. The census method was used to select the employees due to the small population of the staff in the Nairobi office. Questionnaires specifically designed for the employees were adopted for data collection. A total of sixty (60) questionnaires were dispatched and fifty (50) responses were received, giving a response rate of 83.33%. The data was then edited and entered into the Statistical Package for Social Sciences (SPSS) software version 20 to enable carry out descriptive analysis. This study used descriptive statistical indexes such as frequencies and percentage. For inferential statistics, linear regression analysis and chi square test was done to enable easy data interpretation, and to make sense of the data. The analyzed data was presented in form of tables, and figures according to the research questions.

The first specific objective looked at organizational training with bias to importance of training, training process and training methodologies. In examining correlations between the independent variables and importance of training job morale and satisfaction had a correlation of 0.498, followed by job performance at 0.488, work output at 0.186 and lastly by achievement of organizational goals at 0.160. A majority of the trainers did not make use of the training process while planning for a training but they did carry out a needs analysis assessment before conducting a training program, Interactive training methodologies were preferable from hands on training methodologies and computer based methodologies.

The second specific objective looked at the benefits of evaluation of training. Most respondents cited that learning was an important benefit of evaluation of training as it contributed to on the job application, job performance, job morale and satisfaction as well as the realization of organization goals.
The third specific objective looked at evaluation models and their use. The study found that training evaluation models such as Kirkpatrick’s four level model, Philip’s ROI model and CIPP (Context, Input, Process, Product) model were not familiar with most of the trainers and management. Instead, trainers used performance reviews of the employees and on the job application to evaluate training. However, the employees identified certain aspects of the evaluation models such as participant reaction, on the job application, return on investment and elimination of unsuccessful training programs as being very important to them.

The fourth specific objective sought to identify evaluation tools. Questionnaires, interviews, case studies and performance reviews were the tools used. Performance reviews emerged as the preferred training evaluation tool as it was easily available to both trainer and trainee as well as it allowed for the establishment of a reward system for improved performance. Interviews were least identified as an evaluation tool as they are prone to bias as well as being time consuming.

The study went on to conclude that evaluation of training is very necessary and requires appropriate execution for organizations to keep abreast with the competition. The study has shown that evaluation of training results in learning for the organization and has financial implications which should be taken into consideration by any organization.

The study recommends that trainers and managers should receive formal training on how to evaluate training programs so as to carry out such processes successfully in future. The study also recommends that leadership should appreciate the role of evaluation training and support training programs in the workplace.

Finally, the study recommended that further research should explore how organizational culture influences training and evaluation of training. Researchers can utilize this research for enhancing further research, particularly in the customer service industry. Such a research will be able to ascertain the influence of evaluation of training and organizational performance.
ACKNOWLEDGEMENT

My sincere gratitude goes to God, my lecturers, my family and friends for their support and guidance in the development of this research project. I would especially like to thank Professor Peter Lewa for his purposeful supervision in the carrying out of this project.
DEDICATION

I dedicate this work to the Almighty God for giving me the strength to complete this project.
TABLE OF CONTENTS

STUDENT'S DECLARATION ........................................................................................................... iii
COPY RIGHT PAGE ...................................................................................................................... iv
ABSTRACT ...................................................................................................................................... v
ACKNOWLEDGEMENT ................................................................................................................ ix
DEDICATION ............................................................................................................................... x

TABLE OF CONTENT .................................................................................................................. viii
LIST OF TABLES ........................................................................................................................ xiv
LIST OF FIGURES ........................................................................................................................ xvi
LIST OF ACRONMYS AND ABBREVIATIONS ........................................................................... x

CHAPTER ONE ............................................................................................................................. 1

1.0 INTRODUCTION ..................................................................................................................... 1

1.1 Background of the Problem .................................................................................................... 1
1.2 Statement of the Problem ....................................................................................................... 4
1.3 Purpose of the Study .............................................................................................................. 5
1.4 Research Questions ............................................................................................................... 5
1.5 Importance of the Study ....................................................................................................... 5
1.6 Scope of the Study ................................................................................................................ 6
1.7 Definition of Terms ............................................................................................................... 6
1.8 Chapter Summary .................................................................................................................. 7

CHAPTER TWO ............................................................................................................................. 8

2.0 LITERATURE REVIEW .......................................................................................................... 8

2.1 Introduction .......................................................................................................................... 8
2.2 Organizational Training ....................................................................................................... 8
2.3 Benefits of Training Evaluation .......................................................................................... 13
2.4 Training Evaluation Models ............................................................................................... 18
2.5 Evaluation Tools.................................................................22
2.6 Chapter Summary..................................................................27

CHAPTER THREE.........................................................................28

3.0 RESEARCH METHODOLOGY..............................................28

3.1 Introduction...........................................................................28
3.2 Research Design....................................................................29
3.3 Population and Sampling Design........................................29
3.4 Data Collection Method.......................................................31
3.5 Research Procedure.............................................................31
3.6 Data Analysis Methods.........................................................32
3.7 Chapter Summary.................................................................32

CHAPTER FOUR.........................................................................33

4.0 RESULTS AND FINDINGS....................................................33

4.1 Introduction...........................................................................33
4.2 Organization Training..........................................................35
4.3 Training Process.................................................................39
4.4 Use of Training Methodologies.............................................42
4.5 Benefits of Training Evaluation............................................45
4.6 Training Evaluation Models................................................49
4.7 Evaluation Tools.................................................................55
4.8 Chapter Summary.................................................................61

CHAPTER FIVE.........................................................................63

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATION........63
5.1 Introduction ........................................................................................................63
5.2 Summary ............................................................................................................63
5.3 Discussion .........................................................................................................64
5.4 Conclusions ......................................................................................................69
5.5 Recommendations ..........................................................................................70
REFERENCES ..........................................................................................................72
APPENDICES ...........................................................................................................80

APPENDIX A: Introduction Letter .................................................................81

APPENDIX B: Questionnaire ..............................................................................82
LIST OF FIGURES

Figure 2.1: Training Process Model ................................................................. 26

Figure 2.2 Baldwin and Ford’s Transfer of Training Model ............................... 29

Figure 2.3 Kirkpatrick Model ...................................................................... 32

Figure 4.1 Availability of Training ............................................................... 48

Figure 4.2 Importance of Training ............................................................... 50

Figure 4.3 Importance of Training on Job Morale and Satisfaction ...................... 51

Figure 4.4 Importance of Training on Work output and Quality ....................... 51

Figure 4.5 Importance of Training on Organizational Goals ............................ 52

Figure 4.6 Awareness of Training Process ................................................... 54

Figure 4.7 Training Methodologies .............................................................. 56

Figure 4.8 Preferred Interactive Training Methodologies .................................. 57

Figure 4.9 Preferred Hands on Training Methodologies .................................. 58

Figure 4.10 Preferred Computer based Training Methodology .......................... 58

Figure 4.11 Impact of Learning on Job Performance ...................................... 59

Figure 4.12 Reinforcement of Learning through Training Evaluation .................. 60

Figure 4.13 Managerial Support on Learning .............................................. 61

Figure 4.14 Cost of Training ...................................................................... 62

Figure 4.15 Monetary Benefits of Training ................................................... 62

Figure 4.16 Training Evaluation Model ....................................................... 64
Figure 4.17 Measures of Participant Reaction........................................65
Figure 4.18 Measures of Learning..............................................................65
Figure 4.19 Measures of On-the Job Application.........................................66
Figure 4.20 Reasons for not Evaluating Training Programs..........................67
Figure 4.21 Investment Decisions on Training..............................................67
Figure 4.22 Value of Training .................................................................68
Figure 4.23 Elimination of Unsuccessful Programs.......................................68
Figure 4.24 Evaluation Tools.................................................................70
Figure 4.25 Questionnaires.................................................................72
Figure 4.26 Interviews............................................................................73
Figure 4.27 Performance Reviews............................................................74
Figure 4.28 Case Studies.........................................................................75
LIST OF TABLES

Table 3.1: Population Distribution ................................................................. 24
Table 3.2: Sample Size Distribution ............................................................... 25
Table 4.1 Participant Profile ........................................................................... 47
Table 4.2 Cross Tabulation of Training and Training Evaluation ......................... 49
Table 4.3 Linear Regression on Training and Job Performance ............................ 50
Table 4.4 Correlations on Importance of Training .............................................. 53
Table 4.5 Use of Training Process ................................................................. 54
Table 4.6 Needs Analysis .................................................................................. 55
Table 4.7 Evaluation of Training Programs ....................................................... 56
Table 4.8 Receipt of Learning .......................................................................... 59
Table 4.9 Learning and the Work Environment ............................................... 60
Table 4.10 Preferred Evaluation Tools ............................................................. 68
LIST OF ACRONMYS AND ABBREVIATIONS

HRD – Human Resource Development

WHO – World Health Organization
CHAPTER 1

1.0 INTRODUCTION

1.1 Background of the Problem

The workplace has constantly evolved and the engendered changes have brought about new knowledge in the field of human resource management. This new knowledge requires human resources management specialists to make use of it in order to remain relevant in the changing times. Human resource management refers to the activities of specialist staff that are responsible for the personnel objectives of an organization (Joshi, 2013). Rapid changes in the work environment have required new strategies on how human resources management function carries out its activities. These changes include new organizational structures, rapid globalization and demographic characteristics (Nadler, 1970). Human resource development is one of the strategies that has been constantly adopted by human resource management so as to prepare the workforce and to make sure the workforce keeps abreast of the changes in its work environment (Gupta, 2008). This is accomplished through training.

Human resource development was first introduced by Leonard Nadler who defined Human Resource Development as a series of organized activities which are conducted within a specialized time in order to produce specific behavioral changes (Nadler, 1970). Gupta and Gupta (2008) define human resource development as an organized learning experience which has the goal of producing performance changes. Saks and Haccoun (2011) define human resource development can also be defined as systematic and planned activities that are designed by an organization to provide employees with opportunities to learn necessary skills to meet current and future job demands.

Human resource development is argued to be a process that underlies globalization in today’s century (Lee, 2010). Human Resource Development has become an important discipline in this present business climate. It is often considered as a discipline under human resources management but it has now grown and is now a discipline on its own (Khan, 2012). Due to pressures of a global nature, it is therefore not enough to simply have human resources development as a practice. Lee (2010) calls for a holistic approach to human resource development which will serve to create new perspectives on human resource development.
Therefore organizations that seek to survive in this age of cut-throat competitions need to develop human resource development strategies that are appropriate and impactful in their area of business (Deb, 2010). Human Resource Development offers benefits not only to organizations but to the workforce as well as it improves work life quality and provides inner satisfaction which translates to high productivity for the organization (Sheikh, 2009). Some of the benefits of human resource development to organizations include; optimum utilization of resources, data collection for human resource planning and increased workforce competencies (Khurana, 2009). Human resource development includes training, education and development (Singh, 2012).

For a long time, training has been given a great amount of due consideration with good reason. With the rise of increasing economies, training and education have been vital so as to address the knowledge and skills gap that exists when economies grow. Today’s organizations face rapid and often unexpected change thus making training vital in today’s organizations (Garner, 2012). Training is defined as the acquisition of knowledge, skills and abilities to improve performance in one’s current job (Saks and Haccoun, 2011).

Due to the constant changing dynamics of the global environment, training has been constantly evolving. Trends in training include technology, business environment and the people involved. People involved in training continuously want more thus it becomes of utmost importance for the trainer to meet the trainee’s needs (Garner, 2012). According to Internet World Stats (2014), well over 360 million people in the world have access to the internet and thus technology. With such a huge number of people having the capability to access technology, training has grown to include some technological aspects. Technology has enabled virtual trainings as well as just in time trainings which sometimes do not require a human element present to conduct the training. The use of computers has also led to the emergence of e learning platforms as well as the mushrooming of learning portals (Noe, 2010). Thus employees are able to access the needed material without necessarily leaving their desks. Technology in training has helped to greatly reduce training costs, has made training materials more accessible to those who need them and has also brought in the timelessness factor whereby one can access the learning material over time and not just at once like in physical trainings. Some of types of training include; promotional training, job
training and refresher training (Joshi, 2013). However it is now becoming clear that training does not necessarily lead to the transfer of knowledge to the workplace (Bossche, 2010). It is therefore paramount to evaluate training programs so as to be able to analyze any added value that training brings.

Training evaluation is systematic and it assesses information gathered from training participants and is used to determine on how best to achieve the overall objectives of the training as well as link them to the organizational vision and mission (Joshi, 2013). To measure training success one has to look at the extent to which people’s behavior changes and their performance changes (Garner, 2012). Thus it is important to ensure that the trainer evaluates the training participants on elements such as knowledge, attitudes and skills. According to (Torres, 2009), training evaluation consists of five steps which are; identifying the purpose of evaluation, selecting an evaluation method, designing evaluation tools, collecting data and analysis and report results. Joshi (2013) then goes ahead to say that training evaluation should involve various stakeholders in the organization such as the training instructor, the trainees, the human resource manager and the top management.

Evaluating training addresses various issues such as learning and the quality of the training program itself (Johnson, 2010). The evaluation process is important as it is a platform to determine what works, what does not work and also gives further inputs for future training programmes. Training evaluation is important for learning organizations (Garner, 2012). With the current focus on organizations wanting to be learning organizations training evaluations has become one of the measures to indicate the progress of an organization in terms of their progress when it comes to learning. According to Senge (2010), a learning organization exhibits certain characteristics such as systems thinking, personal mastery, mental models, shared vision and team learning. Training evaluation can be easily associated with team learning since an organization is able to learn from the experiences it has had.

The researcher aims to look at the role of training evaluation in organizations today with specific interests on its benefits, challenges and the various models that exist when evaluating training. One of the most celebrated training evaluation models is the Kirkpatrick’s evaluation model that makes use of four levels which are reaction, learning, behavior and results (KirkPatrick, 1994). Philips (1994), another training evaluation enthusiast added
another level to the model which indicates the cost benefit analysis of the training. The researcher will explore these models and others and the conclusions or knowledge gained from the exploration of these models will help in businesses choose what evaluation model would suit them. As for challenges faced in training evaluation, the researcher hopes to come up with solutions to mitigate or eliminate such challenges so as to make training evaluation as easy as it can be.

1.2 Statement of the Problem

Training activities involve considerable amounts of funds, people and time (World Health Organization (WHO, 2010). This therefore shows how important it is therefore to conduct evaluations on training programs to establish whether or not the training programs are of value to the organization. Budgeting of training evaluations is also important as it hold great value in plotting out organizational direction when it comes to training and development. Training is a process that consists of steps (Saks, 2011). These steps are; training needs analysis, training design, implementation of the training and training evaluation.

Training evaluation is usually the final step in a training management cycle. It is defined as a process of assessing the value and benefit of a training program, event or course (Salas, 2003).The other steps in the cycle are planning which is the first step and implementation which is the second step. Training is evaluated in order to serve a purpose. The purpose of it could be such as; to improve training programs, to give feedback to management or to gather data for other departments in an organization. Research has been done on the need for trainings in business organizations. Some examples of some of these researches include (Divina, 2010) and (Miller, 2002). These researches looked into the importance of training within an organization as a tool for organizational development. However these studies did not look into the role of training evaluation with specific interest in the training evaluation models used, the tools of evaluation and challenges of evaluation. Training does not necessarily lead to the transfer of knowledge to the workplace (Bossche, 2010),and thus it becomes critical to study the role of training evaluations so as to ensure that training stakeholders are able to transfer knowledge garnered from the training to their respective jobs. Wang (2002) establishes the need for control groups in the workplace that can be used
to ensure that transfer of learning take place other than making the assumption that training
simply translates to the transfer of knowledge.

This researcher therefore sought to study the role of training evaluation in business
organizations. By studying the challenges involved in training evaluation, the benefits of
training evaluation and the models used in training evaluation this study will help
organizations to stay informed on the importance of carrying out evaluations.

1.3 Purpose of the Study

The purpose of this study was to assess training evaluations in businesses organizations.

1.4 Research Questions

1.4.1 What does Organizational training entail?

1.4.2 What are the benefits of training evaluations?

1.4.3 Which training evaluation models exist?

1.4.4 What evaluation tools are used to carry out training evaluations?

1.5 Importance of the Study

1.5.1 Employees

This study is expected to be important for the employees who participate in training
evaluation as it will help them determine their level of learning that they have gathered from
a training program. This is because they will evaluate their experience from a training
program and then form conclusions about the level of learning achieved.

1.5.2 Senior Management

This study will also be expected to be vital for senior management as they will be able to
map out their direction towards the vision that they aim to achieve. Evaluation of training
will enable senior management to gauge the skills and abilities of the organization and use
this platform to map out a suitable organizational strategy.
1.5.3 Industry

The study will be important to other players in the customer care industry who also involve
themselves in a variety of training programmes. This study will be expected to enlighten
them on the importance of carrying out training evaluations.

1.5.4 Other Researchers and Academicians.

This study will be expected to be important to other researchers and academics alike as it will
be part of the body of knowledge in the field of training evaluations. The study will add to
the body of knowledge on issues of training evaluation models, and training evaluation tools.

1.6 Scope of the Study

The geographical scope of the study was Star Times Media Kenya limited which is located in
Upper Hill Nairobi. The population scope for the study was the call center staff at Star Times
Media Kenya. The study was conducted between the months of January to February 2015.

The researcher foresaw limitations such as willingness of the respondents to give correct and
reliable information as well as confidentiality of data. The researcher made sure that the
respondents were aware that confidentiality of their responses was guaranteed.

1.7 Definition of Terms

1.7.1 Human Resource Development.

Human resource development is defined as systematic and planned activities that are
designed by an organization to provide employees with opportunities to learn necessary skills
to meet current and future job demands (Saks and Haccoun, 2011).

1.7.2 Human Resource Management.

Human resource management refers to the activities of specialist staff that are responsible for
the personnel objectives of an organization (Joshi, 2013).

1.7.3 Training
Training is defined as the acquisition of knowledge, skills and abilities to improve performance in one’s current job (Saks and Haccoun, 2011).

1.7.4 Training Evaluation

Training evaluation is the process of collecting outcomes needed to determine whether training is effective (Noe, 2010).

1.7.5 Training Evaluation Design

It refers to the collection of information that will be used to determine the effectiveness of the training program (Noe, 2010).

1.7.6 Learning Organization

Learning organizations are places where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning to learn together (Senge, 2010).

1.8 Chapter Summary

This chapter was about the role of training evaluation in organizations today. The chapter looked at background information, statement of the problem, purpose of the study, research questions, and importance of the study, scope of the study and the definition of terms.

The next chapters which will be the literature review and the research design will look at various literatures in the matters of training evaluation and the research design that will be chosen by the researcher respectively. Chapter four of this project will focus on the findings from the research study while chapter five of this project will discuss the findings of the study and offer recommendations.
CHAPTER 2

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter will look at the research questions that the researcher has chosen to pursue. The research questions covered will be; why organizational training? What are the benefits of training evaluation? What are the most commonly used evaluation tools? And what are the training evaluation models used to carry out evaluations.

2.2 Organizational Training

2.2.1 Importance of Training

With the stiff competition in the business world today, organizations are spending a lot of money on training activities with the belief that the outcome of such activities will give them an edge in the competitive market (Noe, 1999). Training can be described as well thought out activities that are aimed at facilitating learning of new knowledge and the acquiring of skills. Literature and company experiences actually show the importance of training. Training helps to improve employee morale and to ensure satisfaction (Barron, 1997). Employees who are trained tend to be more active and motivated to do their jobs. This is because training instills a level of confidence that indicates or points to the new knowledge acquired by the employee who can then make use of the new knowledge acquired. Trained employees feel they belong to the company that they work for and they reward the company by doing their best in the tasks allocated to them (Reay, 1994).

Organizational training improves job performance of the employee. An employee who is properly trained and informed on their tasks is able to perform marginally better than the one who is not (Eitington, 1991). Also, the quality of output and services that employees give improves. New skills and knowledge led to better output and services from employees. Employee confidence is boosted through training (Barron, 1997). Employees are able to perform faster than before and with great efficiency thus leading to an overall increase in productivity. Employees also learn new ways of doing their work better (Laird, 2003). This confidence stems from the fact that the employee gets to be aware of his or her roles and
responsibilities in the workplace. If the training is well organized, then the employee performance becomes consistent. In most cases, employees perform well after training and then their performance declines after a fashion until the next training when their performance improves (Noe, 1999). A good training program gives workers constant knowledge and experience. Consistency in performance is very vital to an organization that seeks to achieve its goals and objectives. Through training employees are also able to develop interpersonal skills (Reay, 1994). Training in an organizational setting enables coworkers to relate and form work relationships. Such relationships contribute greatly to their interpersonal skills such as communication amongst themselves. Trained employees also become more self-reliant and require very little guidance in performing their tasks (Eitington, 1991). Supervisors are then able to take their time in dealing with other duties instead of constantly directing their employees on what needs to get done.

Organizational training helps to foster organizational stability which then reduces employee turnover (Laird, 2003). Trained employees are more likely to stay in their current workplaces than untrained employees as they tend to feel that their career in that organization is stable (Laird, 2003). Training an employee exhibits a commitment of the organization to an individual thereby eliciting loyalty (Barron, 1997). The investment in training by an organization shows the employee that they are valued. Trained employees are more likely to remain in an organization for longer periods of time than untrained employees (Kozlowski, 2011).

Organizational training contributes to the achievement of organizational objectives (Rothwell, 2004). Training equips employees with a myriad of skills, knowledge and awareness which helps to achieve the objectives outlined by the organization by addressing the weaknesses of the organization through its employees to achieve its goals (Welsh, 2009). Training helps in eliminating weaknesses (Rothwell, 2004). For example, a company has a vision to be the best customer service provider in Africa. The weaknesses in this organization could be the lack of efficient customer relationship management systems to keep up with customer complaints and requests. Acquiring an efficient customer relationship management system will solve the weakness but will not help the company achieve its goal. However,
training the employees on how to use the system will bring the company one step closer to achieving the overall goal.

2.2.2 Training Process

The training process is made up of four major steps. These steps are; Assessment, Design, Implementation and Evaluation (Wills, 2008). The assessment step of the training process which is the first step of the training process assesses the need of the training. It involves the determination of the specific training required to improve the current knowledge and skills of the employees (Wills, 2008). It simply justifies the need to invest in a training program. Training needs analysis can be done through a personal level of analysis, task level or at an organizational level. Data for the training needs analysis at these three levels can be collected from employee job evaluations forms, performance appraisal results, data gathered from customers as well as through observation. The need for training could arise due to various factors such as customer dissatisfaction, high employee turnover, low productivity or customer complaints (Rothwell, 2004).

Training design is basically the planning of the whole training program. This step of the training process identifies the goals of the training as well as the methodology that is suitable for such a goal to be achieved. Training design identifies the trainer, the venue, the schedule of training and materials needed for the training (Welsh, 2009). The design also looks at what kind of training will be offered. Training could either be on the job kind of training, off the job training or a combination of both. Development of training manuals and guidelines occurs in this stage of the training process. Training implementation looks at the logistics of the training program. This step of the training process simply looks at the delivery of the training itself. Elements such as good communication skills of the trainer, controlled environment of the training and participation of the trainees make training programs successful (Baldwin, 2008).

Training evaluation is the last step of the training process and perhaps the most important. This is an assessment of the training program. The training program can be assessed through various factors such as the success of the training program, the effectiveness of the training program which is determined based on the goals of the training program (Kirkpatrick, 2010).
There are several benefits to evaluating your training program. They help to provide feedback on the effectiveness of the trainer; they also help to gauge the cost effectiveness of the training program (Kirkpatrick, 2010). Kirkpatrick identifies four levels of evaluating training (Kirkpatrick, 1998). These levels are reaction, learning, behavior and results. Reaction refers to the manner in which the trainee reacts to the training program. How they feel and the experiences they went through while undertaking the training program are analyzed and assessed (Kirkpatrick II, 2013). This level examines the personal feelings of the trainees concerning the training program. Each trainee feels something different during the training program. Therefore, when all these feelings and thoughts are analyzed, a generalization can be drawn about the overall effectiveness of the training program. The learning level seeks to examine the knowledge gained from the training program (Kirkpatrick, 2010). Training is meant to add value in the minds of the participants in various ways. Trainees are taught how to be better at the work they are doing. After the training program is over, an assessment on the new knowledge acquired is conducted to establish whether the training had an impact on them. Their knowledge status is different when compared with the manner in which they stepped in to the training room, as compared to how they left (Kirkpatrick, 2010).

Behavior is another level of training evaluation (Kirkpatrick, 1998). The newly gained knowledge from the training program will alter the character of an individual. This level of training evaluation examines the behavior a trainee portrays after the training program. The change of behavior is assessed to determine the effect the training program has on the trainees. The Results level assesses the outcome of the training program (Kirkpatrick II, 2013). Training evaluation is dependent on the success rate attached to the training program. However, the tangible outcomes are measured in this level. Managers get to sit and deliberate on the effect of the training program to the business. For example, the training program may improve efficiency in the work place, thereby minimizing on the cost of operation or production for the business. The general business performance should improve after a training program (Moseley, 2010).
2.2.3 Training Methodologies

Training can take various forms and methods. Training methods can vary from hands on approaches to computer based training methods as well as interactive methods of training (Laird, 2003). Interactive methods of training are such as quizzes, role playing and case studies. Cases studies are used to analyze events and how they have made an impact in the society (McCready, 2012). Information provided through a case study is detailed and sufficient enough to satisfy the needs of a person seeking to learn more about a subject area. In addition, it is self-explanatory; therefore, it minimizes the need for somebody to seek further clarification about the area of interest (Kozolowski, 2011). Case studies are excellent for adult learning as they present real life job experiences and employees can learn how to handle similar experiences. Interactive training methods are time consuming as they need to allow for time for interaction amongst the trainees as well as between the trainees and the trainer. They are however fun and enjoyable and allow for feedback in session as opposed to after the training session (Kozolowski, 2011).
Hands on training approaches are training approaches that take place on the job itself. The training is done simultaneously while performing job tasks. Examples of such methods are coaching, cross training and drills (Welsh, 2009). Coaching focuses on individual needs and performance. This form of training is less formal than other training methods. In most cases, there are no set schedules for the coaching sessions. Furthermore, the supervisor or manager acts as the coach to the employee (McConnell, 2003). Coaching sessions are a great way to ask questions, to correct employee errors, provide knowledge as well as give support and feedback. Hands on training is advantageous as its most applicable on an immediate basis to most jobs and effective when it comes to the use of new equipment and new procedures. It can however be disruptive if one is dealing with a large group (Welsh, 2009). The coach also has to take time away from their own duties in order to provide coaching to a trainee.

With technology becoming increasingly widespread and easy to use, computer based training approaches are becoming prevalent. They are easy to use and be customized for a particular trainee audience (Welsh, 2009). They also happen to very flexible as the employees can take a training program at their own time. Computer based training methods however require trainees to be computer literate and to have computer access which can sometimes be difficult (McConnell, 2003).

2.3 Benefits of Training Evaluation

2.3.1 Learning

In all business organizations, the need for learning is important and very paramount for most. The long term pay off in investing in training evaluation is the reinforcement of learning. Training reveals areas of weakness in knowledge and skills. Through training evaluation the alignment between what is learned and its relation to the business vision is revealed. Learning can be linked to strategy at a great extent. However, this depends on how close an alignment exists by whether or not learning is referred to within the strategic plan of the organization (Anderson, 2009). Data gathered from training evaluations can be used to realign the learning and development goals of the organization so as to meet the needs of the organization in fulfilling its vision. Reinforcement of learning will then translate to improved job performance which will then serve as proof to managers that the evaluation process is an
indispensable tool rather than viewing it as ‘necessary evil’. Learning and development can be a source of competitive advantage where employees gain appropriate new knowledge and skills (Towler, 2009) which provides a strong argument for organizations to invest in their employees so that they can reap the benefits and differentiate themselves from their competitors.

It is important to evaluate the aspect of learning in any training evaluation as this is usually the main goal or objective of the training in most occasions (Grimshaw, 2009). Learning is the third level in the Kirkpatrick’s training evaluation model. Learning embodies transfer of knowledge garnered from the training to on the job performance. Trainees may not always be confronted with opportunities to demonstrate their new found knowledge after a training program, thus it is paramount for trainers to allow for time and opportunities to occur to allow the trainees to apply their new found knowledge. For learning to occur in an organization, the right kind of climate has to be available. The concept of a transfer climate was introduced in the early 1990’s. Rouiller and Goldstein (1993) looked at factors that encourage or inhibit the transfer of learning in an organization. Transfer climate is used to describe the environment whereby transfer of knowledge can or cannot take place. Measuring an organizations’ environment of learning is essential as it ultimately answers whether or not the objective of a training program has been met. In later years, transfer climate has been referred to as learning transfer system. The learning system comprises factors in a person, the training and the organization that influence the transfer of learning from a training program to on the job performance (Marchington, 2010). An organization therefore needs to evaluate its environment to discover whether or not it does allow for easy transfer of learning. Factors that an organization can look into to enable learning include organizational support for its employees, sanctions given by the organization, the readiness, motivation and capacity of the trainees to transfer knowledge learnt.

There are four noted limitations to the transfer of training (Ford, 1988). The first barrier to transfer of learning is how the learning transfer is defined and operationalized. The second problem is the low complexity of tasks used in evaluating the impact of a training design and its factors on learning and transfer. The third barrier is the lack of frameworks, conceptual in
nature to establish trainee characteristics. Lastly, the lack of attention to environmental factors such as supervisor support and the opportunity to perform.

The act of asking questions in relation to what someone knows, what they have learnt and applied as well as what they will apply tends to reminds learners what they have learnt and the actions they will seek to take with the content that they have (Chiaburu, 2009). Organizations today aim at becoming learning organizations. A learning organization can be defined as an organization that acquires knowledge and skills and is constantly innovating in order to keep up with the fast changing world. Building a learning organization requires an element of evaluation. Being able to evaluate what employees are learning is essential in determining the growth of an organization. Learning involves personal mastery, experimentation and innovation and this can only be acquired through training. Evaluation of training encourages learning through personal development which then translates to a learning organization.

Source: Baldwin (1988)

Figure 2.2: Baldwin and Ford’s Transfer of Training Model.
2.3.2 Cost Benefit Analysis

Measuring the financial impact of training in an organization is just as important as instituting training by itself. In order to demonstrate the contribution of training to organizational performance it has become necessary to conduct cost benefit analysis of training programs. Cost benefit analysis is another benefit of training evaluation. Evaluation seeks to find out the costs and the benefits associated with the training. The concept of Cost and benefit analysis was first introduced by Jules Dupuit who worked as a French engineer (Dupuit 1952). This concept introduced in the early 1930’s became popular in the 1950’s and it involves adding up all the benefits of a project and then comparing them with the costs involved in the project. The formula is expressed as \( \text{ROI} = \frac{\text{Net Benefit}}{\text{Total Cost}} \times 100\% \). The cost benefit analysis is used to estimate actual organizational results. There are simple steps in carrying out the cost benefit analysis, one need to determine the costs, determine the benefits, compare alternatives and thereafter plan an action depending on the alternative chosen (Carliner, 2009).

The return on investment (ROI) is a common approach to cost benefit analysis. The ROI attaches a financial implication to the training evaluation (Philips, 2002). Return on Investment is most appropriate when one wants to determine if organizational objectives are being met, if the skills being taught at the trainings are those required to carry out a particular job and also when the financial measures from the ROI calculation will be used in decision making.

\[
\text{ROI (Return on Investment)} = \frac{\text{Gain} - \text{Cost}}{\text{Cost}}
\]

Training evaluation is mostly concerned with whether employees are gaining adequate knowledge and skills with which to do their jobs. ROI in the other hand is more concerned with whether the training is beneficial to the organization in a financial perspective. ROI has a managerial implication as the ROI is a tool that is used by human resource professionals to underscore the value of training (Short, 2009). Return on investment has its limitation. It can be costly to conduct and it would be best to limit it to particular training programs. The cost benefit analysis as a benefit to training evaluation has its share of challenges. Some of the
challenges include the determination of soft skills training results, lack of knowledge and skills on how to carry out a cost benefit evaluation and myths that the cost benefit analysis is time consuming. Often, it becomes difficult to separate variables of the benefit of the training programs. The benefits of training programs can easily become intertwined with other organizational elements thus making it difficult to obtain the benefits and actually measure them. As much as these challenges are serious concerns for training evaluators the benefits that accrue from the carrying out the cost benefit analysis outweigh any challenges (Giangreco, 2009).

To counter the difficulties in calculating the benefits of training programs, Wang (2002) recommended the use of control groups. Four different control groups were identified with each particular control group serving a particular role. The first type of control group which is denoted by Type I is the benchmark of the measurement. This control group seeks to gauge the reliability of the measurement used in measuring the benefits of the training program. The second type of control group which is denoted by Type II is used to make comparisons on the benefits gathered from the training program. The third type of control group which is Type III is more of a time series measurement group that looks at the benefits of it over time. The fourth type of a control group is a combination of Type II and Type III. The fourth control group is used to gather all the information on benefits that are generated from the training programs.

2.4 Effective Training Evaluation Models

Evaluation strategies differ in context of their effectiveness. Selecting the right evaluation methods can be quite challenging for the evaluators. Different evaluation methods have different levels of effectiveness (Moseley, 2010). However, there are some methods identified by evaluators that are most recommended when it comes to training evaluation practices. The results yielded form the different methods of evaluation; differ from one another in varying degrees. The most effective methods of training evaluation have been discussed below.
2.4.1 Kirkpatrick’s Four Levels of Evaluation Model

Donald L Kirkpatrick is a professor in the University of Wisconsin. His ideas were first published in the year 1959. In the 1960’s Donald L Kirkpatrick wrote a series of articles on evaluation where he identified four stages or the four levels of evaluation (Kirkpatrick, 1998). Despite its age, Kirkpatrick’s model continues to be popular and is still used in carrying out training evaluations (Schmidt et al, 2009).

The four levels of evaluation include: reaction, learning, behavior and results.

<table>
<thead>
<tr>
<th>Level 4: Results</th>
<th>To what degree targeted outcomes occur, as a results of the learning event(s) and subsequent reinforcement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3: Behavior</td>
<td>To what degree participants apply what they learned during training when they are back on the job.</td>
</tr>
<tr>
<td>Level 2: Learning</td>
<td>To what degree participants acquire the intended knowledge, skills, and attitudes based on their participation in the learning event.</td>
</tr>
<tr>
<td>Level 1: Reaction</td>
<td>To what degree participants react favorably to the learning event.</td>
</tr>
</tbody>
</table>

Source: Kirkpatrick (1998)

**Figure 2.3: Kirkpatrick Model**

Reaction refers to the manner in which the trainee reacts to the training program. How they feel and the experiences they went through while undertaking the training program are analyzed and assessed (Kirkpatrick II, 2013). This level examines the personal feelings of the trainees concerning the training program. Each trainee feels something different during the training program. Therefore, when all these feelings and thoughts are analyzed, a generalization can be drawn about the overall effectiveness of the training program. Evaluators consider this method to be very effective in the training evaluation process because of the results that are produced (Moseley, 2010). The results are highly accurate, which increases the reliability of the process.
The learning level seeks to examine the knowledge gained from the training program (Kirkpatrick, 2010). Training is meant to add value in the minds of the participants in various ways. Trainees are taught how to be better at the work they are doing. After the training program is over, an assessment on the new knowledge acquired is conducted to establish whether the training had an impact on them. In the training programs, managers aim at perfecting the skills that the trainees require to perform their duties effectively. Their knowledge status is different when compared with the manner in which they stepped into the training room, as compared to how they left. The difference in knowledge is assessed in this section as gained knowledge. There are various tools that can be used to assess the learning level. Interviews, questionnaires and observation are all measurement tools that can be used to evaluate the gained knowledge of the trainees. The evaluators may give the trainees questionnaires in the form of quizzes, which will ask them questions about what they have learnt in the training program. This is an important aspect of the training evaluation process. It will suggest necessary changes that can be made by managers to make future training programs more effective in nature.

Behavior is another level of training evaluation (Kirkpatrick, 1998). The newly gained knowledge from the training program will alter the character of an individual. This level of training evaluation examines the behavior a trainee portrays after the training program. It examines whether the trainees will put into practice what they have learnt in the training program. The training program is meant to better the skills of the trainees as they execute their duties. The change of behavior is assessed to determine the effect the training program has on the trainees. Training evaluation uses various tools of measurement to determine the extent of behavioral change in the trainees. Observation is the key tool for measurement (Wang, 2011). Both evaluators and managers can use observation method in assess the impact of the training program (Berry, 2011). A successful training program requires that the trainees become more efficient in their work stations and produce high quality work that before and offer higher quality results. However, it is difficult to quantify the changes that have been made in the behavior of a trainee after the training program. As a training evaluation tool, evaluators use observation because it is easy to conduct and cost efficient. Job performance should also improve as a result of the training program.
The Results level assesses the outcome of the training program (Kirkpatrick II, 2013). Training evaluation is dependent on the success rate attached to the training program. However, the tangible outcomes are measured in this level. Managers get to sit and deliberate on the effect of the training program to the business. For example, the training program may improve efficiency in the workplace, thereby minimizing on the cost of operation or production for the business. The general business performance should improve after a training program (Moseley, 2010). Training evaluation can be measured most effectively using this level of evaluation. There are numerous outcomes that emerge from the training program, which are determined by the training evaluation procedure. It will determine whether the business was affected positively or negatively. This level is usually measured with the key organizational performance measurement tools (Moseley, 2010). An effective training program will impact the organization positively by improving on efficiency and effectiveness.

Scholars have since then identified limitations in Kirkpatrick’s four level evaluation model. Alliger (1989) put forward a number of assumptions that look into the validity of Kirkpatrick’s four level model. They question the assumption that for each level in the model, there is a relationship with the previous level. Weissner et al (2008) further went ahead to say that there is a need to move beyond the four levels model as developed by Kirkpatrick. However, since then there has been no widespread development or use of any other training evaluation models thus reinforcing the popularity and validity of Kirkpatrick’s model. Another Scholar Dyer (1994) suggested a revision of the Kirkpatrick’s four level evaluation model which he referred to as ‘Kirkpatrick’s Mirror Evaluation System’. This suggested model starts by looking at the Results level which is the final level as the first level thus making the Reaction level which is the first to be the second level. Phillips (2002) suggested the addition of a fifth level to the Kirkpatrick’s four level evaluation model which he called; return on investment (ROI) which sought to measure the financial costs and benefits involved in the training programs.

2.4.2 Jack Philips ROI Model

Jack Philips came out to criticize Kirkpatrick’s’ training evaluation method, stating that it lacked a major component (Philips, 2002). He developed a model known as Return on
Investment (ROI). Critics were for the idea that this could have been added onto the original training evaluation method, as a fifth level. Jack Philip’s ROI model is an extension of what Kirkpatrick did with the four level training evaluation model. Therefore, the ROI training evaluation model consists of five levels of evaluation, namely; reaction, learning, behavior, results, and evaluation. As an addition to the model, the evaluation level seeks to assess the progress the business is making because of the training program (Capps, 2009). As a tool for training evaluation, it compares the total cost incurred by the company because of the training program with the total cost the company would have incurred, had it not carried out the training program (Philips, 2012). Much focus is placed on the reduction of operational costs by the company. The cost is calculated in terms of the risks that have been evaded because of the training program. The use of a formula is required to calculate using the ROI method.

\[
\text{ROI} = \frac{\text{Total programs benefit} - \text{Total program costs}}{\text{Total programs cost}} \times 100\%
\]

Jack Philips also introduced the isolation process. In the past, it seemed impossible to separate and analyze the impacts of a training program on their own. There are a series of techniques proposed by Philip (2002), which can be used to isolate the impact of the training program, thereby enabling one to conduct training evaluation. These stages include; interest rate changes, competitive environment, marketing programs, employee bonus schemes and seasonal effects that temporarily contribute to business improvements (Larson, 2013).

### 2.5 Training Evaluation Tools

Evaluation is a term used in a methodology, which means to determine the worthiness of the subject. It assesses the impact made by a certain activity. However, the type of evaluation method is dependent on the subject being evaluated. Different methods are suitable to different subjects (Manfreda, 2010). Evaluation performs a crucial role in the training activities. Using evaluation tools, evaluators can determine the success rate of the exercise, which will influence their decision to conduct another one or not. The evaluation process will also allow managers to make any future amendments to the training process, to make it more favorable to the participants of the exercise. However, evaluators differ in their reasons for
carrying out an evaluation process. There is a variety of evaluation tools that are used today. Some of the most common evaluation tools include questionnaires, interviews, performance charts, case studies and focus groups.

2.5.1 Questionnaires

This is a type of an evaluation tool, consisting of a series of questions that prompt responses from the respondents for the purposes of gathering information. Questionnaires can be customized by the managers to assess the feedback from the training exercise. Once the questions have been formulated, they are printed and handed over to the participants who will take time to answer them (Bowling, 2009). They are useful in the training evaluation process because the participants will provide some feedback on what they thought about the exercise. The major importance of this tool is how the questions are designed. For questionnaires to be successful, they have to be limited to the ability of the participants to read and understand them properly (Black, 2009). Training evaluators prefer using this method because it is cost-effective and easy to compile. It is, in fact, the most preferred tool for training evaluation by evaluators. These questionnaires usually consist of questions regarding the training exercise. Some questions are derived directly from the training program. This way, the participants can easily relate to the questionnaires, thereby allowing them to give accurate responses. Evaluators also prefer this tool because it gives direct and fast responses to the subject. Therefore, it quickens the analysis phase and in turn, reducing the decision-making process, as far as training programs are concerned. Managers find it easy to implement and understand responses from questionnaires (Hawkins, 2009). This tool is also preferred due to its capability of collecting huge amounts of information at once. It saves the training evaluators from the time they would spend in collecting bits of information at a time.

In some cases, evaluators may prefer not to use this evaluation tool due to varying reasons. Depending on the group of people that have been chosen to become respondents, questionnaires may not be conducive. Some may not understand the information presented to them (Griffiths, 2009). This reduces the validity of the exercise. In addition, there is difficulty in determining the level of truthfulness in the responses given (Hall, 2010). Observers may challenge the validity of the results obtained from the exercise, because of these factors. To
maximize the amount of information to collect, evaluators need to increase the number and scope of the questions in the questionnaire. However, a shortcoming to this is that respondents may be demotivated because of the time consumed to answer the questions. Therefore, some may respond just to finish or because it is a requirement (Altman, 2009).

2.5.2 Interviews

An interview is viewed as an interaction among multiple people. One group gathers information from another party. As a training evaluation tool, interviews are conducted to understand the experiences of other people, on a particular subject (Zhang, 2010). Training evaluators use this method to gather opinions from trainees in a training program exercise. After the training, the trainees are approached and asked random questions about their experiences. The evaluators then take notes with references to the responses that they get. These opinions are then analyzed and a generalization about the training program is developed (Sethuraman, 2011). Interviews can be conducted on a face-to-face basis, where the interview asks the interviewee questions personally. However, effectiveness of this tool is highly dependent upon the capability of an interviewer to ask clear and understandable questions.

Some training evaluators prefer using this tool, because of the benefits that are attached to it. Increase in information accuracy is experienced from the trainees because interviews are conducted immediately after the training program (Sethuraman, 2011). The trainees are fresh from the training session; therefore, they can better remember experiences they felt during the training program. Training evaluators are also able to assess the facial expressions of the interviewees. How they react to questions can be used to provide useful information for the assessment process (Orlich, 2010). An interview session allows the interviewer to gather more information than what the interviewee is giving. Training evaluators also prefer this tool due to the low costs that are involved. Conducting an interview can be done in a room where both parties are seating across a table from each other. It is cost effective hence fewer expenses for the company to incur (Sethuraman, 2011). In addition, it is the one tool that can provide the most accurate results. The lively nature of the evaluation tools prompts the interviewees to remain active throughout the process as the evaluators gather the required
information (Orlich, 2010). Interviewees who are unable to understand a certain terminology stated by the interviewer are at liberty to ask and get clarification on the issue.

As much as this tool provides accurate information, there are some shortcomings associated with it that would make some training evaluators opt for other options. A lot of time is consumed when conducting the interviews (Cochran, 2012). As a result, most of the trainees may not be willing to participate in the exercise. Interviews have to be conducted one at a time. Therefore, the amount of time spent in the interview process is dependent on the number of trainees attending the training program. The success of the interview is also dependent on the level of activeness that the interviewee portrays. The information collected with this tool is verbal, which means that the interviewer will be required to remember all the points of discussion or take down some notes. If the interviewer forgets something, it will not be analyzed thereby producing incompetent results from the exercise (Berry, 2011). The interviewer requires sharp listening skills and quick responses to the interviewee’s comments. A training evaluator will not choose this tool if a person with this skill set is not readily available.

2.5.3 Performance Charts

A training program is meant to ensure that a trainee comes out of the program better than the way they were before attending the program. The performance chart is a tool to compare the status of the participant before and after an exercise (Pittenger, 2010). The tool is capable of measuring the impact of the training program. A training program betters a person’s skills on the subject they were being trained. After the training program, one will come out more knowledgeable than the way they started. Training programs add knowledge to the trainees. However, after a training program, it is important to determine the impact that the training has made. Training evaluators need to determine this factor by using performance charts. The charts provide an indication of the initial status against the status after training (Pittenger, 2010). They employ the use of bar graphs, which are colored in accordance to the preferences. These are the most ideal evaluation tools for a training program. They address the true purpose of training. Evaluators can make use of small exams or quizzes to determine the trainee’s level of knowledge skill at the beginning of the training session (Olrich, 2010). This is then followed by issuing a different set of questions to the trainees after the training
program. The results from the two quizzes are compared by use of a graph. The comparison is then represented in the performance chart.

Performance charts provide a high level of detailed information. The performance charts give a clear indication of the success rate of a training program. In addition, they show the progress made so far, by the trainees. In addition, they provide an array of variables from the training programs. The ease, at which they can be interpreted, is attractive to training evaluators (Milgram, 2009). A glance at the chart gives a clear impression of the effectiveness of the training program. Performance charts make it easy for the evaluators to determine areas where there is a desperate need for improvement. Areas where the trainees experienced difficulties, by virtue of the fact that they did not improve in this area, can be improved in future training programs (Pittenger, 2010). Continuous assessments by use of performance charts will help management to identify the strengths and weaknesses of the training programs. As a result, they will assist in making future training programs more effective.

On the other hand, evaluators have also found some flaws that are associated with this evaluation tool (Milgram, 2009). Drawing the charts can be a difficult task and time-consuming. They require a whole skill set to be able to represent all the gathered information on the performance charts. Furthermore, they cannot function on their own. That is, they require information to be gathered first, and then the chart can be drawn. Therefore, another evaluation tool such as questionnaires will be used. Information gathered from the questionnaires is then interpreted on the performance chart. The use of performance charts is time-consuming, and most evaluators will be contented with the information already collected in the first round of using this method, that is, questionnaires (Berry, 2011). Training evaluators also criticize the use of this method because of the high costs involved. Use of questionnaires is quite costly (Hall, 2010). Furthermore, evaluators will incur an extra amount of costs in drawing the charts as well. Drawing charts requires hiring new personnel to undertake the task or training trainers on how to go about it.
2.5.4 Case Studies

Cases studies are used to analyze events and how they have made an impact in the society (McCready, 2012). The subject of the study will be the case. Therefore, evaluators use this method to examine how the trainees have been affected by the program. The training program is the case, and a group of people will be tasked with the responsibility of assessing the impact of the training program through a research process (Nosek, 2011). The trainees will be assessed over a period after which their responses will be analyzed and compiled into a research report. Case studies are an excellent tool for adult learning. By analyzing real job-related situations, employees can learn how to handle similar situations (Noe, 1999). These documents are used as reference points for future training programs. In addition, the researcher will make recommendations for future improvements to be made in the training program. In evaluating the training program, the research study is conducted on the experiences that the trainees had while undertaking the training program. Different methods of data collection may be used (Blanchard, 2003). However, the exercise is conducted over several days, because the comparison between other training programs that have been conducted in the past needs to be made. The comparison gives a clear indication of whether the training program was better or not. In addition, managers can become aware of the areas which improvements can be made on the training program (Olson, 2009). Cases studies can be used to assess the training program by conducting interviews to the trainees, comparing it with other trainings in the past and providing recommendations to future training programs.

Training evaluators prefer this method because of the description it offers them. All angles of the case are analyzed, as well as the strengths and weaknesses. With this information, the manager can better handle all future training programs (McCready, 2012). Analysis and data presentation is done in the form of graphs and tables. They are easy to understand and interpret (McCready, 2012). Information is provided through a case study is detailed and sufficient enough to satisfy the needs of a person seeking to learn more about the training program. In addition, it is self-explanatory; therefore, it minimizes the need for somebody to seek further clarification about the program. Simplifying the work as much as possible will be in the best interests of the evaluators. They are seeking to gather as much information as possible about the training program and give recommendations to the managers (Olson,
Managers will decide to uphold the recommendations made in the case study report or amend them and add some changes to them.

However, evaluators have often criticized this method because of the workload involved in preparing the document (Hall, 2010). The case study will require critical examination of the case to determine all the parameters involved. In addition, it is costly and time-consuming as well. Training evaluators will gain access to the report after a few days have elapsed (Berry, 2011). Hurrying up the research team will increase chances of making errors in the data analysis section. Accurate data increases the reliability of the report, and future reports will use it as a point of reference.

2.6 Chapter Summary

This chapter looked at the research questions of the researcher. These questions were as follow. What are the Benefits of Training Evaluation? What are the Models used in Training Evaluation? What are the training Evaluation Tools? The final chapter in this research proposal will have a look at the Research methodology. The researcher will discuss the research design, research procedures, data collection methods and the data analysis methods.
CHAPTER 3

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter seeks to outline the overall methodology that will be used to carry out this research study. This chapter will include the research design, the population, the sample, the sampling design, the sample size, the data collection method, the research procedures to be used, the data analysis methods that will be used as well as the chapter summary.

3.2 Research Design

The researcher adopted the descriptive research design. According to (Cooper & Schindler, 2003), descriptive studies deal with questions of who, what, when, where and how. Descriptive research design was the most appropriate for this study as the researcher attempted to determine the impact of the variables in relation to each other so as to present the bigger picture of the variables in a particular situation as recommended by Churchill and Iacobucci (2002).

A survey in form of standardized questions in a questionnaire was used to collect data. According to (Balnaves & Caputi, 2001), a survey is defined as a method of collecting data from people about who they are, their motivations and beliefs and their behavior. The researcher hopes to adopt the questionnaire research design which is a descriptive research technique. The descriptive research technique was used in measuring who, what where, when, or how much of the said topic of this researcher (Balnaves & Caputi, 2001). The questionnaire research design was used for the purposes of determining the collection of data from the respondents.

This researcher was able to make use of both quantitative and qualitative techniques to aid in the answering of the research questions.
3.3 Population and Sampling Design

3.3.1 Population

A population is the total collection of elements whereby references have to be made (Schindler, 2003). The population in this study consists of management members, call center staff and the quality control team of the call center who also double up as the trainers of Start Times Media Kenya. The quality control department was made of five members, the call center agents were fifty in number while the management team was comprised of five members.

Table 3.1: Population Distribution

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>TOTAL POPULATION</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Control Team</td>
<td>5</td>
<td>8.33%</td>
</tr>
<tr>
<td>Call Center Team</td>
<td>50</td>
<td>83.33%</td>
</tr>
<tr>
<td>Management Team</td>
<td>5</td>
<td>8.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: StarTimes Call Center Employee List (2015)

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

Cooper and Schindler (2003) describe a sampling frame as a list of elements from which the sample is taken and closely related to the population. The sample of this study was drawn from the call center department of Star Times Media Kenya. The researcher used a statistical
sampling table to select the participants from the whole group of Star Times employees. The sampling frame for this study was provided by the human resources department of Star Times Media Kenya.

3.3.2.2 Sampling Technique

Sampling techniques can be divided into probability sampling technique and non-probability sampling techniques (Saunders & Lewis, 2003). Probability sampling techniques are biased while non-probability sampling techniques are not. For fair representation, the researcher made use of simple random sampling. This technique had an equal chance of selection and gives each respondent an independent chance of being selected (Barnaves, 2001). The researcher made use of this technique because it provides an opportunity and independent chance for the entire population to be selected.

This technique ensured that the respondents answered the given questions and gave credibility to the study as well.

3.3.2.3 Sample Size

The sample size is a smaller set of the larger population (Cooper and Schindler, 2006). Determining a sample size is important for any survey design. However, since the population was relatively low at 60 a census sample will be conducted as indicated in Table 3.2.

Table 3.2: Sample Size Distribution

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>POPULATION</th>
<th>SAMPLE SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Control Team</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Call Center Team</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>
3.4 Data Collection Method

Primary data collection method using a questionnaire was employed in this study. Questionnaires are one the most effective data collection tool for survey type of studies. According to (Cooper & Schindler, 2003), primary data is defined as an original search where data that is being collected is made and designed specifically to answer the research questions.

The researcher made use of a survey questionnaire as a data collection tool. The questionnaire made use of a variety of question styles to seek data from the respondents. The questionnaire was comprised of both open ended and closed ended questions. Open ended questions provide a greater uniformity of responses and are more easily processed than open ended ones (Babbie, 2008).

Some of the questions asked were found to carry weight and thus use a scale of measurement such as ranking and ratings. In the case of closed ended questions, a five-point Likert-type scale and rankings was used in the formulation of the questionnaire in ranging from strongly agree to strongly disagree (Barnaves, 2001). Multiple choice questions were also provided. The questionnaire had the following sections; general information section and the next section had questions that were drawn out from the research questions that the researcher wanted answered. The general information section focused on personal details such as the gender, age and the length of time in employment at StarTimes media. The second section of the questionnaire sought to find out whether the employees had attended training sections and whether they evaluated training programs that they had attended.

3.5 Research Procedure

A pre-test of the questionnaire was carried out to determine the effectiveness, completeness and clarity of the questions (Saunders & Lewis, 2003). This was done by using five selected
respondents from the sample. After the pre-test, the researcher then reviewed the questionnaire and made changes deemed necessary for the success of the questionnaire (Krishnaswamy, 2010).

The administration of the questionnaire in the field was done through emails and personal hand deliveries by the researcher. To ensure a high response rate, the researcher took time to assure selected respondents of confidentiality of their responses and offered anonymity (Barnaves, 2001). The researcher also explained the importance of the study and assured the respondents that the recommendations of the study will be shared to management for any further action (Krishnaswamy, 2010).

3.6 Data Analysis Methods

Data collected from the questionnaire was prepared before analysis. The data was prepared by process of coding, editing, transcribing and cleaning the data. Data analysis techniques were used to analyze the data. Data analysis techniques could either be descriptive statistics or inferential statistics (Chambers, 1983). The researcher mainly made use of inferential statistics. Some of the inferential statistics tools that were used are linear regressions, correlation, measures of central tendency such as the mean, measures of dispersion such as percentiles and variances to analyze the data.

The data was presented in tables and figures which made it easy to view all the data and make appropriate inferences (Chambers, 1983). The researcher then made use of SPSS software as a tool to carry out the analysis.

3.7 Chapter Summary

This chapter covers the research methodology that the researcher used. It also looked at the research design of the researcher which aided in the collection and analysis of the data that stemmed from the research questions as discussed in chapter two.

Data was collected from respondents in Star Times offices in Nairobi. Questionnaires were developed and issued to the respondents and the data collected from the respondents was analyzed by the use of the SPSS software. The next chapter explores the findings of the data collected from the respondents.
CHAPTER 4

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the results and findings of the study on the research questions. The results and findings are with regards to the data collected from the respondents with respect to employees of StarTimes Media Kenya. The first section of this chapter covers general information garnered from the respondents while the other part of this chapter presents the findings in accordance with the research objectives. A total of fifty employees participated in the study and this signified a 83.33% response rate.

4.2 General Information

4.2.1 Participant Profile

A total of 50 employees of StarTimes Media in Nairobi participated in the survey which represented an 83.33% response rate. Table 4.1 below shows a sample composition, provided by the frequency distribution of the sub-groups, as well as the relative percentages of each. Female participants had a high representation of 68% while male participants were 32%. In terms of work time period, 56% had worked for StarTimes Media Kenya for less than a year while 44% had worked for the same organization for more than two years as shown in the table below.

Table 4.1: Participant Profile

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>34</td>
<td>68%</td>
</tr>
<tr>
<td>Male</td>
<td>16</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Work period</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 1 year</td>
<td>28</td>
<td>56%</td>
</tr>
<tr>
<td>2-4 Years</td>
<td>17</td>
<td>34%</td>
</tr>
<tr>
<td>4-6 Years</td>
<td>5</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>
4.2.2 Availability of Training

The study sought to find out whether the respondents had access to training. The study revealed that 96% of the respondents interviewed have attended training sessions as shown in the figure below.

![Figure 4.1: Availability of Training](image)

4.2.3 Training Evaluation

The study sought to establish the relationship between training and training evaluation. From table 4.2 below, 66.7% of the respondents who indicated that they attend training programs felt that they did not evaluate training programs. 14.6% of the respondents who indicated that they attend training felt that they were not aware if they evaluated training programs while 18.8% of the respondents who indicated that they attend training felt that they did evaluate training.

From the results of the chi square test below, the coefficient is given as 0.980 while the p=0.613. This indicates that there is a significant statistical association between training and evaluation of training.
Table 4.2 Cross Tabulation of Training and Training Evaluation

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
<th>i don't know</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yes</td>
<td>9</td>
<td>32</td>
<td>7</td>
<td>48</td>
</tr>
<tr>
<td>no</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>34</td>
<td>7</td>
<td>50</td>
</tr>
</tbody>
</table>

% within training:
- Yes: 18.8%, 66.7%, 14.6%, 100.0%
- No: 0.0%, 100.0%, 0.0%, 100.0%

Chi-Square Tests

<table>
<thead>
<tr>
<th></th>
<th>Value</th>
<th>df</th>
<th>Asymp. Sig. (2-sided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Chi-Square</td>
<td>.980a</td>
<td>2</td>
<td>.613</td>
</tr>
<tr>
<td>Likelihood Ratio</td>
<td>1.582</td>
<td>2</td>
<td>.453</td>
</tr>
<tr>
<td>Linear-by-Linear Association</td>
<td>.010</td>
<td>1</td>
<td>.919</td>
</tr>
</tbody>
</table>

N of Valid Cases: 50

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .28.

4.3 Organizational Training

4.3.1 Importance of Training

Figure 4.2 indicates that 82% of the respondents said that they agreed that training is important in order for an organization to meet its objectives while 18% indicated that they disagreed that training was important.
The study sought to establish whether training had an impact on job performance. In table 4.3 below, a simple linear regression was carried out to look at the relationship between training and job performance. From the table below square is depicted as .294 which is the coefficient of determination. This therefore means that 29.4% of the variation in job performance can be attributed to availability of work place training.

**Table 4.3: Linear Regression on Training and Job Performance**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.542a</td>
<td>.294</td>
<td>.279</td>
<td>.50988</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), training  
b. Dependent Variable: job performance

4.3.3 Importance of Training on Morale and Satisfaction

The researcher sought to establish the impact of training on job morale and satisfaction. As shown by figure 4.3 below, 90% of the respondents indicated that they felt that job morale and satisfaction have increased from the training received, while 10% of the respondents indicated that they disagreed with this.
4.3.4 Importance of Training on Work Output and Quality.

The study sought to establish whether training had an impact on work output and quality of the output. A majority of the respondents (94%) were of the view that training had an impact on the quality of the work produced as depicted by figure 4.4 below. On the flip-side, 6% of the respondents said that they did not agree with this notion.

Figure 4.4: Importance of Training on Work output and Quality
4.3.5 Importance of Training on Accomplishing Organizational Goals.

The researcher sought to establish the impact of training on accomplishing organizational goals. As shown by figure 4.5 below, 92% of the respondents indicated that they felt that training they had received had helped them accomplish goals set by the organization, while 8% of the respondents indicated that they disagreed.

![Figure 4.5: Importance of Training on Organizational Goals.](image)

In examining correlations between the independent variables and importance of training, job morale and satisfaction had a correlation of 0.498, followed by job performance at 0.488, work output at 0.186 and lastly by achievement of organizational goals at 0.160. This is shown in table 4.4 below. This means that training influences job morale and satisfaction by 49.8%, job performance by 48.8%, work output by 18.6% and achievement of organizational goals by 16%.
### Table 4.4: Correlations

<table>
<thead>
<tr>
<th>Importance of Training</th>
<th>Importance of Training</th>
<th>jobperformance</th>
<th>jobmorale</th>
<th>workoutput</th>
<th>orggoals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of Training</td>
<td>Pearson Correlation</td>
<td>.488***</td>
<td>.494***</td>
<td>.186</td>
<td>.160</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.195</td>
<td>.268</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>jobperformance</td>
<td>Pearson Correlation</td>
<td>.488***</td>
<td>1</td>
<td>.785***</td>
<td>.648***</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>jobmorale</td>
<td>Pearson Correlation</td>
<td>.494***</td>
<td>.785***</td>
<td>1</td>
<td>.592***</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>workoutput</td>
<td>Pearson Correlation</td>
<td>.186</td>
<td>.648***</td>
<td>.592***</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.195</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
</tbody>
</table>

### 4.4 Training Process

#### 4.4.1 Awareness of Training Process

The researcher sought to establish the awareness of what the training process entails from the trainers and managers at StarTimes Media Kenya. As indicated in figure 4.6 below, 10% of the respondents rated that they were aware of what the training process entailed while a staggering 90% indicated that they felt that they did not know what entailed the training process.
4.4.2 Use of Training Process

The researcher sought to establish the use of the training process at StarTimes Media. As indicated in table 4.5 below, 6% of the respondents rated that they used the training process to carry out training while 94% indicated that they felt that they did not use the training process while conducting trainings.

**Table 4.5: Use of Training Process**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Disagree</td>
<td>47</td>
<td>94.0</td>
<td>94.0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>3</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.4.3 Needs Analysis

The study sought to establish whether those responsible for training carry out a needs analysis before the training at StarTimes Media Nairobi. From table 4.6 below, 20% of the respondents who carry out training said that they carry out needs analysis before training.
80% of the respondents who carry out training felt that they did not carry out a needs analysis before giving training.

**Table 4.6 Needs Analysis**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>40</td>
<td>80.0</td>
<td>80.0</td>
<td>80.0</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>20.0</td>
<td>20.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**4.4.4 Design of Training Programs**

The researcher sought to establish whether the respondents responsible for training design training programs according to the needs identified. As indicated in table 4.7 below, 88% of the respondents rated that they did not design training programs according to the needs analysis. 12% of the respondents responsible for training indicated that they designed training programs according to needs analysis.

**Table 4.7: Designing of Training Programs**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>44</td>
<td>88.0</td>
<td>88.0</td>
<td>88.0</td>
</tr>
<tr>
<td>Agree</td>
<td>6</td>
<td>12.0</td>
<td>12.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**4.4.5 Evaluation of Training Programs**

The study sought to establish whether the respondents evaluate their training programs. Table 4.8 below shows that 98% of the employees indicated that they did not evaluate training programs while 2% of the employees indicated that they evaluated their training sessions.
Table 4.8 Evaluation of Training Programs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Disagree</td>
<td>49</td>
<td>98.0</td>
<td>98.0</td>
<td>98.0</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>2.0</td>
<td>2.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

4.5 Use of Training Methodologies

4.5.1 Training Methodologies

The study sought to find out which training methodologies are employed during training. The training methodologies offered were Interactive training, hands on training and computer based training. A majority of the respondents (32%) as shown in the figure 4.7 below, said that they agreed that they use interactive training methodologies while 20% said that they agreed that they use computer based training methodologies while 10% said that they used hands on training methodologies. 38% of the other respondents indicated that they used a combination of the three methodologies to evaluate training.

![Figure 4.7: Training Methodologies](image)

4.5.2 Preferred Interactive Training Methodologies

The study sought to find out which training methodologies are preferable during training. The training methodologies offered were Interactive training, hands on training and computer based training. On interactive training 40% of the respondents indicated they preferred role
playing as an interactive training method. 30% of the respondents indicated they preferred case studies as shown in figure 4.8 below while the remaining 30% indicated they preferred a combination of either quizzes, role playing, or case studies.

![Preferred Interactive Training Methodologies](image)

**Figure 4.8: Preferred Interactive Training Methodologies**

### 4.5.3 Preferred Hands on Training Methodologies

The study sought to find out which hand on training methodology is preferable during training. As shown in figure 4.9, 58% of the respondents indicated they preferred coaching as a hand on training method. 18% of the respondents said that they preferred cross training while 12% indicated they preferred drills as a hands on training method.
4.5.4 Preferred Computer Based Training Methodologies

The study sought to find out which computer based training methodology is preferable during training. As shown in 4.10, 50% of the respondents indicated they preferred online courses as a computer based training methodology. 34% of the respondents said that they preferred multimedia training while 16% said they preferred both online courses and multimedia training.
4.6 Benefits of Training Evaluation

4.6.1 Learning

Table 4.8 below indicates the extent to which the respondents felt that they had received a lot of learning from the training sessions they have attended. 94% of the respondents said that they have indeed felt that a lot of learning was achieved while 6% of the respondents said that they had not.

**Table 4.8: Receipt of Learning**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Agree</td>
<td>47</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

4.6.2 Impact of Learning on Job Performance

The researcher sought to establish the extent of learning garnered from training on job performance. 6% of the respondents said that they strongly agree that their job performance has improved from the training sessions they have attended. Another 88% said that they agree however not strongly while a small number of the respondents (6%) indicated that they did not agree that their job performance had improved from a training session they have attended.

**Figure 4.11: Impact of Learning on Job Performance**
4.6.3 Reinforcement of Learning through Training Evaluation

Figure 4.12 below indicates the results given by the respondents with regards to reinforced learning. Respondents were asked whether evaluating the training they have received reinforced learning. 84% of the respondents indicated that training evaluation reinforces learning while 16% of the respondents indicated that evaluation of training did not reinforce learning.

![Bar chart showing the results of reinforcement of learning through training evaluation.]

**Figure 4.12: Reinforcement of Learning through Training Evaluation**

4.6.4 Impact of Work Environment on Learning

The researcher sought to establish if the work environment at StarTimes Media supports learning. 86% of the respondents felt that their work environment supports learning while 14% felt that their work environment did not support learning.

**Table 4.9: Learning and the Work Environment**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Agree</td>
<td>39</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
4.6.5 Impact of Managerial Support on Learning

The researcher sought to establish if learning in the workplace received support from those in a supervisory capacity. 80% of the respondents felt that their supervisor supports learning while 20% felt that their supervisor did not support learning as indicated in figure 4.13 below.

![Managerial Support on Learning](image)

Figure 4.13: Managerial Support on Learning

4.7. Cost Benefit Analysis

4.7.1 Cost of Training

The researcher sought to establish the costs incurred during training. As depicted in figure 4.14, 60% of the respondents in a managerial capacity had no idea of the costs incurred while carrying out training while 20% of the respondents indicated that the cost of training is below fifty thousand shillings while another 20% indicated that the cost of training was between fifty one thousand shillings and a hundred thousand shillings.
4.7.2 Monetary Benefits of Training

The researcher sought to establish the monetary benefit of carrying out training. As depicted in figure 4.15 below, 80% of the respondents said they had no idea as to the monetary benefits of training while another 10% said the monetary benefit of training was between fifty one thousand shillings and a hundred thousand shillings. The remaining 10% of the respondents said the monetary benefits of training lie between a hundred and one thousand shillings to a hundred and fifty thousand shillings.
4.7.3 Benefits of Training vs. Cost of Training

As depicted in figure 4.16 below, the researcher sought to establish if the employees of StarTimes Media felt that the benefit of training outweighed the cost of training. 70% of the respondents said that they agreed that the costs of training are outweighed by the benefits of the training. 30% of the respondents felt that they did not know if the benefits of training outweighed the costs of training.

Figure 4.16: Benefits of Training vs. Cost of Training

4.8 Training Evaluation Models

The researcher sought to establish which evaluation tool is used by trainers and those responsible for training sessions at StarTimes Media Kenya. From the evaluation models listed in the questionnaire which were Kirkpatrick’s 4 level model, Philip’s ROI model and Context Input Process Product (CIPP) model. As depicted in figure 4.17 below, 70% of the respondents indicated that they either did not know what training evaluation model they made use of or used neither while 20% of the respondents indicated that they make use of Kirkpatrick’s 4 level model and the remaining 10% of the respondents indicated that they used other training evaluation models.
4.8.1 Kirkpatrick’s Evaluation Model

4.8.1.1 Measures of Participant Reaction

As depicted in figure 4.18 below, the respondents indicated how they felt about measuring the reaction of training participants in order to eliminate unsuccessful training programs. 50% of the respondents indicated that the respondents indicated that they were neutral in measuring the participants’ reaction in order to eliminate unsuccessful programs while the other 50% of the respondents felt that it was extremely important to measure the reaction of training participants in order to eliminate unsuccessful training programs.
4.8.1.2 Measures of Learning

In figure 4.19 below the respondents indicated what they felt about the importance of measures of learning in improving training programs. 60% of the respondents indicated that the measures of learning were extremely important in improving training programs. 30% of the respondents indicated they were neutral while 10% of the respondents felt that measures of learning were extremely unimportant in improving training programs.

![Figure 4.19: Measures of Learning](image)

4.8.1.3 Measures of On-the Job Application

The researcher sought to establish the importance of measures of on the job application in tracking trainees’ job performance. 90% of the respondents indicated that measures of on the job application are extremely important in tracking trainees’ job performance while 10% of the respondents indicated they were neutral on the subject as shown on figure 4.20 below.
4.8.1.4 Reasons for not Evaluating Training Programs

The researcher sought to establish the reasons for not evaluating organizational outcomes resulting from a training program. 90% of the respondents indicated that they lacked training or experience in using evaluation models in the instances that they did not evaluate organizational outcomes. 10% of the respondents indicated that they did not evaluate organizational outcomes because they were not required by the organization as depicted in the figure 4.21 below.

Figure 4.21: Reasons for not Evaluating Training Programs
4.8.2 Philip’s Return on Investment Model

4.8.2.1 Investment Decisions on Training

The researcher sought to establish the importance of measures of return on investment in making investment decisions on training. As depicted in figure 4.22 below, 30% of the respondents felt that measures of return on investment were extremely important in making investments decisions on training while 70% of the respondents indicated that they were neutral to the subject.

Figure 4.22: Investment Decisions on Training

4.8.2.2 Value of Training

The researcher sought to establish the importance of measures of return on investment in demonstrating the value of training. As depicted in figure 4.23 below, 50% of the respondents felt that measures of return on investment were extremely important in demonstrating the value of training while the other half of the respondents indicated that they were neutral to the subject.
4.8.2.3 Elimination of Unsuccessful Programs

The researcher sought to establish the importance of measures of return on investment in eliminating unsuccessful training programs. As depicted in figure 4.24 below, 30% of the respondents felt that measures of return on investment were extremely important in eliminating unsuccessful training programs while 70% of the respondents indicated that they were neutral to the subject.

4.8.2.3 Reasons for not using ROI to evaluate training programs

The researcher sought to establish the reasons why Return on Investments is not used to evaluate training programs during training evaluation. From figure 4.25 below, 70% of the respondents indicated that they lacked the training or experience to make use of Philip’s Return on Investment model while 20% of the respondents indicated that Philips’ Return on
Investment model was not required by the organization while another 10% of the respondents felt that there was little perceived value of the model to the organization.

![Figure 4.25: Lack of Use for ROI Model](image)

4.9 Evaluation Tools

The researcher sought to establish the evaluation tools that were used by employees of StarTimes Media during a training evaluation exercise. 44% of the respondents indicated that they have used performance reviews as an evaluation tool, 26% of the respondents indicated that they made use of questionnaires as a training evaluation tool while the remaining 30% indicated the use of either performance reviews, questionnaires, case studies or interviews.
4.9.1 Preferred Evaluation Tools

The researcher sought to establish the preferred evaluation tools of employees of StarTimes Media during a training evaluation exercise. 30% of the respondents indicated that they preferred questionnaires as a training evaluation tool while 28% indicated that they preferred performance reviews as a training evaluation tool. 14% of the respondents indicated that they preferred interviews while another 12% indicated that they preferred case studies. The remaining respondents indicated a combination of questionnaires, performance reviews, case studies or interviews.

Table 4.10: Preferred Evaluation Tools

<table>
<thead>
<tr>
<th>Preferred Evaluation Tools</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaires</td>
<td>30%</td>
</tr>
<tr>
<td>Interviews</td>
<td>14%</td>
</tr>
<tr>
<td>Performance Reviews</td>
<td>28%</td>
</tr>
<tr>
<td>Case Studies</td>
<td>12%</td>
</tr>
<tr>
<td>Questionnaires, Interviews, Performance Reviews and Case studies</td>
<td>2%</td>
</tr>
<tr>
<td>Questionnaires, Interviews</td>
<td>4%</td>
</tr>
<tr>
<td>Questionnaires, Performance Reviews</td>
<td>2%</td>
</tr>
<tr>
<td>Questionnaires, Case studies</td>
<td>2%</td>
</tr>
<tr>
<td>Interviews, Performance Reviews</td>
<td>2%</td>
</tr>
<tr>
<td>Performance Reviews, Case Studies</td>
<td>2%</td>
</tr>
<tr>
<td>Questionnaires, Interviews, Performance Reviews</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

4.9.2 Questionnaires.

The researcher sought to establish how much the respondents agreed or disagreed to the given characteristics of questionnaires. From figure 4.27 below, all the respondents felt that questionnaires are easy to use. 84% of the respondents indicated that it is difficult to assess motivation by using questionnaires while 16% felt that they disagree with that particular
statement. 86% of the respondents indicated that they agree that questionnaires are objective while 14% indicated that they disagree. Lastly, 78% of the respondents indicated they agree that the information gathered from questionnaires as a training evaluation tool may be false while 22% indicated that they disagree.

![Figure 4.27: Questionnaires](image)

**4.9.3 Interviews**

The researcher sought to establish how much the respondents agreed or disagreed to the given characteristics of interviews as a training evaluation tool. From figure 4.28 below, 82% of the respondents indicated that interviews are time consuming while 18% of the respondents indicated that they disagree. 84% of the respondents felt that interviews allowed for clarification while 16% of the respondents indicated that they disagreed. 78% of the respondents felt that non-verbal cues can be studied during an interview while 22% of the respondents indicated that they disagreed. 80% of the respondents felt that the information gathered from the interviews may be false while the remaining 20% indicated that they disagree.
4.7.4 Performance Reviews
The researcher sought to establish how much the respondents agreed or disagreed to the given characteristics of performance reviews as a training evaluation tool. From figure 4.29 below, 94% of the respondents indicate that performance reviews are accessible to trainer and trainee while 6% of the respondents indicated that they disagree. 80% of the respondents felt that the preparation of performance reviews was time consuming while 20% of the respondents indicated that they disagreed that it was time consuming. 70% of the respondents felt that performance reviews are likely to be biased while 30% of the respondents indicated that they disagreed. 66% of the respondents felt that performance reviews allowed for a reward system for improved performers while the remaining 34% indicated that they disagreed.
4.9.5 Case Studies

The researcher sought to establish how much the respondents agreed or disagreed to the given characteristics of case studies as a training evaluation tool. From figure 4.30 below, 86% of the respondents indicated that case studies present real life scenarios while 14% of the respondents indicated that they disagree. 76% of the respondents felt that case studies are biased while 24% of the respondents indicated that they disagreed that case studies were biased. 82% of the respondents felt that case studies promote analytical thinking while 18% of the respondents indicated that they disagreed. 72% of the respondents felt that case studies may be false or imagined while the remaining 28% indicated that they disagreed.
This chapter presented a report of findings on training evaluations at the workplace. The study investigated 50 employees working at the StarTimes Media offices in Nairobi. The findings were presented according to the study’s research objectives. In respect to evaluation of training at the workplace (96%) of the employees who were respondents of the researcher indicated that they agreed that training was offered to them at the workplace. A majority of the respondents (94%) indicated that they were of the view that training helped them achieve learning which then led to improved job performance, job morale and realization of organizational outcomes. Another (90%) of the respondents indicated that they did not carry out training evaluations due to lack of knowledge or experience in carrying out such evaluations. Generally, this goes to show that the respondents felt that the organization should offer an opportunity for the respondents to learn the how to carry out such evaluations.

However, on the flipside, more than half (50%) of the respondents said that they did not know the cost they incurred while carrying out training sessions or the monetary benefits derived from training programs. Another deterrent is the little perceived value of training evaluation to the organization where (45%) of the respondents said that they felt that the organization did not require training evaluations to be done. This is further backed by the fact...
that evaluation of training enhances learning, job morale and allows for career progression within an organization. The next chapter reviews and discusses the results and findings of the study.
CHAPTER 5

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter addresses the results and the findings on training evaluations: A case study of StarTimes Media Kenya. The findings are outlined according to the purpose of the study. The findings are based on the responses from the questionnaires filled and information gathered from the research questions. This chapter will provide the researchers discussion on the findings of the research as compared to findings in the literature review in chapter two that were also based on the purpose of the study. Conclusions and recommendations will also be provided in this chapter.

5.2.1 Summary

The objective of this study was to investigate the role of training evaluation in business organizations. The specific objectives were: To establish the benefits of evaluation of training; to highlight training evaluation models and finally to determine training evaluation tools. The population of the study was StarTimes employees within Nairobi.

Data was collected using questionnaires, edited and entered into the Statistical Package for Social Sciences (SPSS) software version 20 to enable carry out descriptive analysis. This study used descriptive statistical indexes such as frequencies and percentage. For inferential statistics, linear regression analysis and chi square test was done to enable easy data interpretation, and to make sense of the data. The analyzed data was presented in form of tables, and figures according to the research questions.

The first specific objective looked at organizational training with bias to importance of training, training process and training methodologies. In examining correlations between the independent variables and importance of training, job morale and satisfaction had a correlation of 0.498, followed by job performance at 0.488, work output at 0.186 and lastly by achievement of organizational goals at 0.160. A majority of the trainers did not make use of the training process while planning for a training but they did carry out a needs analysis
assessment before conducting a training program, Interactive training methodologies were preferable from hands on training methodologies and computer based methodologies.

The second specific objective looked at the benefits of evaluation of training. Most respondents cited that learning was an important benefit of evaluation of training as it contributed to on the job application, job performance, job morale and satisfaction as well as the realization of organization goals.

The third specific objective looked at evaluation models and their use. The study found that training evaluation models such as Kirkpatrick’s four level model, Philip’s ROI model and CIPP (Context, Input, Process, Product) model were not familiar with most of the trainers and management. Instead, trainers used performance reviews of the employees and on the job application to evaluate training. However, the employees identified certain aspects of the evaluation models such as participant reaction, on the job application, return on investment and elimination of unsuccessful training programs as being very important to them.

The fourth specific objective sought to identify evaluation tools. Questionnaires, interviews, case studies and performance reviews were the tools used. Performance reviews emerged as the preferred training evaluation tool as it was easily available to both trainer and trainee as well as it allowed for the establishment of a reward system for improved performance. Interviews were least identified as an evaluation tool as they are prone to bias as well as being time consuming.

5.3 Discussion
5.3.1 Organizational Training
The study indicated that organizational training was very important as it led to improved job performance, improved job morale and satisfaction and achievement of organizational goals. Literature on training supports the finding of the study on the importance of training. Training helps to improve employee morale and to ensure satisfaction (Barron, 1997). Employees who are trained tend to be more active and motivated to do their jobs. Training equips employees with the necessary skills and know how to carry out their tasks in their
respective jobs thus they are empowered to work smarter and efficiently in the tasks allocated to them. Untrained employees struggle to carry out tasks and more often than not, they are demotivated to work as they lack the skills to do their jobs. Training also provides an opportunity for employees to brush up on their skills or to acquire new skills in their field of operation. Equally, Reay, (1994) indicates that trained employees feel they belong to the company that they work for and they reward the company by doing their best in the tasks allocated to them. This is because trained employees feel they are cared for and that the company is concerned with their own personal progression in their respective careers. Also, trained employees are more likely to remain in an organization for longer periods of time than untrained employees (Kozlowski, 2011).

According to Wills, (2008) the assessment step of the training process which is the first step of the training process assesses the need of the training. It involves the determination of the specific training required to improve the current knowledge and skills of the employees (Wills, 2008). Assessing the need for training helps to identify any gaps in the knowledge and skills of the employees. Gaps may include first time resolution of customer problems, product knowledge and customer service etiquette. Only after assessing the need for training can the need be addressed. The study findings indicate that StarTimes was on the right track in achieving organizational competitiveness through carrying out needs analysis for their training programs. Similarly, this has led to StarTimes ability to cater to the needs of their customers and employees.

Laird, (2003) indicated that training can take various forms and methods such as hands on training methodologies, computer based methodologies and interactive methodologies. Interactive methods are such as quizzes, role playing and case studies. Interactive methodologies allow for real time feedback during a training session as it involved both the trainer and trainee. Hands on training methods are such as coaching, cross training and drills (Welsh, 2009). Hands on training methodologies can also be referred to as on the job training methods. They enable practical learning since on works as they learn. Computer based methods are such as online courses and use of multimedia technology. They employ the use of technology and therefore require computer training for learning to take place. The study
findings indicate that the above training methodologies have been employed at StarTimes media. The study findings agree that interactive training methodologies are less prone to bias and are excellent for adult learning as they present real life scenarios. The study findings also agree that hands on training methodologies are advantageous as they are applicable to the job itself on an immediate basis.

5.3.2 Benefits of Training Evaluation

The study findings indicate that learning as a benefit of training contributes more to job performance, job morale and better working environment at StarTimes Media. Evaluation of training helps in reinforcing learning as the trainee gets the opportunity to recall what was learnt during training. Reinforcement of learning translates to improved job performance which Learning and development can be a source of competitive advantage where employees gain appropriate new knowledge and skills (Towler, 2009). The findings of the study are in agreement with the stated assertion, as the study indicates that StarTimes Media places a high value on learning.

Equally, learning embodies transfer of knowledge garnered from the training to on the job performance. The learning system comprises factors in a person, the training and the organization that influence the transfer of learning from a training program to on the job performance (Marchington, 2010). An organization therefore needs to evaluate its environment to discover whether or not it does allow for easy transfer of learning. Factors that an organization can look into to enable learning include organizational support for its employees, sanctions given by the organization, the readiness, motivation and capacity of the trainees to transfer knowledge learnt. Organizations can support learning by creating programs that allow employees to undertake training programs such as flexible working hours. Organizations can also conduct in house training where applicable and can even seek to create a training fund for programs that may need to be done externally. To ensure that trainees are ready and motivated to transfer knowledge garnered from training, management can stress the importance of training and can even go a step further to award employees who attend and use their training as well as making attendance of training programs as a pre requisite to promotions. The study findings indicate that StarTimes media supports learning
by offering supervisory support to learning as well as establishing a suitable work environment that allows learning to occur.

In order to demonstrate the contribution of training to organizational performance it has become necessary to conduct cost benefit analysis of training programs. Cost benefit analysis is another benefit of training evaluation. Evaluation seeks to find out the costs and the benefits associated with the training (Philips, 2002). The study indicates that StarTimes media has not placed emphasis on cost benefit analysis of its training programs. A majority of the respondents indicated that they were not aware of the exact cost incurred during training or the exact monetary benefits resulting from training. This is due to a lack of formal structure that allocates monies to training programs and the general lack of information to departmental heads from the line managers. However, the study indicated that benefits of training outweighed the costs of training.

Cost benefit analysis has its fair share of challenges. Some of these challenges include the lack of skill or experience in calculation of Return on Investment or the lack of organizational support in evaluating training using Return on Investment. According to Giangreco, (2009) as much as training evaluation challenges are serious concerns; the benefits that accrue from the carrying out the cost benefit analysis outweigh any challenges. The study findings agree with this assessment as lack of skill and experience, little perceived value to the organization and lack of organizational support were indicated as some of the reasons for the lack of evaluation using Return on Investment. However, the study indicated that benefits of training outweighed the costs of training.

5.3.3 Training Evaluation Models
Different evaluation methods have different levels of effectiveness (Moseley, 2010). The study looked at Kirkpatrick’s four level model and Philip’s Return on Investment evaluation model. According to Kirkpatrick II, (2013) the Kirkpatrick evaluation model has four levels which are reaction, learning, behavior and results. Reaction refers to the manner in which the trainee reacts to the training program. How they feel and the experiences they went through while undertaking the training program are analyzed and assessed (Kirkpatrick II, 2013). The
learning level seeks to examine the knowledge gained from the training program (Kirkpatrick, 2010). The third level in the model is behavior which examines the behavior a trainee portrays after the training program. Also, this level can be used to compare the behavior prior to the training program and the behavior after the training programs takes place. The last level which is results assesses the outcome of the training program (Kirkpatrick II, 2013). This level seeks to find out the outcomes achieved from the training program and whether or not they are favorable. Outcomes from this fourth level of the Kirkpatrick model could be improved job performance, increased motivation and enthusiasm for the job.

The study findings of StarTimes media concurs with the Kirkpatrick’s four level model. The study indicated that measuring the reaction of the participants during training was important to them as it helped to gauge learning as well as eliminate unsuccessful training programs. Measures of participant reaction during training can be achieved by observation as well as through a question and answer session after the training. The study also agreed with the behavior level of Kirkpatrick’s model as job performance was an indicator of behavioral change during training. The behavior of the training participants can be determined by their job performance after a training program. Lastly, the study agreed that the achievement of organizational outcomes was a result of training.

The Return on Investment model developed by Phillip’s seeks to assess the progress the business is making because of the training program (Capps, 2009). Philip’s Return on Investment model seeks to add onto Kirkpatrick four level model by introducing the concept of cost of training. As a tool for training evaluation, it compares the total cost incurred by the company because of the training program with the total cost the company would have incurred, had it not carried out the training program (Philips, 2012). According to the study findings, return on investment was necessary in making decisions on training investments. The study also indicated that return on investment was crucial in eliminating unsuccessful training programs. According to the study findings, StarTimes media finds it important to use Return on investment to calculate the financial implications of training.
5.3.4 Training Evaluation Tools

Some of the most common evaluation tools include questionnaires, interviews, performance charts, case studies and focus groups (Manfreda, 2010). According to the findings, StarTimes media has made use of questionnaires, performance reviews, interviews and case studies as evaluation tools.

Questionnaires are cost-effective and easy to compile. It gives direct and fast responses to the subject. Therefore, it quickens the analysis phase and in turn, reducing the decision-making process, as far as training programs are concerned. Managers find it easy to implement and understand responses from questionnaires (Hawkins, 2009). The study findings agreed with this assessment as the respondents indicated that questionnaires were easy to use. In addition, the study findings indicated that information given in the questionnaires may be false. This is in line with Hall, (2010) who observed that the validity of the results may be challenged.

As a training evaluation tool, interviews are conducted to understand the experiences of other people, on a particular subject (Zhang, 2010). Training evaluators are able to assess the facial expressions of the interviewees as well as other non-verbal cues (Orlich, 2010). According to Sethuraman, (2011) training evaluators prefer this tool due to the low costs that are involved. As much as this tool is cost effective there are some shortcomings associated with it that would make some training evaluators opt for other options. A lot of time is consumed when conducting the interviews and interviews are prone to bias (Cochran, 2012). The study findings agreed with this assessment. The findings indicated that interviews were time consuming as they are conducted one by one on a face to face basis. The findings also concluded that interviews are prone to bias and misinterpretation.

The performance chart is a tool to compare the status of the participant before and after an exercise (Pittenger, 2010). The tool is capable of measuring the impact of the training program. The charts provide an indication of the initial status against the status after training (Pittenger, 2010). Performance charts make it easy for the evaluators to determine areas where there is a desperate need for improvement. Areas where the trainees experienced difficulties, by virtue of the fact that they did not improve in this area, can be improved in
future training programs (Pittenger, 2010). The study findings agreed with this assessments as performance charts were easily accessible to both trainer and trainee. StarTimes media has been able to achieve performance progress from the use of performance charts for each employee to mark their performance journey. The findings from the study also indicated that performance charts enabled the installation of reward systems for improved performance. According to Milgram, (2009) there are some flaws that are associated with performance charts as an evaluation tool. Drawing the charts can be a difficult task and time-consuming. They require a whole skill set to be able to represent all the gathered information on the performance charts. Furthermore, they cannot function on their own. That is, they require information to be gathered first, and then the chart can be drawn. Therefore, another evaluation tool such as questionnaires will be used. The study findings from StarTimes media agree with this assessment. The findings indicated that making the charts can be very time consuming as it requires gathering of information first before the data is then interpreted to an individual.

Cases studies are used to analyze events and how they have made an impact in the society (McCready, 2012). The subject of the study will be the case. Therefore, evaluators use this method to examine how the trainees have been affected by the program. By analyzing real job-related situations, employees can learn how to handle similar situations (Noe, 1999). The study findings indicate that case studies help to promote analytical thinking which support Noe, (1999) assertion that employees learn how to handle similar situations from analyzing case studies. According to McCready, (2012) case studies are sometimes false as they can be imagined scenarios that have not happened. The study findings agreed with this as the findings indicated that case studies may be false or imagined.

5.4 Conclusions
5.4.1 Organizational Training
Organizational training is crucial for better performance in a competitive market. The study findings indicate a significant relationship between job morale and satisfaction, job performance, achievement of organizational goals, job application and organizational performance.
5.4.2 Benefits of Training Evaluation

The study findings that learning and cost benefit analysis are benefits of training evaluation. Equally, there is a strong positive correlation between learning and improved job performance. Organizations performance. In Kenya, the Pay Tv industry which StarTimes Media is a part of continues to expand through learning so as to enhance sustainable competitive advantage.

5.4.3 Training Evaluation Models

The study revealed that elements of training evaluation such as participant reaction, participant learning, participant behavior and participant results are essential in contributing to overall organizational performance. The elements of these training evaluation models helps the organization measures its effectiveness as well as point out areas that require improvement so as to enhance organizational competitiveness. Equally, training evaluation models help motivate employees when the feedback given during evaluation is acted upon.

5.4.4 Training Evaluation Tools.

The study revealed that various training evaluation tools have different characteristics and should be used accordingly. These tools which include questionnaires, interviews, case studies and performance charts can be used interchangeably or can be combined for more inferences. These tools are an important information gathering tool which can be used in decision making at an organizational level.

5.5 Recommendations

In light with the study findings of this research project, the following recommendations have been put forward.

5.5.1 Recommendations for Improvement

5.5.1.1 Organizational Training

In order for StarTimes to enhance sustainable performance, it must appreciate the importance of organizational training and take it to a higher level. This is in terms of management
support for training and evaluation of training programs. Trainers and those in charge of training should be well versed with the process of training and how to evaluate training so as to ensure that the benefits of organizational training accrue to the organization.

5.5.1.2 Benefits of Training Evaluation
StarTimes Media should appreciate the benefits of evaluating training to organizational performance. StarTimes should seek to become a learning organization thus making learning long term instead of learning being relegated to training programs only. A learning organization performs better as learning is part and parcel of the organization on a daily basis. In this regard, the leadership of StarTimes Media must inculcate learning as a culture to enhance sustainable performance.

5.5.1.3 Effective Training Evaluation Models.
StarTimes media should adopt a training evaluation model to use to evaluate its training programs. Also, trainers and managers who oversee training programs should undertake sessions where they learn how to evaluate training and how to make training more impactful. The organization should also place emphasis on training evaluation so as to encourage those in charge of training to carry out the training process as it is required. The leadership of StarTimes media should place value not just on training but evaluation of the training itself and action on the feedback received from evaluation.

5.5.1.4 Training Evaluation Tools
As the study findings have indicated the pros and cons of various training evaluation tools, StarTimes media should take into consideration on the tools it uses and the circumstances of their use. A lot of care should also be emphasized when using the tools as they are prone to certain limitations which can lead to distorted information. The leadership of StarTimes media should also be aware that such tools are important information gathering tools and should therefore use such information to make organizational decisions where required.

5.5.2 Recommendations for Future Research
Researchers and academicians can utilize this research for enhancing further research,
particularly in the customer service industry. Such a research will be able to ascertain the influence of evaluation of training and organizational performance.
REFERENCES


Rubery, J., Grimshaw, D. and Marchington, M. (2010). *Blurring boundaries and disordering hierarchies: challenges for employment and skills in networked organization*. PRAXIS paper No. 6 (June), UK Commission for Employment and Skills


To Whom It May Concern

Dear Sir/Madam,

I am a student at United States International University- Nairobi, pursuing Masters in Human Resources Management (MBA). I have designed a questionnaire to gather information on the role of training evaluations in business organizations.

The study to be carried out is for a project paper that acts as partial fulfillment for the course of Human Resource Management Project. Please note that any information you give will be treated extremely confidential and at no instance will it be used for any other purpose other than for this project. The questionnaire will only require 10 – 15 minutes of your time. Your assistance will be highly appreciated. I look forward to your prompt response.

Yours Faithfully,

Kaimuru Caroline Nyakairu
APPENDIX B: QUESTIONNAIRE

SECTION I: GENERAL INFORMATION

Kindly answer all the questions by ticking in the relevant box or answer.

1. Gender? Male ☐ Female ☐

How old are you? 18-25 ☐ 26-30 ☐ 31-35 ☐ Above 35 ☐

2. How long have you worked with Star Times Media?
   a. Less than 1 year ☐
   b. 2-4 Years ☐
   c. 4-6 Years ☐
   d. 6 Years and above ☐

3. Which category best suits your current job description?
   Call Center Agent ☐
   Quality Control ☐
   Management Team ☐
   Others (If others please specify) ☐

4. Does this organization offer you training?
   Yes ☐ No ☐ I don’t know ☐

5. How many training sessions have you attended ever since you joined this organization?
   0-1 ☐
6. Are you invited to evaluate the training sessions you have attended?
Yes  ☐  No  ☐  I don’t know  ☐

**SECTION II: ORGANIZATIONAL TRAINING**
Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1 = strongly disagree and 4 = strongly agree. Circle (O) or tick(√) the statement that best describes your opinion in reference to the above statement.

**Importance of Training**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have attended at least three training sessions in the last year.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My job performance has improved from the learning I have received from training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My morale and satisfaction has improved from the training I have received</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My work output and quality has improved from the training I have received</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I have helped accomplish the organization's goals as a result of training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Training Process (For Trainers and management only)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware of what a training process entails</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I make use of the training process</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I carry out a needs analysis before instituting a training program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I design a training program according to the needs identified</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I evaluate all the training programs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Training Methodologies

17. Which training methodologies do you employ when carrying out training?
   Interactive training
   Hands on training
   Computer based training

18. Which training methodologies do you prefer? (Check all that apply)
   Interactive Training
   Quizzes
   Case Studies
   Role Playing

Hands on Training
Drills

Coaching

Cross Training

Computer Based Training

Online course

Multimedia training

SECTION III: BENEFITS OF TRAINING EVALUATION

Indicate the extent to which you agree with the following statements by using a scale of 1 to 4 where 1= strongly disagree and 4 = strongly agree. Circle (O) or tick (√) the statement that best describes your opinion in reference to the above statement.

Learning

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have received a lot of learning from training sessions attended</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My job performance has improved from the learning I have received from training</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Evaluating training sessions that I have attended have reinforced what I have learnt</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My work environment supports learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My supervisor offers support on learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Cost Benefit Analysis (For Management and Training department only)
23. Project the costs incurred when carrying out training?
   No idea
   Below Ksh 50,000
   Ksh 50,000 to Ksh 1000,000
   Ksh 100,000 to Ksh 150,000
   Above Ksh 150,000

24. Estimate the monetary benefits of training
   No idea
   Below Ksh 50,000
   Ksh 50,000 to Ksh 1000,000
   Ksh 100,000 to Ksh 150,000
   Above Ksh 150,000

25. Does the benefit of the training programmes outweigh the costs of the training programmes?
   Yes
   No
   I don’t know

SECTION IV: TRAINING EVALUATION MODELS.
(For Management and Training Department only)
26. Which model of training evaluation do you make use of?

- Kirkpatrick’s’ 4 level model
- Philip’s ROI model
- Context, Input, Process, Product (CIPP)
- I don’t know
- Others (If others please specify)

**Kirkpatrick’s Evaluation Model**

Indicate the extent to which you agree with the following statements by using a scale of 1 to 3 where 1 = extremely unimportant and 3 = extremely important. Circle (O) or tick(✓) the statement that best describes your opinion in reference to the above statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. How important are measures of participant reaction in eliminating unsuccessful programs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. How important are measures of learning in improving unsuccessful training programs?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. How important are measures of on-the-job application in tracking trainees’ job performance?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30. When you do not evaluate organizational outcomes resulting from a Training Program, what are the reasons? **Check all that apply.**
Little perceived value to the organization  
Not required by the organization

The cost in person-hours and/or capital  
Evaluation takes too much time

Lack of training or experience in using evaluation models

Other reasons:

________________________________________________________________________

Philip’s ROI model

Indicate the extent to which you agree with the following statements by using a scale of 1 to 3 where 1= extremely unimportant and 3= extremely important. Circle (O) or tick (√) the statement that best describes your opinion in reference to the above statement.

<table>
<thead>
<tr>
<th></th>
<th>Extremely unimportant</th>
<th>Neutral</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. How important are measures of return on investment making investment decisions on training?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>32. How important are measures of return on investment in demonstrating value?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>33. How important are measures of return on investment in eliminating unsuccessful training programs?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

34. When you do not evaluate training at the ROI (return on investment) level, what are the reasons? Check all that apply.
Little perceived value to the organization  □  Not required by the organization  □

The cost in person-hours and/or capital  □  Evaluation takes too much time  □

Lack of training or experience in using evaluation models  □

Other reasons:

______________________________________________

SECTION V: EVALUATION TOOLS.

35. Which evaluation tools have you used during a training evaluation exercise? **Check all that apply.**
   Questionnaires  □
   Interviews  □
   Performance Reviews  □
   Case Studies  □
   Others  □  (If others please specify) ____________________________

36. Which evaluation tools do you prefer to use during a training evaluation exercise? **Check all that apply.**
   Questionnaires  □
   Interviews  □
   Performance Reviews  □
   Case Studies  □
<table>
<thead>
<tr>
<th>Questionnaires</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. They are easy to use</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>38. Trainees motivation is difficult to assess</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>39. Are objective</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>40. Information gathered may be false</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviews</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. Time consuming</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>42. Allow for clarification</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43. Nonverbal cues can be studied</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44. Information gathered may be false</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Performance Reviews</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>45. They are accessible to trainee and trainer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>46. Require a lot of time in preparing them</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>47. Are biased</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>48. Allow for a reward system for improved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Case studies</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------</td>
<td>----------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>49. Present real life scenarios</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>50. Are biased</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>51. Promote analytical thinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>52. The case study may be false (imagined)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR RESPONSE.