

EXAMINING THE CONTRIBUTION OF TRAINING TO THE PERFORMANCE OF COMMUNITY BASED ORGANIZATIONS IN KISUMU CITY, KENYA

Olala, Gilbert Owuor*

Abstract

There is general agreement in development discourse that training is an important concept in community development. In the face of economic, climate, health and food crises, training of actors in organizations to design and implement strategies that minimize the impact of events remains relevant for sustainable development. The study was set to examine the contribution of training to the performance of Community Based Organizations in Kisumu City, Kenya. The study made use of correlation design and targeted 1202 members of 16 active Community Based Organizations. The sample size of 291 was obtained through Fisher's model. Stratified sampling technique was used to reach out to the members. Structured questionnaire tested for validity and reliability was used in data collection. The results revealed a statistically significant weak positive correlation coefficient ($R = .286$; $p < .05$) between training and performance. Training had a statistically significant contribution to the performance of Community Based Organizations ($F_{(1,289)} = 25.709$; $p < .05$) attributing roughly 8.2% variance. It showed that for every one standard deviation increase in training practices performance improved by .286 units. In conclusion, training made a statistically significant but negligible contribution to the performance of Community Based Organizations. The study recommends: intensified practice of training in the organizations with a view to enhancing performance; and identifying the optimal training strategy mix that can be used to improving performance.

Key words: training, community based organizations, performance

*** Department of Mathematics and Computer Science, The Kisumu National Polytechnic ,P.
O. Box 143, Kisumu, Kenya**

1. Introduction

The section discusses the topic of the study. Specifically, the concepts of training and performance are discussed.

1.1 Training

The origin of training as a concept can be traced back to the middle ages in the form of apprenticeships. Training evolved into vocational schools in the early 1800's and apprenticeship programs were shortened. What is now known as job instructional training was developed around the First World War (Desimone, Werner & Harris, 2002).

Manpower Services Commission U.K. (1981) defined training as a planned process for modifying attitude, knowledge, skills or behavior through learning experiences. Its purpose, in work situation, is to develop the abilities of individuals to satisfy current and future manpower needs of an organization.

There is divergence in opinion as to whether change in attitude should be included in the definition of training. According to Wills (1994) attitudes are difficult to quantify and training on its own cannot bring major long term variance in attitude. Willis (1994) perspective was that training is the transfer of measurable knowledge or skills.

Varied training methods have taken shape over the years. Lectures/demonstrations are the oldest forms and most traditional means of training. In its most basic state, lectures/demonstrations simply present information from the trainer to the trainee. On-the-job training is considered as a form of traditional training, which occurs in the workplace. It consists of methods such as apprenticeship, internship, mentorship among others (Blanchard & Thacker, 2009).

Training programs stimulate workers to improve their performance and capabilities, which consequently improve organizational performance. Any training endeavor should be designed with regard to a firm's specific needs. Training plays an important role in: building competencies of new as well as old employees to perform their job in the most effective way; preparing employees to have full capabilities for future positions in an organization; and helping employees to overcome deficiencies in job related areas (Elnaga & Imran, 2013).

1.2 Performance

Performance is described as the degree to which a development intervention or a development partner operates according to specific criteria/standards/ guidelines or achieves results in accordance with stated goals or plans (Jody & Ray, 2004). In Horton (2002) perspective, organization's performance is measured through effectiveness, efficiency, and sustainability. According to Chikati (2009), project performance is measured through effectiveness, efficiency, relevance, impact and sustainability. The current study is confined to measuring performance through effectiveness, efficiency and relevance for Community Based Organizations. This is deemed appropriate because community based organizations are modeled majorly on not for profit dimensions.

Effectiveness is described as the extent to which development intervention's objectives are achieved, or are expected to be achieved, taking into account their relative importance. It may also be viewed as an aggregate measure of the merit or worth of an activity, which explains the extent to which an intervention has attained, or is expected to attain, its major relevant objectives with a positive institutional development impact (Jody & Ray, 2004). Usually effectiveness determines the policy objectives of the organization or the degree to which an organization realizes its own goals (Zheng, Yang, & McLean, 2010). Heilman and Kennedy-Philips (2011) posit that organizational effectiveness helps to assess the progress towards mission fulfillment and goal achievement.

Scott (2003) posits that organizational effectiveness is a measure of performance against a set of standards. Measuring organizational effectiveness requires a set of standards, indicators, work sample size, and evaluation of the samples against a defined standard. Scott (2003) further observed that indicators to be used in evaluating organizational effectiveness have to be chosen from among several possible types. Although several representations for differentiating among these concepts have been proposed, Scott (2003) suggests three paradigms of organizational perspectives, namely; rational, natural, and open systems, which account for much of the variances in measures of effectiveness.

While Horton (2002) described effectiveness as a measure of the degree to which an organization achieves its goals, Richard (2009) described organizational effectiveness as a measure of how well an organization meets its goals and objectives. In Richard (2009) perspective, it encompasses maximizing production and output, minimizing cost and input and attaining technological excellence among others. It is a function of productivity emanating from employee satisfaction as manifested by myriad internal performance outcomes rather than external measures. Effectiveness is manifested in an organization's ability to excel at one or more output goals such as coordination, motivation, and employee satisfaction of multiple strategic constituencies both within and outside an organization.

According to Chikati (2009), effectiveness measures the degree to which formally stated project objectives have been achieved or can be achieved. Chikati (2009) further asserts that to make such measures and verification possible, project objectives should be defined clearly and realistically. Often it is mandatory for evaluators to simplify unclear and highly general objectives that are hard to measure and assess. In the current study, effectiveness as indicator of performance are measured through improved: communication; interaction; leadership; direction; adaptability; and environment in Community Based Organizations.

Organizational efficiency involves optimal transformation of inputs through activities into outputs. It focuses on rational use of resources at tactical level, meeting timelines and emphasizes least costs and maximum results (UNDP, 2009). Organizational efficiency measures the relationship between inputs and outputs or how successfully the inputs have been transformed into outputs (Low, 2000). It is a ratio that reflects a comparison of outputs accomplished to the costs incurred for accomplishing these goals. Organizational efficiency reflects the improvement of internal processes of the organization, such as organizational structure, culture and community (Pinprayong & Siengthai, 2012). Two aspects of efficiency exist. The first is the units of production or services that relate to the organizational purpose, and the second is how much it costs to produce those goods and services (Barker, 1995). This implies that to attain efficiency, an organization must ensure that maximum outputs are obtained from the resources it devotes to a program, operation or department (Tavenas, 1992). Conversely,

efficiency is achieved when the minimum level of resources is used to produce the target output or to achieve the objectives of a program, operation or department.

Organizational efficiency measures how economic resources/inputs (funds, expertise, time among others) are converted to results (Jody & Ray, 2004). In Horton's (2002) perspective, efficiency measures the degree to which organizations manage their resources and minimize costs. According to Chikati (2009), efficiency measures the economic relationship between allocated inputs and project outputs. It includes efficient use of financial, human and material resources. The current paper discusses efficiency of Community Based Organization as being able to: use resources rationally; meet timelines; operate at least costs; be oriented towards maximum results; and improve internal processes.

According to Chikati (2009), relevance measures the degree to which the objectives of a program or project remain valid as was planned. It is the overall assessment to determine whether project interventions and objectives are still in harmony with the needs and priorities of the beneficiaries. Chikati (2009) further articulates that society's priorities might change over time as a result of social, political, demographic or environmental changes. As a result a given project might not be as important as it was when first initiated. In many cases continuation of project depends on the seriousness, quality of needs assessment and the rationale upon which the project was developed.

Lusthaus, Adrien, Anderson, Carden and Montalvan (2002) observed organizational relevance as its ability to meet needs and gain the support of priority stakeholders in the past, present and future. It is an organization's ability to innovate and create new and more effective situations as a result of insight and new knowledge. The current paper discusses relevance as the ability of Community Based Organizations to: meet needs of stakeholders; gain support of stakeholders; be innovative and creative; and generate own funds.

Most Community Based Organizations in Kisumu City face performance problems. They cannot: plan; design data collection tools; collect data; analyze data; and make decisions regarding such data. They also cannot make decisions regarding asset inventory, community mapping, daily

activity schedules and seasonal calendar of events. They cannot discuss issues of eligibility for election and selection of members in organization management structure. Moreover, they lack skills in resource mobilization and financial management (Omolo, 2013). Community Based Organizations in Kisumu City are weak in developing participatory management plans. This is because of inadequate: skilled manpower; equipments; and funds for operations (Raburu, Okeyo-Owuor & Kwena, 2012).

2. Objective

To examine the contribution of training to the performance of Community Based Organizations in Kisumu City, Kenya

3. Hypothesis

H_0 : There is no statistically significant contribution of training to the performance of Community Based Organizations in Kisumu City, Kenya

H_1 : There is statistically significant contribution of training to the performance of Community Based Organizations in Kisumu City, Kenya

4. Literature

Training practices of telecommunication sector in Pakistan were examined to determine their impact on organizational performance. Three hundred and sixty questionnaires were distributed among the employees of five telecom companies. It was observed that most organizations meet their needs for training in an ad hoc and haphazard way. It was also revealed that some organizations identify their training needs, then design training activities in a rational manner and finally assess the results of training. It was realized that organizations that invest in the right type of employee training enhanced employee competencies and skills leading to improved organizational performance. It also revealed that training accounted for approximately 50.1% variation in organizational performance and that other factors that might bring variation but were not included in the model accounted for approximately 49.9% in the outcome (Afshan, Sobia, Kamran & Nasir, 2012). This study looked at training practices of a telecommunication sector, which was a corporate body and was profit oriented but did not consider nonprofit institutions specifically Community Based Organizations.

According to Saeed and Asghar (2012) while examining the relationship between training, motivation and employees job performance – the moderating role of person job fit, hypothesized that training was positively related to job performance. The study revealed that training: helps attain the required level of knowledge or skill; had a positive effect on employee's job performance; increases efficiency of work; and contributes to the success of an organization. Training was observed to have a motivational factor which enhances knowledge of the employee towards job performance for organizational achievement. Through training, it was revealed that employees become proficient in their jobs becoming enabled to give better results. This study considered the relationship between training, motivation and employees job performance but did not link it to organizational performance.

Farooq and Khan (2011) conducted a study on the impact of training and feedback on employees for organizational performance. It showed a statistically significant positive correlation between training and organizational performance with a correlation coefficient of .233. The study concluded that it is not possible for a firm to gain high returns without best utilization of its human resource, and this can only happen when the firm is able to meet its employee's job related needs in timely fashion. It further revealed that training is the only way of identifying the deprived needs of employees and then building their required competence to enable them perform well in achieving organizational goals. This study considered the impact of training and feedback on employee performance for organizations performance but did bring out its contribution to organizational performance.

In a study on employees training and organizational performance conducted by Shaheen, Naqvi and Khan (2013), both quantitative and qualitative methods were used to collect data. A complete set of 220 questionnaires were dispatched to school teachers of district Kotli AJ&K, out of which 90 percent turnover was realized. The coefficient of determination of roughly 15% variance in organizational performance was attributed to training. Roughly, 85% of the variation in organizational performance was attributed to other factors, which were not included in the model. The general regression model of the study showed a statistically significant correlation between training and organizational performance. In terms of beta coefficients, the model

showed training accounted a statistically significant positive variation in organization performance at 1% significance level with t value of 5.813. There was therefore a statistically significant relationship between employees training and organization performance. This study looked at correlation between training and performance among school teachers, which falls in the education domain but did not specifically consider the contribution of training in a Community Based Organization.

In Pakistan telecom sector Sultana, Irum, Ahmed and Nasir (2012) studied the relationship between training programs and organization performance. The results showed a coefficient of determination of roughly .501. It meant roughly 50.1% of variation in organizational performance was attributed to training programs. Approximately 49.9% of variation in organizational performance was attributed to other factors not included in the model. Further, t-value of 8.58 was observed meaning that training was a good predictor of organizational performance. This study looked at the relationship between training programs and organization performance in telecom sector, which is a profit oriented organization. It did not consider the relationship in nonprofit institutions such as Community Based Organizations.

Ologbo and Chukwuekezie (2013) studied the influence organizational learning capacity on organizational effectiveness in automobile industry in Nigeria. The results showed a statistically significant positive correlation between organizational learning capacity and organizational effectiveness. Most importantly the regression analysis showed that organizational learning capacity explained 60% of the total variance in organizational effectiveness. Approximately 40% of the variation in organizational effectiveness was attributed to other factors not included in the model. It was therefore pertinent to deduce that enhancement of organizational learning capacity in an organization leads to improved organizational effectiveness. According to Aydin and Ceylan (2009) an increase in learning capacity triggers people's ability to utilize learning opportunities leading to high level of employee satisfaction, which may in turn improve financial and growth performance of such an organization. This study looked at the relationship between organizational learning capacity and effectiveness in automobile industry. It did not consider other measures of organizational performance such as efficiency and relevance. Moreover,

automobile industries are profit oriented. Nonprofit organizations specifically Community Based Organizations were not considered.

A study conducted in Ghana to investigate the effect of employee training on organizational performance with Graphic Communication Group Limited revealed that although some employees were not aware of and were not involved in training programs, majority responded, they were aware of and were involved in various training programs. Correlation coefficient results suggested a statistically strong relationship between employee training and organizational performance. Employee training therefore had a huge effect on organizational performance (Howard, 2012). This study looked at the effect of employee training on organizational performance at Graphic Communication Group Limited but did not consider the contribution of training on nonprofit organizations specifically Community Based Organizations.

Aidah (2013) examined the effect of training on organizational performance within the biggest telecommunication companies operating in Uganda. Quantitative research approach of data collection was adopted through a questionnaire comprising of 18 questions. The questionnaires were distributed to a sample of 120 respondents. The results showed that training had a clear positive effect on the performance of employees leading to improved organizational performance. This study looked at the effect of training on organizational performance in the biggest telecommunication companies but did not consider its effect on nonprofit institutions like Community Based Organizations.

Jagero, Komba and Mlingi (2012) conducted a study on the relationship between on job training and organizational performance in courier companies in Dar es Salaam, Tanzania. Different training programs were conducted in the courier companies, namely; DHL and FedEx. The training programs were conducted based on needs of the company or on changes that did not take place in the companies but were necessary. The level of performance was measured against well set standards as key performance indicators. It was found out that organizational performance to a large extent depended on training of employees. It was also established with certainty that there was a big relationship between on job training and performance at DHL and FedEx. On job training programs positively influenced performance in the organizations. The study looked at

the relationship between on job training and organizational performance in courier companies. It ignored other forms of training like instructor led training. Moreover, courier companies are profit based and do not encompass philanthropic ideals practiced in Community Based Organizations.

Ng'ang'a, Weru, Iravo and Sakwa (2013) studied the relationship between training and development on performance of state owned corporations in Kenya. Training need indicators factored in the model were performance appraisal reports, employee grievances, absenteeism and accidents. Performance indicators factored in were based on revenue generation, profit, corporate image, employee acquisition and retention, and customer acquisition and retention. The study adopted an explanatory research design. The target population was 232 from which a sample of 142 respondents was drawn. The research tool was structured questionnaire. The hypothesis was that training & development improved organizational performance. A statistically significant correlation coefficient of .389 was obtained. It showed a positive correlation between training & development and organizational performance. The hypothesis that training & development improved organizational performance was accepted at 5% significance level. Simple linear regression equation showed that training and development explained approximately 14.5% of the variation in organizational performance. Approximately 85.5% of the variation in organizational performance was attributed to other factors not included in the model. Training and development showed that strategic positioning directly promoted organizational business goals and objectives, which subsequently enhanced organizational performance. This study looked at the relationship between training and development on performance of state owned corporations. Performance indicators factored in were revenue generation, profit, corporate image, employee acquisition and retention, and customer acquisition and retention, which are indicators of effectiveness and efficiency. Indicators for other measures of performance such as relevance and sustainability were not factored in the study.

Ombui, Kagiri and Omoke (2014) set out to study how training and development influence performance in research institutes in Kenya. The study adopted a null hypothesis that training and development had no influence on employee performance in research institutes in Kenya. A descriptive and correlation research designs were used. The study population was drawn from all

government owned research institutions formed under the Science & Technology Act. Cap 250 and targeted those ones within Nairobi County and its environs. Stratified random sampling technique was used with a sample size of 256 employees. Questionnaire was used to collect data. The results showed a moderate relationship between training and development and organizational performance. Training and development explained approximately 38.3 % of the variation in organizational performance. Approximately 61.7% of the variation in organizational performance was attributed to variables not factored in the model. This study was set to determine how training and development influences performance in research institutes. There was variation in activities of such research institutes with those of Community Based Organizations.

5. Methodology

The section addresses: research design; target population; sample procedures and techniques; research instrument; validity and reliability of research instrument; data collection procedure; data analysis techniques and procedures; and ethical considerations.

5.1 Research design

Research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with economy in procedure (Kothari, 2011). According to Yogesh (2006), research design is a mapping strategy and essentially a statement of the object of inquiry and encompasses strategies for collecting evidences, analyzing evidences and reporting the findings. In the study, correlation research design was used. According to Denscombe (2007), correlation research design was deemed fit for the study because of its ability to measure the level of the association between training practices and organizational performance. It also brought out the contribution of training to the performance of Community Based Organizations.

5.2 Target population

Cooper and Shindler (2001), defined target population as the total collection of elements about which an inference is made. The target population in the study was 1202 members of 16 selected Community Based Organizations in Kisumu City, Kenya. According to the Kisumu Central Sub-

County, Department of Social Services, the choice of 16 Community Based Organizations was deemed fit because they were the most active and were directly involved in development matters at the grass root level. The distribution of the target population was revealed in table 1.

Table 1: Distribution of the target population

CBOs	Membership	Membership (%)
Kisumu Youth Olympic Centre	62	5.16
Positive Mindset for Youth CBO	54	4.49
Nyamasaria Upper Friends Youth Group	66	5.49
Ecofinder CBO	103	8.57
Shiners Centre	58	4.83
Umoja Disables Group	70	5.82
Agulu Environmental Network	99	8.24
Jubilee Market CBO	223	18.55
Nyaori Boda Boda Self Help Group	99	8.24
Jubilee Widows Women Group	41	3.41
Kisumu Central Community Care	95	7.90
Tonney Red Women Group	45	3.74
Ecofit Resource Mobilization CBO	34	2.83
Make Me Smile CBO	50	4.16
Kazi Ngumu Integrated CBO	62	5.16
Kaddnet	41	3.41
Total	1202	100.0

Source: Survey data (2017)

5.3 Sampling procedures and techniques

Sampling is a combined course of action used to identify the inhabitants of attention, estimate the sample size, deciding suitable sampling strategy and choosing a representative group from the inhabitants. The procedure should be made such that error of estimation is minimized as much as possible and the fractional part selected provides only an estimate of the population characteristics (Yogesh, 2006). Fisher's sample estimation model was used in sample size

determination (Mugenda & Mugenda, 2003). According to Fisher, for target population exceeding 10,000 the sample size is estimated by

$$n = \frac{z^2 pq}{d^2} \quad (1)$$

p = Fraction of target population with characteristics being sought;

q = Fraction of target population without the characteristics being sought;

d = Statistical level of significance set; and

z = Standard statistical divergence

Fisher further asserts that if the fraction of the target population with the characteristic being sought is not known then 50% is sufficient. When estimated at 95% level of confidence

$$n = \frac{1.96^2 \times 0.5 \times 0.5}{0.05^2}$$

$$\approx 384$$

In the study, the target population of 1202 was less than 10,000 and so modified Fisher's model

$$n_f = \frac{n}{1 + \frac{n}{N}}$$

was used to estimate the sample size. In this case: n_f was the requisite sample size;

n was the sample size for target population that exceeds 10,000; and N was the actual target population.

$$\therefore n_f = \frac{384}{1 + \frac{384}{1202}}$$

$$\approx 291$$

The distribution of the sample size was shown in table 2.

Table 2: Distribution of sample size

CBOs	Membership	Membership (%)
Kisumu Youth Olympic Centre	15	5.16
Positive Mindset for Youth CBO	13	4.49
Nyamasaria Upper Friends Youth Group	16	5.49
Ecofinder CBO	25	8.57

Shiners Centre	14	4.83
Umoja Disables Group	17	5.82
Agulu Environmental Network	24	8.24
Jubilee Market CBO	54	18.55
Nyaori Boda Boda Self Help Group	24	8.24
Jubilee Widows Women Group	10	3.41
Kisumu Central Community Care	23	7.90
Tonney Red Women Group	11	3.74
Ecofit Resource Mobilization CBO	8	2.83
Make Me Smile CBO	12	4.16
Kazi Ngumu Integrated CBO	15	5.16
Kaddnet	10	3.41
Total	291	100.0

Source: Survey data (2017)

Data was collected from the likely sample through stratified sampling technique. The units of strata were members of Community Based Organizations. The sample size in every Community Based Organization was allocated in proportion to the target population. Members were randomly drawn from each of the selected Community Based Organization. Stratified sampling was most appropriate for the study for the reason that it is straightforward in management. It was also favoured because of homogeneity of members in every Community Based Organization (Mugenda & Mugenda 2003). Members in each organization were considered homogeneous because they were bound by same core values and pursued identical mission. Denscombe (2007) observed that the method was correct for the reason that the investigator asserted some control in the choice of the sample to ensure only essential members or factors were investigated in fractions as they appeared in the larger member populace. This supported the generalization of the results of the investigation.

5.4 Research instrument

Questionnaire was used as the tool of investigation. It is an investigation tool developed to bring together primary statistics, which is subsequently subjected to scrutiny. It is made up of printed

set of questions. Every individual responding to a specific questionnaire reads the same laid down questions to allow for regularity and exactness (Denscombe, 2007).

Questionnaire was thought-out as fit for the investigation for the reason that it: supplied a considerable amount of research data at a fairly small expenditure; was simple to organize; had identical answers to the level that every respondents were posed with precisely identical laid down questions; and provided pre-numbered multiple choices which were more manageable during analysis (Denscombe, 2007).

The questionnaire was divided into four sections. General information included: name of the organization; estate of location; and activity of the organization. Demographic characteristics included: gender; age; education; position in the organization; and experience as a member of the Community Based Organization. Training strategies included: instructor led induction; seminars; conferencing; continued professional development; instructor led mentoring; and instructor led literacy improvement. Organizational performance included: effectiveness; efficiency; and relevance.

5.5 Validity and reliability of research instrument

The questionnaire was tested for validity to authenticate its usefulness in quality control. Quality control was necessary to ensure acceptability level of research findings (Amin, 2005; Cohen, 1988; Oso & Onen 2009). Validity is the degree in the direction of which outcome of the investigation can be precisely interpreted and globalized (Cohen, 1988). The questionnaire was experimented for content, face and concurrent validity. Content validity measured the degree in the direction of which data collected depicted all facets of the given social constructs, for example; clear definitions of constructs and their components (Mugenda & Mugenda, 2003). Face validity measured the probability that a question in the data collection tool could not be misinterpreted or misunderstood by the respondents and showed whether at face value, the questions appeared to be measuring the constructs (Creswell, 2009). Concurrent validity measured whether results of the questionnaire were consistent with results of established measures (Creswell, 2009). Validity was authenticated through investigative experts at Mount Kenya University. The questionnaire was issued to the investigative experts to appraise and

grade every construct relative to the investigation objective on a scale from 1-4 as either irrelevant or relevant. Validity index of .84 was then computed from the appraisers' concurrence through the model $C_{3/4}/C$. The numerator $C_{3/4}$ was the numeral integral value of constructs mutually ticked 3 or 4 by the appraisers. The denominator C was the entire numeral integral value of the constructs appraised. The computed index of .84 was considered adequate as it was greater than .70 the recommended numerical minimum value required for a questionnaire to be valid (Oso & Onen, 2009).

Reliability is the degree in the direction of which investigation outcome are steady and can be reproduced in other situations (Amin, 2005; Kothari, 2011). Reliability is the stability of measures when the investigation tool is administered from a single collection of constructs to a different one, and as well as from a position in a moment to a new point (Frankel & Wallen, 2006). Cronbach Alpha (α) model was used to test reliability. Ten members were randomly chosen from the target members. The number 10 was preferred for the reason that it was the minimum numerical value that could yield significant outcome in data scrutiny of an investigative survey (Kathuri & Pals, 1993). Cronbach's Alpha (α) model

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum_{i=1}^k \sigma_{y_i}^2}{\sigma_x^2} \right) \quad (2)$$

where k = number of scale items

$\sigma_{y_i}^2$ = variance associated with i

σ_x^2 = variance associated with the observed total scores

programmed in SPSS version 20.0 software was used to obtain the value .918. The value was adequate because it was greater than the minimum Cronbach Alpha (α) value of 0.7 considered appropriate for Likert scale questions (Mohsen & Reg, 2011).

5.6 Data collection procedures

The research was conducted within the Community Based Organizations in Kisumu City, Kenya, thus approval was requested from National Commission for Science, Technology & Innovation (NACOSTI) through the School of Graduate Studies, Mount Kenya University. Notification

letters were thereafter sent to the selected Community Based Organizations. The investigator conducted the exercise with awareness that not following correct procedure could be dangerous and obtaining permission from appropriate authorities could take some time (Denscombe, 2007). Also, support staffs were: meticulously taught on investigative morals; prepared on the way to comprehend directives and substance of the questionnaire; directed on the way to capture every dimension for the parts in a reliable way from every member; and write and assemble facts correctly. Despatch out and reception of questionnaires was supervised through a confirmation roll. The questionnaires was administered through drop and pick approach. This was deemed useful because it gave the respondents ample time to respond to the questions.

5.7 Data analysis techniques and procedures

Filled questionnaires were coded in a way that facilitated categorization of data into suitable groups. Data was then entered into Statistical Package for Social Sciences version 20.0. Both descriptive statistics and inferential statistics were used to analyze data. While descriptive statistics was used to describe the practice of training and performance of Community Based Organizations in Kisumu City, inferential statistics was used to analyze data on how training contributed to performance of Community Based Organizations. In particular, while descriptive statistics involved the mean, standard deviation, skewness and kurtosis, inferential statistics involved simple linear regression model

$$Y = \beta_0 + \beta_1 X + \varepsilon \quad (3)$$

In model 3, the outcome variable Y represented performance of Community Based Organizations; the input variable X represented training, and ε was the residual. The residual ε stood for the divergence of practical measurement of performance away from what the model could estimate. The values β_0 and β_1 were constants to be determined. Model 3 was used to examine the strength of the relationship between training and performance of Community Based Organizations. It was also used to estimate the contribution of training to the performance of the Community Based Organizations. Results of the analysis were presented through tables with written interpretations and discussions.

5.8 Ethical considerations

Ethical considerations are concerned with issues related to: data collection; rights of respondents; processing of data and dissemination of research results (Mugenda & Mugenda, 2003). Various ethical standards were observed during the study.

First, prior approval for data collection was sought from National Commission for Science, Technology & Innovation (NACOSTI) through the School of Post Graduate Studies Mount Kenya University. This was necessary because the proposed research involved collecting data directly from people with varied interests. National Commission for Science, Technology & Innovation (NACOSTI) scrutinized the research process to ensure the design included appropriate measures that protected the interests of the respondents and groups covered by the research.

Second, respondents were guaranteed anonymity, confidentiality and the right to comment about the progress of the research. In order to guarantee anonymity, names and addresses of the respondents were not included in the final report. Information was not stored or categorized using names and addresses of respondents. This was done to ensure that what was discussed during the investigation could not be traced back to the respondents by any third party. To guarantee confidentiality any information provided by the respondents was not disclosed to third parties without permission of the respondents. This was necessary because some comments made by the respondents were personal or private in nature. Comments on the emerging results or final report by the respondents were also assured if they wished to do so at any stage.

Last, the respondents were assured that a copy of the final report was to be sent to their organizations on request. Also, a copy was to be availed at university library or to anyone who took part in the research upon request.

6. Results and discussions

Examining the contribution of training to the performance of Community Based Organizations in Kisumu City was presented and interpreted. Descriptive information for training and performance variables was shown in table 3.

Table3: Descriptive information for training and performance

	N	Mean	Std. Deviation	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Std. Error
Performance	291	4.19	.35	.63	.14
Training	291	4.07	.32	.31	.14

Key: 1.0 - 1.4- strongly disagree; **1.5 - 2.4-** disagree; **2.5 - 3.4-** not sure; **3.5 - 4.4-** agree; **4.5 - 5.0-** strongly agree

Source: Survey data (2017)

Table 3 shows the mean and standard deviation for training (M=4.07; SD= .32). There was concurrence that training programs were being practiced in the organizations. Training was achieved through: engagement in seminars; engagement in conferencing; continued professional development; coaching programs; mentorship programs; and literacy improvement arrangements.

Table 3 also shows the mean and standard deviation of performance (M=4.19; SD=.35). There was concurrence that the organizations had superior performance. First, the organizations: frequently achieved their goals; accurately assessed their progress; had effective communication strategies; had supportive leadership; adapted easily to new situations; and created conducive work environment. The organizations were therefore effective in operations. Second, the organizations: utilized resources rationally; met set timelines; emphasized least cost operations; engaged effectively with stakeholders; reflected improvement in culture and structure; and had improved internal processes. The organizations were therefore generally efficient in operations. Third, the organizations: met stakeholders' needs; received support of stakeholders; had the ability to generate funds; and had the ability to meet operational expenses. The organizations generally remained relevant in operations.

Though there was general concurrence that training was practiced in the organizations and that there was superior performance, descriptive analysis did not provide evidence of how it contributed to performance. Besides, training mean was less than performance mean by some units causing uncertainty about the relationship between them. Simple linear regression analysis

was consequently sought. The linear regression model (3) was therefore used. Preliminary tests conducted on model 3 were satisfied. At 5% significance level, the null hypothesis, “there is no statistically significant contribution of training to the performance of Community Based Organizations in Kisumu City” was tested. The findings were shown in table 4.

Table 4: Linear regression analysis for the contribution of training to performance

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
1 (Constant)	2.897	.256		11.325	.000
1 Training	.318	.063	.286	5.070	.000

Goodness of fit:

$$R = .286$$

$$R^2 = .082$$

$$\text{Adjusted } R^2 = .079$$

$$F(1,289) = 25.709$$

$$p < .05$$

Durbin-watson:1.251

a. Outcome Variable: Performance

b. Input Variable: Training

Source: Survey data(2017)

Table 4 shows a low degree of statistically significant positive correlation ($R=.286$; $p<.05$) between training and performance. The value of R-square .082 measured fraction of performance that was attributed to training. It revealed that roughly 8.2% of the variation in performance was attributed to variation in training. The value of adjusted R-square provided a suggestion of the way the model could have been globalized. It ought to have been near the value of R-square as may be appropriate if not identical. In the study, the divergence from the final model was small; that is, .003 or else .3%. This meant if the model was obtained from the whole study population as an alternative to a sample, it could have explained roughly .3% less variation in results. The

value ($F_{(1,289)} = 25.709$; $p < .05$) revealed that the regression model was statistically significant. The null hypothesis was rejected. Standardized beta coefficients, revealed that for every one standard deviation increase in training initiatives, performance was improved by roughly .286 units.

The optimal linear regression equation developed from table 4 and model 3 was

$$Y = 2.897 + .318X \quad (4)$$

The linear regression model 4 revealed that variation in performance had a statistically significant positive correlation ($R = .286$; $p < .05$) with variation in training. The model was 8.2% explained by the variation in training. The linear regression model 4 also revealed that without training, performance was roughly 2.897 units and for each unit increment in training practices, performance was improved by roughly .318 units.

The results was in concurrence with Farooq and Khan (2011) findings, which revealed a statistically significant weak positive correlation between training and organizational performance of ($R = .233$). However, while Farooq and Khan (2011) results showed training contributed approximately 5.4% of variation in organizational performance, the current study revealed a relatively higher value of 8.2%. Despite both results showing weak positive correlation, it was evident that training was more effective in the present study.

Ng'ang'a, Weru, Iravo and Sakwa (2013) study of the relationship between training and development on performance of state owned corporations in Kenya was also in concurrence in findings with the results of the current study. While the current study revealed a weak statistically significant positive correlation of ($R = .286$) between variations in training and performance, Ng'ang'a, Weru, Iravo and Sakwa (2013) results also revealed a weak statistically significant positive correlation ($R = .389$) between training and organizational performance. However, Ng'ang'a, Weru, Iravo and Sakwa (2013) results revealed that training attributed 14.5% variance in performance, which was relatively higher than the current study's value of 8.2%. Despite both results showing weak correlation, training was found to be less effective in the current study.

While the current study revealed a weak positive correlation ($R = .286$) with 8.2% variance in performance attributed to training, Shaheen, Naqvi and Khan (2013) results also had a weak positive correlation with 15% of variance in performance attributed to training. Shaheen, Naqvi and Khan (2013) result was found to be relatively higher than the current study's value by 6.8%. Despite both results showing weak positive correlation, training was observed to be less effective in the current study.

Afshan, Sobia, Kamran and Nasir (2012) examined training practices of telecommunication sector in Pakistan to determine their impact on organizational performance. It realized that organizations that invest in the right type of employee training enhanced employee competencies and skills leading to improved organizational performance. The results of Afshan, Sobia, Kamran and Nasir (2012) concurred with Irum, Ahmed and Nasir (2012) results both revealing that 50.1% variance in organizational performance was attributed to training. This value was relatively higher than 8.2% variance in performance attributed to training realized in the current study. It was evident that Community Based organizations in Kisumu City did not invest in the right kind of training strategy mix which could improve performance adequately.

Saeed and Asghar (2012) while examining the relationship between training, motivation and employees job performance – the moderating role of person job fit, found that training: helps attain the required level of knowledge or skill; affects employee's job performance positively; increases efficiency of work and contributes to the success of an organization. The results were in concurrence with the findings of the present investigation, which revealed that training had a positive correlation with performance. However, the current study revealed that despite the existence of correlation between training and performance, its contribution to effectiveness, efficiency and relevance was relatively low.

While Ologbo and Chukwuekezie (2013) studying the effect of organizational learning capacity on organizational effectiveness in automobile industry, found a strong statistically significant positive correlation between organizational learning capacity and organizational effectiveness, the current study revealed a weak statistically significant positive correlation between training and organizational performance. Moreover, the contribution of training to performance of 8.2%

in the current study was far much lower than 60% variance in organizational effectiveness realized in Ologbo and Chukwuekezie (2013).

7. Conclusion

Training practices had a statistically significant weak positive correlation with performance of Community Based Organizations. Nevertheless, the contribution of training to the variation in performance of Community Based Organizations was statistically negligible.

8. Recommendations

Training contributed to the performance of Community Based Organizations. The organizations should therefore intensify its practice with a view to improving their performance. Also, training is a wide field of capacity development with numerous operational strategies. Community Based Organizations should therefore invest in research to identify the right kind of training mix which should enhance rapid improvement in performance of organizations.

References

- Afshan, S., Sobia, I., Kamran, A. & Nasir, M. (2012). Impact of training on employee performance: A study of telecommunication sector in Pakistan, *Interdisciplinary Journal of Contemporary Research in Business* 4(6), 646-661
- Aidah, N. (2013). *Effects of training on employee performance: Evidence from Uganda*. Vaasan Ammattikorkeakoulu University of Applied Sciences
- Amin, M. E. (2005). *Social science research: Conception, methodology and analysis*, Makerere University Printery, Kampala.
- Aydin, B & Ceylan, A. (2009). Does organizational learning capacity have impact on organizational effectiveness? Research analysis of the metal industry. *Development and Learning in Organizations*, 23 (3), 21 – 23.
- Barker, R. C. (1995). Financial performance measurement: Not a total solution. *Management decision*, 33(2), 31-39.
- Blanchard, P. N. & Thacker, J. W. (2009). *Computer based training methods. Effective training: Systems, strategies, and practices*. Englewood Cliffs, N.J.: Prentice Hall. 263-287
- Chikati, J. (2009). *Monitoring and evaluation handbook*. Repared, Nairobi, Kenya
- Cohen J, (1988). *Statistical power analysis for the behavioral Sciences* (2nd Ed.), Routledge, New York
- Cooper, D. & Schilder, P. (2001). *Business research methods* (7th ed.), McGraw Hill, New York

Creswell J. W. (2009). Research Design: Qualitative, quantitative, and mixed methods approach. London: Sage Publications Inc.

Denscombe, M. (2007). *The good research guide for small-scale social research projects* (3rd edition). McGraw-Hill: New York, Open University Press.

Desimone, R., Werner, J., & Harris, D. (2002). *Human Resource Development*, Harcourt

Elnaga, A. & Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management*, 5 (4), 137- 147.

Farooq, M. & Khan, M. A. (2011). Impact of training and feedback on employee performance. *Far East Journal of Psychology and Business*, 5(1), 23-33.

Frankel, J. R., & Wallen, N.E (2006). *How to design and evaluate research in education*, New York, McGraw- Hill

Heilman, S., & Kennedy-Phillips, L. (2011). Making assessment easier with the organizational effectiveness model describe a comprehensive, step-by-step, mixed-methods assessment model. *American College Personnel Association and Wiley Periodicals*, 15 (6), 29–32, DOI:10.1002/abc.20046

Horton, D. (2002). *Planning, implementing, and evaluating capacity development*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.518.8285&rep=rep1&type=pdf>

Howard, S. (2012). Effect of employee training on the perceived organizational performance: A case study of the Print-Media Industry in Ghana. *European Journal of Business and Management*, 4(15), 77-87.

Jagero, N., Komba, V. H. & Mlingi, N. M. (2012). Relationship between on the job training and employee's performance in courier companies in Dar es Salaam, Tanzania, *International Journal of Humanities and Social Science*, 2 (22), 114-120.

Jody Z. K. & Ray C. R. (2004). *Ten steps to a results-based monitoring and evaluation system: A handbook for development practitioners*. The World Bank, 1818 H Street, NW Washington, DC 20433. Retrieved from www.worldbank.org

Kathuri, J. R., & Pals, (1993). *Introduction to educational research*. Egerton University, Njoro, Educational Media Centre.

Kothari, C.R. (2011). *Research methodology, methods and techniques*, New Age International Publishers, New Delhi

Low, J. (2000). The value creation index. *Journal of Intellectual Capital*, 1(3), 252 – 262, DOI 10.1108/14691930010377919

Lusthaus, C., Adrien M. H., Anderson, G., Carden, F. & Montalvan, G.P. (2002). *Organizational assessment: A framework for improving performance*. Ottawa, Canada: *International Development Research Centre*.

Manpower Services Commission (1981). *Glossary of training terms*. London: HMSO

Mia, L. & Clarke, B. (1999). Market competition, management accounting systems and business unit performance. *Journal of Management Accounting Research*, Volume 10, 137- 158.

- Mohsen, T. & Reg, D. (2011). Making sense of Cronbach's Alpha. *International Journal of Medical Education*, 2, 53-55, editorial
- Mugenda, O.M & Mugenda, A. G. (2003). *Research methods quantitative and qualitative approaches*, Nairobi University Press**
- Ng'ang'a, R., Weru, J., Iravo, M. A. & Sakwa, M. (2013). The relationship between training and development on performance of state owned corporations. *International Journal of Academic Research in Business and Social Sciences*, 3(9), 2222-6990. DOI: 10.6007/IJARBSS/v3-i9/190
- Ologbo, C. A. & Chukwuekezie, S. C. (2013). *Organizational learning capacity and organizational effectiveness: The moderating role of absorptive capacity*. Retrieved from <http://ibac-conference.org/ISS%20&%20MLB%202013/Papers/ISS%202013/B2402..docx.pdf>
- Ombui, K., Kagiri, A., & Omoke, D. (2014). The influence of training and development on the performance of employees in research institutes in Kenya, *International Journal of Science and Research*, 3(5), 130-146
- Omolo, B.O (2013). *Training of community health workers*. Retrieved from [http://mci.ei.columbia.edu/files/2013/04/CHW-Training-Report Manyatta-B-February-2013-.pdf](http://mci.ei.columbia.edu/files/2013/04/CHW-Training-Report%20Manyatta-B-February-2013-.pdf)
- Oso, W.Y, & Onen, D. (2009). *A general guide to writing research proposal and report*. Jomo Kenyatta Foundation
- Pinprayong B. & Siengtai S. (2012). Restructuring for organizational efficiency in the banking sector in Thailand: A case study of SIAM commercial bank. *Far East Journal of Psychology and Business*, 8(2), 29-42
- Raburu P.O., Okeyo-Owuor J.B. and Kwena F. (2012). *Community based approach to the management of Nyando Wetland, Lake Victoria Basin, Kenya*. Retrieved from http://www.undp.org/content/dam/kenya/docs/energy_and_environment/Nyando%20Book%20-%20FINAL%20MOST-internet.pdf
- Richard et al. (2009): Measuring organizational performance: Towards methodological best practice, *Journal of Management*.
- Saeed, M. M. & Asghar, A. M. (2012). Examining the relationship between training, motivation and employees job performance – the moderating role of person job fit. *Journal of Basic and Applied Scientific Research*, ISSN 2090-4304. Retrieved from www.textroad.com
- Scott, W. R. (2003). *Organizations: Rational, natural, and open systems (5th Ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Shaheen, A., Naqvi, H.M. S. & Khan, A. M. (2013). Employees training and organizational performance: Mediation by employees' performance. *Interdisciplinary Journal of Contemporary Research in Business*, 5(4), 490-503.
- Sultana, A., Irum, S., Ahmed, K. & Nasir, M. K. (2012). *Impact of training on employee performance: A study of telecommunication sector in Pakistan*. Retrieved from https://www.researchgate.net/publication/274194048_Impact_of_training_on_employee_performance_A_study_of_telecommunication_sector_in_Pakistan
- Tavenas, F. (1992). *Performance indicators at McGill. working paper*. Montreal: McGill University
- UNDP (2009). *Capacity development: A UNDP primer*. Retrieved from www.undp.org/capacity

Wills, M. (1994). *Managing the training process: Putting the basics into practice*. Journal of European Industrial Training, 18(6), 4-28.

Yogesh, K. S. (2006). *Fundamental of research methodology and scientists*, New Age International (P) Limited, New Delhi

Zheng, W., Yang, B. & McLean, G. (2010). Linking organizational culture, structure, strategy, and organizational effectiveness: Mediating role of knowledge management. *Journal of Business Research*, 63(7), 763–771