FACTORS IN TRAINING AND DEVELOPMENT PERCIEVED TO INFLUENCE MOTIVATION IN SELECTED BUSINESS PROCESS OUTSOURCING FIRMS IN KENYA

BY

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DECLARATION

This research project is my original work and has not been presented for examination to any other university.

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This research project has been submitted for examination with my approval as the University supervisor.

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DEDICATION

To my dear wife Daisy C.W. Nyaga; thank you for your relentless support and patience during this time.

To my daughters Lakeisha Mong'ina and Latoya Moraa who missed quality time with their dad as I took time to study.

To my mother Elizabeth Moraa; thank you for your continued encouragement and best wishes through instilling in me the importance of education and hard work in life.

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ABSTRACT

The study sought to establish factors in training and development that are perceived to influence motivation in selected Business Outsourcing firms in kenya. The population in this study comprised of employees working in selected business process outsourcing firms. Data was collected by use of semi-structured questionnaire; specifically the Likert type. Data analysis was done with the use of descriptive statistics which comprised of means, standard deviations, and percentages. The results indicated that in all the organizations, there are motivation elements through training and development that were lacking. It was therefore concluded that the absence of these facets of motivations had a profoundly negative effect on the employee. From the findings of the study, employees' perceptions in the study indicate that motivation needs to be enhanced through promotion of employee's development and training. The purpose of training and development is pervasive and without it, the study has established that employees do not feel involved through participation and a team of highly effective and efficient employees can't be build. The study concludes that when employees are not trained regularly, they don't get motivated and feel that there is no room for career growth and eventually leads to lack of job satisfaction which leads to lack of commitment and employee retention. Overall inference is that with the perceptions that training and development played a key role in motivation and was lacking, the employees in the firms surveyed, lacked motivation.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

It is an established fact that training and development motivates, enhances skills, knowledge, attitude and ultimately worker performance and productivity in organizations (Cole, 2002). Training focuses on imparting short-term knowledge and skills to enable employees perform in their current job while development has a long-term focus to prepare the employee to take on greater responsibilities in future. Saleem (2011) notes that training and development enhances job satisfaction and productivity for organizations because the employees know what is expected of them as they are also equipped with the knowledge and tools to perform their jobs efficiently. A good training and development system ensure your employees in every organization understand what business and company is in what condition and keeps updated on the skills they need to possess to perform their day to day job so it brings in confidence, motivation and improves performance. Training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs and in future. Development is a broad, on-going multi-faceted set of activities which include training to bring someone or an organization up to another threshold of performance, often to perform some jobs or new roles in the future for the betterment of organizations.

Beardwell, Holden and Clayton (2004) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development but no matter how much a person is enabled with skill, knowledge and abilities he will not perform well until he is not motivated, so motivation is as important as training and an appropriate environment is also important to achieve desired job performance (Blanchard and James, 2007).It is therefore the onus of the specific organizations to provide the right training and development within which the

full motivation can be achieved thus leading to the attainments of the organization's objectives.

1.2 Selected Business Outsourcing Firms in Kenya

Kenya is a growing player in the business process outsourcing industry with enormous potential. Its powerful private enterprise, high performing human resources, progressive government and regulatory environment presents the ideal location for outsourcers looking for a scalable, low cost, high quality destination. Walton (1999), noted that in sourcing means sharing of internal services whereby a number of organizational support functions such as training and development are combined and their services sold at a cost too various business units which make up a large decentralized corporation. The objective is to capture the economies of scale of centralization but with the customer focus and responsiveness desired by the business units. Outsourcing the external agent is provided in house, using a client's premises and facilities but fixed costs are reduced by the placement of the existing full time staff.

Business outsourcing is synonymous with outsourcing and thus can ordinarily be defined as getting someone else to do the work which is done through an agreement which allows the service provider to supply the customer with the services that are currently being offered by the client (Agure, 2006). On the other hand; Go'mez-Mejia (2010), simply defines business outsourcing as shifting work once performed internally to outside suppliers and contractors. The shifting of the services to a specialist organization is facilitated by among other reasons, cost cutting which triggers the business process outsourcing(BPO) firms to focus on the required performance indicators while least focusing on their own.

1.2.1 Spanco Raps Kenya Limited

The company Spanco Business Process Outsourcing Ventures Limited (SBVL) is the holding company of all BPO entities of Spanco Limited, catering to clients globally. SBVL operations are spread across four continents with operations in India, Middle East, USA, UK and Africa. Spanco's expertise in BPO is not just restricted to call centre operations but also in building and managing call and data centre infrastructure and global manpower outsourcing. The robust BPO services infrastructure has been built on a global delivery platform to deliver voice, non-voice and other knowledge process outsourcing (KPO) services tailored to suit individual client requirements. Spanco Raps Kenya Limited was set up in 2011 January to support Airtel Kenya in servicing their customers. It has approximately 340 members of staff. Spanco Raps Kenya Limited provides voice, non-voice and other knowledge process outsourcing services majorly through its call center (Spanco, 2013).

1.2.2 Kencall Kenya Limited

Kencall is a Kenyan contact centre co-founded in 2005 operating globally and providing call centre and (BPO) services to organizations worldwide. Kencall offers experience in customer care, telesales, technical support, customer acquisition, web chat services and BPO. Its business is built upon world-class technology infrastructure and operations. As the first global contact centre in Kenya the company grew quickly benefiting from Kenya's large educated labour pool however the competitive landscape has since intensified within the call centre space. The company has gone from strength to strength since 2005 building experience in customer care, telesales, technical support, customer acquisition, web chat services and BPO. The company has developed and implemented world-class technology infrastructure and efficient operations. Kencall runs its operations out of its first call center in Nairobi that has a 300 seat facility that is scalable in and equipped with the technology to meet the needs of its client (Kencall, 2013).

1.2.3 Techno Brain Kenya Limited.

Techno Brain was established in 1987and it is a company which provides, Information Technology (IT) Training and BPO services. Techno Brain's IT Solutions help clients accelerate innovation, optimize business processes and maximize value from their IT investments. Our service offerings span across the range of IT with specialized solutions such as Secure Credentials that can build manage and support IT systems for its customers, across the entire value chain. Techno Brain has a wealth of experience in imparting quality training in the information technology domain. Techno Brain has signed up with New Horizons as the master franchise for eight countries in Africa, bringing world class IT education and training to the region. Techno Brain provides Certifications in Microsoft, Oracle, Novel, Redhat, Linux, Information Security, and Network and Helpdesk. New Horizons with its proven expertise in delivering the best in learning through a combination of delivery platforms, teaching techniques and high-end facilities has helped organizations and individuals achieve results, increase productivity and efficiency, drive revenue and reduce costs.

Techno Brain provides an end-to-end training solutions ranging from training needs analysis, content development, and trainer certifications, training delivery and post-training support through a nationwide network of training institutes. Techno Brain training programs are tailored to the specific needs of each client and reflect the typical features of the client's business. Equipped with a clear understanding of the economic and dynamic market conditions, Techno Brain's approach is incorporated within a comprehensive and strategic vision of the client's business evolution and market trends. Techno Brain's IT/BPO division provides Integrated Solutions, Customer Lifecycle, Back-office Lifecycle Management, Process and outsourcing solutions to many of the local and international companies in a wide range of industries including retail, insurance, mortgage, banking and financial services, healthcare, telecommunications, technology, travel and hospitality. Our focus is to be a global business services company, delivering differentiated services in its chosen vertical markets and understand the customer's requirements in order to design accurate solutions that help our clients increase their productivity (Techno, 2013).

1.3 Statement of the Problem

As the most important element of virtually every organization, the people must be empowered through education and development to cope with this increasingly turbulent environment. Training and development strategies within organizations are critical, and must be efficient enough to maximize learning which could benefit not just the individuals but the organization itself as well as achieving motivation. There are many studies which show that training and development has got direct linkages to motivation, productivity and organizational performance. As such, the company's design and implementation of training and development interventions need to be strategic, systematic and tailored towards enhancing motivation, performance and productivity. The above studies have been done on the effect of training and development practices on employee performance in other countries and industries.

At the local level, no major studies have been conducted on the factors perceived to motivate BPO employees. Among those that have studied fields closer to the role of training and development and motivation in the BPO industry are Gathuma (2011) who focused on the outsourcing of some human resource function units of at Airtel Kenya; where she noted that motivation aspect and concluded that outsourcing had led to shortage of manpower thus the remaining employees were overworked. Mutiso (2012) in his study noted that staff that had been outsourced to other organizations had their motivation levels dropping as opposed to those in the previous organization. He however did not investigate the relationship between training and development and motivation. According to Kathuni (2009), outsourcing has become a very popular method of cost management and for improved efficiency by firms that are facing an increasingly stiff competition.

When firms outsource their services to other organisations, they mostly focus on the delivery of the contracted service which is facilitated through the induction training on product or service knowledge that is useful in implementing the designated work from the main outsourcing firm. While the business process outsourcing firms remain focused on delivering their contracted requirements, other forms of training or development are less paid attention to and instead, more impetus is given to the knowledge which will

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enable the worker mainly satisfy the mother company. There is stiff competition among other competitors as well as the advent to save costs in production including in training and while maximising on the output on production so as to meet the mother firms meet part of their outsourcing objectives of cost cutting. Similarly as a result of short and medium term contracts from the main companies, the business process outsourcing firms have lacked in long term plans in training and development.

This study therefore places emphasis on the effectiveness of training and development practices on influencing employee performance and motivation in outsourcing of call centers in particular. To the best of my knowledge, no similar study has been done in this context hence the need for this study. The study seeks to establish the extent to which training and development practices have been aligned to help employees not only to cope with the BPO industry, but also to ensure that they are motivated to work and performance is enhanced.

1.4 Objective of the Study

To determine the perceived effect of training and development on influencing employee motivation in selected business process outsourcing firms in Kenya;

1.5 Value of the Study

The research study will be of great significance to the management at Spanco Raps Kenya Limited, Techno Brain Kenya Limited and Kencall Kenya limited to employ relevant training and development strategies that can motivate employees.

The study will be of value addition to the outsourcing firms such that they will derive in depth understanding of training and development aspects that motivate and demotivate employees who have been outsourced thus enable them to develop best practices.

The study will be of significance to the Board of Directors and other senior organization management staff e.g. human resource managers who are involved in formulation of key management decisions like training and development investment.

The study will be of significance to students and future scholars since it will act as a source of knowledge and reference about the effectiveness of various training and development interventions and those who seek to study the topic further.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter gives theoretical reviews of training and development on employee motivation as projected by other authors as well as employee outsourcing. It also provides the study with the theoretical rationale of the problem studied as well as what research has already been done and how the findings relate to the problem at hand.

2.2 Motivation

Hodgetts and Hegar (2008), indicates that the psychological drive that drives a person towards an objective is motivation which also makes people to work hard. The word comes from the Latin word *movere* 'to move.' When we see people working hard, we say they are motivated because we see them moving. Some of the factors that make people to work hard is interesting work, job security, up to date equipment, a feeling of doing something important, good wages, challenging work, effective supervision by the boss, a chance for advancement, peasant working conditions and the opportunity to succeed at what you are doing through training and development.There are two types of motivation i.e. extrinsic motivation and intrinsic motivation. Both types of motivation affect individual performance. Rewards in the form of compensation, bonuses affect extrinsic motivation while verbal appreciation affects intrinsic motivation.

Motivation is a process that guides and maintains good behaviors. Motivation causes persons to work. It involves the cognitive, biological and emotional forces that activate some specific behaviors. Normally it is described as why a person does something. Major components of motivation are activation, persistence and intensity. Activation involves decisions to initiate a behavior; persistence is a continuing effort towards a goal and intensity can be seen that goes to pursue goals. It is a set of energetic forces that originate inside the persons to initiate some behaviors and to determine the direction, intensity, form and duration. Motivation is the willingness to exert high levels of effort to reach organizational goals, conditioned by the effort's ability to satisfy some individual need. Motivation has a significant importance on the performance of employees (Saeed and Asgha, 2012). Researchers have found work motivation difficult to define but Rainey

(1993), defined motivation as "an internal drive to answer unsatisfied needs". While Nahavandi and Malekzader (1999) adopted the definition of "a state of mind, desire, energy of interest that translates into action", this state of mind they believe can be inferred to translate into the action of increased work performance.

All organizations are concerned with what should be done to achieve sustained high levels of performance. This means giving a lot of attention to how best each individual within the organization can be motivated. Chamorro-Premuzic (2007) has given a psychological definition to motivation as an internal state, dynamic rather than static in nature that propels action, directs behaviour and is oriented towards satisfying both instinctual and cultural needs and goals. At the local level, Boen (2006) has defined motivation as the goal directed behaviour. She further added that people are motivated when they expect a course of action is likely to lead to attainment of a goal. Beck (1990) noted that it has two dimensions; first the regulatory approach which emphasizes the body's response to such disruptive forces as hunger and pain; secondly the purposive approach which emphasizes the goal-directed nature behaviour. In general, the above authors are of the view that motivation is goal directed behaviour and it is seen as the driver that enables employees execute organizational objectives effectively.

According to Mawoli and Babandako (2011), there have been several theories that have proposed varying sets of factors that influence motivation. They have however noted that many scholars agree that motivation is a psychological process that causes the arousal, direction, intensity and persistence of behaviour. They are however keen to caution that motivation is simply a process that leads to behaviour and that it cannot be directly measured or observed. Motivation will thus generally embrace the aspects of enjoyment of one's job, one's ability to make a difference in the workplace as well as attaining personal achievement. Mugambi (2008) in her research findings concluded that workers will need opportunities for achievement, advancement and responsibility.

2.3 Human Resource Training and Development.

According to Harrison (2005), training and development is the field which is concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. According to Wanjala (2002), training enables one to learn different skills so as to be able to respond to various demands differently, it also motivates the leaner in both intrinsic and extrinsic manner that ends up learning better as a result and functioning in a more productive manner. Training also helps in the transfer of knowledge as transferred in the real job situation or otherwise. Nzuve (1997) indicates that training is the imparting of proficiencies and knowledge that are specifically related to narrow areas of employment, whereas development implies individual growth and self-realization in a broad area. Training is the helping of people to adapt to a role behavior that will be useful to the organization.

Go'mez-Mejia et al (2010), notes that training typically focuses on providing employees with specific skills or helping them to correct deficiencies in their performance. Development is an effort to provide employees with an ability the organization will need to use in the future. The goal of development is enriched and more capable workers. Nair and Rao (1990), argue that while every other resource like technology, capital assets and even finance can be bought if one is willing to pay the right price, the only resource that cannot be bought is motivated human resources. Motivated people will have to be developed and nurtured by managerial competence. Thomas, Garavan, Costine, and Heraty (1995) say that training as activity is both focused upon, and evaluated against, the job that an individual currently holds. They proceed to define education as activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs while development focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate. Training and development activities should be an integral part of successful management and the top management should place its key emphasis on this function for successful management of the organization by way of integrating it with the management's overall plans and objectives. Any organization that

is serious about increasing productivity and profitability, must carefully integrate the training and development function with the overall plans and objectives

2.3.1 Need for Training and Development

Employee performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees. Employee performance is usually monitored through regular performance appraisals. A company should have knowledge about which of its human and physical assets are performing effectively so that what the company plans to implement in future have evidence of success and avoid wasting money in performing unnecessary projects. Recruitment staff for instance should have full knowledge about the performance patterns of different types of employee.

Nzuve (1997) has noted that employee training is the process that enables people to acquire new knowledge, learn new skills and perform tasks differently or better than before. It attempts to teach a person how to perform particular activities or a specific job and its main objectives include improvements on job performance, improved quality and quantity of products and services, creation of correct attitude to work, reduction of number of accidents and cost, succession planning and minimizing supervision time. Several factors cause the need for training and development among them legislation/policy changes, lack of basic skills, poor performance, new technology, new products/services, emergence of higher performance standards, new job responsibilities and career progression requirements.

Under favorable circumstances, training has the important dual function of utilization and motivation. Graham and Bennett (1998) have noted that by improving employees' to perform the tasks required by the company, training allows better use of human resources; by giving employees mastery over their work and recognition by management their job satisfaction is increased. When circumstances are unfavorable, these results may not be obtained, for example when the trainee sees no purpose in the training, when it is regarded as a punishment or a sign of displeasure or when the training seems irrelevant to the trainee's needs. In details the gains that it is hoped to bring are greater productivity

and quality, less scrap or spoilt work, greater versatility and adoptability to new methods, less need for close supervision, fewer accidents and greater job satisfaction showing itself in lower labor turnover and less absence.

2.3.2 Training Needs Analysis

Training needs arise out of person, task or organization analysis and it is importance to assess and analyze needs because this stage builds the foundation by identifying the kinds of training and development intervention needed for an effective effort. While doing the training and needs analysis, four levels of needs have to be analyzed which include assessing the needs of the organization, individual employees' skills, knowledge and attitudes, and their functional responsibilities as well as departments' needs. In turning to the methods used in accomplishing the identification of needs within organization, Wilson (2005), suggested the conventional and simpler methods such as interviews, questionnaires, observations, and focus groups to gather information for human Resource training and development needs analysis.

The first step in creating effective training programs is to determine what training employees need. Training needs assessment is the process of gathering data to determine what training employees needs have so that training can be developed to improve the effectiveness of employees and thereby help the organization meet its business objectives. Training needs assessment should be done before training programs are developed so as to identify specific problem areas in the organization so that the highest priority organizational problems requiring training solutions are addressed; to obtain management support by making certain that the training directly contributes to the bottom line, that the training improves employee job performance; to develop data for evaluation of the success of the training program, when the training has been completed; and to determine the costs and benefits of training, because there are costs to leaving a training need un-met as well as benefits from improved job performance (Brown, 2002). One outcome of doing a training-needs assessment is identification of gaps between the skills that employees have and the skills required for effective job performance. Another outcome is identification of performance problems that are not training needs, because job performance is a function of both job knowledge, skills, and work motivation i.e., not

every job performance problem has a training solution. There may be organizational practices or incentives that contribute to a lack of employee motivation, a problem that training cannot solve.

2.3.3 Effectiveness of Training and Development

Wanjala (2002),talks about training as being a process which involves training and needs analysis methods to be used, designing of the training, conducting and the evaluation of the training. According to Wilson (2005),development is the realization of a persons' ability, through conscious or unconscious learning. Development programs usually include elements of planned study and experience, and are frequently supported by a coaching or counseling facility. Development occurs when again in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to the act and to perceive how such action relates to its context.

Nzuve and Singh (1992), notes that the purpose of training is to vary a great deal and can be classified into various categories which include developing job, knowledge, skills transmitting information and modifying attitudes: the intent of some training programs is that of changing the attitudes of employees in various ways, such as developing favorable attitudes among employees, increasing motivation and increasing the sensitivity of especially supervisory and management to the feeling and reactions of other people. Methods for measuring training and development program effectiveness are varied and depend on the objectives established for the program. There are two types of performance measures. In-process indicators tell if the plan is on course e.g. by checking the number of employees trained, number of training courses completed or amount of time spent on training. Outcome indicators contain measures of service or performance results e.g. an increase in employee and/or customer satisfaction, increase in employee job performance, and/or an increase in organizational performance.

2.4 Factors in Training and Development Perceived to Influence Motivation.

2.4.1 Participation and Involvement

Employee involvement and participation is a process for empowering employees to take part in training and development decision-making and improvement activities appropriate to their levels in the organization. Since McGregor's Theory Y first brought to managers the idea of a participative management style, employee involvement has taken many forms, including the job design approaches and special activities such as quality of work life programs. Involving employees in the education and training contributes very effectively to developing the learners' skills and knowledge and to preparing them for their duties. The employees are able to identify more precisely the skills and behaviours that are needed to perform effectively at work and the employers are more effective in supporting learners to develop these skills (Wilson, 2005).

2.4.2 Performance

Training effects on behavior of employees and their working skills which resulted in enhanced employee performance and further constructive changes that serves as increase employee performance (Kraiger, 2002). Technical and professional skills are very important for the employees to perform a job in an effective way. Providing training opportunities to employees can enhance the performance of the employees. Reference to invention, training increased the educated mechanics to figure up two Jeep bodies using only a homemade hammer, chisel, and oxyacetylene welder. Concerning to implicit skills and the profession of a mechanic needs "feel" to remain successful. Barber (2004) described in the result of an effective training that a mechanic had worthy emotion of how to hit the metal at the particular spot so that work must be performed in a systematic and proper way. Saleem (2011) notes that training and development enhances job satisfaction and productivity for organizations because the employees know what is expected of them as they are also equipped with the knowledge and tools to perform their jobs efficiently. Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively.

2.4.3 Reward and Recognition.

Employees understand that training can lead to superior duties and higher remuneration (Fenn, 1999).After communicating what it is expected of employees to learn and how doing so will not only serve the business, but how it will also help them grow and prosper on a personal level, it's time to reward the employees for putting that new skill to work, base pay, incentives and benefits. Rewards and recognition programs keep high spirits among employees, boosts up their morale and create a linkage between performance and motivation of the employees. The basic purpose of recognition and reward program is to define a system to pay and communicate it to the employees so that they can link their reward to their training which ultimately leads to employee's job satisfaction. When we recognize and acknowledge the employees in terms of their training, their working capacity and performance is very high. In today's dynamic environment the highly motivated employees serve as a synergy for accomplishment of company's goals, business plans, high efficiency, growth and performance.

2.4.4 Career Growth

Employee development is important for any organization to stay solvent and competitive in the market. Though it is expensive for the organization to spend the money on their employees but this investment is positive for the organizations to hold the place in the market. American Society for training and development mentioned two motives that are significant for employee's knowledge, first employees identify the worth of training and marketable by organization and second Chief Executive Officers of the companies understand that how fast information is transferring in current business environment (Fenn, 2000). Organizations are required to develop and maintain such learning environment for the employees that expand the knowledge of organization and competitive ability. However, employee training is derived through a high price but have a positive impact on return-on-investment. Microsoft, and General Electric Company are entirely large effective organizations, and these organizations realize training opportunities as an investment described in his study that American Society for training and development found an association between financing in employee development and

higher revenues from stock market. Organizations can utilize employee training and development to improve their appearance as best employer in the job market (Greengard, 2000).

2.4.5 Job Satisfaction

Employees have no feeling about their organizations, if they think that their organizations are not caring about them while the companies which are willing to spend money on their employees give value to work even though that investment eventually benefits the organization (Wilson, 2005). Companies which are providing the training and development for their employees are achieving high level of employee satisfaction and low employee turnover. Training increase organization's reliability for the reason that employees recognize their organization is spending in their future career despite the matter that loyalty with the organization cannot be calculated but it is substantial to intrinsic reward that employee feel. Employees feel comfortable, motivated and wants to stay with their organization, when they feel they are putting their efforts and skills in the bottom line for their organization. Employees, who are satisfied with their jobs, believe that their work has a purpose for their organization and usually being the best performers do not leave a job for the purpose of financial benefits. Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the encounter of different duties, and looking for personal and professional development and therefore nourishing these requirements facilitates in figure up confidence, self-esteem and job gratification in employees(Nunn, 2000).

2.4.6 Commitment and Retention

Retention is a challenging notion and there is no particular method to retain employees with the organization. Several organizations have revealed that one of the characteristic that help to retain employee is to offer them opportunities for improving their learning. Therefore, it has confirmed that there is strong relationship between employee training and development, and employee retention (Rosenwald, 2000).Companies should realize

that experienced employees are important assets and companies have to suffer the challenge for retaining them. Therefore, companies which are providing training and development to their employees will get success in retaining them through a positive learning atmosphere. An effective design of training can also increase retention among employees. Employee retention is a volunteer move by organizations to create an environment which involves employees for longer terms and therefore those organizations that intend to pursue the same, need to think seriously about their investment in training and development.

2.6 The Relationship between Perception, Training, Development and Motivation.

Perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world (Lindsay & Norman, 1977). In other words, a person is confronted with a situation or stimuli. The person interprets the stimuli into something meaningful to him or her based on prior experiences. However, what an individual interprets or perceives may be substantially different from reality. The perception process follows four stages: stimulation, registration, organization, and interpretation .A person's awareness and acceptance of the stimuli play an important role in the perception process. At the individual level, Keep (1989) argues that training investment constitutes a powerful signaling device to reassure employees that they are valued by their employers, which in turn enhances employee motivation and commitment to the organization.In this regard, it is suggested that training is more likely to have a positive effect on employee attitudes e.g. motivation and job satisfaction whereby employers develop formal, structured approaches to training which link skill formation to job tenure, career progression, recognition and reward (Heyes and Stuart, 1996).

Employee's motivation is a function of training development. In literature it is established that training provides necessary knowledge, skills and abilities to perform a job properly. Job is not performed properly even if necessary knowledge, skills and attitudes are given to employees until and unless employees are motivated and proper environment of work is provided to them (Blanchard and James, 2007). Organizations concentrate more on training to produce improved financial results, net sales, and profit margins as well as to get their employees to grow their skills and knowledge as they

perform their jobs. No matter how much a person is enabled with skill, knowledge and abilities he will not perform well until he is not motivated, so motivation is as important through training and an appropriate environment is also important to achieve desired job performance (Blanchard and James, 2007).There are two types of motivation i.e. extrinsic motivation and intrinsic motivation. Both types of motivation affect individual performance. Rewards in the form of compensation, bonuses affect extrinsic motivation while training and development affects intrinsic motivation (Deci, 1972).Organizations often measure actual organizational performance (AOP) and compare it with expected organizational performance (EOP). If AOP is less than EOP then gap between AOP and EOP is known as performance gap. This gap is filled by either giving training to the employees or motivating them and giving them appropriate environment for work (Blanchard and James, 2007).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology that was used in the collection of data. It also specifies the research design, population, sample design and data analysis used in the study.

3.2 Research Design

The research was conducted through descriptive survey whose major purpose of this method was to describe the state of affairs as it existed at time of the study.

3.3 Population of the Study

According to Ngechu (2004), a study population is a well-defined or specified set of people, group of things, households, firms, services, elements or events which were being investigated. Thus, the population should fit a certain specification, which the researcher is studying and the population should be homogenous. The target population was the staff working at Spanco Raps Kenya Limited, Kencall Limited and Techno Brain Kenya Limited in the offices situated in Nairobi. The total population consisted of 490 staff members. The distribution of the population is shown on the table below.

Organization	Population	Sample
Spanco Raps Kenya limited	306	(306/490)*130 = 81
Techno Brain Kenya limited	114	(114/490)*130 = 30
Kencall limited	76	(76/490)*130 = 20
Total	**490**	(490/490)*130 = 130

Table 3.1: Population of the study (Source: Human Resource Departments of Kencall Kenya Limited, Spanco Raps Kenya and Techno Brain Kenya Limited.)

3.4 Sampling Size and Sampling Technique

The sample size will be determined scientifically by the formula:

$$n = N/(1+Ne^2)$$

Where

n= desired sample size for the study area

N=total no. of employees in the study area

e=desired margin error

Source: (Israel, 1992)

A margin error of 0.075 was selected since it is logistically difficult to deal with a larger sample size (Mugenda et al., 2003).

$$\text{Thus } n = 490/(1+(490*0.075^2))$$

$$n = 130$$

3.5 Data Collection

Data was collected by use a semi-structured questionnaire; specifically the Likert type scale questionnaire. Primary data was collected by use of structured questionnaire consisting of the demographics and questions related to the study. This was administered by using "Drop and Pick Later" method.

3.6 Data Analysis

Data analysis was done with the use of descriptive statistics which comprised of means, standard deviations, frequency distribution and percentages. Descriptive analysis was used to provide an exact measurement of the study.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND INTERPRETATION

4.1 Introduction

This chapter presents an analysis and results of the data obtained through the questionnaire, and a discussion of the results. The research objective was to establish the factors in training and development perceived to influence motivation in selected business process outsourcing firms in Kenya and the analysis and findings are presented with regard to the same.

4.2 The Response Rate

A total of 130 questionnaires were issued out. The completed questionnaires were edited for completeness and consistency. All the 130 questionnaires were returned representing a response rate of 100%, which the study considered adequate for analysis as described in Chapter 3.

4.3 Demographic Information

The study sought to establish demographic characterization of the respondents which include their gender, age, position within the current organizations and length of at the organization.

4.3.1 Gender of respondents

The study asked the respondents to indicate their gender.

Gender	Frequency	Percent
Male	72	55%
Female	58	45%
Total	130	100

Table 4.1 Gender of Respondents (Source: Author).

From the findings, 55.1% of the respondents were male and 44.9% respondents were female. This indicates that the male respondents constituted the majority of the respondents; however both genders were represented.

4.3.2 Age of the respondents

The study sought to determine the respondents age and therefore requested them to indicate as per the below table.

Age	Frequency	Percent
Between 18 - 22	6	4.3%
Between 23 - 25	58	44.9%
Between 26 - 30	55	42.0%
Older than 30	11	8.7%
Total	130	100

Table 4.2: Ages of Respondents (Source: Author).

From table 4.3 above, the majority representing 42.0% of the respondents were between 23 and 25 years, those between 26- 30 years were 30.6 % whereas 8.7% were aged over 30 and 18-22 were 4.3%. The results indicate that the age distribution for the 26 respondents is wide but with the majority in the 25 to 35 years age bracket. However, all the age brackets were represented in the survey.

4.3.3 Highest Level of Education

The study sought to establish the respondents' highest level of education.

Education Level	Frequency	Percent
Diploma Level	57	43.5%
Higher National Diploma	21	15.9%
First Degree	51	39.1%
Master's Degree	2	1.4%
Total	130	100

Table 4.3 Highest Level of Education (Source: Author).

Table 4.3 shows that the Diploma Level holders were 43.5%, First degree were 39.1%, followed by Higher National Diploma at 15.9% and 1.4 % by Master's degree holders. All the levels of education were involved in the study except primary school and secondary school leavers, however, majority of the respondents were drawn from the diploma and the first degree levels respectively.

4.3.4 Length of Service at Your Current Organization.
The study also sought to establish the period of time they had stayed with the current organizations.
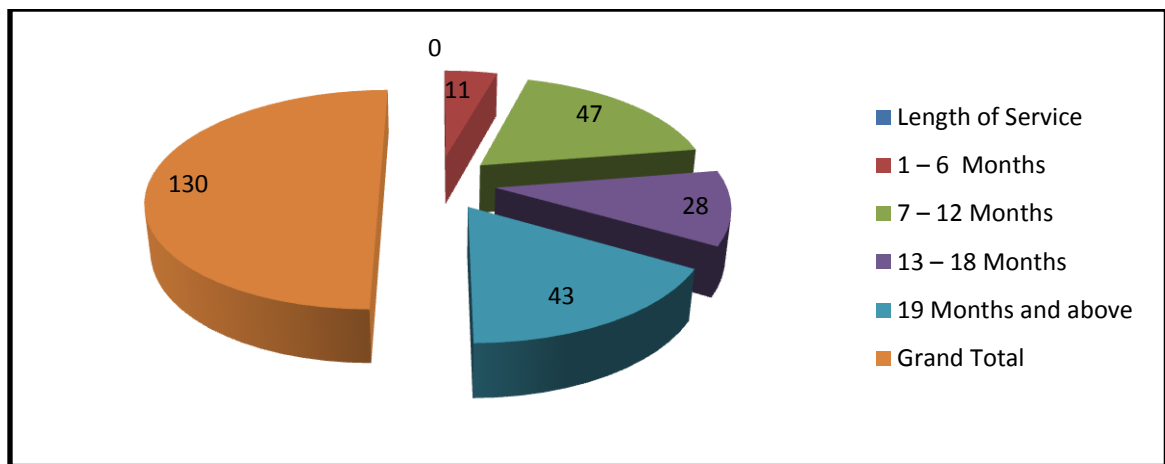
Figure 4.1 Length of Service at Your Current Organization (Source: Author).

The findings in Table 4.1 shows that 36.2% i.e. 47 of the respondents have stayed with the current organization for a period ranging between 7 and 12 months, 33.3% i.e. 43 of the respondents had stayed more than 19 months, 21.7% i.e. 28 respondents had stayed between 13 and 18 months whereas 8.7% i.e. 11 respondent had stayed for less than 6. Conclusively, majority of the respondents have stayed in their current organizations for more than 1 year.

4.4 TRAINING AND DEVELOPMENT.

4.4.1 Long Term Career Development Program the Organizations.

The study also sought to establish the period of any long term career development program in the organization.

Awareness	Frequency	Percent
Yes	31	23.5%
No	99	76.5%
Total	130	100

Table 4.4: Awareness of any Long Term Career Development Program in the Organization (Source: Author).

The findings in Table 4.4 show that 23.52% i.e. 31 of the respondents are aware of any long term career development program in the organization while76.5% i.e. 99 are not aware of such a program in their organization. Conclusively, majority of the respondents are not aware of any long term career development program in their organization.

4.4.2 Objectives of the Program in Your Organization.

Objectives of the development program	Frequency	Percent
To help in career planning.	6	18.80%
To prepare me for the next level of leadership.	10	33.30%
To make me more useful to the organization	15	47.90%
Total	31	100

Table 4.5 Objectives of the Program in the Organization (Source: Author).

The findings in Table 4.5 show that 18.8% i.e. 6 of the respondents who are aware of any long term career development program in the organization, visualize help in career

planning, while 10, i.e. 33.3% will benefit in leadership development and 47.9% i.e. 15 will be made to be more useful in the organization through the development program.

4.4.3 Awareness of Any Training Program in Your Organization

Awareness of Any Training Program in Your Organization	Frequency	Percent
Yes	62	47.8%
No	68	52.2%
Total	130	100

Table 4.6 Awareness of Any Training Program in Your Organization (Source: Author).

The findings in Table 4.6 show that 47.8% i.e. 62 of the respondents are aware of training program in the organization while 52.2% i.e. 68 are not aware of such a program in their organization. Conclusively, majority of the respondents are not aware of any training program in their organization.

4.4.4 Sponsorship for Further Studies or Personal Development Program.

Sponsorship for Further Studies or Personal Development Program	Frequency	Percent
Yes	19	14.5%
No	111	85.5%
Total	130	100

Table 4.7 Sponsorship for Further Studies or Personal Development Program (Source: Author).

The findings in Table 4.7 show that 14.5% i.e. 19 of the respondents have not been sponsored for further studies or personal development programs while 85.5% i.e. 111 are not aware of such a program in their organization. Conclusively, majority of the

respondents have not been sponsored for further studies or personal development programs.

4.4.5 Training other than the initial orientation since joining your organization.

Training other than the initial orientation since you joined your organization	Frequency	Percent
Yes	28	21.7%
No	102	78.3%
Total	130	100

Table 4.8 Training other than the initial orientation since joining your organization (Source: Author).

The findings in Table 4.8 show that 78.3% i.e. 102 of the respondents have not been trained on other areas other than the initial orientation since they joined their organization while 21.7% i.e. 28 have been trained. Conclusively, majority of the respondents have not been trained on other areas other than the initial orientation since they joined their organization.

4.4.6 Duration since Last Training.

Duration Since Last Training	Frequency	Percent
1 – 6Months	4	3.2%
7 – 12 Months	64	49.2%
13 – 18 Months	2	1.6%
19 – 24 Months	2	1.6%
Not applicable	58	44.4%
Total	130	100

Table 4.9 Duration Since Last Training. (Source: Author).

The findings in Table 4.8 show that 49.2% i.e. 64 of the respondents have not been trained in the last 7 to 12 Month while 44.4% i.e. 58 of the respondents have not been trained at all. 4 i.e. 3.2% respondents had been trained in the last 1-6 months while 2 i.e. 1.6% had been trained in the last 13-18 months and 19-24 months respectfully. Conclusively, majority of the respondents have not been trained at all or in the last 7-12 months.

4.4.7 Number Of Times Trained Since Joining The Organization.

Number of times trained since joining the organization	Frequency	Percent
Only once	67	51.5%
Twice	20	15.4%
Three times	12	9.2%
Four Times	1	0.8%
Never	30	23.1%
Total	130	100

Table 4.10 Number Of Times Trained Since Joining The Organization (Source: Author).

The findings in Table 4.10 show that 51.5 % i.e. 67 of the respondents have been trained one times since they joined their organization while 23.1% i.e. 30 respondents have not been trained at all. 15.4% i.e. 20 have been trained twice while 9.2% i.e. 12 respondents have been trained only once and 1 respondent i.e. 0.8 % have been trained four times. Conclusively, majority of the respondents have been trained once or never been trained since they joined their organization.

4.4.8 Objectives of the Training.

Objectives of the Training	Frequency	Percent
To help improve performance	59	45.3%
To acquire more skills	67	51.6%
To prepare me for a new role	4	3.1%
Total	130	100.0%

Table 4.11 Objectives of Training (Source: Author).

The findings in Table 4.11 show that 51.6 % i.e. 67 of the respondents have been trained in order to enable them to acquire more skills 45.3% i.e. 59 of the respondents have been trained to help improve performance and 3.1% i.e. 4 have been trained to prepare them for a new role. Conclusively, majority of the respondents have been to enable them acquire new skills to improve on performance in their organization.

4.4.9 Methods Used for the Facilitation.

Methods were used for the facilitation	Frequency	Percent
On-the-job training	110	84.4%
Understudy training	6	4.7%
Formal Lectures	14	10.9%
	130	100.0%

Table 4.12 Methods Used for the Facilitation (Source: Author).

The findings in Table 4.11 show that 84.4 % i.e. 110 of the respondents have been facilitated through the on job training, 4.7% i.e. 45.3% of the respondents have been trained to help improve performance and 3.1% i.e. 4.7 i.e.6 respondents have been facilitated through understudy training while 10.9% i.e. 14 have undergone normal lectures. Conclusively, majority of the respondents have been to enable them acquire new skills through on job and understudy training.

4.5 Factors in Training and Development Perceived to Influence Motivation of Employees.

The study sought to identify the factors that influenced employee motivation. This was subdivided into various major factors that included supervision, employee development, pay 29 and benefits, reward & recognition, intergroup/interpersonal relations and the work environment. The respondents were requested to pick the most appropriate response in a Likert scale type questionnaire. The scale range was 1 to 5 where 1 represented strong disagreement, 2 represented disagree, 3 meant that they were neutral, 4 represented agreeing and 5 represented strong agreement. In analyzing the data, the results were further clustered for any value 'x'. The mean scores of $0 \leq x \leq 2.4$ represented disagreeing. The scores of $2.5 \leq x \leq 3.4$ represent means of variables which represented neutrality. The scores of $3.5 \leq x \leq 5.0$ present means of variables which represented those agreeing with the questions.

4.5.1 Participation and Involvement

The study sought to identify the participation and involvement factors that influenced motivation for the period they were working for their current organization.

Participation and Involvement	Mean	SD
There is a training and needs analysis from time to time.	2.4118	1.6683
I am involved in the design of the scope of training and development.	2.3382	1.2650
The selection to the training is fair and representative.	2.8806	1.4515
The training program is well communicated.	3.4853	1.1262
The training is well planned and executed.	3.3824	1.1848
The training is conducted in a good environment.	3.3030	1.2400
There is a follow up on the training to assess its effectiveness	2.3676	1.3372
The training was evaluated in a manner that was satisfactory.	3.2656	1.1580
I get timely feedback on my performance in training.	2.3235	1.5007
Gaps identified through the post training period are subsequently addressed	2.8235	1.2331
Am motivated and satisfied with the training program of my organization	2.2985	1.4566

Table 4.13: Participation and Involvement (Source: Author).

From Table 4.4 above, respondents working at maintained a neutral stance that that the selection of the training was fair and representative, that the training program was well communicated and well planned and executed by a score of 2.8, 3.4 and 3.3. The

respondents were also neutral on whether the training was conducted on a good environment, that the training was evaluated in a manner that was satisfactory and gaps identified through the post training period are subsequently addressed by a score of 3.3, 3.2 and 2.8. The respondents however disagreed that the training and needs analysis from time to time, they were involved in the design of the scope of training and development and that there a follow up on the training to assess its effectiveness by a score of 2.4, 2.3 and 2.3. They also disagreed that they got timely feedback on my performance in training and motivated and satisfied with the training program of my organization by a score of 2.3 and 2.2.

4.5.2 Performance

The study further sought to establish the employees' performance as driven by training and development.

Performance	Mean	SD
My training is relevant to the requirements to improve my performance.	3.7246	1.2935
My training has helped improve my performance since I joined.	2.3623	1.5527
When I perform outstanding work, the organization recognizes it.	2.4203	1.3548
Because of my training, I am able to perform better than before	3.3382	1.4722
I foresee my training and development taking me in the next job group.	2.3043	1.6024

Table 4.14: Performance (Source: Author).

From table 4.6, the respondents agreed that training was relevant to the requirements to improve their performance at a score of 3.7. The respondents were neutral in terms being able to perform better because of training at a score of 3.3. The respondents however

disagreed that the training had helped improve their performance, that when they perform outstanding work the organization recognizes it and that they foresee the training and development taking them to the next job group with a score of 2.3, 2.4 and 2.3.

4.5.3 Reward and Recognition

Reward and Recognition	Mean	SD
This department trusts my ability to make decisions.	3.0290	1.2363
I am held accountable for my decisions.	3.6765	1.0140
I get benefits equivalent to the trainings I undergo.	2.2754	1.2113
I get reward e.g. A recognition letter when I accomplish a training or development program.	1.9565	1.1935
I feel sufficiently awarded by my organization.	2.0290	1.2001

Table 4.15: Reward and Recognition (Source: Author).

From table 4.7, the respondents agreed that they are held accountable for their decisions at a score of 3.6, but they maintained a neutral position on whether their departments trust their ability to make decisions at a score of 3.0. The respondents did not agree to the fact that they get benefits equivalent to the trainings they undergo or get a recognition letter when I accomplish a training or development program and they do not feel sufficiently awarded by their organizations at a score of 2.2, 1.9 and 2.0 respectfully. In conclusion, the respondents agreed that they do not feel sufficiently recognized or rewarded by their organization following the trainings that they undertake.

4.5.4 Career Growth

Career Growth	Mean	SD
The department's education and training program have provided me with the knowledge to become a professional in my field.	3.3088	1.4274
The training offered has given me opportunity to identify any potential you have for further development?	2.2836	1.3574
I am encouraged to grow as a person in this department.	2.3529	1.3796
There are many opportunities for advancement in my job	2.3582	1.3784
I have a good a chance of being promoted.	2.4030	1.4041

Table 4.16: Career Growth (Source: Author).

From table 4.8, the respondents held a neutral position in all the fielded questions by bearing a midpoint that department's education and training program have provided them with the knowledge to become professionals in the field by a score of 3.3. They also indicated that the training offered had not given them an opportunity to identify any potential they had for further development and that they are encouraged to grow in the department by a score of 2.2 and 2.3 respectfully. The respondents also maintained that there were not many opportunities for advancement in their job and that they had a good chance of being promoted by a score of 2.3 and 2.4 respectfully.

4.5.5 Job satisfaction

Job satisfaction	Mean	SD
The company conducts enough training as my job demands.	2.2206	1.2075
Am motivated and satisfied with the training program of my organization	2.3088	1.3300
I feel that my job is meaningful	2.4412	1.3863
I am made to feel as an asset to this organization.	2.6615	1.2283
It is a privilege to be a member of this organization.	2.8939	1.2419
I like the kind of job I am doing	3.3284	1.1983
I feel a sense of accomplishment in doing my job	2.4118	1.3739
Generally I am satisfied with my job	2.3913	1.3308

Table 4.17 Job satisfaction (Source: Author).

From table 4.9, the respondents held a neutral position by bearing a midpoint on whether they were made to feel like an asset to the organization or if it was a privilege to belong to the organization as well as whether they liked the job that they were doing at scores of 2.6, 2.8 and 3.3 . The respondent did not agree to the matter that the company conducted enough training as their job demanded or they were motivated and satisfied with the training program of my organization and that the job was meaningful at a score of 2.2, 2.3 and 2.4 respectfully. The respondents also did not feel a sense of accomplishment in doing the job or being generally with the job at a score of 2.4 and 2.3 respectfully.

4.5.6 Commitment

Commitment	Mean	SD
I feel valued in this organization.	2.4638	1.23169
I look forward to going to work every day.	2.8382	1.28841
The department encourages me to stay here until the retirement age.	1.9706	1.19664
I am considering looking for another job outside the organization.	3.971	1.27153

Table 4.18 Commitment (Source: Author).

From table 4.10, the respondents held a neutral stance on whether they looked forward to working every day at a score of 2.8. They felt that they were not valued in their organization as well as they also felt that they could not stay in the organization till retirement age at a mark of 2.4 and 1.9. The respondents also strongly agreed with the fact that they were considering looking for another job outside the organization at a factor of 3.9**.** Therefore the eventual survey on the commitment to the organization established that the employees felt less valued in the organization and did not feel encouraged to stay till the retirement age. As a result of these demotivating aspects as raised by the employees, it was established that the employees were keen on considering looking for a job outside the organization.

A good training and development system ensure employees in every organization understand what business and company is in, what condition and keeps updated on the skills they need to possess to perform their day to day job so it brings in confidence, motivation and improves performance. Training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs and in future. Development is a broad, on-going multi-faceted set of activities which include training to bring someone or an organization up to another threshold of performance, often to perform some jobs or new roles in the future for the betterment of organizations.

The study has established that employees do not feel involved through participation. The study concludes that when employees are not trained regularly, they don't get motivated and feel that there is no room for career growth and the same eventually leads to lack of job satisfaction which has a negative impact on commitment and retention. From the findings of the study, employees' perceptions in the study indicate that motivation needs to be enhanced through promotion of employee's development and training. When employees are not involved in decision making, and proper training in relation to improvement of their performance their motivation levels are low. When this is not accompanied by reward and recognition, career growth and progression, it can lead to employees not to have better job satisfaction and thus not feel better motivated. Employee participation and involvement through the needs analysis from time to time to design the scope of the training will help in reflecting fairness and representation of all those working in the organization. Coupled with proper communication, planning and execution, a good environment is also critical to driving motivation and lack of it will lead to an indifferent or demotivated staff. Feedback to staff is also critical and the vice versa so that the gaps identified are highlighted and resolved in overall which if not done can lead to motivation and satisfaction through training. The overall implication is that with the perceptions that training and development played a key role in motivation and was lacking, the employees in the firms surveyed, lacked motivation.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the key findings presented and discussed in chapter four. The study sought to establish the factors in training and development perceived to influence motivation in selected business process outsourcing firms in Kenya. In achieving this objective, the study focused on some factors in training and development perceived to influence the motivation of employees which were applied in measuring motivation since it cannot directly be measured. These factors encompassed aspects such as participation, performance, reward and recognition, career growth, job satisfaction and commitment.

5.2 Summary of the Findings

The male and female employees were represented with the males constituting a slightly higher proportion. All age groups of the employees were represented in the survey with the majority falling within the 23 to 30 age bracket. Majority of the respondents were either diploma or degree holders with the majority having have stayed in the organization for more than 7 months up to 19 months and above. The general analysis on the demographic data is that all the segments of the employees were represented. Majority of the employees who participated in the study indicated that they were not aware of any long term career development program in their organization and the few that were aware of any development program indicated that it was meant to make them more useful to the organization.

Majority of the staff also indicated that they were not aware of any training program in their organizations as well as the matter that there were no sponsorships for further studies or personal development programs in their institutions. Majority of the staff also indicated that they had not undergone any other training other than the initial orientation training that they had in their organizations and most of the employees indicated that the last training that they had was more than 7 months from the date of the interview or had not been trained at all. Majority of the staff also indicated that they had been trained only

once since they joined their organizations with some not having have been trained at all with many of the respondents also indicating that they had received training only through the on job training facilitation. Employees who participated in the study indicated that critical elements such as those mentioned above affected how employees ranked motivation.

Under factors such as participation and involvement, the respondents indicated that there were several factor that were lacking such as the training and needs analysis, involvement in the design of the scope of training, follow up and feedback on performance in training which impacted negatively on employee motivation and satisfaction with the training program of their organization. While the respondents also maintained a neutral stance on the fairness on the selection to the training, on whether the training was well communicated, well planned and executed and if it was done in a good environment, impacted the satisfaction in the manner which the employees were evaluated and how the gaps identified in training were addressed. Most of the respondents agreed that the training that they received was relevant to the requirements to improve their performance but disagreed that it had indeed born fruits in helping them improve their performance. The employees recognized that they are not recognized when they perform an outstanding work nor had they been able to perform better than before they had been trained. The employees did not see themselves being taken to the next job group because of the training that they had received.

Most respondents indicated that they were being held accountable for the decisions that their organizations trusted them to make but they were not appreciated by receiving recognition letters nor were they sufficiently awarded by the organization. They also did indicate that there were no opportunities to identify potential for further development as well as an opportunity for growth or advancement of their jobs through promotion. The respondents then indicated that they were generally not satisfied with the job that they were involved in because the company did not conduct enough trainings as the job demanded and as a result were less motivated. The employees did not feel that they were made to feel as an asset to the organization and subsequently did not feel the sense of accomplishment or were not generally satisfied with the job. Therefore the eventual survey on the commitment to the organization established that the employees felt less

valued in the organization and did not feel encouraged to stay till the retirement age. As a result of these demotivating aspects as raised by the employees, it was established that the employees were keen on considering looking for a job outside the organization.

5.3 Conclusions

The results indicate that there are motivation elements that were lacking in training and development that and thus negatively affecting the employee level of motivation. When employees are not involved in decision making, and proper training in relation to improvement of their performance their motivation levels are low. When this is not accompanied by reward and recognition, career growth and progression, it can lead to employees not to have better job satisfaction and thus not feel better motivated. Employee participation and involvement through the needs analysis from time to time to design the scope of the training will help in reflecting fairness and representation of all those working in the organization. Coupled with proper communication, planning and execution, a good environment is also critical to driving motivation and lack of it will lead to an indifferent or demotivated staff. Feedback to staff is also critical and the vice versa so that the gaps identified are highlighted and resolved in overall which if not done can lead to motivation and satisfaction through training.

Training is critical in driving performance but nevertheless it should not end there but follow up should be done to compensate employees appropriately as per their training. Training should also factor in the next level of employment such that it forms a pedestal or a stepping stone to it. According to the survey, employees felt that the training did not prepare them for the next level while they maintained neutrality on it helping them improve on performance as compared to previous times. This indicates the fact that there is an opportunity for the business process outsourcing firms to exploit in order to utilize training so as to improve on performance and improve on productivity as well as ensuring that the future higher positions in the firms are secured by the availability of enough trained employees. Members of staff are noted to have been entrusted to make decisions and are being held responsible for the same albeit not getting benefits, recognition or being sufficiently awarded by their organizations. This indicates that the organizations

are willing to allocate more responsibilities to these employees but are not willing to compensate them in equivalent proportions with the responsibilities entrusted with them. Proper training and development leads to job satisfaction and makes employees feel like assets to the organization, it also makes employees feel a sense of accomplishment and drives people to like what they are doing. This will therefore lead to career growth and the general feeling that the employees are going to be promoted to the next level. The survey noticed that the employees in these firms did not feel that there was room for career growth nor did the training accord them a chance to identify any opportunity or potential in them for further development. Therefore the lack of career development and job satisfaction among other elements in training and development that are a prerequisite to motivation were noted to have been lacking therefore leading to the general demotivation and lack of commitment from the employees.

All the factors that were studied were found to have varying influences on the staff motivation and thus they must be jointly considered for a wholesome workforce in any organization. From the findings of the study, employees' motivation needs to be enhanced through the integrated strategies where the various parameters such as participation and involvement, reward and recognition are based on the training offered and career growth are incorporated so as to lead to overall job satisfaction and commitment. Employee training and development programs determine the satisfaction and willingness of employees to work for long periods with current employers due to the reduction in the interest in the search for other jobs outside the organization.

5.4 Limitations of the Study

The finding of this study should be interpreted with the following limitations in mind. There are limitations of measurement which are common in social researches in that the respondents' perceptions may change overtime and across different personalities. Respondents may also give biased or dishonest answers in order to impress the researcher.

5.5 Recommendations

All the factors that were studied were found to have varying influences on the staff motivation and thus they must be jointly considered for a wholesome workforce in any organization. From the findings of the study, employees' motivation needs to be enhanced through training and development where the various parameters such participation and involvement, reward and recognition based on the training offered and career growth are incorporated.

5.6 Suggestions for Further Study

This study aimed to establish the factors in training and development perceived to influence motivation in selected business process outsourcing firms in Kenya. It is therefore suggested that a similar study should be carried out in other organizations and economic sectors where outsourcing has been carried out so as to find out if the same results would be obtained. Secondly, the study used a sample size of 130 which is limited by the small size of the of the staff in the organizations studied and thus further studies could be done for the global network using a larger sample size to test whether findings of the current study may be appropriately replicated. Finally an econometric analysis of the results may also be done to give an indication of the significance of the different variables on motivation of employees. This would enable one to rank them in order of importance which is useful for prioritization.

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APPENDIX (1): LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI

SCHOOL OF BUSINESS

MBA PROGRAMME

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE 12—08—2013

TO WHOM IT MAY CONCERN

The bearer of this letter ...MACHOGU JACKSON MOGENI
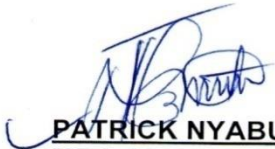
Registration No....D61/67647/2011

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.

PATRICK NYABUTO
MBA ADMINISTRATOR
SCHOOL OF BUSINESS

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
1 2 AUG 2013
MBA OFFICE
P.O. Box 30197 – 00100, NAIROBI

APPENDIX (2): QUESTIONNAIRE

In order to accurately analyze the results of this survey, it is important to obtain the following information. All the information provided by you is confidential and as this questionnaire is anonymous you are not asked to identify yourself. Thank you.

SECTION 1

DEMOGRAPHIC DETAILS (TICK APPROPRIATELY)

1. What is your age group? (Years)

a) 18 – 22   ( )

b) 23 – 26   ( )

c) 26 – 30   ( )

d) Older than 30   ( )

2. Gender;

a) Male   ( )

b) Female   ( )

3. Highest Level of Education;

a) Primary School   ( )

b) High School   ( )

c) Diploma Level   ( )

d) Higher National Diploma   ( )

e) First Degree   ( )

f) Master's Degree   ( )

4. How long have you been employed.

a) 1 – 6 Months   ( )

b) 7 – 12 Months   ( )

c) 13 – 18 Months   ( )

d) 19 Months and above   ( )

SECTION 2

TRAINING AND DEVELOPMENT

5. Are you aware of any long term career development program in your organization?

a) Yes   ( )

b) No   ( )

6. What are the objectives of the development plan?

a) To help in career planning.   ( )

b) To prepare me for the next level of leadership.   ( )

c) To make me more useful to the organization   ( )

7. Are you aware of any training program in your organization?

a) Yes   ( )

b) No   ( )

8. Have you ever been sponsored for further studies or personal development program?

a) Yes   ( )

b) No   ( )

9. Have you had any form of training other than the initial orientation since you joined your organization?

a) Yes   ( )

b) No   ( )

10. If you answered yes to question 7 above, how long ago?

a) 1 – 6Months   ( )

b) 7 – 12 Months   ( )

c) 13 – 18 Months   ( )

d) 19 – 24 Months   ( )

e) Not applicable   ( )

11. Since I joined the Organization, I have been trained (Tick below)

a) Only once   ( )

b) Twice   ( )

c) Three times   ( )

d) Four Times   ( )

d) Never   ( )

12. What were the objectives of the training?

a) To help improve performance   ( )

b) To acquire more skills   ( )

c) To prepare me for a new role   ( )

13. What methods were used for the facilitation?

a) Seminar   ( )

b) On-the-job training   ( )

c) Understudy training   ( )

d) Formal Lectures   ( )

SECTION 3

FACTORS IN TRAINING AND DEVELOPMENT

	Participation and Involvement					
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
		1	2	3	4	5
1	There is a training and needs analysis from time to time.					
2	I am involved in the design of the scope of training and development.					
3	The selection to the training is fair and representative.					
4	The training program is well communicated.					
5	The training is well planned and executed.					
6	The training is conducted in a good environment.					
7	There is a follow up on the training to assess its effectiveness					
8	The training was evaluated in a manner that was satisfactory.					
9	I get timely feedback on my performance in training.					
10	Gaps identified through the post training period are subsequently addressed					
11	Am motivated and satisfied with the training program of my organisation					

Performance	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	1	2	3	4	5
1 My training is relevant to the requirements to improve my performance.					
2 My training has helped improve my performance since I joined					
3 When I perform outstanding work, the organisation recognises it.					
4 Because of my training, I am able to perform better than before					
5 I foresee my training and development taking me in the next job group.					

Reward and Recognition	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	1	2	3	4	5
1 This department trusts my ability to make decisions.					
2 I am held accountable for my decisions.					
3 I get benefits equivalent to the trainings I undergo.					
4 I get reward e.g. a recognition letter when I accomplish a training or development program.					
5 I feel sufficiently awarded by my organisation.					

Career Growth					
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	1	2	3	4	5
1	The department's education and training programme have provided me with the knowledge to become a professional in my field.				
2	The training offered has given me opportunity to identify any potential you have for further development?				
3	I am encouraged to grow as a person in this department.				
4	There are many opportunities for advancement in my job				
5	I have a good a chance of being promoted.				

Job satisfaction					
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	1	2	3	4	5
1	The company conducts enough training as my job demands.				
2	Am motivated and satisfied with the training program of my organisation				
3	I feel that my job is meaningful				
4	I am made to feel as an asset to this organisation.				
5	It is a privilege to be a member of this organisation.				
6	I like the kind of job I am doing				
7	I feel a sense of accomplishment in doing my job				
8	Generally I am satisfied with my job				

Commitment					
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	1	2	3	4	5
1 I feel valued in this organisation.					
2 I look forward to going to work every day.					
3 The department encourages me to stay here until the retirement age.					
4 I am considering looking for another job outside the organisation.					