

The Relationship between Career Training and Employee Productivity in Sugar Firms in Kakamega County, Kenya

Joshua A. Ombayo

Dr. Robert Egessa

Department of Business Management
Masinde Muliro University of Science and Technology

Simon M. Shiamwama

Doctoral Student of Business Administration PhD (Candidate)
Jomo Kenyatta University of Agriculture and Technology
Department of Business Management Science
Kenyatta University

Abstract

Human resources are an essential concern of modern organisations. Career management has been recognised as an integral part of human resource development in such firms. Whereas it is expected that employees will take charge of their career development initiatives, organizations are being forced to be proactive by embracing career intervention. One strategy in use in career intervention is employee training. In this respect, the purpose of the study was to determine the relationship between career training and employee productivity in sugar firms in Kakamega County, Kenya. The study was anchored on the theory of Career Decision Making developed by Krumboltz, 1976. The study adopted a correlation research design which has the ability of establishing relationships among variables. The study was scheduled between February-December 2013. The study population comprised of 700 managers and 2320 operational level employees. A sample size of 10% was extracted from the universe of 3020 employees which gave a total of 302 employees. The employees were stratified, and then randomly picked so as to participate in the study. The tools for data collection were questionnaires for consenting employees as well as document analysis. Validity and reliability of research instruments was established through test re-test method and careful scrutiny of the instruments by supervisors. The data collected was analysed using descriptive statistics and presented in the form of frequency distribution tables, pie charts, graphs, means, modes and percentages. Pearson's correlation coefficient was also used to test for relationships among variables. This study revealed that the more the operatives were exposed on training the higher the level of productivity. The study recommends that Sugar firms should incorporate quality and frequent training of operatives to increase their productivity level.

Key Words: career intervention, career training, employee productivity

1.1 Background Information

Many challenges arise at the workplaces which need expertise intervention in terms of guidance, advice and relevant information for decision making. According to the Ministry of Education Science and Technology Strategic Plan (2008-2012), Kenya as a country is facing a challenge in talent management. The document continues to argue that enhancing human resource capacity requires strategies geared towards attracting and retaining staff, improvement of the quality of work culture, and to broaden and intensify development and training for the staff.

Brandy & Spence (2009) add that a defining characteristic of globalisation is the rapid development and use of technology, not only to speed up and reduce cost of production and services, but also to speed up and reduce the cost of business and trade. It is important for firms to emphasise career training and development to all levels of management and the employees at the shop floor (Ivancevich, 2010).

The workplace is ever changing due to technology, social norms and external environment demands. Thus contrary to the opinions that career development is for managers and training for operatives, a strong suggestion that arose in this study was that the two practices be entrenched at all levels of management. The skills and education employees possess currently may sooner or later be rendered redundant, in addition, the workplace and its surroundings are not static: the two are ever changing in response to the dynamic, diverse needs and demands. Needless to say, the smooth and efficient running of any organisation depends directly on how well employees are equipped with relevant skills.

According to Waweru (2007) new employees almost invariably need some form of training before taking on their new jobs, while the older employees need training to keep them abreast with technological development and ethics. The Federation of Kenya Employers Report & Financial Statements (2010) while backing this assertion calls for productivity training which it defines as a standard program on improvements on labour efficiency, work methods, cost income ratio, and assets utilisation among other areas. The foregoing concern echoes the need to realign the skills of the employees with the immediate objectives and goals of the organisation. Organisational factors such as organisational policy, management style and levels of technology may also be crucial in determining the efforts employees put forth to enhance productivity-a balance should be struck since extremes on either side may lead to dissatisfaction and result to employee turnover (Luthans, 2008). The way the issue of training is handled may differ from one industry to another.

The Kenya sugar industry has faced challenges majorly posed by high production costs. This coupled with threats from cheaper sugar imports from the COMESA trading bloc countries portend a crisis for the sugar sector in Kenya (Kegode, 2005). According to Akinyi (2012), the Kenya Sugarcane Industry is a major employer and contributes to the national economy, thus measures should be taken to salvage it from collapse. The sugar industry saves Kenya in excess of USD 250 million (about Kshs 20 billion). The country has three major sugar firms located in Kakamega County, namely: Mumias, Butali and West Kenya. Whereas Mumias Sugar Company has some government shareholding, the other two are privately owned. According to the Mumias Sugar website (2013), Mumias Sugar was founded through a creation of a corporation between a farmer's out-grower scheme, the government and the company in 1971. 70% of the shares were owned by the government by then. The company produces sugar and sugar products such as molasses, generation of electricity and involvement in community social responsibility such as sports and cultural activities support. The West Kenya was incorporated in 1979 to produce Mill White Sugar. Butali Sugar website (2013) shows that Butali Sugar factory was established with similar objectives in 2012. The challenges facing the sugar industry in Kenya could be addressed through various ways such as legislative remedies, production cost reduction to make the products of such firms competitive, diversification as well as embracing career intervention remedies.

1.2 Statement of the Problem

According to Kenya Sugar Industry Strategic Plan (2010 - 2014), the sugar industry is a major contributor to the agricultural sector which is the mainstay of the economy. It supports at least 25% of Kenyan population. It accounts for 15% of the agricultural Gross Domestic Product. The industry is also a source of employment for most households in Western Kenya.

This picture however is bound to worsen given the challenges the sugar industry is facing in Kenya including capacity underutilization, lack of factory maintenance, poor transport infrastructure, and weak corporate governance. Consequently, most factories have accumulated debts amounting to 58 billion. The Sugar Industry strategic plan (2004-2009) reveals that sugar yields declined from 73 tons per hectare to 70 tons per hectare for that period. Kegode (2005) reports that, the sugar industry in Kenya is in chaos. The current state of the sugar industry where local production is below the country's demand levels raises serious concerns. This coupled with threats from COMESA countries, after the expiry of safeguards that limit importation of sugar from COMESA market into Kenya (Rapando, 2011), call for urgent measures to redress the situation.

Studies have attributed the current scenario to corruption, mismanagement, lack of strategic career training and use of poor agricultural techniques. The various solutions to these problems have tended to focus on legal, political and technological interventions. Little efforts have been put on strategic career training programs despite pointers to less trained human resources. Previous studies on the sector in Kenya have concerned themselves with factors affecting training (Egessa 2005; Rapando 2011). They did not address career intervention in a wholesome manner to include counseling, provision of career relevant information, career plans and career development. Further, they did not focus on how it related to employee productivity.

Thus important components were not adequately addressed in previous studies, leaving a gap in empirical literature on the issue. This study therefore seeks to establish the effect of Career Training on Employee Productivity in sugar firms in Kakamega County, Kenya.

1.3 The Purpose of the Study

The study sought to establish the effect Career Training on Employee Productivity in sugar firms in Kakamega County, Kenya.

1.4 Study Objectives

- i. The study objective was to determine the relationship between career training and employee productivity in sugar firms in Kakamega County, Kenya.
- ii. To establish the moderating effect of the relationship between career intervention and employee productivity in sugar firms in Kakamega County, Kenya.

1.5 Research Hypothesis

The study proposed the following hypothesis

H_{01} : There is no relationship between career training and employee productivity in sugar firms in Kakamega County, Kenya.

2.1 Literature Review

2.2 Career Training

Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Research indicates that investments in training employees in problem-solving, decision making, teamwork, and interpersonal relations result in beneficial firm level outcomes (Rohan Singh, 2012). Training also has a significant effect on employee performance. Firms can develop and enhance the quality of the current employees by providing comprehensive career training and development. Indeed, research indicates that investments in training employee in problem-solving, teamwork and interpersonal relations result in beneficial firm level outcomes (Singh, 2012) in a rare organization level study, Russel (2012) found out that training was correlated with sales volumes per employee and store image in a sample of retail outlet stores.

Effective career training programs are systematic and continuous. In other words, training must be viewed as a long term process not just an infrequent and/or haphazard event (Ng'ang'a 2013) Assessments of employee and organizational needs as well as business strategies should be conducted and then used in selecting training methods and participants (Kadian, 2010). Training programs that are consistent with employee and organizational goals and needs and fit with the business strategy will meet with greater success than those that are not (Rohan Singh, 2012). Preferably; employees will be trained based on the results of assessments.

2.3 Employee Productivity

Employee productivity is the log of net sales over total employees- an economic measure of output per unit of input. Employee productivity measures may be examined collectively (across the whole economy) or viewed industry by industry.

The dictionary defines 'productivity' as the state of producing rewards or results. 'Productive' means fruitful lucrative and profitable (Encyclopedia, 2012). In this context, productivity is synonymous with output. In scientific literature, 'productivity' is defined as the relationship between output and input; between results or proceeds and sacrifices. If it involves the ratio between output and a specific part of the input, this is referred to as 'partial productivity' for example labour productivity expressed as the amount of production for each labour unit, or the number of labour hours for each product unit. (Singh, 2012)

Companies today are forced to function in a world full of change and under various complications, and it is more important than ever to have the correct employees at the correct job with the right qualification and experience in order to survive the surrounding competition. The successful and prosperous future of an organization is dependent on its skilled, knowledgeable and well experienced workforce (Mutsotso, 2010). That is why training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives. Training not only improves them resourcefully, but also gives them a chance to learn their job virtually and perform it more competently hence increasing firms' productivity.

Training has been an important variable in increasing organizational productivity. Most of researchers including Colombo and Stanca (2008), Sepulveda (2005) and Konings & Vanormelingen, (2009), showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives.

Training design refers to the degree to which the training has been designed and delivered in such a way that provides trainees the ability to transfer learning back to the job (Holton, 2000). The author argues that part of transfer design is the degree to which training instructions match job requirements. It is observed that investigations directed at building a contingency of transfer-oriented training intervention design would provide information important for developing training environments more conducive to positive transfer in terms of productivity effectiveness (Nyambegera, 2008). Identification of training needs, design and implementation of training programs, transfer of training, and evaluation of programme benefits are key activities (Krishnaveni & Sripirabaa, 2008). In addition to studying general training variables such as types of training, selection of trainees, selection criteria, evaluation instruments etc.

The success of training depends on the correct implementation of all steps of the process: previous analysis of training needs, development and implementation of an adequate training plan and evaluation (Singh, 2012). In conclusion training together with other activities positively affects results and is associated with productivity increase and a staff turnover decrease (Wanyama, 2010)

3.1 Research Methodology

The study adopted a correlational survey research design. The study collected data on performance, targets and timelines which were essentially quantitative since they were presented in the form of percentages, averages and ratios. Qualitative data was collected on growth indicators and the measure of moderating effect of organisational factors on employee productivity in the sugar firms. The study was carried out in Kakamega County. The study population comprised of 700 managers and 2320 operational level employees who sum up to 3020 the total study population.

Table 1: Study Population

Organisation	Target Group	Population
Mumias Sugar Company	Managers	330
	Operatives	1200
West Kenya factory	Managers	230
	Operatives	800
Butali Sugar factory	Managers	140
	Operatives	320
Total		3020

Source: (HRM depts.: Mumias, Butali & West Kenya sugar firms 2013)

Due to the uniqueness of the study in sugar firms, the researcher contents a sample size of 10% for control purposes.

Table 2: Sample Size

Organisation	Target Group	Population	Sample size	%
Mumias Sugar Company	Managers	330	33	10
	Operatives	1200	120	10
West Kenya factory	Managers	230	23	10
	Operatives	800	80	10
Butali Sugar factory	Managers	140	14	10
	Operatives	320	32	10
Total		3020	302	10

Source: (HRM departments: Mumias, Butali and West Kenya companies 2013)

Stratified random sampling was employed whereby subjects were slotted in various strata so as to participate in the study. Data Collection Instruments were Managers Questionnaires (MQs) and Operatives` Questionnaires (OQs). Reliability was checked by computing a test-retest reliability coefficient which yielded a Correlation Coefficient of 7.0, thus it was regarded as suitable for the study.

Construct validity was assured by correlating the scores on one instrument with scores from another instrument a high correlation of 7.0 and above was attained, which testified that the measuring instrument was measuring the same construct. The data was analysed using the Statistical Package for Social Scientists. The data was presented using frequency distribution tables, pie charts, bar graphs and correlation coefficients.

4.1 Data Presentation, Analysis, Interpretation and Discussion

The response rate was 89.40% (270 respondents), which provided significant data for the analysis. Based on the responses, these data were analysed and interpreted into useful information, reflective of the objectives of the study.

4.2 Age Group of Factory Employees

Table 3: Age Group of Operatives and Managers

Age in years	Mid age \bar{X}	Operators Frequency f	Operators fx	Managers Frequency f	Managers fx
20 – 30	25	83	2075	17	425
31 – 40	35.5	99	3515	35	1243
Above 41	41	21	861	15	615
Total		Σ 203	Σ 6451	Σ 67	Σ 2283
Mean			31.8		34.1

Source: Field Data 2013

From table 3 above, it was concluded that most of the operatives were aged between 20 and 40 years. This resulted into a mean age of 31.8 years. This justified that most factories employed young energetic staff as operatives since the activities involved were too mechanical and required individuals who were more agile. From the same table, it was also observed that most of the managers were aged between 31 and above 41 years. This resulted into a mean age of 34.1 years. It could be interpreted that managerial posts called for individuals of vast experience and those who had gained wisdom with time to enable them formulate essential factory strategies, implement and guarantee adequate control measures.

4.3 Highest Level of Education

4.3.1 Operatives

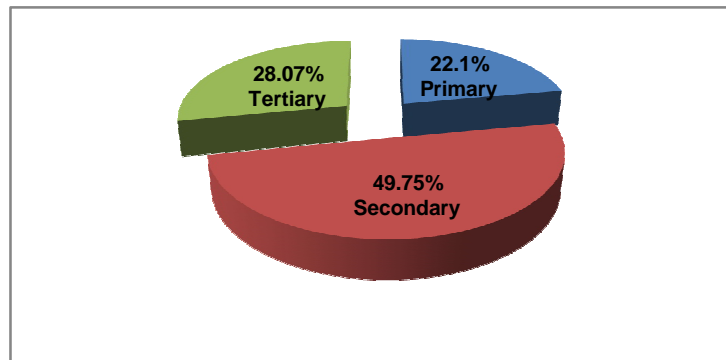


Figure 1: Education Levels of Operatives

Source: Field Data 2013

The results in figure 1 reveal that majority of the operatives` respondents had secondary education (49.75%). A significant percentage 28.07% possessed post-secondary education and only (22.1%) had studied up to primary school level. From figure 4.5 it could be assumed that factories did not employ people with no formal education at all. However, it was clear from the same findings that just less than 50% had attained tertiary education yet serving as operatives in the factories. These findings concur with Rapando (2011) research study.

4.3.2 Managers

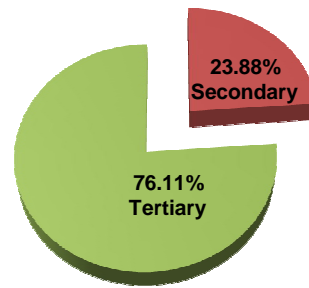


Figure 2: Educational Levels of Managers

Source: Field data 2013

The results in figure 2 revealed that majority of the managerial respondents had tertiary education (76.11%). A significant percentage (23.88%) possessed secondary education and none of the managers (0%) possessed only primary level of education. This could be interpreted that managerial docket required a vast experience of both analytical and qualitative skills which could only be nurtured at the higher level of education. This attested to the reason why there were no managers in firms with only primary school certificates.

4.4 Qualifications

Table 4: Distribution of Qualifications

Highest level	Operatives	%	Managers	%
Certificate	75	36.95	6	8.96
Diploma	100	49.26	24	35.82
Degree	28	13.79	23	34.33
Masters	0	0	14	20.90
Total	203	100	67	100

Source: Field Data 2013

Table 4 shows that 49.26% of the operatives had obtained diploma qualification followed by a significant 36.95% who had obtained certificate qualification. A small percentage of 13.79% joined the flock of operatives with degree qualification. This could be interpreted as the entry grade into management cadre. At operative level no person with a master's degree was sampled out. This could be interpreted by the researcher as a junior factory position which did not attract individuals with higher qualifications.

Management posts were seen to attract 35.82% diploma holders followed by 34.33 degree holders followed by a significant 20.90% master's holders. This could be interpreted by a research as senior positions in the factory that attracted good remuneration that coincided with higher qualification. It may also be interpreted as a level of strategic decision making that required specialized skills to perform defined tasks. On the contrary the researcher observed that 8.96% of managers had a certificate as their highest qualification. This raised concern that could be researched on to validate recruitment criteria in management portfolios in sugar firms.

4.5 Level of Management

Table 5: Management Levels in the Factory

Management level	Operatives	%	Managers	%
Top	0	0	34	50.75
Middle	0	0	33	49.25
Lower	203	100	0	0
Total	203	100	67	100

Source: Field Data 2013

Table 5 above shows that (100%) of operatives existed at the lower level of factory management. This could be interpreted by the researcher as the mechanical level of the factory where minimal managerial skills may be required. Managers shared the middle and top level at (49.25%) and (50.75%) respectively. This cut throat sharing could be interpreted that at management positions, employees possessed high professionals skills. This is the group that is mandated with drafting the factories` strategic plans, oversee strategy implementation and strive to ensure optimum performance.

4.6 Tenure of Stay in the Factory

Table 6: Duration of Stay of Employees

Duration in years	Operatives	%	Managers	%
2 – 5	125	61.58	25	37.31
5 – 10	54	26.60	21	31.34
Above 10	24	11.82	21	31.34
Total	203	100	67	100

Source: Field Data 2013

Table 7 above shows that (61.58%) of operatives had served in the companies for a period of between 2 to 5 years. However, the percentage dropped to 26.60% at 5 to 10 yrs and 11.82% above 10 years. This could be interpreted by the researcher that most operatives were employed for short term basis to minimize hidden costs which included among others statutory contributions that arose when this cadre of employee served the factory for a long period. Managers who had served between 2 to 5 years accounted for 37.31% and those who had served between 5 to 10 and above 10years were 31.34% respectively. This could be interpreted by the researcher as a crop of employees who were normally recruited on permanent and pensionable basis. This explained why there was a steady correlation between entry and sustainability of the managers. Dismissing such employees at the top cadre implied high costs. Therefore, the factories were compelled to hang on them for a long time.

4.7 Career Training and Development Sessions

Table 7 Operatives Response on Training Sessions

Scale	1	2	3	4	5
Respondents	3	3	30	90	77
Percentage (%)	1.5	1.48	15	44.3	37.9

Source: Field Data 2013

In response to the question as to whether training and development activities undertaken helped the respondents improve in their job performance, a majority of them, 90 (44.3%) agreed and 77 (37.9%) strongly agreed with the statement on the issue. This could be interpreted by the researcher that indeed, sugar firm offered training services to its operatives so as to minimize risk of accidents in their respective areas of jurisdiction. Training also guaranteed good returns to the firms. Less than 3% were contrary to the opinion and this was insignificant to the researcher. Shikanga (2009) in a research study gives findings similar to this study that training focuses on addressing present needs that are more beneficial to the organization.

Table 8 Managers Response on Training Sessions

Scale	1	2	3	4	5
Respondents	1	1	4	35	26
Percentage (%)	1.49	1.49	5.97	52.2	39

Source : Field Data 2013

Table 8 shows the response of 67 managers towards training sessions offered in the organization. It was evident that a massive (52.2%) agreed that training sessions were being offered, 39% of the managers strongly agreed to the statement. On the flipside, less than (4%) upheld the contrary opinion. This may be interpreted by the researcher that most sugar factories held continuous training sessions to its employees in order to enhance its productivity at the same time minimizing costs which arose from accidents and ignorance.

4.8 How Training Supports Operatives in Job Performance

A total of 203 operatives from three sugar factories were interviewed with respect to how company training supports them in job performance.

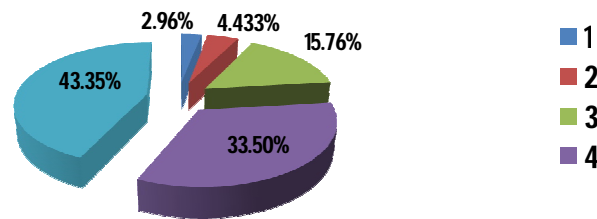


Figure 3 Operatives Responses on Job Training

Source: Field Data 2013

Figure 3 above shows that (43.35%) strongly agreed while (33.50%) of the respondents agreed that training supported them to perform in their current job. A meagre (2.96%) of the respondents strongly disagreed. The researcher interpreted these results to imply that sugar factories embraced job training sessions to their employees so as to familiarize them on new technological advancement; this would make them relevant to the changing time. This could be considered to be one of the strategy employed by this firms to remain afloat. On the contrary the researcher could interpret the smaller percentage of the contrary opinion to represent junior operatives whose job description is too basic and does not require training for instance gardeners, kitchen hands just to mention a few.

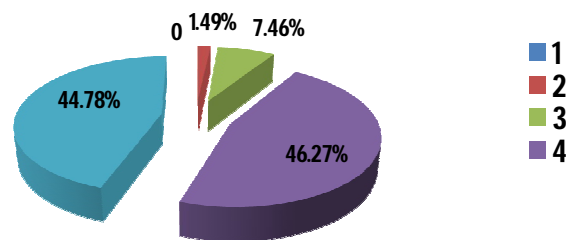


Figure 4 Managers Responses on Job Training

Source: Field Data 2013

Figure 4 shows that out of the 67 managers interviewed (46.27%) agreed, (44.78%) strongly agreed and a meagre (1.49%) disagreed. This could be interpreted by the researcher to imply managers enforced training in majority of the factory sections and this enabled employee to maintain a certain standard level of performance. The non significant percentage of respondents could be interpreted to be those employees recruited in non strategic departments of the factories.

4.9 Employee Productivity

4.9.1 Impact of Training on Resource Utilization by Operatives

The researcher sought to find out how training helped to minimize resource wastage in the organisations. The following figure display the operatives responses.

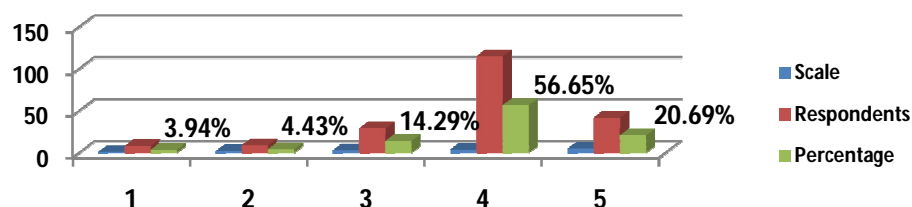


Figure 5 Impact of training on resource utilization by operatives

Source: Field Data 2013

From figure 5, it was evident that a substantial percentage of the respondents (56.65%) agreed while (20.69%) strongly agreed that through training, they were able to use organisational resources well without wastage. This could be interpreted to imply that training plays a major role in ensuring that operatives acquire the relevant skills in relation to the technical machines used. Indeed a remarkable reduction in expenses is expected with high level of precision. The meagre percentage of (3.94%) of the respondents who disagreed could be considered to be those operatives whose job description does not require training and their function in the sugar firm is secondary.

4.9.2 Impact of Training to Resource Utilization by Managers

A total of 67 managers were interviewed in relation to whether after training the employees were able to use organisational resources well without wastage. The following figure displays an analysis of the responses made by the managers.

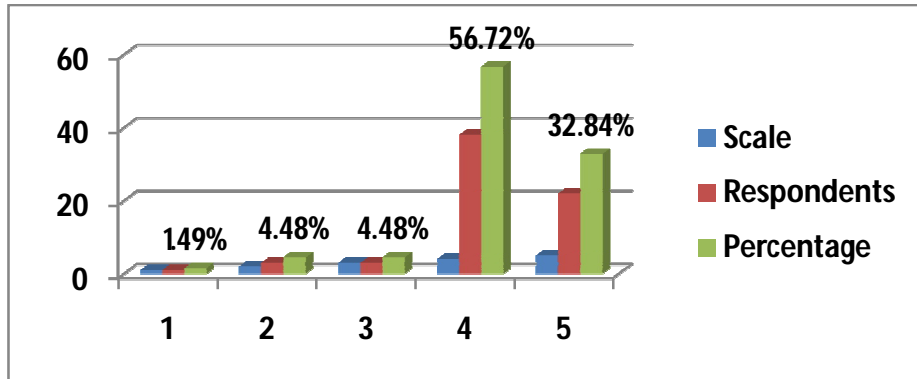


Figure 6 Impact of Training to Resource Utilization by Managers

Source: Field Data 2013

Figure 6 shows similar results to those captured in table 4.9 a substantial percentage (56.72%) agreed while (32.84%) strongly agreed to the fact that employees were able to use organizational resources well without wastage after training. The researcher could interpret these findings as a major breakthrough in human resource management policy whose impact is very critical to organizational employee productivity. Incase firms did not adopt this approach; they could be slowly winding up due to excessive losses. The positive response that was made becomes an eye opener to the organizations on adopting other proposed career intervention programs in the organization.

4.10 Pearson’s Correlation Coefficient Analysis in testing of the Research Hypotheses

Table: 9 Multivariate Pearson’s Correlation Coefficient

		Employee Productivity	Employee Training	Organization Productivity	Organization Policy	Technology	Management Style
Employee Productivity	Pearson correlation	1	0.87	-0.68	-0.48	-0.55	-0.76
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	203	203	203	203	203	203
Employee Training	Pearson correlation	0.87	1	-0.87	-0.66	-0.65	-0.92
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	203	203	203	203	203	203
Organization Productivity	Pearson correlation	-0.68	-0.87	1	0.45	0.83	0.98
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	203	203	203	203	203	203
Organization Policy	Pearson correlation	-0.48	-0.66	0.45	1	-0.08	0.41
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.257	0.000
	N	203	203	203	203	203	203
Technology	Pearson correlation	-0.55	-0.65	0.83	-0.08	1	0.87
	Sig. (2tailed)	0.000	0.000	0.000	0.257	0.000	0.000
	N	203	203	203	203	203	203
Management Style	Pearson correlation	-0.76	-0.92	0.98	0.41	0.87	1
	Sig. (2tailed)	0.000	0.000	0.000	0.000	0.000	0.000
	N	203	203	203	203	203	203

H_{01} was the null hypothesis stated there is no relationship between career training and employee productivity in sugar firms in Kakamega County Kenya. Pearson's correlation coefficient results revealed that there was a strong positive correlation (0.87), which means that high employee training variable scores go with high employee productivity variable scores (and vice versa). The value of R^2 , the coefficient of determination, is (0.76). The researcher interpreted this to imply that the more the operatives were exposed on training the higher the level of productivity. This could be due to reduction in wastage, increase in efficiency of the machine and speed of service delivery by operatives. As a result the researcher rejected the null hypothesis H_{01} and accepted the alternative.

5.1 Summary of Findings, Conclusions and Recommendations

The study revealed that (27.1%) of the respondents were female, while (72.9%) of the respondents were male. More males participated in the study than female. This can be interpreted that factory operatives are mainly of male gender reason being the nature of the tasks involved require masculinity especially operation of machines like tractors, forklift just to mention a few. It also revealed that (44.8%) of the respondents were female manager, while (55.2%) of the respondents were male managers. This can be interpreted that most factories are embracing the affirmative action in managerial category.

It was observed that most of the operatives were aged between 20 and 40 years. This resulted into a mean age of 31.8 years. This justifies that most factories employ young energetic staff as operatives since the activities involved are too mechanical and require individuals who are more agile. The study also revealed that most of the managers were aged between 31 and above 41 years. This resulted into a mean age of 34.1 years. It can be interpreted that managerial posts call for individuals of vast experience and who have gained wisdom with time so as to be able to formulate essential factory strategies and be able to implement and supervise to the required deliverables.

It was observed that factories do not employ people with no formal education at all. However, it was clear from the same findings that less than 50% attained tertiary education and were serving as operatives in the factory. Majority of the managerial respondents had tertiary education (76.11%). A significant percentage (23.88%) possessed secondary education and none of the managers (0%) studied up to primary level.

This can be interpreted that managerial docket requires a vast experience of both analytical and qualitative skills which can only be nurtured at the higher level of education. It was seen that (49.26%) of the operatives obtained diploma qualification followed by a significant (36.95%) having obtained certificate qualification. A small percentage of (13.79%) joined the flock of operatives with degree qualification. Management posts were seen to attract (35.82%) diploma holders followed by (34.33%) degree holders then a significant (20.90%) were masters holders. Majority of the respondents who took part in the study had a work experience of 2-5 years and 5-10 years. It was seen that 76.85% (43.35% + 33.50%) of the respondents agreed that training supported them to perform in their current job. Only (2.96%) of the respondents strongly disagreed. The researcher may interpret these results to imply that sugar factories embrace job training sessions to their employees so as to familiarize them on IT to make them relevant to the changing times.

It was evident that a substantial percentage of the respondents 77.34% (56.65% + 20.69%) agreed that through training they were able to use organisational resources economically with minimal wastage. This could be interpreted to imply that training plays a major role in ensuring that operatives acquire the relevant skills in relation to the technical machines used.

Majority, (42.36%) of respondents strongly disagreed to the fact that sugar firms profitability had continually improved with time. This could be interpreted to imply that sugar firms were under performing. This stagnant performance can be ignited by employing the career intervening programmes mentioned elsewhere in this document. Sugar firms need to upgrade their technological status so as to measure up with that of other international sugar firms whose productivity is booming.

5.2 Conclusion

The more the operatives were exposed on career training the higher the level of productivity. This could be due to reduction in wastage, increase in efficiency of the machine and speed of service delivery by operatives.

5.3 Recommendations

The study makes the following recommendation:

Quality and frequent training of operatives in sugar firm to be enhanced so as to increase their productivity level.

References

- Akinyi, O. G. (2012). *A Research study on Politicizing Structural Adjustment Policies in the Sugar Industry in Kenya: Effects on Pro-poor Development Outcomes*, Hague: International Institute of Social Studies.
- Brady & Spence, (2009); *Leadership and Growth*, Washington: Library of congress publications.
- Butali Sugar (2013), *Report on Butali Sugar*, www.hr@butalisugar.co.ke 28:03:13
- Colombo, Emilio & Stanca, Luca (2008) *The Impact of Training on Productivity: Evidence from a large panel of firms*. Available at SSRN
- Egessa, R. K. W. (2005). *Factors Affecting Training and Development of the Sugar Industry in Kenya: A case of Nzoia Sugar Company*, Unpublished Master's Thesis, Kenyatta University.
- Encyclopedia Inc, (2012). *Organizational Growth Article*, www.inc.com/encyclopedia/growth.html 27:03:13.
- Federation of Kenya employers' Annual report and financial statement, (2010) Nairobi: Government printer.
- Government of Kenya (2007) *Kenya Vision 2030: A globally competitive and prosperous Kenya*. Nairobi: Government Printer.
- Government of Kenya (2006); *Western Province, Kenya*; Nairobi: Government printer
- Holton, E.F (2000); *Large scale Performance Driven Training Needs Assessment*, Public Personnel Management, 29(2): 249-67
- Industrial Training Magazine (2011); *A Road to Productivity*, Nairobi: Government Printer, volume 9; January – March.
- Interscience Management Review journal (IMR) ISSN: 2231-1513 Vol-2 Issue 2 2012
- Ivancevich, J. M. (2010). *Human Resource Management* (11th edition), Sydney: McGraw Hill Publishers.
- Luthans, S. (2008). *Organizational Behavior*; London: McGraw Hill.
- Luthans, S. (2011). *Organizational Behavior* (12th Edition), London: McGraw Hill Publishers.
- Kegode (2005); *A Research Study on Economic Governance and Reforms: Challenges & Way forward for the sugar sub-sector*, Nairobi: Center for Governance and Development.
- Konings, Jozef & Vanormelingen, Stijn (2009); *The Impact of Training on Productivity and Wages: Firm Level Evidence*, Discussion Paper No. 244, Available at SSRN
- Krishnaveni, R and Sripirabaa, B. (2008) *Capacity Building as a Tool for assessing training and development activity: an Indian case study*. International Journal of Training and Development, 12(2), 121-134.
- Masinde Muliro University (2011); *Journal of Science, Technology Education and Management*; Masinde Muliro University volume 4, number 182 September
- Ministry of education science and technology, (2008-2012); *Strategic plan*, Nairobi: Government Printer.
- Mumias Sugar (Feb-May, 2012) *SUKARI Quarterly Magazine*, Mumias sugar Publication.
- Mumias Sugar, (2013) *Report on Mumias Sugar*, www.mumias-sugar.com 28:03:13
- Mutsotso S, N (2010) *A Research Study on Effect of On-the-Job Training on Organisational Performance of Commercial Banks in Kakamega Central District*, Kakamega: Masinde Muliro University
- Nyambegera, S. M. (2008). *Human Resource Management: A biblical perspective*. Nairobi: Uzima publishers.
- Rapando M. J. (2011). *Research Study on Assessment of Financial Return Method in evaluating training and performance in sugar farms in western province, Kenya*. Kakamega: Masinde Muliro University.
- Rapando, J. W. (2010). *An Investigation of the Training Needs for Principals of secondary schools in Kenya: A case study of Kakamega North district*, Kakamega: Masinde Muliro University.
- Ng'ang'a, R. (2013) *The Relationship between Training and Development in state owned Corporations*. International Journal of Academic Research in Business and Social Sciences; September 2013, Vol 3, No. 9
- Rohan Singh, (2012); *Impact of training practices on employee productivity: Interscience management review*; ISSN: 2231-1513 Volume – 2, Issue-2, 2012
- Russel J. S, Terborg J. R & Powers M. L. (2012) *Organizational performance and organizational level training and support*,
- Sepulveda, Facundo (2005); *Training and Productivity: Evidence for US manufacturing Industries* available at SSRN
- Wanyama, Kadian. W. (2010). *A Research Study on Effect of On-the-Job Training on Organisational Performance of Commercial Banks in Kakamega Central District*, Kakamega: Masinde Muliro University.
- Waweru E. M. (2007). *Management of Human Resource in Kenya*; Nairobi: Kenya Literature Bureau.
- West Kenya Sugar, (2013); *Report on West Kenya Sugar*, info@wk.sugar.co.ke 28:03:1