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Managerial Training practice and Performance of Commercial State Corporations in Kenya

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Abstract
The study sought to examine influence of managerial training practice on performance of commercial state corporations in Kenya. The study adopted descriptive survey design as well as utilizing both quantitative and qualitative approaches. The target population was 32 commercial state corporations in Kenya, with a total population of 9600 employees of which 492 are in managerial positions. Purposive sampling was employed to obtain a sample of 13 commercial state corporations. The unit of observation for the study was 492 employees in managerial posts in the CSCs in Kenya. A sample of 173 respondents was used for the study. Primary data was obtained through structured questionnaire and interview guide, while secondary data was obtained by way of document analysis. The data was analyzed using both descriptive and inferential statistics with the use of Statistical Package for Social Sciences (SPSS Version 23). Descriptive statistics produced frequencies, mean, standard deviation and percentages, while inferential statistics produced correlation and showed the relationship among the variables. The findings indicated a significant positive relationship between managerial training practice and performance of CSCs in Kenya. The respondents agreed that managerial training is important in the career of individual managers. It was therefore possible to conclude that managerial training programs are significantly associated with positive human resource management outcomes which contribute to organizational performance. The organizations HRM managers should consider regular, well-planned, and well-aligned managerial training programs to be conducted for the managerial staffs. Managerial training programs should incorporate the aspects of training needs analysis, a program for the training and ongoing evaluation of the training.

Key Words: Managerial, Training, Practice, Performance, Corporations

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I. Introduction

Managerial training is the process of delivering an organization's information, decision making, social and technology skills to its supervisory personnel. This is done in an effort to establish standard behaviors which assist in attainment organizational objectives (Silva *et al.*, 2014). Technological developments have gradually led to the realization that success depends on updated skills and abilities of managerial staff, which means considerable and continuous investment in training programs (Armstrong, 2014). Many organizations in the modern-day world are striving to gain competitive edge and there is no way this can be achieved without increasing competencies, capabilities and skills through regular, appropriate and adequate training (Falola, 2014).

The Global Human Capital Trends report recognizes the need to train staff who hold managerial posts as one of the prerequisites to their performance (Global Human Capital Trends, 2014). Moreover, more staffs in managerial positions are also taking higher education training in business and management, either before they enter employment or later through certificates, diplomas and MBAs (Hirsh & Carter, 2002). Managerial training provides a coherent view of what managers need to learn and delivery of learning should be more flexible to fit into the busy working schedules of managers (Falola, 2014). Emphasis on managerial training in recent years has been heavily influenced by the intense globalization and competition. The success of economies such as Great Britain, German and Sweden as well as the South Asia where there is substantial investment in preparation for performance, has given even more impetus on training (Armstrong, 2014).

Managerial training can be classified into; training for particular skills, training in problem solving as well as managerial or supervisory training. The training outcomes are generally expected to improve performance in the way of behavior modification (Bhatti *et al.*, 2010). Managerial staffs require four main kinds of skills which include technical, human, conceptual and design. Technical skill is knowledge of and proficiency in working with tools and specific techniques, while human skill is the ability to work with people by way of making them feel secure and free to express their opinions. Conceptual skill is the ability to recognizing significant elements in a situation and to understand the relationships among these elements in the organization, while design skill is the ability to solve problems in ways that will benefit the enterprise (Olum, 2004). Unfortunately, it is evidenced that most firms in public enterprises in developing nations do not seem to care about improving the capacity of managers but instead frown at any weaknesses portrayed by them (Engetou, 2017).

According to Dessler (2011) managerial training is a hallmark of good management and managers overlook it at their own peril. Having high-potential managers does not guarantee success but supervisory personnel need to continuously upgrade their learning on what they are required to do and how to do it. Management development through training is an indispensable strategic tool for enhancing performance in organizations (Olum, 2004). The survival of any organization in today's competitive society lies in its ability to train its managers to be creative, innovative and inventive. In return the individuals in managerial posts invariably will enhance performance and increase competitive advantage (Engetou, 2017). Similarly, all cadre of management employees in CSCs in Kenya need training in both technical and non-technical skills in order to add to the existing level of knowledge, get equipped for the present job and also get prepared for higher positions and increased responsibilities (Barmao, 2009).

Statement of the Problem

Studies show that the key challenges faced by most CSCs in Kenya is poor management as reflected in inefficiencies in control systems, misuse of financial resources, corruption and management non-accomplishments resulting into losses (Kamau & Simiyu, 2019), (Njiru, 2008), (Kamuti, 2010). Although CSCs in Kenya have been restructured to enhance performance, they still perform dismally (Ogari, 2017). Most CSCs in Kenya are characterized by prolonged inefficiencies, financial mismanagement, wastage of resources and other malpractices (Kamuti, 2010). There is therefore need for intervention through developing the untapped potential of individuals in supervisory positions in order to exceed the current level of performance (Eckert & Rweyongoza, 2015). (Eckert & Rweyongoza, 2015) Managerial training programs enable staffs in managerial positions to undergo growth at various levels and it culminates to the practices where the managers gain expertise to enable them perform their supervisory roles excellently (Barmao, 2009). This study sought to investigate the influence of managerial training practice on performance of CSCs in Kenya.

Purpose of the Study

The purpose of the study was to examine the influence of managerial training practice on performance of commercial state corporations in Kenya.

II. Literature Review

Managerial training is described as the process of delivering an organization's information, decision making and interpersonal technology to its supervisory personnel in an effort to establish standard behaviors which will assist in reaching organizational objectives (Silva *et al.,* 2014). It is a continuous effort initiated by an organization to foster learning in order to improve competence, capacity and performance of persons with managerial roles. As a learning activity it is directed towards acquisition of specific knowledge and skills for the purpose of an occupation. It is expected to produce, relatively, a permanent change in attitudes, behavior, knowledge values and skills relating to particular areas of the job (Engetou, 2017). Research reveals that managerial training is a necessity and generally employees' work contribution has greatly improved through training. Thus, training has led to a positive impact on performance, improvement in skills and job efficiency. Managerial training is vital if an enterprise is to compete in the world as well as domestic markets (Elnaga, 2013).

Emphasis on managerial training in recent years has been heavily influenced by the intense globalization and competition. Moreover, technological developments have gradually led to the realization that success depends on updated skills and abilities of supervisory staffs, which means considerable and continuous investment in managerial training (Armstrong, 2014). Many organizations in this modern-day world are striving to gain competitive edge and there is no way this can be achieved without increasing competencies, capabilities and skills through adequate training (Falola, 2014).

The constituents of managerial training include, training needs analysis, training program and training evaluation (Elnaga, 2013). Firstly, training needs analysis is important and can be done using different methods depending on whether it is geared towards training of new managers or the existing ones. It is important to carry out training needs analysis for managerial staffs through observing, probing, analyzing and deducing. It also includes the analysis of performance and carrying out training surveys. Analysis of training needs ensures that the training process is effective saves time, money and effort by working on the right problems (Dessler, 2011).

Secondly, the training program as a component of managerial training, is a set of defined and known contents, duration and all the details concerning the training for clarity to both the organization and the managerial personnel to be trained. Effective training programs helps in constructing a more conducive learning environment, directing managerial staff on how to organize themselves more easily and on time (Nassazi, 2013). The programs allow managerial personnel to learn correctly, achieve a satisfactory level of training and acquire capabilities valuable in possible future. This makes training to be systematic in that it is specifically designed, planned and implemented to meet defined needs of the managers (Elnaga, 2013).

Lastly, evaluation of the training should be applied to every stage of the cycle up to the last stage. Post-training evaluation helps to assess the value of what is being done or has been done and tries to judge the worth of the training activity using the information available (Engetou, 2017). Evaluation of training exercise brings to the fore the weaknesses and failures, strengths and successes which helps to improve the training methods and also saving on time and costs. It is important to evaluate training in order to assess its effectiveness in producing the outcomes specified when the intervention was planned and point at improvements or changes required (Armstrong, 2014). Evaluation of training also provides feedback, which provides confirmation that learning has taken place and indicates the extent to which training has been transferred as well as showing in measurable ways, the value of investing in training (Elnaga, 2013).

III. Methodology

This study adopted cross-sectional descriptive survey design with both quantitative and qualitative approaches. A cross-sectional design is a type of observation study, which collects data at one given time across a sample population. On the other hand, descriptive survey helps to obtain information from respondents in their natural setting enabling answering questions concerning the status of the subjects under study (Mugenda & Mugenda, 2009). The study targeted 32 commercial state corporations in Kenya which were the unit of analysis, with a total population of 9600 employees of which 492 were in managerial positions (Presidential Taskforce on Parastatal Reforms, 2013). The study adopted purposive sampling to obtain 13 CSCs which is 40.6%. A sample size of 10% to 30% is within the range of the acceptable sample size (Sekaran, 2008). The 13 CSCs were purposively selected because they were fully operational during the period of the study as compared to the others that were not fully operational due to the prevailing effects of COVD-19 pandemic at the time of the study. A total of 173 respondents were purposively selected from the 13 CSCs since they were available during the time of the study. The sample size is shown in Table 1.

Table 1: Sample Size

CSCs selected per Sector	Sample Size
Agriculture, Livestock & Fisheries	
Agro-Chemical and Food Company	17
Nyayo Tea Zones Development Corporation	15
East African Affairs, Commerce & Tourism.	
Kenya National Trading Corporation	14
Golf Hotel Kakamega	9
Education, Science & Technology.	
Jomo Kenyatta Foundation	13
School Equipment Production Unit	12
University of Nairobi Enterprises Limited	10
Kenya Literature Bureau	18
Industrialization & Enterprise Development	
New-Kenya Co-operative Creameries	16
Kenya Safari Lodges and Hotel Limited	11
National Treasury	
Kenya Reinsurance Corporation Ltd.	19
Kenya National Assurance Co. Ltd.	6
Development Bank of Kenya	13

Total	**173**

Data was collected, sorted, edited, coded, scored and analyzed using SPSS version 23. The findings were presented in form of tables and graphs. This was done together with the discussions and interpretation of the findings.

1. Findings of the study

1.1 Response Rate

A total of 173 questionnaires were distributed to the respondents, out of which 156 questionnaires were well filled and submitted back. This represented a response rate of 90%. A response rate of from 60% is adequate for a study (McMillan & Schumacher, 2001)

1.2 Descriptive Statistics

The study sought to examine the influence of managerial training practice on performance of commercial state corporations in Kenya. The respondents were required to indicate their level of agreement or disagreement with the statements provided on the indicators of managerial training practice on a scale of 1 to 5, where 1 was strongly disagree and 5 strongly agree respectively. The results of the findings are shown in Table 2 below.

Table 2: Computed Descriptive Statistics for managerial training practice

Item No.	Item	Mean	Std. Dev.	Variance	Kurtosis	Skewness
1.	I should be trained after identification of training needs	4.45	0.845	0.713	0.966	-1.399
2.	The organization should address my training needs	4.24	1.176	1.382	0.894	-1.39
3.	As a managerial staff I need regular training in the areas of need	4.35	0.832	0.692	1.389	-1.338
4.	I require prior information concerning managerial training	4.43	0.701	0.492	1.916	-1.281
5.	A training program is important	4.69	0.577	0.333	6.987	-2.297
6.	Managers should obtain training schedules beforehand	4.22	0.687	0.472	-0.865	-0.322
7.	On completion of training, evaluation is important	4.68	0.652	0.426	2.891	-1.963
8.	Every stage of the training should be evaluated	4.12	0.7	0.49	0.712	-0.62
9.	It is important to obtain feedback after training	4.49	0.667	0.445	-0.229	-0.967

According to the study findings, all the indicators on managerial training practice have a mean ranging from 4.12 and 4.69. From the findings of the study, most of the respondents indicated that the practice of managerial training is important in their supervisory occupation. The respondents also indicated that assessment of training needs is important, a training program is important and that evaluation of the training is important. The respondents also indicated that training should be done after identification of training needs and that regular managerial trainings are necessary. In addition, managers require prior information concerning any planned managerial training. On the question requiring managers to indicate whether they had attended any trainings in the last one year, a simple majority of 62.8% indicated that they had attended a managerial training in the last one year.

The results of the study are in corroboration with the position that, for managerial personnel to perform effectively, there must be an investment in the training processes (Armstrong, 2014). The findings are also consistent with Engetou (2017) who posits that, individuals with supervisory roles need extensive training to ensure they develop necessary skills to bring out substantive contribution towards the firm's performance.

The respondents were asked to state whether there had been a managerial training activity in their organization for the last three years. A simple majority of 85 percent indicated that there had been training for mangers in the last three years. This shows that CSCs in Kenya have invested in managerial training. Managerial training is supported with the position that, for managers to be equipped to perform effectively, there must be an investment in the training (Armstrong, 2014). Furthermore, managers require training to ensure they develop necessary skills that bring about substantive contribution towards the firm's performance (Engetou, 2017). According to Dessler (2011) training is a hallmark of good management and managers overlook it at their own peril. The survival of any organization in today's competitive society lies in its ability to train its managers to be creative, innovative and inventive.

The respondents were also asked to indicate how their training needs were identified. The responses received varied from (curriculum review and change, strengths & weaknesses, the set career expectation, individual assessment, customer complaints, new technology, pandemic crisis, formal assessments, Covid-19 crisis, market demand and unmet targets). The responses are an indication that CSCs in Kenya conduct training needs assessment for their managerial staffs. Training needs assessment is important and can be done using different methods depending on whether it is geared towards training of new managers or the existing ones. Analysis of training needs ensures that the training process is effective saves time, money and effort by working on the right problems (Dessler, 2011). Notably, when training needs analysis is carried out well, it provides useful information that can lead to solutions that focus on the areas of greatest necessity (Barmao, 2009).

Additionally, the respondents were asked to state how the managers had been informed about the training. The responses ranged from internal memo, use of circulars and corporate email. Altogether, this is an indication that CSCs in Kenya communicate to the managers prior to a planned training activity. Communication about a forthcoming training is important because it defines the contents, duration and all details concerning the training for clarity to both the organization and the personnel to be trained. Preparing an effective training program and sharing it out, can help in guiding managers on subjects of the training and how to organize themselves more easily and on time (Nassazi, 2013).

Lastly, the responds were asked to state whether the training was evaluated. All the responses; 100 percent were on the affirmative. This shows that CSCs in Kenya carry out evaluation for trainings. It is important to evaluate a training activity in order to assess its effectiveness in producing the learning outcomes specified and to indicate where improvements or changes are required (Armstrong, 2014). Evaluation provides feedback which helps mastery of the training process and also assists in determining any adjustments that would be necessary in the next training session.

1.3 Inferential Statistics

1.3.1 Correlation analysis

The data collected was analyzed using inferential statistics; correlation and regression of the variables were analyzed, and results obtained, presented and discussed.Correlation between and among the predictors and the predicted variables was analyzed using Pearson correlation coefficient. This was done with respect to the direction, the magnitude and significance, with perfect correlation, $r=\pm1$, high degree correlation, $r\pm0.5$ to ±1, moderate degree correlation, $r\pm0.3$ to ±0.49, low degree of correlation, r below ±0.29 and no linear correlation, $r=0$ (Statistics Solutions, 2021).

Table 3: Correlation Statistics for the Variables

		Training	Performance
Training	Pearson Correlation	1	.304**
	Sig. (2-tailed)		.000
	N	156	156

According to the findings of the study shown in Table 3, the correlation results indicated a significant positive but moderate correlation between the managerial training and performance of CSCs in Kenya at ($r=0.304$, $p<0.05$). This means that the predictor variable managerial training, occur together with the criterion variable performance. The findings of this study corroborate the submissions that managerial training practice is part of the entire human resource management approach which results in people being motivated to perform. It is a strategic asset that enhances organizational performance and value creation (Mabey & Gooderham, 2005).

1.3.2 Regression Analysis

Regression analysis was conducted to empirically determine whether managerial training practice was a significant determinant of performance in the CSCs in Kenya. The linear regression line with an equation of the form $Y = a + b_X$, where X is the explanatory variable and Y as the dependent variable was estimated for the predictor variable. The findings are presented in Table 4.

Table 4: Model Summary for Managerial training

Model Summary[b]

					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.304[a]	.092	.086	.75205	.092	15.668	1	154	.000

a. Predictors: (Constant), Training

b. Dependent Variable: Performance

The findings as seen in the model summary for managerial training in Table 4, the value of R Square = 0.092 meaning that 9.2 percent of the variation in the performance of commercial state corporations in Kenya can be explained by managerial training practice.According to the findings of the study, training for the supervisory personnel' complements performance. The findings agree with a study by Barmao (2009), which notes notes that training is an indispensable strategic tool for enhancing performance in organizations. It is also evidenced that the survival of any organization in today's competitive society lies in its ability to train its human resource to be creative, innovative and inventive with the aim of enhancing performance and increasing competitive advantage (Krohn, 2013). It is therefore in order to conclude that managerial staffs should be trained in both technical and non-technical skills in order for them to get equipped for the present job and also get prepared for a higher positions or increased responsibilities (Njiru, 2008).

Table 5: ANOVA Table for Managerial training

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	8.861	1	8.861	15.668	.000[b]
	Residual	87.098	154	.566		
	Total	95.960	155			

a. Dependent Variable: Performance

b. Predictors: (Constant), Training

The ANOVA results in Table 5 show that the model was found to be statistically significant with ($F(1, 154) = 15.668$, p-value<0.05). According to the findings of the study, the results imply that there is a goodness of fit of the model. This is an indication that managerial training is a good predictor of performance of commercial state corporations in Kenya. The results are in agreement with a study by Engetou (2017) which notes that, to come up with the desired knowledge, skills and abilities, managers require proper training that may likewise have an impact on their motivation and commitment.

Table 6: Parameter Estimates with Robust Standard Errors

Parameter Estimates with Robust Standard Errors

Dependent Variable: Performance

Parameter	B	Robust Std. Error[a]	t	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Intercept	1.629	.465	3.502	.001	.710	2.548
Training	.494	.108	4.550	.000	.279	.708

a. HC3 method

Given the statistical model $Y = \alpha + \beta 1X1 + \varepsilon$, the coefficients of managerial training show that $\alpha = 1.629$, $\beta 1 = 0.494$, $t = 4.55$, p-value < 0.05, indicating that a unit improvement in managerial training contributes to 49.4 percent improvement in performance of commercial state corporations.The hypothesis posed was: $H0_1$: Managerial training practice has no significant influence on performance of commercial state corporations in Kenya. The criterion for acceptance or rejection was to reject if p-value is less than 0.05 otherwise $H0_1$ is accepted. With $t = 4.55$ and p-value < 0.05 the null hypothesis was rejected, and the alternative hypothesis accepted; managerial training has a significant influence on performance of CSCs in Kenya.

IV. Conclusions

The study established that CSCs in Kenya employed the managerial training practice for the supervisory staffs in their organizations. According to the study findings, managerial training in CSCs in Kenya is done in accordance with job requirements. Managerial training in the organizations also has been triggered by some prevailing instances such curriculum review and change, analysis of strengths & weaknesses, the set career expectations, individual self-assessments, customer complaints, new technology, pandemic crisis, formal assessments, Covid-19 crisis, market demand and unmet targets. The study concludes that managerial training practice has a significant contribution in enhancing improved performance in organizations. Managerial employees are a key resource who require extensive training to ensure that they develop necessary skills to bring out substantive contribution towards the firm's improved performance. It is important for commercial organizations to adopt the practice of managerial training in order to retain a managerial resource who are creative, innovative and inventive in this modern era of global, technological and competitive society.

V. Recommendations

Commercial organizations should invest in managerial training practices to get the supervisory staffs equipped in both technical and non-technical skills to prepare them to perform well in their present jobs and prepare them for future responsibilities. Well implemented training programs should incorporate training needs analysis, training programs and evaluation of the training. The government and the policy makers should enforce implementation of regular, well-planned, and well-aligned managerial training programs in organizations. This can be done by establishing an active policy for organizations to adopt managerial training practices on systematic and well scheduled programs.

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