

Effect of Training and Development on Corporate Performance of Selected Touring Companies in Malindi Sub-County, Kilifi County

Elizabeth Atieno Opiyo^{1*} Dr. Peary Kilei, PhD^{2*}

1. Master Of Business Administration Student, Mount Kenya University, Kenya

2. Lecturer & Campus Director, Mount Kenya University, Kenya

Abstract

Tourism is a significant aspect of the world economy, and is heavily influenced by climatic conditions, economic activities, human behavior, and seasonal fluctuations. Tourism is considered one of the most significant industries in Malindi Sub-County in Kilifi County. Globalization and liberalization are pushing organizations into steep competition, requiring high skills and attitudes that employees may not have. Thus, a framework for aiding employees in developing their own organizational and personal skills, knowledge, abilities and attitudes is provided through training and development. The general objective of the study was to examine effect of training and development on corporate performance of touring sub-sector in Kenya. Specifically, the study analyses effect of staff training and staff development has on corporate performance of touring sub-sector. The research anchors on reinforcement theory and social learning theory. This research adopted a descriptive research design as a frame of reference. The overall population composed of employees of touring companies registered with the Tourism Regulatory Authority as at August 2020. The researcher employed survey method. The researcher employed a likert scaled questionnaire with a range of 1 to 5, which was administered to the employees of 8 chosen tour operators companies. The mean, standard deviation, and analyzed data were then displayed in tables, graphs, and charts. The 8 selected touring companies were selected through purposive sampling techniques. To establish validity and reliability of research tool pilot study was carried and reliability of the tool tested using Cronbach alpha, and the all variables achieved a value greater than 0.7. Validity was tested using Human Resource experts and Researcher's supervisors. Ms Excel and Statistical Package for Social Scientist (SPSS) software version 25 was used to analyze collected data. Results showed relationship between corporate performance and Staff development as positive and statistically significant ($r = .333$; $p = .000$; $N=111$). However, Staff training were positively and significantly correlated to overall corporate performance ($r = .341$; $p = .000$; $N=127$). The study concludes that results presented implied that staff training and staff development affect corporate performance since there is some sort of training employees of touring companies received even if there is no specific time for some. The research study recommends that there should be regular and specific time for training.

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1.1. Background of the study

According to Smith (1995), Cooper, Fletcher, Gilbert, and Wanhill (2008), Sharpley and Telfer (2009), tourism is a complicated activity that involves individuals moving from one location to another while engaging in both direct and indirect activities that are linked to promote this process. According to WTO (2009a), tourism incorporates the exercise of individuals visiting and staying in territories away from everyday surrounding for up to a year for purposes of business, recreation, or other reasons unrelated and for which remuneration is paid in the area visited. The travel and tourism industry is, therefore an intricate network of multiple transaction processes driven by corporations, geopolitical and other larder forces of economic change (Milne and Atel jevic, 2001). According to Kenya National Bureau of Statistics (2021), total number of travelers arriving at Moi International Airport (MIA), Mombasa and Jomo Kenyatta International Airport (JKIA) increased from 33,888 in May 2021 to 48,532 in June 2021. World Travel & Tourism Council (WTTC) predicts that by 2025, the total contribution of tourism to GDP will increase by 5.1% annually, reaching 964.2 billion Kenyan shillings (10.3% of GDP). To make the WTTC predictions come true, touring companies must establish their reputation, performance and profitability by having more efficient and effective employees as firms are facing growing rivalry due to changes in technical, political, economic situations as well as globalization and therefore organizations need qualified well trained workers as a way of preparing to adjust and increase performance. It is critical not to dismiss evidence for knowledge expansion in corporate sector over the last decade. This expansion can be ascribed to increasing efforts in human resource development as well as technological developments or a mix of production factors.

1.1.1 Training and development

Training and development according to Dennis and Griffin (2007) is an attempt to improve current or future

employee performance by increasing employee's ability to perform through learning, usually by changing the employee's attitude or increasing knowledge. Dennis and Griffin (2007) additionally it is a role that focuses on enhancing both the general and corporate performance in organizational settings. As a result, it is defined as an educational process that includes sharpening competencies, changing mindset about standards and learning more knowledge to improve employee performance. According to Armstrong (2001), training is a formal and systematic modification of behavior brought on by learning and taking place as a result of preparation, instruction, development and planned experience. The purpose of development is to improve employee's performance in their present responsibilities and prepare them for future roles with more responsibility.

1.1.2 Corporate Performance

Corporate performance is the variation between a company's actual output or results and what was projected. According to Richard (2009), corporate performance includes different aspects of business results which include Performance of the product market, including sales and market share, financial performance which include profits, return on investment and shareholder's return which comprises overall shareholder return and the value created by the economy. The management's commitments made in the management system are measured against an organization's performance. It measures the effectiveness of management strategies in achieving social, economic, and ecological objectives. Instead of using a single performance measure, organizations now use several measures of performance. Therefore, improving corporate performance may now be accomplished by using organization management techniques including the usage of balance score cards, best practices, and quality circles. The techniques involve frequent, ongoing actions used to determine the organization's objective. These tasks are necessary for monitoring the organization's progress toward its predetermined objectives and to make adjustments needed to improve efficiency and effectiveness to reach the desired objectives.

1.1.3 Touring companies in Malindi

Touring companies provides services to persons traveling for leisure, business or other purposes to somewhere that is not their residential area for less than one year consecutively. They are mainly engaged in the fields of accommodation, transportation, travel agencies and tour operators, tourism entertainment. A tour operator is a firm that specializes in organizing and consolidating tour and travel components to create a package holiday. These include accommodation, ground transport, domestic flights and tourism related activities. Tour operators purchase the individual elements of the tour and travel components in bulk and then resell them for a profit (Timothy, 2009). The study was based on 8 touring companies in Malindi with a target population of 150 employees.

1.2. Statement of the problem

Many touring companies conduct employee training since it is expected to help employees manage tasks individually or in a team and not necessarily because of corporate performance. The study's goal was to investigate how training and development impacts corporate performance of touring Sub-Sector due to the wide range of benefits, including economic benefits attracted from tourist. Despite the importance of the touring companies in Kenya and their contribution towards the GDP in Kenya, the touring companies lack structured training programs as well as lack of professionalism in personnel which has largely been attributed to untrained personnel. As a result of this problem, the researcher decided to inquire about effect of training and development on corporate performance of touring companies in Malindi Sub-County, Kilifi County. The industry under study is also primarily staffed with unskilled and semiskilled as well as semi-adequate personnel. This is considered as one of the factors hampering the growth of the sector hence the reason of undertaking this study to address this underlying problem According to Sloman (2012) training improves performance because it is a systematic process that impacts personnel's competences by equipping them with the appropriate knowledge and skills for their current positions and for future growth. As a result, it enables a company to gain a competitive advantage over rivals since it is prepared to adapt to new changes in the environment. The efficacy of the organization was strengthened, according Sultana et al. (2012), through training practices applied to employees in Pakistan's telecommunications zone. When applied at the Pearl Continental Lodge in India, training and development, according to Fakhra et al. (2011), had an impact on overall performance.

According to Guest (2010) training practices on workforce's knowledge in South Africa impacts functionality and competencies positively and results are improved employee performance and advanced organizational performance. In 2012, Obisi examined impact of employee training and development in Nigeria and found that training and development enhances overall employee's performance. Gakuru in Kenya did research on the connection between training practices and performance in 2006 and stated training as an investment in human resources that is essential to achieve organizational goal. On the other hand, Kamau in 2011 in The Ministry of foreign affairs' study on training and development practice for Diplomatic workers focused on necessity of connecting strategic plan to these processes, conducting training needs assessments within the ministry, putting them into practice and assessing the efficacy of the entire process. Numerous studies

indicated that training and development has impact on performance, however Hameed (2011) in Nigeria found that training and development if not properly handled results in poor performance.

Literature survey shows different context under different situations or circumstances and no published research has been done on how training and development affect corporate performance on touring sub-sector. As a result, the study was done to examine the effect of training and development on corporate performance of selected touring companies.

1.3.1. The general objective of the Study

The general objective of the research was to examine effect of training and development on corporate performance of touring sub-sector in Kenya.

1.3.2 Specific objectives of the study

The specific objective of the study were:-

- i. To determine impact of staff training on corporate performance of touring companies in Malindi Sub-County, Kilifi County.
- ii. To determine extent to which staff development affects corporate performance of touring companies in Malindi Sub-County, Kilifi County.

1.4. Research questions

The research sort to answer the following questions:-

- i. How does staff training impact corporate performance of touring companies in Malindi Sub-County, Kilifi County?
- ii. To what extent does staff development affect corporate performance of touring companies in Malindi Sub-County, Kilifi County?

1.5. Significance of the Study

The researcher's findings shall be significant to the following: - The researcher's findings will help Tourism Regulatory Authority (TRA) which is the corporate body that regulates the tourism sector in Kenya and develops legislative and regulatory framework for the professionals in the Sub-Sector The study will be necessary for many touring companies who are striving to gain competitive edge and the same cannot be achieved without suitable training and development, competencies, capability and employees' skills. As a result, management will evaluate impact of training and development on organizational performance, along with areas where training and development could be enhanced. Additionally, it will help managers create and put into place training needs that will increase output.

1.6. The scope of the study

This study was confined to survey effect of training and development on corporate performance of touring companies in Malindi Sub-County, Kilifi County in Kenya. Geographically, it took place within Malindi Sub-County, Kilifi County. It will be confined 8 touring companies registered with Tourism Regulatory Authority as at August, 2020; namely: Kudu Travels Limited, Joss & Tembo Tours Safaris, Hotsun Safaris, Big 5 Ventures, Southern Sky Safaris Limited, Ayma Safaris, Passione Africa Limited and Intra Safaris.

2.0. LITERATURE REVIEW

2.1. Theoretical review

Increased competitiveness, market globalization, continuous technology breakthroughs, and changes in work organization, among other things, characterize today's business environment; hence, a company's survival needs the achievement of sustainable competitive advantages. The human aspect is one of the internal resources that could be considered a source of strategic edge, because of its intangible qualities, including knowledge, skills, and attitudes (Bassi et al., 1998; Lee and Yang, 2000; Alavia and Leidner, 2001; Bollinger and Smith, 2001) and organizational knowledge is becoming increasingly important. Despite the fact that all human resource management procedures are entitled to development of these resources, training is the most crucial event for ensuring that employees are knowledgeable, adaptable and well prepared as well as for ensuring the appropriate operation of each step of the knowledge management process. There are a number of theories that stress the necessity of workplace training and development which provide various training and development methodologies. The main training and development theories are:-

2.1.1. Theory of reinforcement

Theory of reinforcement was developed by Skinner (1938) and focuses on a person's learning behavior, implying that learners will repeat that conduct if it leads to a favorable outcome or result. The concept of reinforcement was developed by behaviorist economist Skinner and states that if development and training programs are linked to organizational objective, then successful results should be expected. By expanding the idea of reinforcement theory it may be argued that some human resource practices strategies can be connected to development and

training programs and therefore satisfy the theory's objective. Different types of incentives can be connected to training and development activities which include bonus, salary increase, promotion, and certificate awards following completion of training program and these incentives will almost definitely result in a favorable result. According to Skinner's theory of reinforcement, if an organization succeeds in doing this, employee will be more involved in the organization's training and development programs.

2.1.2. Social Learning Theory

Albert Bandura's (1977) social theory presented fresh viewpoint on learning by emphasizing that reinforcement cannot address all forms of learning. Training and development programs structured to increase abilities are known as direct enforcement. This theory states that such programs do not cover all forms of learning since some social skills cannot be taught instead require experiential learning. Observational learning is the word for this type of learning which is concerned with the comprehension of various human behaviors. The working environment must be very professional, and workers must be able to learn from them. This theory also demonstrates that after learning something, there is no need to change behavior. Although it is commonly assumed that after learning something, a person's behavior will change, this is not always the case.

2.2. Empirical Review

2.2.1. Staff Training and Corporate Performance

According to research by Hafeez and Akbar (2015), training employees to fill in knowledge gaps identified by organizations improves job performance, the effective use of human resources and other resources, and achievement of set goals and objectives. This results in lower costs because there are fewer turnovers among employees and fewer errors and injury incidents. The research also showed that since employees constitute a company's greatest asset, managers of pharmaceutical companies have to understand the importance of investing in their development in order to maintain a competitive edge. According to Sultana (2013), it is indisputable that employees become more efficient and productive the more appropriate training they acquire. According to research by Onyango and Wanyoike (2014) on effects of training on worker performance, motivation and job satisfaction of healthcare workers in Siaya County were low, which had a big effect on how well they performed. The county decided to utilize training programs to reverse this tendency and their support could be seen in financial support to the programs as well as in their recommendation of training to all health workers. This choice was based on the idea that training increased employee performance and productivity. Asfaw, Argawa, and Bayissa (2015) discussed effect of training and development on efficacy of employee performance, arguing that training is only successful when management and the top executives financially support the initiative and provide trainees an opportunity to participate in off or on the job training.

2.2.2 Staff development and corporate performance

According to Armstrong (2001), development is the process of enhancing an individual's performance in their current capacity and preparing them for roles with greater responsibility in the future. This kind of development seeks to enhance staff members' overall career chances by encouraging learning and equipping them with the knowledge and portfolio of transferable skills they need.

2.3. Conceptual framework

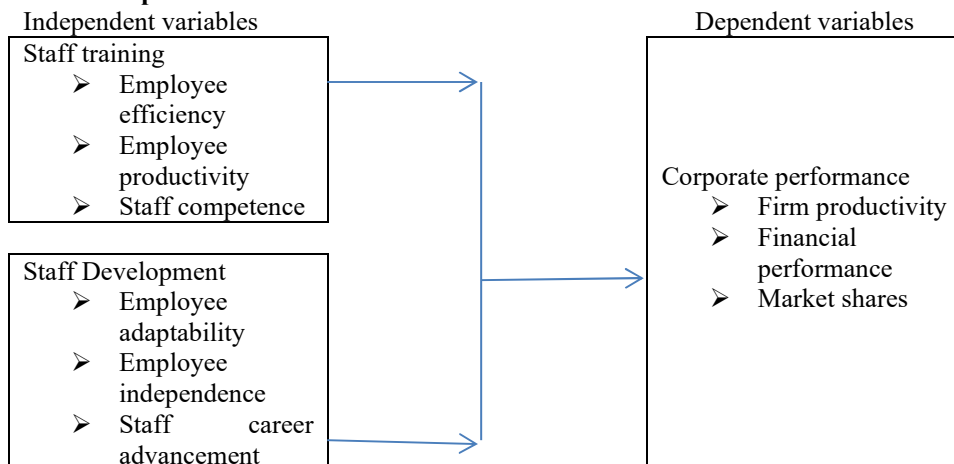


Figure 1: Conceptual framework

Source: Author

2.4. Research gap

The researcher reviewed several previous studies that was concerned with effects of training and development

and none of them examined effects of training and development on corporate performance of touring companies in Kenya. The objective of this study was to fill knowledge vacuum by evaluating effect of training and development on corporate performance of touring companies in Malindi Sub-County, Kilifi County.

3.0. RESEARCH METHODOLOGY

3.1. Research design

The study adopted a survey methodology which, according to Kiambati & Itunga (2014), is an attempt to collect data from members of a population in order to determine that group's present state with respect to a number of variables. The main goal of survey research is to quickly gather data defining the characteristics of a large number of individuals with an interest. The survey for this study was through e-mails with intention of obtaining opinion of the target population. Surveys are useful tool for gathering data from some or all sections of a population and presenting it in a manner that is useful. There are two primary forms of surveys that may be used to gather data under various conditions to meet different goals. These are censuses and sample surveys. Gay, Mills & Airsian (2012) state that to gather information about a group's beliefs, attitudes, behaviors and demographic composition, survey research can be used. Data from survey are gathered by administering questionnaire by post, e-mail or in an interview over the phone or in person.

3.2. Target population

A population, according to Mugenda & Mugenda (2003), is a group of persons, events or things that have common observable attribute. The target population, on the other hand, is the population a researcher is interested in researching. Due to the seasonality of the sub-sector under study and the researcher's survey, 150 employees of touring companies registered with the Tourism Regulatory Authority (Malindi Region) as of August 2020 were the study's target population.

3.3. Data collection

Data was collected from all elements in the population hence the researcher adopted the census since the population was small that is 150 a census is recommended and hence it was adopted in the study. According to Gay, Mills & Airsian (2012) census survey is a descriptive research that entails obtaining records from each member of a population. Census surveys are often conducted when a population is accessible and relatively small.

3.4. Data collection instrument

In this study, questionnaires were the main research technique since they ensure better similarity in the responses and allow for greater uniformity in question-asking. All closed-ended questions were graded using a Likert scale. According to Brace (2003), the purpose of Likert scale is to have statements representing multiple aspects of the same viewpoint.

3.4.1. Validity test

According to Gay, Mills & Airsian (2012) validity refers to the level to which a test measures what it is supposed to measure and as a result, permits appropriate interpretation of scores.. To validate the instruments the researcher sort opinion of experts in Human Resource and the supervisor.

3.4.2. Reliability test

According to Trivedi 2020 Reliability is the extent to which a measure, an experiment, or test yields the same results on repeated trials. Similarly Trivedi indicates that reliability is likewise viewed in a different way in qualitative and quantitative research. When it comes to quantitative research, reliability may also be defined as the degree to which numerous researchers are able to replicate a research study and get the same result. He in addition states that reliability can be assessed using internal consistency reliability which is commonly measured through a correlation coefficient. Unlike other correlations, nevertheless, this particular correlation can only have a positive value, hence its range is 0 to 1. An acceptable measure of reliability results in the correlation coefficient is higher than 0.7 or 0.8.

3.5. Data Collection procedure

The main source of information for this study was primary data collected by distributing structured questionnaire prepared to correspond with the study's objectives and employees of tour companies asked to respond. Questionnaire was adopted because it is devoid of bias since respondents have chance to respond in words of their own and have enough time to give well-thought-out responses, and finally, respondents who are difficult to reach can be reached easily (Kothari 2012).

4.0. RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

4.1.1. Response Rate

Employees of the eight (8) selected tour companies received 150 questionnaires, of which 142 questionnaires were duly completed and returned. This has a response rate of 94.7%, which is considered adequate for purpose of this study.

4.1.2. Reliability Test

To evaluate the reliability of the research tools, a pilot test was conducted, and the findings are shown in Table 4.1.

Table 4.1. Reliability Test

| Variables | No. of Items | Cronbach Alpha |
|-----------------------|--------------|----------------|
| Staff training | 5 | 0.887 |
| Staff development | 11 | 0.863 |
| Training programs | 11 | 0.889 |
| Learning Curve | 9 | 0.868 |
| Corporate performance | 10 | 0.861 |

Table 4.1 shows a coefficient Cronbach alpha of 0.887 for Staff training while Staff development had a Cronbach alpha coefficient of 0.863. The Cronbach alpha coefficient for training programs was 0.889, for the learning curve it was 0.868 and corporate performance had 0.861. The study's findings revealed that the cronbach alpha of each variable was greater than 0.7, indicating that the research tools were suitable for the data collection process.

4.2. Background information of respondent

Description of respondents' background information is given in terms of gender, age, academic qualification, years of service worked for the organization, if they have attended any form of training and how often they undergo training.

4.2.1. Gender of the Respondent

Table 4.2. Gender of respondent

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | Male | 81 | 57.0 | 57.9 | 57.9 |
| | Female | 59 | 41.5 | 42.1 | 100.0 |
| | Total | 140 | 98.6 | 100.0 | |
| Missing | System | 2 | 1.4 | | |
| Total | | 142 | 100.0 | | |

Table 4.2 illustrates the gender distribution of questionnaire responses. The results show a greater response rate with a male representation of (57%) and a female representation of (41.5%). This shows that touring sector adhered to two third gender rule.

4.2.2 Age of Respondent

Table 4.3. Age of respondent

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|----------------|-----------|---------|---------------|--------------------|
| Valid | 21 to 30 years | 56 | 39.4 | 40.0 | 40.0 |
| | 31 to 40 years | 64 | 45.1 | 45.7 | 85.7 |
| | 41 to 50 years | 18 | 12.7 | 12.9 | 98.6 |
| | Above 50 years | 2 | 1.4 | 1.4 | 100.0 |
| | Total | 140 | 98.6 | 100.0 | |
| Missing | System | 2 | 1.4 | | |
| Total | | 142 | 100.0 | | |

Result on Table 4.3 show that most of employees who participated in the study 45.1% were in the age bracket of 31 – 40 years, 39.4% in the age bracket of 21 – 30 years old, 12.7% between 41-50 years old while 1.4% in the age bracket of above 50 years. The findings also show that employees in the touring subsector are young and capable of boosting the subsector's efficiency and long term economic growth through their swift and effective responses to the constantly changing business environment.

4.2.3 Education of Respondent

Table 4.4. The respondent's level of education

| | | Education | | | |
|---------|-----------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Primary Certificate | 8 | 5.6 | 5.8 | 5.8 |
| | Secondary Certificate | 66 | 46.5 | 47.5 | 53.2 |
| | Diploma | 47 | 33.1 | 33.8 | 87.1 |
| | Degree | 14 | 9.9 | 10.1 | 97.1 |
| | Certificate | 3 | 2.1 | 2.2 | 99.3 |
| | Higher Diploma | 1 | .7 | .7 | 100.0 |
| | Total | 139 | 97.9 | 100.0 | |
| Missing | System | 3 | 2.1 | | |
| Total | | 142 | 100.0 | | |

Table 4.4 shows educational qualifications of respondents (46.5%) had secondary certificates, 33.1% diplomas, 9.9% with degrees, 5.6% with primary certificate, 2.1% with Certificates and 0.7 with higher diploma. It is therefore concluded that the subsector is dominated by employees who do not pursue educational personal development.

4.2.4. Experience of respondent

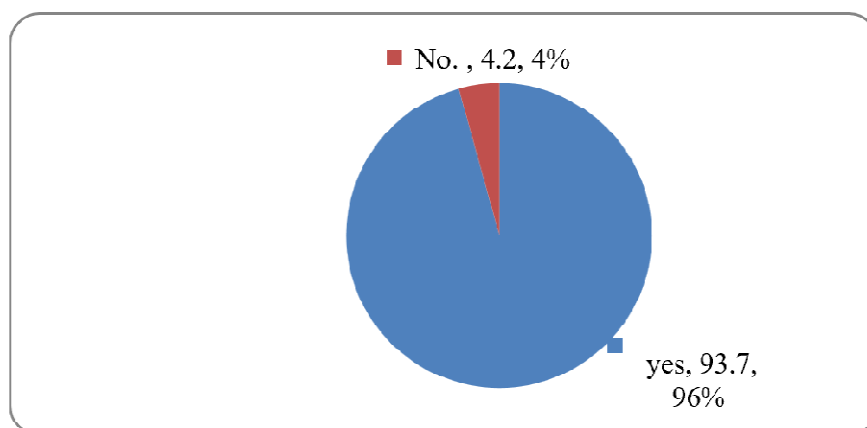
Table 4.5. Experience of respondent

| | | Experience | | | |
|---------|--------------------|------------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid percent | Cumulative percent |
| Valid | Less than 1 year | 11 | 7.7 | 8.0 | 8.0 |
| | 1 to 5 years | 78 | 54.9 | 56.5 | 64.5 |
| | 6 to 10 years | 29 | 20.4 | 21.0 | 85.5 |
| | More than 11 years | 20 | 14.1 | 14.5 | 100.0 |
| | Total | 138 | 97.2 | 100.0 | |
| Missing | System | 4 | 2.8 | | |
| Total | | 142 | 100.0 | | |

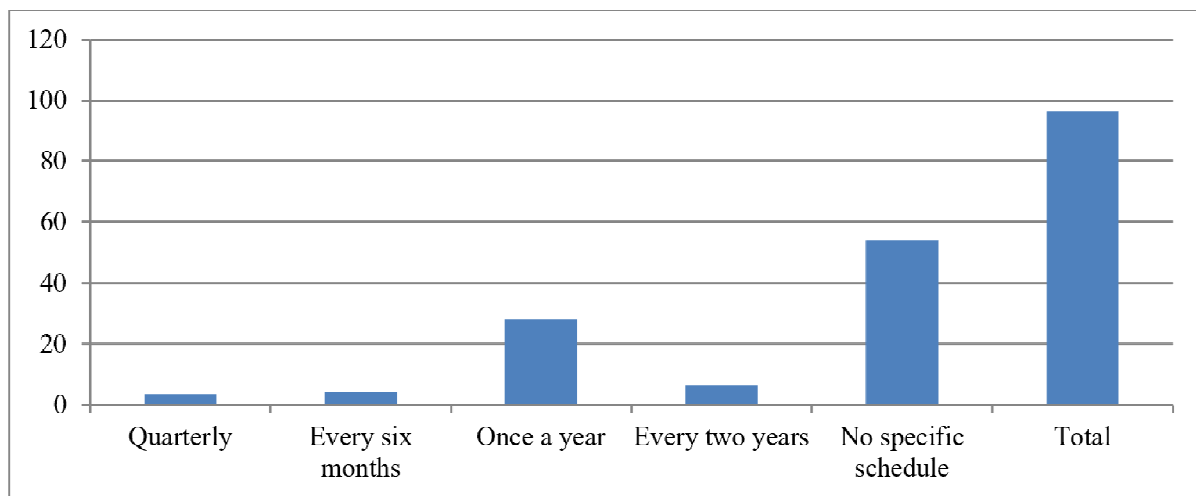
Table 4.5. show that 8% of the respondents had less than 1 year experience, 56.5% had 1 to 5 years experience, 21% had 6 to 10 years and 14.5% had more than 11 years experience. The study also revealed that most respondents had more than 1 year experience which is an indication that turnover rate is not so high.

4.2.5 Training Received

Chart 4.1 shows that of the total 93.7% of the respondent undergo training and 4.2% of the respondent had not gone for any training. 2.1% had not indicated if they did have training or not.



4.2.6 Training Frequency



Respondents were requested to indicate how frequently they attended training. Figure 4.1 indicate majority of respondents had no specific schedule for training. This therefore shows that most of the employees received training and therefore likely to be better in their roles though it shows there is no consistency on training and development.

4.3 Descriptive Statistics

Respondents were requested to rate level of agreement on influence of independent variables on dependent variables. In the section that follows, the outcome are shown.

4.3.1 Staff training

When rated from 1 to 5, with 1 = strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 =Strongly agree. Respondents rated their level of agreement with various statements on how staff training affect corporate performance. The results are displayed in Table 4.6.

Table 4.6: Means and Standard Deviations of Staff Training Subscale Items
Descriptive Statistics

| | N | Mean | Std. Deviation | Variance |
|---|-----|--------|----------------|----------|
| Training help to focus on organizational goal | 139 | 4.2806 | .67059 | .450 |
| Training helps to increase the productivity. | 137 | 4.2993 | .65714 | .432 |
| Training provided helps improve communication skills. | 139 | 4.4101 | .65732 | .432 |
| Staff training in tourism sector has helped employee improve willingness to accept change | 139 | 4.2662 | .68710 | .472 |
| Staff training enable employee be more focused in their work. | 139 | 4.3525 | .70055 | .491 |
| Valid N (listwise) | 136 | | | |

The survey found that majority of respondents acknowledged that Training helps focus on organizational goal (M=4.2806;S.D = 0.6059), that it also helps to increase the productivity(M=4.2993; S.D= 0.65714). Further, majority of respondents agreed that Training provided helps improve communication skills (M=4.4410; S.D= 0.65732), that Staff training in tourism sector has helped employee improve willingness to accept change (M= 4.2662; S.D = 0.68710).The study also established that Staff training enables employee be more focused in their work (M=4.3525;S.D=0.70055).

4.3.2. Staff Development

When rated from 1 to 5, with 1 = strongly disagree, 2= disagree, 3= neutral, 4 = Agree and 5 =Strongly agree was used. 11 statements were used to assess how staff development affects corporate performance. The results are displayed in Table 4.7.

**Table 4.7: Means and Standard Deviations of Staff Development Subscale Items
 Descriptive Statistics**

| | N | Mean | Std. Deviation | Variance |
|---|-----|--------|-------------------|----------|
| Staff development enable employee to face new challenges. | 128 | 3.6094 | 1.02898 | 1.059 |
| Staff development enable employee to be better equipped to face and overcome different challenges. | 138 | 4.2464 | .64854 | .421 |
| Staff development enables employees to conquer challenges with minimal assistance from supervisor. | 136 | 4.3015 | .74356 | .553 |
| Staff development equip employee with the knowledge and skills they need to perform their duties. | 136 | 4.3162 | .72727 | .529 |
| staff development increases team independence. | 136 | 4.2868 | .63138 | .399 |
| Staff development opportunity offered by the organization motivate towards performance improvement | 137 | 4.3577 | .82013 | .673 |
| Employees are given extra duties to prepare them for a higher position within the organization. | 137 | 4.3285 | .71855 | .516 |
| Staff development has enabled the company to have a team with more knowledge and skills of how they work. | 136 | 4.4779 | .54388 | .296 |
| Staff development has enabled employee to work independently. | 138 | 4.3551 | .61372 | .377 |
| Staff development has enabled employee to make fewer mistakes. | 136 | 4.2574 | .74033 | .548 |
| Staff development has led to increased revenue. | 137 | 4.2847 | .68545 | .470 |
| Valid N (listwise) | 116 | | | |

The study established that majority of respondents agreed that Staff development enable employee to face new challenges (M=3.6094; S.D=1.02898) that it enable employee to be better equipped to face and overcome difference challenges (M= 4.2464; S.D= 0.64854), that Staff development enables employees to conquer challenges with minimal assistance from supervisor (M=4.3015; S.D= 0.74356). Further majority of respondents agreed that Staff development equip employee with knowledge and skills required to perform their duties (M= 4.3162; S.D= 0.72722).

As presented in table 4.8 the participants agreed that Staff development increases team independence (M= 4.2868; S.D = 0.63138) and that staff development opportunity offered by the organization motivate towards performance improvement (M= 4.3577; S.D = 0.82013) The Participants largely agreed that Employees are given extra duties to prepare them for a higher position within the organization (M= 4.3285; S.D=0.71855), that Staff development has enabled the company to have a team with more knowledge and skills of how they work (M= 4.4779; S.D=0.54388), that Staff development has enabled employee to work independently (M=4.3551;S.D 0.61372), that Staff development has enabled employee to make fewer mistakes(M=4.2574; S.D= 0.74033) and Staff development has led to increased revenue (M= 4.2847; S.D= 0.68545).

Table 4.8: Mean and Standard Deviations of Corporate Performance Subscale Items Descriptive Statistics

| | N | Mean | Std. Deviation | Variance |
|--|-----|--------|----------------|----------|
| Proper training needs identification has improved firm performance. | 132 | 4.2197 | .54303 | .295 |
| Employee training has improved the level of employee creativity and as a result the firm market share has increased. | 132 | 4.4545 | .66955 | .448 |
| Employee training has improved the amount of work handled by individual staff. | 132 | 4.2879 | .58649 | .344 |
| Training and development improve the knowledge and as a result firm performance is increased. | 133 | 4.3158 | .64395 | .415 |
| Training and development influence the work quality of employee and as a result firm performance improved. | 131 | 4.2290 | .71860 | .516 |
| Training and development offered to employees influence the work quality as a result the firms market share has widen. | 132 | 4.3636 | .73384 | .539 |
| Training and development has a strong influence to the organization performance. | 132 | 4.3485 | .57935 | .336 |
| Development programs have improved the level of efficiency among staff. | 131 | 4.2595 | .54895 | .301 |
| Employee experience has helped the employee be more efficient and effective in the performance. | 132 | 4.3333 | .62599 | .392 |
| Valid N (listwise) | 130 | | | |

Majority of respondents agreed that proper training identification improved firm performance (M=4.2197; S.D =0.54303), that Training programs offered by organization has led to increased firm financial performance (M=4.2424; S.D=0.58114), that training has improved the level of employee Creativity and as a result the firms market share has increased (M=4.4545; S.D=0.66955), that training has improved the amount of work handled by individual staff (M=4.2879; S.D=0.58649), that Training and development improve knowledge and as a result firm performance is increased (M=4.3158; S.D=0.64395). Further that Training and development influence the work quality of employee and a result firm performance improved (M=4.2290; S.D= 0.71860), that Training and development offered to employees influence the work quality and as result the firms market share has widen (M=4.3636; S.D=0.73384), that Training and development has a strong influence to performance (M=4.3485; S.D=0.57935), that Development programs have improved the level of efficiency among staff (M=4.2595; S.D=0.54895) and that Employee experience has helped the employee be more efficient and effective in the performance (M=4.3333; S.D= 0.62599).

Table 4.9: Correlations between dependent variable and independent variables

| | | CORPORATE PERFORMANCE | STAFF DEVELOPMENT | STAFF TRAINING |
|-----------------------|---------------------|-----------------------|-------------------|----------------|
| CORPORATE PERFORMANCE | Pearson Correlation | 1 | .333** | .341** |
| | Sig. (2-tailed) | | .000 | .000 |
| | N | 130 | 111 | 127 |
| | Sig. (2-tailed) | .000 | .000 | .000 |
| | N | 126 | 114 | 131 |
| STAFF DEVELOPMENT | Pearson Correlation | .333** | 1 | .482** |
| | Sig. (2-tailed) | .000 | | .000 |
| | N | 111 | 116 | 114 |
| | Sig. (2-tailed) | .001 | .002 | .000 |
| | N | 124 | 111 | 130 |
| STAFF TRAINING | Pearson Correlation | .341** | .482** | 1 |
| | Sig. (2-tailed) | .000 | .000 | |
| | N | 127 | 114 | 136 |

Results indicated that there is a positive relationship between corporate performance and training program and statistically significant ($r = .568$; $p = .000$; $N=126$). Relationships between corporate performance and learning curve ($r = .294$; $p = .001$; $N=124$), Staff development ($r = .333$; $p = .000$; $N=111$). Corporate performance and staff training were strongly and positively correlated ($r = .341$; $p = .000$; $N=127$).

The findings suggested that training program significantly impact on corporate performance, staff training, staff development and learning curve performed reasonably better in terms of corporate performance.

Table 4.10: ANOVA Results for Summary Regression Model
Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | Sig. F Change | |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|---------------|------|
| | | | | | R Square Change | F Change | df1 | | df2 |
| 1 | .499 ^a | .249 | .219 | 3.08321 | .249 | 8.202 | 4 | 99 | .000 |

Predictors: (Constant), Staff training, Learning curve, Staff development, Training programme

Table 4.11: ANOVA Results for the Summary Regression Model
ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1 | Regression | 311.878 | 4 | 77.969 | 8.202 | .000 ^b |
| | Residual | 941.112 | 99 | 9.506 | | |
| | Total | 1252.990 | 103 | | | |

a. Dependent Variable: CORPORATE PERFORMANCE

b. Predictors: (Constant), STAFF TRAINING, LEARNING CURVE, STAFFDEVELOPMENT, TRAININGPROGRAMME

When corporate performance was regressed against staff training, learning curve, staff development, training programme. The model was significant ($p=0.000$) according to ANOVA with the independent variables explaining 21.9% ($R^2= 0.219$) of the variance in corporate performance

REGRESSION ANALYSIS

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 22.072 | 4.009 | | 5.506 | .000 |
| | STAFFDEVELOPMENT | .067 | .073 | .094 | .917 | .361 |
| | STAFFTRAINING | .083 | .158 | .057 | .526 | .600 |

a. Dependent Variable: CORPORATEPERFORMANCE

To ascertain the integrative effects of dependent variable on corporate performance the average scores for training programme, learning curve, staff development and staff training were entered together into a single, multivariate regression model. As a result the summary model had 4 predictors (Corporate performance constructs, that is, training programme, learning curve, staff development and staff training) and corporate performance as the response variables using regression model below:-

$$Y = a + bx_1 + b_2x_2 + \epsilon$$

Where:

- Y** = Independent variable (corporate performance)
- a** = Constant term
- bx₁.... B₄x₄** = regression coefficients of the independent variables 137
- bx₁** = Staff development
- bx₂** = Staff training
- ε** = error term, disturbance term, or noise.

The entire model's multivariate correlation and regression analysis showed that overall, at $p < 0.01$, Training program, learning curve, staff development and staff training positively influence corporate performance. Thus, the summary regression model would be:

$$CP = 22.072 + 0.067(SD) + 0.0983(ST)$$

Where: CP – Corporate Performance, SD - Staff Development and ST- Staff Training

The regression equation above connotes that holding all independent variables (Staff Development and Staff Training) constant at zero, corporate performance would be 22.072. Further the study shows that holding all other independent variables constant (SD and ST) at zero Staff Development would result to 0.067 increase in Corporate Performance and there is an increase in Staff Training which would lead to 0.098.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of major findings

Data used in this study was collected from employees of eight touring companies. An effective response rate of 94.7% was achieved with 142 workers responding to the survey in total. The findings indicate higher response rate from male employees with (57.%) and females with 41.5% representation. The modal age bracket was 31-40 with a frequency of 45.1%. 46.5% of the employees had secondary certificates followed by 33.1% who had diplomas, 9.9% with degrees, 5.6% with primary certificate, 2.1% with Certificates and 0.7 with higher diploma.

Regarding work experience 8% of the respondents had less than 1 year experience, 56.5% had 1 to 5 years experience, 21% had 6 to 10 years and 14.5% had more than 11 years' experience. All of the sub-variables had Cronbach's Alpha values over 0.70 with values of 0.86 to 0.889.

5.1.1 Effect of Staff Training on Corporate Performance

The survey found that the majority of respondents thought that training helps employee to focus on organizational goal, that it also helps to increase the productivity, that Training provided helps improve communication skills, that Staff training in tourism sector has helped employee improve willingness to accept change and that Staff training enables employee be more focused in their work. Regression analysis revealed that corporate performance was highly influenced by staff training. This agrees with Kulkami (2013) who established that training enables employees to develop skills within organization and that training molds employee's attitude and helps them to develop themselves. Kulkami further noted that training is a key feature of successful human resource management.

5.1.2. Effect of Staff Development on Corporate Performance

The majority of the respondents to the research agreed that staff development enable employee face new challenges, that it enable employee to be better equipped to face and overcome difference challenges, that Staff development enables employees to conquer challenges with minimal assistance from supervisor. Additionally, the survey found that majority of respondents agreed that Staff development equip employee with knowledge and skills they require to perform their duties, Akanbi (2013) established that training and development equip staff with knowledge required for a particular position of employment or to improve their skills. Participants agreed that Staff development increases team independence and that staff development opportunity offered by the organization motivate towards performance improvement, this concur with M. Mpofu, C. K Hlatywayo (2015) that training and development programs are significant for improving employee performance in organizations. Participants largely agreed that employees are given extra duties to prepare them for a higher position within the organization and has enabled the company to have a team with more knowledge and skills of how they work. Staff development has enabled employee to work independently, this has enabled employees to make fewer mistakes which has led to increased revenue. Regression analysis revealed that corporate performance was significantly influenced by staff development.

5.2. Conclusion

The study concludes that the industry under study has young employee and is composed of age diverse workforce who create an atmosphere where each generation brings in diverse skills set that are important for problem solving and meeting the organization mission and vision. The industry also has gender equality which brings about a balanced gender mix of employees that posses an assortment of expertise and create improved output thereby improving performance. In this study however it is noted that majority of employees had secondary education certificate, therefore there is need to encourage employee to go for further education thought it clear that 93.7% of respondent indicated that they receive some form of training in the organization for them to operate efficiently. The study further concludes that staff training significantly influences corporate performance since training assist employee focus on organizational goal and increased productivity. Staff development significantly influenced corporate performance since it enabled employee to face new challenges, be better equipped to face and overcome difference challenges, conquer challenges with minimal assistance from supervisor.

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