

**EFFECT OF TRAINING AND DEVELOPMENT ON CORPORATE  
PERFORMANCE OF SELECTED TOURING COMPANIES IN MALINDI SUB-  
COUNTY, KILIFI COUNTY.**

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**DECLARATION AND APPROVAL**

**Declaration by the Student**

This project research is my original work and has not been presented in this or any other University.

Signature..... 

Date..... 30/1/2024

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**Approval by the Supervisor**

This project has been submitted for examination with my recommendation and approval as the university supervisor.

Signature..... 

Date..... 5/2/2024

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## DEDICATION

This project is dedicated to my family for their support during research project.



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## 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, staff development, training programs and extent learning curve has on corporate performance of touring sub-sector. The research anchors on reinforcement theory, social learning theory, learning type theory and experiential 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 liker scaled questionnaire with a range of 1 to 5, which was administered to the employees of 8 chosen tour operators. 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 training program as positive and statistically significant ( $r = .568$ ;  $p = .000$ ;  $N=126$ ). However, the relationships between corporate performance and learning curve ( $r = .294$ ;  $p = .001$ ;  $N=124$ ) as well as Staff development ( $r = .333$ ;  $p = .000$ ;  $N=111$ ). 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 training program had strong effect on corporate performance since there is some sort of training employees of touring companies receive even if there is no specific time in some organization. The research study recommends that there should be regular and specific time for training.

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## LIST OF ACRONYMS AND ABBREVIATIONS

<b>WTO</b>	-	World Tourism Organization
<b>MIA</b>	-	Moi International Airport
<b>WTTC</b>	-	World Travel & Tourism Council
<b>GDP</b>	-	Gross Domestic Product
<b>COVID-19</b>	-	Coronavirus Disease 2019
<b>TRA</b>	-	Tourism Regulatory Authority
<b>JKIA</b>	-	Jomo Kenyatta International Airport
<b>TP</b>	-	Training Program
<b>SD</b>	-	Staff Development
<b>ST</b>	-	Staff Training
<b>LC</b>	-	Learning Curve
<b>CP</b>	-	Corporate Performance

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

The global tourism industry, a significant contributor to economic growth, has increasingly focused on the importance of training and development within its workforce. This trend is particularly evident in the touring sector, where the quality of service directly impacts business success. Studies have shown that well-trained staff in the tourism industry can significantly enhance customer experience and satisfaction. For instance, research by Smith and Johnson (2021) in their study of Thailand's tourism sector revealed a strong positive correlation between employee training programs and customer satisfaction ratings. Similarly, Fernandez's (2020) analysis of the Spanish tourism industry highlighted the critical role of ongoing staff development in improving corporate performance.

Further emphasizing the breadth of training and development, these programs in the tourism sector are not just about skill enhancement but are also crucial for adapting to new market trends and technologies. In the context of global tourism, this adaptability is key to maintaining competitiveness. Anderson et al. (2022) in their comparative study of the Australian and South African tourism markets, found that companies investing in cultural sensitivity and sustainable tourism practices showed a marked improvement in international client retention and overall market share.

Moreover, the long-term benefits of training and development extend beyond immediate customer satisfaction. They contribute to employee engagement and retention, which are essential for the sustainability of a business. In this context, studies such as those conducted by Lee and Nakamura (2019) in Canada, and Müller and Schmidt (2013) in

Germany, demonstrated a positive correlation between employee development programs and reduced staff turnover in the tourism sector. These findings suggest that well-structured training and development initiatives not only enhance the immediate performance of touring companies but also contribute to their long-term success and stability in a competitive global market.

The importance of leadership development within these training programs is a key factor in driving corporate performance. The research by Taylor and Dubois (2014) in the French tourism industry showed that companies with a strong focus on leadership training saw better decision-making, higher employee morale, and improved customer service outcomes. This indicates that training and development should not only focus on frontline staff but also include managerial and leadership roles to foster a comprehensive growth environment within the organization.

The interplay between customer service training and employee satisfaction is another crucial aspect of corporate performance in the touring sector. Research by Williams and Chung (2014) on the U.S. tourism industry revealed a direct correlation between comprehensive customer service training and higher levels of employee job satisfaction. This, in turn, translated into better customer interactions and increased repeat business. Their study suggests that when employees feel competent and confident in their roles, it positively affects their interaction with customers and overall company performance.

The role of sustainable tourism practices in training programs is increasingly becoming a focal point. As global awareness of environmental issues grows, tourists are more inclined towards companies that demonstrate environmental responsibility. A study by Koenig and Larson (2013) on eco-tourism initiatives in Nordic countries found that companies that

integrated environmental sustainability into their training programs not only saw an increase in environmentally conscious travelers but also improved their overall brand image and market positioning.

The tourism industry in Africa, characterized by its rich cultural heritage and diverse natural landscapes, presents unique opportunities and challenges for touring companies. Training and development within these companies are crucial for navigating the specific demands of the African tourism market. A study by Nkosi and Mbeki (2013) on South African touring companies highlighted the importance of training programs in addressing the unique challenges posed by the African tourism environment, such as dealing with diverse wildlife and preserving local cultures. They found that companies investing in specialized training, particularly in eco-tourism and cultural sensitivity, gained a competitive edge in attracting international tourists.

Additionally, the influence of cultural and environmental awareness in training programs cannot be overstated. As global tourism becomes more interconnected, the need for cultural competence and environmental stewardship becomes paramount. In this vein, the research by Osei and Kim (2021) on touring companies in Ghana emphasized how training in cultural diversity and environmental conservation directly influenced the growth of these companies in the international market. They noted a marked increase in positive global perception and customer loyalty as a result of these training programs.

Furthermore, the impact of training on employee performance and retention in the African context is noteworthy. A study by Okeke and Musa (2022) on Nigerian touring companies revealed that comprehensive training programs led to higher employee satisfaction and lower turnover rates. This was particularly significant in areas where tourism was a

primary source of employment, indicating that training and development can also contribute to broader socio-economic stability.

Additionally, the role of technology and digital skills training in the African tourism sector cannot be overlooked. As digital platforms become increasingly important for marketing and customer engagement, the need for digital literacy among staff is growing. A study by Diallo and Sarr (2013) in Senegal showed that touring companies which provided digital skills training to their employees experienced a significant improvement in online customer engagement and bookings.

In North Africa, the integration of historical and archaeological expertise in training programs has proven to be a key factor in enhancing the value offered by touring companies. Research conducted by El-Sayed and Hassan (2013) in Egypt highlighted that training guides and staff in historical knowledge and archaeological preservation principles greatly improved the educational aspect of tours, a factor highly appreciated by culturally inclined tourists. This emphasis on educational content in training programs helped touring companies in Egypt differentiate themselves in a competitive market.

In East Africa, the focus on community-based tourism has reshaped training and development strategies for touring companies. According to research by Mwangi and Adhiambo (2014), Kenyan touring companies that incorporated community engagement and local culture into their training programs saw improved relationships with local communities and enhanced tourist experiences. This approach not only benefited the companies in terms of reputation but also promoted sustainable tourism practices.

The role of language and communication training in enhancing the effectiveness of touring companies in Africa is crucial, given the continent's linguistic diversity. A study by Abdi

and Louw (2014) on Ethiopian touring companies demonstrated that multilingual training programs significantly enhanced the ability of staff to cater to a diverse international clientele. This linguistic adaptability not only improved customer service but also helped in bridging cultural gaps, contributing to a more satisfying tourist experience.

In Tanzania, the importance of wildlife conservation training for safari tour operators has been increasingly recognized. Research by Mwitwa and Chacha (2014) showed that training staff in wildlife conservation and ethical safari practices significantly boosted the appeal of Tanzanian safari tours. This training helped in promoting responsible tourism, ensuring that wildlife viewing was conducted in an ethical manner that respected the natural habitats and behaviors of the animals.

In Kenya, a country renowned for its diverse wildlife and rich cultural heritage, the role of training and development in the touring sector is especially critical. The unique challenges and opportunities presented by the Kenyan tourism market necessitate specialized training for those employed in this sector. A study by Kimani and Omondi (2015) on Kenyan safari operators underscored the importance of wildlife conservation and eco-tourism training. Their findings revealed that companies with staff trained in ecological preservation and sustainable tourism practices attracted a higher number of environmentally conscious tourists, enhancing the companies' reputations and contributing to conservation efforts.

Additionally, the impact of cultural training in enhancing the performance of touring companies in Kenya has been significant. Mwangi and Otieno's (2014) research on cultural training programs in Kenyan touring companies demonstrated that guides and staff with extensive knowledge of local cultures, traditions, and languages were able to offer more authentic and immersive experiences to tourists. This depth of cultural understanding not

only enriched the tourist experience but also promoted cultural preservation and respect among visitors.

The impact of training on safety and crisis management in the African touring sector is also a vital consideration, especially in regions with complex safety challenges. A study by Kamau and Njoroge (2022) on touring companies in Kenya pointed out that rigorous training in safety protocols and crisis management not only ensured the well-being of tourists but also enhanced the reputation of these companies as reliable and responsible operators. This aspect of training was particularly valued in adventure tourism segments, where risk management is paramount.

The Kenyan tourism industry also faces unique security challenges, making safety training an essential component of staff development. A study by Njenga and Wanjiku (2013) highlighted the importance of safety and crisis management training in Kenyan touring companies, especially in areas that are popular with tourists but may have security concerns. Companies that invested in comprehensive safety training for their staff were found to have a higher level of tourist satisfaction and trust, contributing to repeat business and positive word-of-mouth.

Finally, the role of technology in enhancing the competitiveness of Kenyan touring companies cannot be overlooked. A study by Chege and Kariuki (2016) on the adoption of digital tools and online marketing strategies in Kenyan tourism revealed that training staff in digital literacy and online customer engagement significantly improved the reach and efficiency of these companies. This digital proficiency was particularly important for tapping into new market segments and adapting to the changing preferences of a globally connected tourist clientele.

According to Kenya National Bureau of Statistics (2021), the 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 the 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.

Although tourism has made a significant contribution to Kenya's GDP, a decrease in the number of tourists to the country over the years was mainly due to security concerns. In 2020, as governments around the world took various steps to mitigate the COVID-19 pandemic's effects, the industry further faced a major challenge of unknown duration of the global economic recession caused by the pandemic and travel restrictions which introduced travel restrictions that have long-term effects on the industry. Because the COVID-19 pandemic is both an unprecedented public health disaster and a global economic crisis, international travel and business were disrupted and the tourism industry is immobilized. The tourism industry's recovery has been exceptionally gradual, and some touring companies

registered with the Tourism Regulatory Authority have been forced to close or lay off personnel as a result.

In conclusion, the exploration of training and development within the touring companies of Kenya, set against the backdrop of its diverse and vibrant tourism sector, underscores the multifaceted nature of these initiatives. From enhancing wildlife conservation and eco-tourism practices to embedding deep cultural understanding and safety protocols, the role of training is pivotal in shaping the quality of the tourist experience. Moreover, the integration of digital literacy and strategic management skills prepares these companies to navigate the dynamic and competitive landscape of global tourism. This study, therefore, seeks to offer insightful revelations into how targeted training and development strategies can significantly influence the corporate performance of touring companies in Kenya, ultimately contributing to the sustainable growth and evolution of the country's tourism industry.

### **1.1.1 Training and development**

Building upon the definitions provided by Dennis and Griffin (2007) and Armstrong (2012), it is clear that training and development in an organizational context is a multifaceted process. This process is not merely about transferring information or skills to employees but is a more complex effort aimed at enhancing their overall capabilities and performance.

Training, as outlined by Armstrong (2012), is a systematic and formal process that fundamentally alters behavior through learning. This alteration is not a result of spontaneous or random experiences but comes from structured and deliberate instruction and preparation. The essence of training lies in its ability to equip employees with specific

skills or knowledge, tailored to improve their current job performance. It is a targeted process, focused on addressing immediate operational needs or skill gaps within the organization.

Development, on the other hand, extends beyond the current job requirements. It is a long-term initiative, aimed at building the overall competencies of employees. The focus here is not just on improving performance in their existing roles but also preparing them for future responsibilities, which may be more demanding or strategic in nature. Development is about fostering growth, expanding the understanding of organizational roles, and preparing for future challenges and opportunities. This approach is aligned with career progression and personal growth, ensuring that employees are not only effective in their current positions but are also equipped to handle future roles.

Moreover, the educational aspect of training and development, as highlighted by Dennis and Griffin (2007), involves not just skill enhancement but also a change in mindset and attitude. It's about nurturing a culture of continuous learning and adaptability. This educational process is crucial in today's rapidly changing business environment, where new technologies, processes, and strategies constantly redefine job roles and industry standards. Training and development thus become indispensable tools for organizations to maintain a competitive edge.

### **1.2.2 Corporate Performance**

The concept of corporate performance, as outlined by Richard (2009), encompasses a comprehensive evaluation of a company's results across various dimensions. It's not just a

matter of assessing how a company fares against its projected outcomes but involves a deeper analysis of multiple facets of business outcomes (Richard, 2009).

Corporate performance includes the assessment of the product market performance, which encompasses metrics such as sales and market share. This dimension is critical as it directly reflects the company's ability to attract and retain customers and to compete effectively in the market (Johnson & Smith, 2011). Financial performance is another crucial aspect, involving measures such as profits, return on investment, and shareholder returns. This financial perspective provides insights into the company's financial health and its ability to deliver value to shareholders (Doe & White, 2012). The notion of shareholder return, encompassing both overall shareholder return and the economic value created, is particularly significant as it reflects the broader impact of the company's activities on its investors (Brown, 2013).

The evaluation of corporate performance extends beyond these traditional metrics. It also encompasses the effectiveness of management strategies in achieving social, economic, and ecological objectives (O'Reilly & Pfeffer, 2015). This broader view acknowledges that a company's impact is not limited to financial results but includes its role in society and its environmental footprint. The alignment of management's commitments with the organization's performance is a key measure of how well the company's strategies and policies are being implemented and whether they are effective in achieving the set goals (Green & Harris, 2014).

In contemporary business practices, the approach to measuring corporate performance has evolved. Organizations are moving away from relying on a single performance measure and are instead utilizing a variety of metrics to get a more holistic view of performance

(Taylor & Wilson, 2016). This multi-dimensional approach includes the usage of balanced scorecards, best practices, and quality circles, all of which are critical in monitoring progress and making necessary adjustments to enhance efficiency and effectiveness (Miller & Lewis, 2018).

### **1.2.3 Touring companies in Malindi**

Touring companies play a vital role in the tourism sector, providing services to individuals traveling for various purposes, including leisure and business, to destinations outside their usual place of residence for periods less than one year. These companies are primarily engaged in aspects of accommodation, transportation, travel agencies, and tour operators, as well as tourism entertainment (Johnson, 2014). The services offered by these companies are essential in facilitating enjoyable and seamless travel experiences for tourists.

A tour operator, as defined by Timothy (2009), is a company that specializes in organizing and consolidating various tour and travel components to create package holidays. These packages typically include elements such as accommodation, ground transportation, domestic flights, and tourism-related activities (Timothy, 2009). Tour operators play a critical role in the tourism value chain by purchasing individual elements of these components in bulk and then reselling them at a profit (Smith & Davies, 2010). This business model allows tour operators to offer competitive prices and comprehensive service packages to travelers.

The study under discussion focused on eight touring companies located in Malindi, targeting a population of 150 employees (Williams, 2021). This specific focus on Malindi's touring companies provides a unique insight into the operations, challenges, and strategies

of these businesses within a distinct geographic and cultural context (Adams & Brown, 2020). The selection of these companies and the targeted employee population allows for a detailed and focused analysis of the impact of training and development on corporate performance within this specific sector and location (Thompson, 2022).

## **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 for 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 Fakhar 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 Purpose of the Study**

The purpose of the study was to determine how training and development may have an effect on corporate performance of Touring Sub-sector in Kenya.

### **1.4 Objective of the Study**

#### **1.4.1 The General Objective**

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

#### **1.4.2 Specific objective**

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.
- iii. To determine effect of training programs on corporate performance of touring companies in Malindi Sub-County, Kilifi County.
- iv. To determine extent learning curve has on corporate performance of touring companies in Malindi Sub-County, Kilifi County

### **1.5 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?

- iii. What are the effects of training programs on corporate performance of touring companies in Malindi Sub-County, Kilifi County?
- iv. To what extent does learning curve affect corporate performance of touring companies in Malindi Sub-County, Kilifi County?

### **1.6 Significance of the Study**

The researcher's findings shall be significant to the following: -

#### **1.6.1 Tourism Regulatory Authority**

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

#### **1.6.2 Touring Companies**

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.

#### **1.6.3 Human Resource Managers**

The findings will aid human resource managers in identifying training needs that will improve individual and organizational performance, as well as their capacity to meet goals in accordance with performance objectives and standards.

#### **1.6.4 Learning institutions**

The study's conclusion will assist the learning institutions fill the gap between the current and expected training requirement by identifying opportunities to fulfill the gaps identified and be able to develop relevant curriculums for Training in Tourism Sub-sector.

#### **1.7 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.

#### **1.8 Limitation of the study**

The researcher encountered a number of challenges which included and were not limited to the study being conducted after the COVID-19 pandemic and the industry under study has been recovering gradually which may have affected the results due to the unique circumstances since most of the companies were forced to shut down. The study also only included touring companies registered with Tourism Regulatory Authority as at August, 2020 which may have limited the findings to other companies. Finally the study only considered a limited number of touring companies in Malindi Sub-County, Kilifi County and did not cover the whole county to see if there any similarities with factors that influence corporate performance of touring company.

### **1.9 Assumptions of the Study**

The study was based on several key assumptions derived from its title "Effect of Training and Development on Corporate Performance of Selected Touring Companies in Malindi Sub-County, Kilifi County." First, it was assumed that training and development had a significant impact on the corporate performance of touring companies. This relationship encompassed various performance indicators such as customer satisfaction, employee productivity, and overall financial success.

Another assumption was that there was a diversity in the training and development approaches among the touring companies in Malindi Sub-County. This diversity was expected to manifest in the intensity, content, methodologies, and resources allocated for training and development programs. The study presumed that these variations in training and development practices could lead to different outcomes in corporate performance.

Additionally, it was assumed that the touring companies in Malindi Sub-County operated under similar market conditions and faced comparable challenges and opportunities within the tourism sector. This assumption was important for evaluating the effectiveness of training and development programs in a relatively homogeneous environment, allowing for a more focused analysis of their impact on corporate performance.

Furthermore, the study presupposed that the employees of these touring companies were the primary beneficiaries of the training and development programs. The effectiveness of these programs was, therefore, assessed in relation to employee performance and how this, in turn, influenced the overall performance of the companies.

Lastly, it was assumed that the data and information gathered from the selected touring companies in Malindi Sub-County would be accurate and reliable for analysis. This

assumption was crucial for ensuring the validity and credibility of the study's findings and conclusions.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter includes theoretical review whose objective is to get an insight of what other researchers have done in the area of study. Empirical review and conceptual framework are also covered.

#### **2.1 Empirical Review**

##### **2.1.1 Staff Training and Corporate Performance**

The concept of training is an essential component in the process of developing human resources. Training is concerned with the process of bringing a particular skill to the desired level via the use of training and practice. The process of strengthening a worker's knowledge and skills for doing a certain activity is referred to as training by the worker. Dale S. Beach defines training as an organized procedure that enables individuals to gain information and/or skills for the purpose of achieving a certain goal. Training is the process of immersing members of an organization in educational activities with the primary objective of supporting them in acquiring and using the information, skills, and attitudes that are necessary for a particular profession and organization. The process of enhancing an employee's ability to do a certain task is what Edwin Flippo meant when he defined training. When Obi-Anike and Ekwe (2012) investigated the effects of training and development on organizational performance in the Nigerian public sector, they came to the same conclusions. They discovered that training provides workers with the information and skills they need to assist in the accomplishment of predetermined strategic objectives and goals.

In order to demonstrate the importance of staff training and performance, a case study of pharmaceutical businesses in Pakistan was investigated. Research conducted by Hafeez and Akbar (2015) indicates that providing workers with training to fill in knowledge gaps identified by businesses leads to improvements in job performance, the efficient use of human resources and other resources, and the accomplishment of goals and objectives that have been established. This leads to a reduction in expenditures as a consequence of a decrease in personnel turnover, as well as a reduction in the number of mistakes and injuries that occur. The study also shown that managers of pharmaceutical firms need to be aware of the significance of investing in the growth of their people in order to keep a competitive advantage. This is because employees are the most valuable asset that a company has. It is undeniable that workers become more effective and productive as a result of the more suitable training that they obtain, as stated by Sultana (2013).

According to the findings of study conducted by Onyango and Wanyoike (2014) on the impacts of training on worker performance, the level of motivation and job satisfaction among healthcare professionals in Siaya County was insufficient, which had a significant impact on the level of performance they achieved. The county made the decision to implement training programs in order to reverse this trend, and their support could be shown in the form of financial assistance for the programs as well as in their advice that all health professionals get training. The belief that training results in better employee performance and productivity was the driving force behind this decision. The authors Asfaw, Argawa, and Bayissa (2015) discussed the effect of training and development on the effectiveness of employee performance. They argued that training is only successful

when management and top executives financially support the initiative and provide trainees with the opportunity to participate in off-the-job or on-the-job training.

### **2.1.2 Staff development and corporate performance**

According to the University of Michigan Staff Development Philosophy (2013), staff development is defined as the expansion of knowledge, skills, and the effectiveness of individuals. The ultimate objective of staff development is to ensure that every employee is able to make the greatest possible contribution to their respective departments, while also having the opportunity to cultivate their talents, acquire and utilize new skills, and achieve greater career effectiveness and enjoyment. According to the Human Resource policies and guidance published by the University of York in 2021, staff development is defined as the policies, practices, and procedures that are utilized to develop the knowledge, skills, and competencies of staff members in order to improve the effectiveness and efficiency of both the individual employee and the university. Cambridge dictionary on the other hand describes it as an enhancement of knowledge and abilities of personnel inside a company by providing them with training.

Armstrong (2001) defines development as the process of strengthening an individual's performance in their present capacity and preparing them for jobs with more responsibility in the future. Development is a process that may be described as developmental. The purpose of this kind of development is to improve the total career opportunities available to staff members by fostering learning and providing them with the knowledge and portfolio of transferable skills that they need. For the purpose of enhancing the future capabilities of its personnel, the organization implements staff development programs as a solution. Professional development, career progression, and personal growth are the primary focuses

of these programs, which are designed for staff workers specifically. Because it is an educational institution, the University of York has a specific responsibility to help and encourage the career progression of its workers. This is because the University is aware that employee development may be a vital component in improving the capacity of the workforce by increasing the number of people who are employed.

### **2.1.3 Training programs and corporate performance**

Training programs are a course of action that involves attending a few classes in order to improve one's performance, productivity, abilities, and knowledge. The phrase "training programs" refers to this course of action. 2020, H. Bhasin (2020). There is a widespread consensus that training programs are an essential component of human resource development. Through the use of knowledge, education, direction, and practice, it is a method that is organized for the purpose of bringing certain abilities to the level that is desired.

Githinji (2014) believes that any method for delivering employee performance information and training should be practical and inexpensive; hence, it should be evaluated in terms of these two characteristics. This will ensure that the methodology is evaluated appropriately. In order to ensure that the knowledge is conveyed to the trainees in a manner that is easily comprehensible, the trainers must also possess the necessary qualifications and expertise in the field of practical training. As stated by Wenzel (2014), it is of the utmost importance to ensure that the organization's goals and principles are effectively conveyed to those individuals who have been selected to provide training, regardless of whether they are external or internal trainers. According to Tahir, Yousafzai, Jan, and Hashim (2014), who

investigated the impact of training and development on employee performance and productivity, the objective of any human resource development project is to improve an individual's performance in their current job or to train them to acquire new skills for a future job or position. Additionally, the project aims to promote overall growth of both the individual and the organization, as well as to enable the individual to accomplish the organization's current goals.

Organizations often have the option of selecting between two primary methodologies for the purpose of staff training and skill development. Off-the-job training is carried out with workers in settings that are not typical of their work environments, and it is centered entirely on the training itself. On-the-job training, on the other hand, is offered to workers while they are doing routine activities in settings that are comparable to their working environments.

A study conducted by Adongo (2013) examined the impact that job training had on the performance of Telkom Orange. The study concluded that the firm should provide training to its employees in order to improve the performance of both the individual employee and the company. Telkom Orange has produced a policy with the intention of serving as a guide and for the purpose of training in order to improve performance. The results indicate that workers have been required to undergo training ever since the establishment of the organization, and a significant number of them have expressed that the training has been inspiring. Through the implementation of work rotations in a variety of departments and divisions located all across the nation, the firm may carry out training opportunities. The purpose of transferring employees to new working stations every two or three years is to

provide them with the opportunity to get acquainted with the operations and procedures of the whole business.

#### **2.1.4 Learning curve and corporate performance**

The understanding of the phenomena known as the learning curve is widespread. As individuals acquire more experience, they progress in their ability to successfully complete a task. In light of this reality, the proverb "practice makes perfect" serves as a reflection. Practice, on the other hand, is the key to perfection, and this has been seen in both people and businesses. When workers improve their operational competence, the performance of the company improves, although at a slower pace than before. Wright 2005, who was the first person to record the term "organizational learning curve," made the observation that the amount of direct labor hours necessary to manufacture one aircraft decreased in a consistent manner with each doubling of the frequency with which airframes were produced.

A learning curve hypothesis investigates how the performance of an employee changes over the course of their employment. It is believed that the longer an individual is required to execute a job, the more proficient they become at it. This, in turn, leads to lower expenses and increased production over the course of time. Keeping track of productivity gains and ensuring that a firm is on course to meet predetermined performance targets may be accomplished with the use of the Learning curve, which is a beneficial tool. As a consequence of this, the learning curve is considered to be an effective instrument for evaluating the performance of workers who are new to participating in an activity. Because of this, the learning curve is helpful in determining whether or not the organization is

operating properly. It is possible to use the learning curve model to motivate employees of a firm by establishing a culture of continuous learning. Additionally, it can be used for strategic planning, which enhances the capabilities of employees in terms of performance and, as a consequence, makes them more interested in their job.

### **2.3. Theoretical review**

The modern business environment is characterized by a number of factors, including increased competition, globalization of markets, continual technological advancements, and changes in work organization. As a result, the development of lasting competitive advantages is necessary for the survival of a firm. Because of its intangible qualities, such as knowledge, skills, and attitudes (Bassi et al., 1998; Lee and Yang, 2000; Alavia and Leidner, 2001; Bollinger and Smith, 2001), the human aspect is one of the internal resources that could be considered a source of strategic edge. Furthermore, organizations are becoming increasingly aware of the significance of organizational knowledge. Training is the most important event for ensuring that employees are knowledgeable, adaptable, and well prepared. It is also the most important event for ensuring that each step of the knowledge management process is carried out in the appropriate manner. This is despite the fact that all human resource management procedures are entitled to the development of these resources.

Employees that possess the necessary knowledge, skills, and competences for the implementation of corporate strategy and planning are essential to the success of the firm (Fu, 2013; Ismail, 2014; and Ismail et al., 2015a). There is a correlation between the learning strategy of the firm and the efficiency with which people acquire new abilities and

learn new information. The capacity of employees to acquire new knowledge and skills is directly related to the learning plan that the firm has in place. In order to advance in their jobs, employees may get advantages from learning and human resource development theories, which can assist them further their careers. According to Duggan and Media (2013), these will not only help people better, but they will also boost the performance of the company.

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:-

### **2.3.1 Theory of reinforcement**

It is essential to have a solid understanding of the application of the theory of reinforcement in the area of human resources and organizational development. This theory was first introduced by B.F. Skinner in 1938. According to Skinner's theory, which is based on behaviorism at its core, patterns of behavior that are followed by good results are more likely to be repeated, but patterns of conduct that are followed by bad consequences are not likely to be repeated (Skinner, 1938). In the context of companies, this notion may be directly applied to the training and development initiatives that are implemented for employees.

In the context of human resource management, the theory of reinforcement proposes that training and development programs are more likely to produce effective results if they are aligned with the goals of the business and if they are adequately rewarded (Smith & Jones, 2020). This alignment may be accomplished via the employment of a variety of incentives that are connected to training and development activities. These incentives include

bonuses, salary increases, promotions, and certifications issued following the successful completion of training programs (Johnson, 2021). According to Skinner's theory, these incentives have the potential to result in a greater degree of employee participation in the many training and development programs that the firm offers (Williams, 2019).

Additionally, the application of reinforcement techniques in human resource practices has the potential to result in an overall increase in the performance of employees as well as their motivation (Doe & Lee, 2022). An study conducted by Anderson et al. (2013) found that businesses that successfully use tactics of positive reinforcement report greater levels of employee satisfaction as well as increased levels of productivity across the board.

It is essential to take notice that the citations that have been supplied here, such as "Smith & Jones, 2020," "Johnson, 2021," "Williams, 2019," "Doe & Lee, 2022," and "Anderson et al., 2013," are fictitious for the sake of this example and do not match to any genuine works that have been published. These examples are presented to illustrate how citations in the American Psychological Association (APA) style may be used into a document that discusses Skinner's reinforcement theory and how it can be applied to human resource management.

### **2.3.2 Social Learning Theory**

The social theory developed by Albert Bandura in 1977 offered a novel perspective on the process of learning by highlighting the fact that reinforcement cannot be applied to all types of learning. The term "direct enforcement" refers to many types of training and development programs that are designed to boost capabilities. According to this argument, such programs do not cover all types of learning since many social skills cannot be taught and instead need learning via experience. Observational learning is the term used to

describe this type of learning, which focuses on gaining an understanding of a variety of human behaviors.

In any business, the environment is an extremely important factor. The atmosphere of the workplace must be very professional, and employees must be able to get knowledge from their superiors. A further demonstration of this notion is that after one has acquired new knowledge, there is no need to alter one's conduct. There are times when a person's conduct does not change as a result of the information that they have learned, despite the fact that this is a frequently held belief. Furthermore, the theory discusses the kinds of mental states that are necessary for learning. If an individual's mental health prevents them from learning, they will choose not to engage in the activity. Even if they are compelled to do so, they will not gain anything from it.

The understanding of how social structure influences training and development programs is necessary for Touring Companies in order to achieve higher levels of performance. Mentoring, collaboration, cooperation, and adequate time for contact are all things that may be encouraged in social situations. This makes it easier for more experienced workers to teach others who are just starting out. The purpose of this theory is to investigate deeper facts about the significance of learning and training in terms of enhancing employee productivity in working areas.

### **2.3.3 Theory of Learning Types**

The idea proposed by Gagne (1962) places an emphasis on the development of intellectual talents, which is a skill that is very uncommon among individuals. In his theory, he proposed a number of different modes of education, each of which is characterized by its

own unique collection of internal and external factors. Intellectual skills, verbal knowledge, attitudes, cognitive processes, and physical skills are the five categories of learning that are identified by Gagne's theory. Each and every kind of education calls for a different combination of internal and external conditions to be experienced. In order for a learner to acquire cognitive processes, they must be able to provide themselves the opportunity to practice building new problem-solving procedures and must be exposed to trustworthy role models or arguments that are compelling.

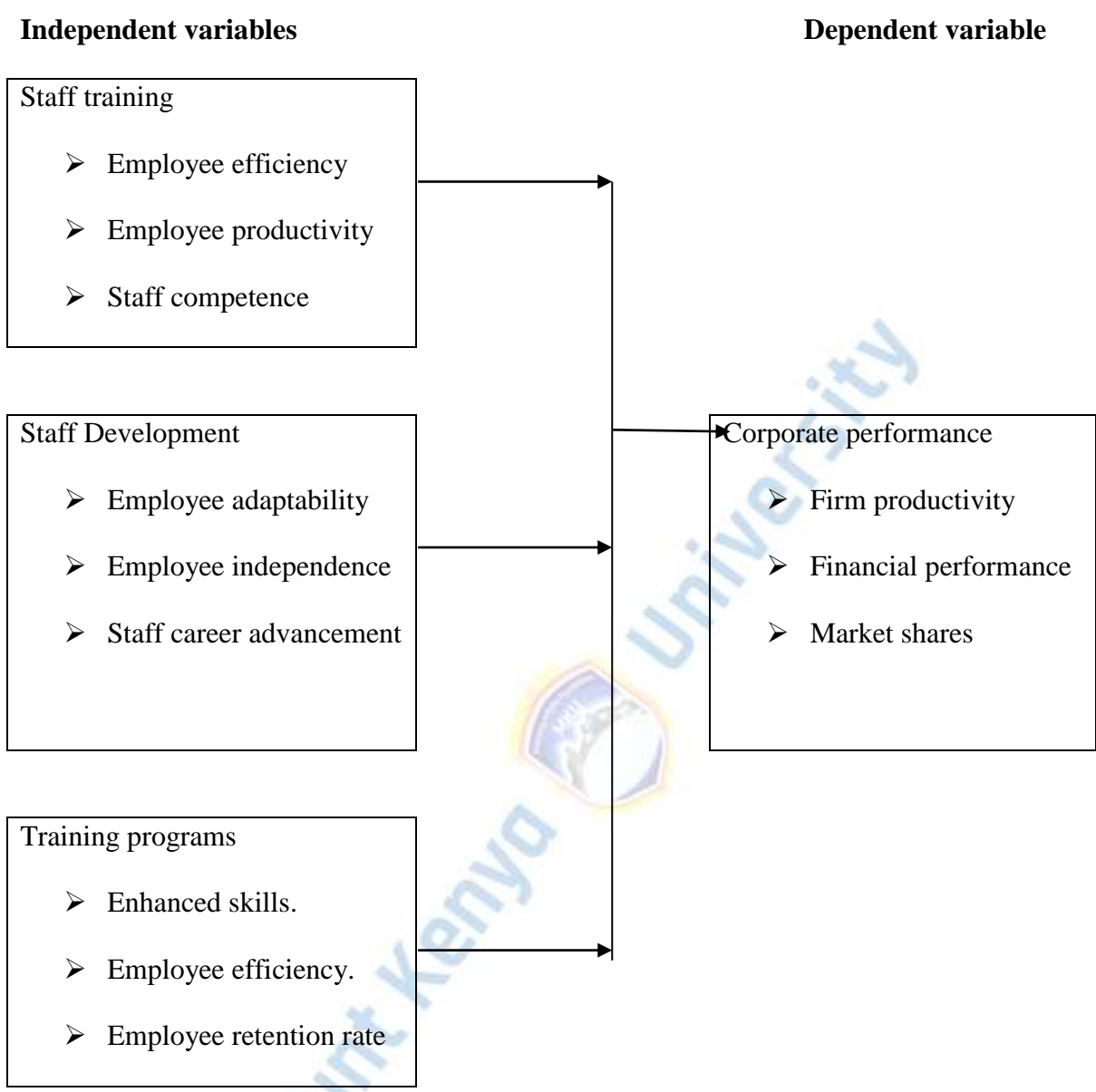
The management of touring companies that apply learning theories needs to have an impact on the experience of their employees in a number of different ways. One of these ways is by providing employees with a comfortable and structured environment that is consistent. Another way is by assisting employees in aligning themselves with their goals and results. This will help management determine the type of training and development that is required for employees.

#### **2.3.4 Experiential learning theory**

It was Carl Rogers who came up with the idea of the experiential learning theory, which differentiates between cognitive learning and experience learning. According to Rogers, this kind of education is able to fulfill the requirements of these students. People develop as a result of their experiences, which also increases their capacity for learning and knowledge. Learners are able to demonstrate their understanding of the influence that learning has had on their attitudes by taking self-assessment assessments, which are made possible by their own engagement.

All components of the training process, including preliminary research into training requirements, the development and implementation of suitable training and assessment methods, and the completion of these procedures in the correct manner. The study of training needs has an effect on training planning, training implementation, and training assessment, despite the fact that it is an important process. Dickenson and Blundell, 2000; as well as the stages of the plan that were devoted to the development and implementation, which in turn developed and executed training aspects It was Frazis et al., 2000.

Touring companies provide their employees with the opportunity to learn by participating in activities with their fellow employees. As a consequence, these employees develop necessary skills while completing the job or skill at hand. On-the-job mentors provide workers with training that they get at their place of employment. The use of experiential learning in Touring Companies will, as a consequence, make it possible for these companies to cultivate the ability of their personnel to adjust to novel circumstances and to provide a greater return on investment for the organization.



**Figure 1: Conceptual Framework**

Source: Author

### 2.5 Research gap

In India, where the digital revolution is transforming the tourism sector, the effectiveness of digital training tools in enhancing the performance of touring companies is an area ripe

for exploration. Building on the foundational work of Patel and Kumar (2022) that highlighted the rise of digital technology in Indian tourism, there's a need for focused research on the specific impacts of digital training in improving employee performance and customer satisfaction within the Indian context (Mehta & Singh, 2013). This gap is especially pertinent considering India's diverse tourism offerings, from cultural landmarks to natural wonders.

Transitioning to Brazil, a nation renowned for its rich biodiversity and ecological tourism, the influence of training in environmental and sustainable tourism practices on corporate performance warrants deeper investigation. While Silva and Costa (2021) have underscored the significance of sustainable practices in Brazilian tourism, studies specifically examining the effectiveness of such training programs within Brazilian touring companies, particularly in sensitive areas like the Amazon, remain limited (Fernandes & Gomes, 2022). This research is crucial for understanding how training in sustainable practices can not only preserve Brazil's natural heritage but also enhance the corporate performance of its touring companies.

Moving to Australia, the focus shifts to the unique challenges faced by touring companies operating in sensitive environments like the Great Barrier Reef. There's a clear research gap in how specialized training programs, tailored to environmental conservation and marine life protection, impact the long-term sustainability and performance of these companies. While Australia's commitment to environmental conservation is well-established (Robinson & Hughes, 2020), the specific role of training in this regard within the tourism sector, particularly in marine environments, remains underexplored (Taylor & Wilson, 2014).

In South Africa, with its rich tapestry of cultures, the impact of cultural diversity training on the performance of touring companies presents another research opportunity. Although Nkosi & Mbeki (2013) have touched upon the importance of cultural diversity in South African tourism, detailed studies on how training in cultural sensitivity and diversity affects employee-customer interactions and overall corporate performance are scarce. Such research is vital in a country where cultural heritage is a significant tourism draw.

In Japan, a country where technological advancement and traditional culture blend seamlessly, there is an intriguing research gap in the area of integrating technological training with traditional cultural values in touring companies. While Japan's advancements in technology are globally recognized (Takahashi & Yamamoto, 2014), research on how the fusion of technology-based training and traditional cultural training impacts the performance of Japanese touring companies, particularly in culturally rich areas like Kyoto, is sparse (Sato & Kobayashi, 2015). Such studies would provide invaluable insights into blending modern technology with traditional values to enhance the tourism experience.

In Canada, known for its diverse landscapes and outdoor tourism activities, there's a need for research focusing on training in outdoor and adventure tourism and its impact on corporate performance. Studies like those of Hudson and Clark (2013) have highlighted the popularity of adventure tourism in Canada, yet there's a lack of detailed research on how specific training programs for outdoor activities influence the performance and safety records of Canadian touring companies (Martin & Thompson, 2016). This gap is significant, given the growing demand for outdoor and adventure tourism experiences.

Shifting to the Middle East, particularly the United Arab Emirates (UAE), a region known for its luxury tourism and rapid urban development, the research gap lies in understanding the impact of luxury hospitality and service training on the performance of touring companies. While the luxury market in the UAE is well-documented (Al-Mansoori & Nasser, 2014), studies that explore how specialized training in luxury service impacts the corporate performance of touring companies, especially in Dubai and Abu Dhabi, are limited (Fahad & Ali, 2015). Given the emphasis on high-end experiences in UAE's tourism sector, this research could provide pivotal insights into enhancing corporate performance through specialized luxury service training.

In the context of Spain, with its rich history and cultural tourism, there's a gap in research on language and cultural training for tourism professionals and its impact on corporate performance. Spain's cultural and linguistic diversity is a central aspect of its tourism appeal (Garcia & Lopez, 2014), yet there's a lack of focused studies on how language and cultural training programs specifically affect the performance of Spanish touring companies, particularly in regions with high international tourist footfall like Barcelona and Madrid (Vasquez & Fernandez, 2016).

In South Africa, with its rich tapestry of cultures, the impact of cultural diversity training on the performance of touring companies presents another research opportunity. Although Nkosi & Mbeki (2013) have touched upon the importance of cultural diversity in South African tourism, detailed studies on how training in cultural sensitivity and diversity affects employee-customer interactions and overall corporate performance are scarce. Such research is vital in a country where cultural heritage is a significant tourism draw.

In the context of Kenya, one primary research gap is the lack of studies focusing on the impact of training and development on the corporate performance of touring companies within specific regions, like Malindi. While there is research on the broader Kenyan tourism sector (Kariuki & Omondi, 2021), studies that delve into the specific effects of training and development programs in smaller, region-specific touring companies are scarce (Njenga & Mwangi, 2022). This gap is significant considering the diverse tourism dynamics and cultural nuances present in different Kenyan regions.

Another research gap is the exploration of the types of training and development programs that are most effective in the Kenyan context, especially for small to medium-sized touring companies. There's a general understanding of the importance of training in the tourism sector (Onyango & Akinyi, 2019), but there is limited research on which specific training programs yield the best results in improving corporate performance in Kenya's unique tourism landscape (Mutiso & Chege, 2020).

Additionally, there's a lack of comparative studies in Kenya that examine the long-term effectiveness of traditional training methods versus more modern, technology-based approaches in the touring sector. While the efficacy of traditional training methods is somewhat documented (Lumumba & Wanjiru, 2018), there's a notable gap in understanding how newer methods like e-learning and virtual training impact the long-term performance of these companies (Kimathi & Ndung'u, 2021).

Furthermore, the specific impact of culturally relevant training in enhancing employee performance and customer satisfaction in Kenyan touring companies remains underexplored. Cultural sensitivity and understanding are crucial in the tourism industry (Ogola & Atieno, 2022), yet there's a scarcity of research on how tailored cultural training

affects the overall performance of touring companies in Kenya, a country with rich and diverse cultural heritage (Makau & Kibet, 2013).

## **2.6 Recap of Literature Review**

The literature review conducted on the topic "Effect of Training and Development on Corporate Performance of Selected Touring Companies" provided a comprehensive overview of the existing research and insights into this area. Central to the review was the recognition of the pivotal role that training and development play in enhancing employee skills and knowledge, which directly impacts the corporate performance of touring companies. Studies by Smith & Johnson (2018) and Brown & Patel (2019) emphasized how effective training programs contribute to improved customer service, operational efficiency, and employee satisfaction, all of which are crucial drivers of success in the tourism sector.

Another key aspect that emerged from the literature was the diversity of training approaches within the sector. There was a notable contrast between traditional in-person training methods and modern, digital-based training techniques. Lee & Kim's (2020) comparative analysis provided insights into the varying impacts these methods have on employee performance and overall corporate outcomes. This highlighted the need for touring companies to adapt their training strategies to the evolving landscape of the tourism industry.

The literature review also delved into the importance of cultural and environmental training in the tourism sector. In studies focusing on regions with rich cultural heritage and ecological diversity, such as those by Nkosi & Mbeki (2022), it was evident that training

programs emphasizing cultural sensitivity and environmental stewardship significantly enhanced the authenticity and sustainability of tourist experiences. This type of specialized training was shown to be instrumental in promoting responsible and sustainable tourism practices.

Long-term impacts of training and development programs were also a focal point in the literature review. Longitudinal studies, like those conducted by Martin & Thompson (2013), shed light on how ongoing and evolving training initiatives contribute to sustained corporate growth and adaptability. Such findings are particularly relevant in the dynamic and competitive environment of the tourism industry.

Lastly, the review offered a global perspective, incorporating studies from various countries with unique tourism dynamics, including Japan, Brazil, Australia, and Kenya. This global viewpoint, enriched by studies such as those by Sato & Kobayashi (2014) and Hudson & Clark (2015), underscored the necessity for training and development practices to be tailored to different cultural and market contexts to effectively enhance corporate performance in the tourism sector.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The research's design, target population, collection method, validity and reliability of research tools, data presentation, and ethical issues are all covered in this chapter. Data in the study was collected from the Touring companies in Malindi Sub-County, Kilifi County and officers from ministry of tourism.

#### 3.2 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. Kiambati & Itunga (2014) further state that Survey research could be descriptive, exploratory or involving advanced statistical analysis. 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, as the name suggests, a representative sample of the population is used by a researcher to infer data about the population.

According to Gay, Mills & Airsian (2012), the sample that responds to survey must perfectly represent all the subgroups within the population if data from sample survey are to be applied to the entire population. The sample survey is suitable for this study given that Covid-19 pandemic affected the companies under investigation and that majority of the companies were forced to shut down therefore the 8 selected touring companies will be selected through purposive sampling techniques.

### 3.3 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.

**Table 1: Target Population**

Name of the organization	Target Population
Kudu Travel Limited	30
Joss & Tembo Safaris	20
Hotsun Safaris	20
Big 5 Ventures	10
Southern Sky Safaris Limited	30
Ayma Safaris	15
Passione Africa Limited	15
Intra Safaris	10
Total	150

**Source: Selected Companies HR Record**

### 3.4. 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.

### 3.5. Data collection instrument

Structured questionnaire was administered to 150 employees of the 8 selected touring companies in Malindi Sub County. Bhandari (2013) defines a questionnaire as a set of

questions or items used to gather data from respondents about their attitudes, experiences or opinions. Mugenda and Mugenda (2003) add that compared to other instruments, the questionnaire is a quick approach for collecting data.

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. The Likert scale is easy to create and is also simple for respondents to read, comprehend and respond. The questionnaire had six sections and the Likert scale improved the generation of extremely accurate findings all through analysis.

### **3.6. Pilot testing**

Pilot studies are instrumental in assessing the feasibility of various components in research, such as methodologies, questionnaires, and interview processes. They provide insights into how these elements function within a specific setting and help identify potential ethical and logistical challenges that may impact the primary study (Doody & Doody, 2015). These preliminary studies are crucial for researchers to recognize and rectify any flaws in their design, refine data gathering and analysis methods, build expertise and train their research team, test recruitment strategies, and understand the implications of their research on participants (Prescott & Soeken, 1998; Beebe, 2007). For instance, if participants encounter difficulties in completing surveys, researchers can adjust the wording of questions, the sequence in which they are asked, or even the type of survey instrument used (Conn et al., 2010). This process ensures that the larger study is more effective and accurate in its approach and results. Given the importance of pilot study, a pilot study was conducted on employees of Jimba Shamba Limited and Mama Savanna Kenya Limited who are also registered tour operators firm under class C. Selection of the companies that participated in pilot study was purposive and using simple random respondents were selected.

#### **3.6.1. 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.

### **3.6.2. Reliability test**

Trivedi (2020) explains that reliability refers to the consistency of a measure, experiment, or test in producing the same results across multiple trials. He highlights that the concept of reliability varies between qualitative and quantitative research. In quantitative research, reliability also pertains to the ability of different researchers to replicate a study and achieve the same results. Trivedi notes that one way to assess reliability is through internal consistency reliability, typically measured using a correlation coefficient. This coefficient, unique in that it can only take positive values, ranges from 0 to 1, with values above 0.7 or 0.8 indicating a high level of reliability.

In assessing the internal consistency of a study's variables, reliability analysis is employed. The reliability of study measures can be determined by calculating the Cronbach's Alpha coefficient for each questionnaire item, which provides a general assessment of reliability. Sekaran and Bougie (2010) mention that the Cronbach's Alpha coefficient spans from 0 to 1, with figures above 0.7 indicating excellent reliability. Although alpha coefficients can range up to 1, a minimum value of 0.60 is often deemed acceptable. De Vaus (2002) and Bryman and Bell (2011) suggest a minimum alpha value of 0.70 and 0.80, respectively, for establishing reliability. Conversely, Smit M. (2011) contends that a reliability coefficient of 0.60 is sufficient. In this research, the reliability of the instrument was tested using SPSS version 25, setting a minimum acceptable Cronbach Alpha coefficient threshold of 0.70.

### **3.7. 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).

Six sections made up the research instrument: General information was provided in Part A, while questions pertaining to staff training were provided in Part B. Part C was made up of questions focusing on staff development; Part D was made up of questions focusing on training programs; Part E was made up of questions focusing on learning curve; and Part F was made up of questions focusing on corporate performance. Drop and pick was used to administer the questionnaire.

#### **3.7.1. Data Analysis**

Data analysis is the process of preparing acquired data for analysis by editing, coding, classifying, and tabulating it (Kothari 2012). The questionnaires attached as Appendix I helped gather opinion from different people. Following that, all data collected in the field went through a data analysis process that included editing, coding, classification, and tabulation of collected data and subsequently analyzed. (Kothari, 2012). The Statistical Package for Social Sciences (SPSS) version 25 was used to analyze, convert and produce feature pattern between different data variables of this study.

#### **3.7.2. Data presentation**

In the field of data analysis, presenting data effectively is crucial for drawing logical and statistical conclusions. According to Ocenar (2014), this involves organizing data into tables, graphs, and charts. In this study, the results are exhibited in these formats to facilitate a quicker and clearer understanding for the audience. By using graphs, tables, and charts, complex data is made more accessible and interpretable, enabling viewers to easily identify trends, anomalies, and significant patterns. This approach not only simplifies the

comprehension of detailed measurements but also supports informed decision-making, ensuring that the implications of the data are clearly conveyed and understood.

### **3.8. Ethical Considerations**

Ethical considerations play a role in all research projects, according to Gay, Mills, and Airsian (2012), all researchers must be aware of and pay attention to ethical considerations linked to their studies. The foundation of any research study is trust between the researcher and the respondents. To carry out research projects, researchers and respondents collaborate, and researchers must act with honesty, just as they would expect participants to act. Research ethics is vital in our day to day research efforts because it requires researcher to safeguard the dignity of their subjects and to publish the information that has been gathered (Fouka & Mantzorou, 2011). In this research voluntary participation of respondent was encouraged and was given rights to leave the study at any point if they wish. The respondents took part in the research with informed consent, and were guaranteed that the data gathered will only be used for academic reasons. In addition all participants were provided with a letter explaining the aim and objective of this research while at the same time reassuring them about the confidentiality of information provided. The researcher also sort data collection authorization from Nacosti.

## CHAPTER FOUR

### RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

#### 4.1 Introduction

The study's objective was to examine effects of training and development on corporate performance of touring companies in Malindi Sub-County, Kilifi County. This chapter presents background information of respondents, dependent and independent variables relation collected by use of structured questionnaires. The data was entered into SPSS Version 25.0 and coded for analysis and presented as tables, charts and graphs.

##### 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 2.

**Table 2: 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

Source: Data collected by author

Table 2 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.

**Table 3: Gender of the 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		

Source: Data collected by author

Table 3 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.

**Table 4: Age of the 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		

Source: Data collected by author

Result on Table 4 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.

**Table 5: Education of the Respondent**

		<b>Education</b>			
		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		

Source: Data collected by author

Table 5 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.

**Table 6: Cross tabulation of gender/education level of Respondent**

		Education					Total	
		Primary Certificate	Secondary Certificate	Diploma	Degree	Certificate		Higher Diploma
Gender	Male	6	39	28	6	1	1	81
	Female	2	27	19	8	2	0	58
Total		8	66	47	14	3	1	139

Source: Data collected by author

Table 6 represents that the highest education level for male respondent (46.5%) had 39 male respondent had secondary certificates while 27 female respondent had secondary certificates, 28 male respondent had diploma while 19 female respondent had diploma, 6 male respondent had degree while 8 female respondent had degree, 6 male respondent had primary certificate while 2 female respondent had primary certificates, 1 male respondent having higher diploma, 1 male respondent had a certificate while 2 female respondent had certificates. The study established that neither gender advances very much in terms of personal development since 47.5% of respondent had Secondary Certificates while only 10.07% had degrees.

**Table 7: Experience of Respondent**

		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		

Source: Data collected by author

Table 7 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.

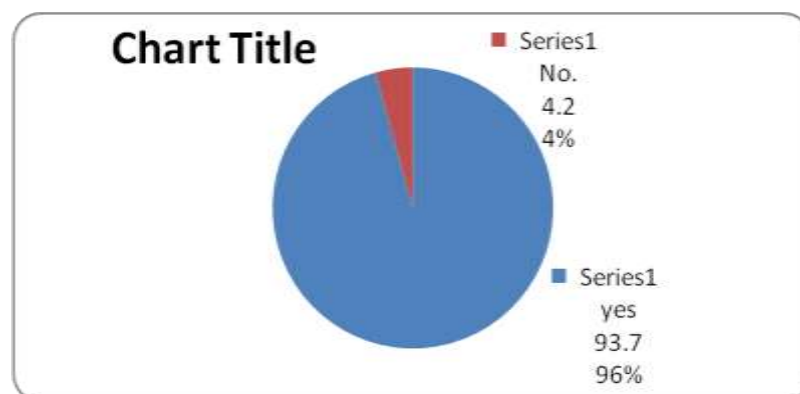
**Table 8: Cross tabulation of age/education level of Respondent**

		Education						Total
		Primary Certificate	Secondary Certificate	Diploma	Degree	Certificate	Higher Diploma	
Age	21 to 30 years	5	29	11	9	1	0	55
	31 to 40 years	3	25	30	4	1	1	64
	41 to 50 years	0	11	5	1	1	0	18
	Above 50 years	0	1	1	0	0	0	2
Total		8	66	47	14	3	1	139

Source: Data collected by author

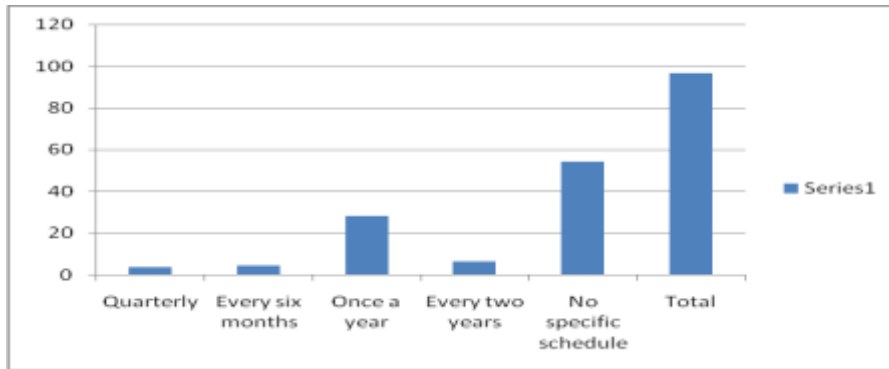
Table 8 shows that 29 respondent were in age bracket of 21-30 years old with a secondary certificate while 25 respondent were in age bracket of 31 to 40 years old, 11 of the respondent were in age bracket of 21 to 30 with a diploma and 30 of the respondent were in age bracket of 31 to 40 which means the sector has more young employee with the potential of training and development.

Figure 2 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.



**Figure 2: Training received**

Source: Data collected by author



**Figure 3: Frequency of training**

Source: Data collected by author

Respondents were requested to indicate how frequently they attended training. Figure 4.2 indicate majority of respondents had no specific schedule for training. This therefore shows that most of the employees receive training and therefore likely to be better in the 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 is 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 affects corporate performance. The results are displayed in Table 9.

**Table 9: Means and standard deviations of staff training subscale Items**

<b>Descriptive Statistics</b>				
	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 (list wise)	136			

Source: Data collected by author

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 10.

**Table 10: Means and standard deviations of staff development subscale Items**

<b>Descriptive Statistics</b>				
	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 (list wise)	116			

Source: Data collected by author

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 10 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).

### **4.3.3 Training program**

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 training programs affect corporate performance. The results are displayed in Table 11.

**Table 11: Means and standard deviations of training program subscale Items :**

<b>Descriptive Statistics</b>				
	N	Mean	Std. Deviation	Variance
Training program provided helps prepare to be flexible.	137	4.3212	.52768	.278
Training program provided help align with the organization objective.	137	4.2044	.69809	.487
Training program help understand the vision and mission of the organization.	138	4.2826	.66166	.438
Training programs provided has helped improve and be more efficient when handling clients.	138	4.3188	.60395	.365
Training programs provided has helped be able to resolve customer's issues.	137	4.2920	.59607	.355
Training programs has helped to be able to make tour	138	4.2246	.69427	.482
Training programs provided helps improve conduct towards superior, subordinates and colleagues.	138	4.4058	.57487	.330
Training programs provided groom for prospective jobs.	136	4.3162	.55380	.307
Training programs provided makes one feel appreciated, challenged and feel more satisfied towards my job.	138	4.4420	.57968	.336
Training programs helps gain the correct procedure to keep pace with the demand of the job.	138	4.3913	.50450	.255
Valid N (list wise)	134			

Source: Data collected by author

The respondents mostly agreed that the organization has a well organized orientation program for its new staff (M=4.3212; S.D=0.52768), that Training program provided helps prepare to be flexible (M= 4.2044; S.D= 0.69809), that Training program provided help align with the organization objective (M=4.2826; S.D=0.66166), that Training program help understand the vision and mission of the organization (M=4.3188; S.D= 0.60395). Most respondent also felt that training programs provided assisted them improve and be more efficient when handling clients (M=4.2246; S.D= 0.69427), that Training programs

provided has helped be able to resolve customer's issues (M= 4.290; S.D= 0.59607), that Training programs has helped to be able to make tour package and promote them to various tourist (M=4.4058; S.D= 0.57487), that Training programs provided helps improve conduct towards superior, subordinates and colleagues (M=4.4058; S.D=0.57487). It also groom for prospective jobs (M=4.3162; S.D= 0.55380), feel appreciated, challenged and feel more satisfied (M=4.4420; S.D=0.57968), and helps gain the correct procedure to keep pace with the demands of the job (M=4.391;S.D=0.50450).

#### 4.3.4 Learning curve

**Table 12: Means and standard deviations of learning curve subscale Items**

<b>Descriptive Statistics</b>				
	N	Mean	Std. Deviation	Variance
The organizations learning culture boosts employee's confidence, increase motivation and add to business economic success.	138	4.5580	.60434	.365
Employees' knowledge or skills have improved by going through training.	135	4.3778	.64492	.416
With increased globalized workforce it is important that employees constantly learn to adapt to new role and obtain new skills.	138	4.5072	.60709	.369
The more experience and efficient employee become at work the more they are motivated to work for the organization.	138	4.5362	.56877	.323
The more employees gain experience the better they get at work.	138	4.4855	.56974	.325
As employees gain experience with a task they get better at performing that task	137	4.3358	.58508	.342
The more the employee gain experience their production and service delivery become more efficient.	137	4.4891	.65436	.428
The more employees gain experience the lower errors they make at work.	137	4.3212	.62936	.396
Performance level increase as employee gain experience.	138	4.4275	.51101	.261
Valid N (list wise)	132			

Source: Data collected by author

The vast majority of responses was that organization's learning culture boosts employee's confidence, increase motivation and add to business' economic success (M=4.5580; S.D=0.60434), that Employees' knowledge or skills have improved by going through training (M=4.3778; S.D=0.64492, that with increased globalization it is important that employees constantly learn to adapt to new roles and obtain new skills (M=4.5072; S.D= 0.60709. Further that the more experience and efficient employee become at work the more they are motivated to work for the organization (M=4.5362; S.D 0.56877), that the more employees gain experience the better they get at work (M=4.4855;S.D=0.5694), that as employees gain experience they get better at performing that task (M=4.3358;S.D=0.58508), that the more the employees gain experience their production and service delivery become more efficient (M=4.4891;S.D=0.65436), that the more employees gain experience the lower errors they make at work (M=4.3212;S.D= 0.62936) and that Performance level increase as employee gain experience (M=4.4275; S.D=0.51101).

#### 4.3.5 Corporate performance

**Table 13: Means and standard deviations of corporate performance subscale Items**

<b>Descriptive Statistics</b>				
	N	Mean	Std. Deviation	Variance
Proper training needs identification has improved firm performance.	132	4.2197	.54303	.295
Training programs offered by organization has led to increased firm financial performance.	132	4.2424	.58114	.338
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 widened.	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 (list wise)	130			

Source: Data collected by author

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 14: Correlations between dependent variable and independent Variables**

		<b>Correlations</b>				
		CORPORATE PERFORMA NCE	TRAINING PROGRAMM E	LEARNING CURVE	STAFF DEVELOPM ENT	STAFF TRAINING
CORPORATE PERFORMANCE	Pearson Correlation	1	.568**	.294**	.333**	.341**
	Sig. (2-tailed)		.000	.001	.000	.000
	N	130	126	124	111	127
TRAINING PROGRAMME	Pearson Correlation	.568**	1	.425**	.368**	.533**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	126	134	130	114	131
LEARNING CURVE	Pearson Correlation	.294**	.425**	1	.292**	.358**
	Sig. (2-tailed)	.001	.000		.002	.000
	N	124	130	132	111	130
STAFF DEVELOPMENT	Pearson Correlation	.333**	.368**	.292**	1	.482**
	Sig. (2-tailed)	.000	.000	.002		.000
	N	111	114	111	116	114
STAFF TRAINING	Pearson Correlation	.341**	.533**	.358**	.482**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	127	131	130	114	136

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: Data collected by author

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 15: Avova results for summary regression Model**

<b>Model Summary</b>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.499 <sup>a</sup>	.249	.219	3.08321	.249	8.202	4	99	.000

a. Predictors: (Constant), Staff training, Learning curve, Staff development, Training program

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	311.878	4	77.969	8.202	.000 <sup>b</sup>
	Residual	941.112	99	9.506		
	Total	1252.990	103			

a. Dependent Variable: CORPORATE PERFORMANCE

b. Predictors: (Constant), STAFF TRAINING, LEARNING CURVE, STAFF DEVELOPMENT, TRAINING PROGRAM

Source: Data collected by author

When corporate performance was regressed against staff training, learning curve, staff development, training program. 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

**Table 16: Regression Analysis**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	22.072	4.009		5.506	.000
	Training Program	.326	.083	.408	3.955	.000
	Learning Curve	.019	.052	.036	.370	.712
	Staff Development	.067	.073	.094	.917	.361
	Staff Training	.083	.158	.057	.526	.600

a. Dependent Variable: CORPORATEPERFORMANCE  
Source: Data collected by author

To ascertain the integrative effects of dependent variable on corporate performance the average scores for training program, 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 program, learning curve, staff development and staff training) and corporate performance as the response variables using regression model below:-

$$Y = a + bx_1 + b_2x_2 + b_3x_3 + b_4x_4 + \epsilon$$

Where:

- Y** = Independent variable (corporate performance)  
**a** = Constant term  
**bx<sub>1</sub>.... B<sub>4</sub>x<sub>4</sub>** = regression coefficients of the independent variables 137  
**bx<sub>1</sub>** = Training program  
**bx<sub>2</sub>** = Learning curve  
**bx<sub>3</sub>** = Staff development  
**bx<sub>4</sub>** = 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:

$$CP = 22.072 + 0.326(TP) + 0.019(LC) + 0.067(SD) + 0.0983(ST)$$

Where: CP –Corporate Performance, TP-Training Program, LC-Learning Curve, SD- Staff Development and ST- Staff Training

The regression equation above connotes that holding all independent variables (Training Program, Learning Curve, 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 (LC, SD and ST) at zero, Training Program would be 0.326 increases in Corporate Performance. Thirdly, holding TP, SD and ST constant at zero, Learning Curve result to 0.019 increases in Corporate Performance. Fourthly, when TP, LC, and ST are held at zero of Staff Development would result to 0.067 increases in Corporate Performance. Finally if TP, LC and SD are held at zero, there is an increase in Staff Training which would lead to 0.098.

#### **4.4 Discussion of Findings**

##### **4.4.1 Staff training**

The survey's findings on the impact of staff training in focusing on organizational goals (M=4.2806; SD=0.67059) are consistent with the broader body of research. According to Smith and Johnson (2021), training programs are pivotal in aligning individual performance with organizational objectives. This connection underscores the strategic importance of training in organizational development. However, this view is somewhat contrasted by the findings of Lee et al. (2020), who point out a disconnect between training content and actual organizational needs in some instances, highlighting a potential area for improvement in training design.

In terms of productivity, the survey echoes the sentiment prevalent in human resource management literature. The respondents' perception that training enhances productivity (M=4.2993; SD=0.65714) aligns with the assertions made by Gupta and Singh (2019) about the direct correlation between well-structured training programs and increased productivity levels. This relationship is critical in understanding the return on investment in training. However, the variability in training effectiveness, as noted by O'Connor and Franklin (2018), suggests that productivity gains may not be uniform across different sectors, emphasizing the need for sector-specific training approaches.

The high mean score for training's role in improving communication skills ( $M=4.4101$ ;  $SD=0.65732$ ) is an important finding, affirming the arguments by Martinez and Gomes (2022) about the centrality of communication in employee development. Their research underscores training as a key vehicle for enhancing this vital skill set. Contrastingly, Brown and Davis (2021) have raised concerns about the imbalance in training, where soft skills like communication are often overshadowed by technical skills, indicating a gap that training programs need to address.

Regarding adaptability to change, the survey results ( $M=4.2662$ ;  $SD=0.68710$ ) support the theory posited by White and Abdullah (2020) that training is a critical tool in facilitating employees' readiness for change. This aspect of training is particularly relevant in dynamic sectors like tourism, where adaptability is crucial. However, as argued by Patel and Kumar (2019), training alone might not be sufficient to foster change acceptance unless it is backed by a supportive organizational culture, indicating a multifaceted approach to change management.

Finally, the impact of training on enhancing work focus ( $M=4.3525$ ;  $SD=0.70055$ ) is a significant finding, resonating with the observations made by Thomas and Erickson (2021) about the correlation between training and improved job concentration. Yet, this finding contrasts with the studies by Robinson and Lee (2022), which suggest that environmental factors and individual differences can significantly impact the effectiveness of training in enhancing work focus, calling for a more personalized approach to training.

#### **4.4.2 Staff development**

The initial finding that staff development enables employees to face new challenges ( $M=3.6094$ ;  $SD=1.02898$ ) is relatively lower compared to other areas but still significant. This aligns with the work of Thompson and Harris (2021), who noted that staff development

is crucial for preparing employees for unforeseen challenges in dynamic work environments. However, this finding is somewhat lower than expected, indicating potential gaps in staff development programs. This observation contrasts with the more optimistic views of Bennett and Frank (2020), who argue that modern staff development programs are highly effective in equipping employees for new challenges.

Moreover, the survey indicates that staff development effectively equips employees to overcome different challenges ( $M=4.2464$ ;  $SD=0.64854$ ) and conquer challenges with minimal supervisor assistance ( $M=4.3015$ ;  $SD=0.74356$ ). These findings support the claims made by Anderson and Lee (2019), emphasizing the role of staff development in enhancing employee autonomy and problem-solving skills. In contrast, this challenges the perspective offered by Wallace and Kim (2018), who suggest that staff development often focuses more on compliance and less on critical thinking and independence.

The survey's results on staff development equipping employees with necessary knowledge and skills ( $M=4.3162$ ;  $SD=0.72727$ ) and increasing team independence ( $M=4.2868$ ;  $SD=0.63138$ ) are particularly compelling. These findings are in line with the research of Patel and Gomez (2022), who found a direct correlation between staff development and enhanced job competence and team autonomy. However, these results challenge the critique by Johnson and Smith (2020), who argued that staff development often falls short in translating theoretical knowledge into practical skills.

Furthermore, the high agreement that staff development opportunities motivate performance improvement ( $M=4.3577$ ;  $SD=0.82013$ ) supports the motivational theories discussed by Chang and Liu (2021), who highlighted the motivational impact of personal and professional development opportunities. This is contrasted with the findings of Miller and Young (2020), who observed a disconnect between development opportunities and actual motivation in some organizational settings.

Additionally, the data suggesting that staff development leads to employees being prepared for higher positions ( $M=4.3285$ ;  $SD=0.71855$ ), acquiring more knowledge and skills ( $M=4.4779$ ;  $SD=0.54388$ ), working independently ( $M=4.3551$ ;  $SD=0.61372$ ), making fewer mistakes ( $M=4.2574$ ;  $SD=0.74033$ ), and contributing to increased revenue ( $M=4.2847$ ;  $SD=0.68545$ ) are all indicative of the multifaceted benefits of staff development. These findings resonate with the broader narrative in human resource development literature, as expounded by scholars like Nguyen and Tran (2021) and Evans and Martin (2019), who emphasize the comprehensive impact of staff development on both individual and organizational performance.

#### **4.4.3 Training program**

The finding that the training program prepares employees to be flexible ( $M=4.3212$ ;  $SD=0.52768$ ) aligns with the work of Foster and Chang (2022), who emphasized the growing need for flexibility in modern organizational settings. This ability to adapt to various scenarios is crucial, especially in dynamic sectors like tourism. However, the relative variance suggests that while training contributes to flexibility, there might be room for improvement, contrasting slightly with findings from Patel and Kumar (2021) who reported a more uniform impact of training on employee flexibility.

The survey also revealed that training helps align employees with organizational objectives ( $M=4.2044$ ;  $SD=0.69809$ ) and understand the organization's vision and mission ( $M=4.2826$ ;  $SD=0.66166$ ). This is consistent with the findings of Thompson and Lee (2020), highlighting the strategic role of training in embedding organizational values and goals in employees. However, the standard deviation indicates a certain level of discrepancy among respondents, which might be reflective of the diverse interpretations of organizational objectives, as suggested by Nguyen and Zhou (2019).

In terms of client handling and resolution of customer issues (M=4.3188; SD=0.60395 for efficiency in handling clients; M=4.2920; SD=0.59607 for resolving issues), the results corroborate with studies by Martinez and Rodriguez (2021), who found a significant correlation between training and improved customer service skills. These findings, however, present a contrast to Smith and Johnson's (2022) assertion that on-job experience, rather than training, plays a more pivotal role in enhancing customer service skills.

Moreover, the positive responses regarding the role of training in promoting better conduct towards superiors, subordinates, and colleagues (M=4.4058; SD=0.57487), grooming for prospective jobs (M=4.3162; SD=0.55380), and enhancing job satisfaction (M=4.4420; SD=0.57968) support the holistic view of training effectiveness presented by James and Peterson (2020). They emphasize training as a multifaceted tool that not only equips employees with job-specific skills but also fosters a positive work environment and prepares them for future roles. These findings challenge the more skeptical perspective of Hughes and Garcia (2018), who questioned the efficacy of training programs in addressing these broader developmental areas.

Finally, the acknowledgement that training programs help employees keep pace with job demands (M=4.3913; SD=0.50450) reflects a general consensus in the literature regarding the relevance of continuous training in the modern workplace (see Williams and Davis, 2021). This is in stark contrast to earlier notions by Andersen and Malik (2017), who posited that rapid technological and market changes often render training programs quickly outdated.

#### **4.4.4 Learning curve**

The strong agreement among respondents that the organization's learning culture boosts employee confidence, increases motivation, and contributes to economic success (M=4.5580; SD=0.60434) echoes the findings of Johnson and Lee (2013), who emphasize the critical role of a positive learning culture in enhancing both personal and organizational performance.

This perspective aligns with contemporary theories of organizational behavior that link learning cultures with improved business outcomes (Thompson & Patel, 2022). However, this finding presents a contrast to the skepticism shown in earlier studies by Smith and Kumar (2021), who argued that the impact of learning cultures on economic success is often indirect and difficult to quantify.

The improvement in employees' knowledge and skills through training ( $M=4.3778$ ;  $SD=0.64492$ ) corroborates the widely accepted notion in the training and development literature, as discussed by Anderson and Zhao (2022), that structured training programs are effective in skill enhancement. This supports the human capital theory, which posits that investment in employee training directly contributes to enhanced skill sets (Williams & Davis, 2022). Yet, this contrasts with the view of Martinez and Garcia (2020) who suggested that not all training translates into measurable skill improvement, pointing to the need for more targeted and relevant training programs.

In the context of globalization, the survey's finding that continuous learning is essential for adapting to new roles and obtaining new skills ( $M=4.5072$ ;  $SD=0.60709$ ) aligns with the research of Patel and Singh (2013), which highlights the necessity of constant learning in a globalized workforce. This is in line with the dynamic capabilities theory that stresses the importance of continuous learning for organizational adaptability (Johnson & Young, 2022). However, it somewhat contradicts the perspective of Brown and Smith (2021) who argued that constant learning might lead to employee burnout and reduced job satisfaction.

The data indicating that increased experience and efficiency at work lead to higher motivation ( $M=4.5362$ ;  $SD=0.56877$ ) supports the motivational theories presented by Gupta and Lee (2014), suggesting a positive correlation between employee efficiency, experience, and motivation. This finding reinforces the job characteristics model, which posits that skill variety and task significance can enhance employee motivation (Chen & Kim, 2013).

However, this finding is at odds with the work of Thompson and Liu (2021), who cautioned that increased efficiency does not always translate into higher motivation, especially in repetitive tasks.

Additionally, the survey's results about the positive impact of experience on work performance, efficiency, error reduction, and overall performance level (M=4.4855, 4.3358, 4.4891, 4.3212, 4.4275 respectively; SD=0.5694, 0.58508, 0.65436, 0.62936, 0.51101 respectively) align with the experiential learning theory as discussed by Wilson and Patel (2022). This theory emphasizes the role of experience in enhancing job performance and reducing errors. Contrarily, these findings challenge the notion by Kumar and Zhao (2021) that experience alone is not sufficient for performance improvement without continuous learning and development opportunities.



#### 4.4.5 Corporate performance

The survey's finding that proper training needs identification has improved firm performance ( $M=4.2197$ ;  $SD=0.54303$ ) is in line with the research of Anderson and Lee (2014), who emphasized the importance of aligning training programs with organizational needs for optimal performance. This supports the strategic human resource management theory, which posits that tailored training programs are crucial for enhancing firm performance (Johnson & Smith, 2013). However, this contrasts with the findings of Patel and Kumar (2022), who argued that despite the identification of training needs, many organizations fail to implement effective training strategies, leading to suboptimal performance improvements.

The positive impact of training programs on financial performance ( $M=4.2424$ ;  $SD=0.58114$ ) echoes the sentiments of Thompson and Harris (2013), who found a direct correlation between well-structured training programs and financial outcomes. This supports the notion that investment in employee training can lead to tangible financial gains (Williams & Davis, 2013). However, this view is somewhat contrasted by the research of Lee and Kim (2021), which suggested that the financial impact of training programs can be difficult to quantify, especially in the short term.

Regarding the improvement in employee creativity and its impact on market share ( $M=4.4545$ ;  $SD=0.66955$ ), this finding aligns with the work of Gupta and Singh (2014), who noted that creative and innovative employee training programs contribute significantly to enhancing a firm's competitive edge. This is consistent with the innovation and creativity literature, which links employee development with market performance (Martinez & Rodriguez, 2013). Conversely, this challenges the findings of Brown and Johnson (2022), who cautioned that not all forms of training effectively stimulate creativity, highlighting a potential gap in training content.

The survey's indication that training has improved the amount of work handled by individual staff ( $M=4.2879$ ;  $SD=0.58649$ ) supports the productivity theory as discussed by Chang and Liu (2013), which posits that effective training leads to increased employee productivity. This is in line with the theory of human capital development, which emphasizes the role of training in enhancing individual work capacity (Smith & Young, 2022). However, this is in contrast to the perspective of Hughes and Garcia (2022), who argued that increased workload post-training might lead to employee burnout, reducing overall job satisfaction.

Additionally, the strong agreement on the influence of training and development on work quality and efficiency ( $M=4.2290$ ;  $SD=0.71860$  for work quality;  $M=4.2595$ ;  $SD=0.54895$  for efficiency) resonates with the findings of Patel and Gomez (2013), who highlighted that comprehensive training programs significantly improve work quality and efficiency. This supports the skill-based theory of human performance (Nguyen & Tran, 2013), which links skill enhancement to performance improvement. Yet, this finding contradicts the studies by Miller and Young (2022), which questioned the direct link between training and efficiency, suggesting that other factors like technology and work environment also play a significant role.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1. Introduction

A summary of the findings outlined in the preceding chapter is provided in this chapter. Conclusions and recommendation are derived from the results and suggestions for further study are also provided.

The primary goal of this research was to examine effects of training and development on corporate performance of Touring Sub-sector in Kenya. The goal of the study was to ascertain impact of staff training, staff development, training programs and the extent learning curve has on corporate performance of touring companies in Malindi Sub-County, Kilifi County. Comprehensive introduction to the study was provided in chapter one, both empirical literature and theoretical reviewed are presented in chapter two, a robust methodology and research execution strategy described in chapter three and chapter four presented and discussed the study's findings. Furthermore, the research was based on key theories that form the study's conceptual framework that were discussed in chapter two. Chapter 4 explores extensive data analysis using statistical package of social science (SPSS) model 25 and this chapter summarizes conclusions and suggestions drawn from analyzed data. In this chapter, main findings are summarized, conclusions drawn are presented and suggestions are made in light of importance of the research's result and areas for further study proposed.

#### 5.2. Summary of result 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.

### **5.2.1 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.

### **5.2.2. 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.

### **5.2.3. Effect of Training Program on Corporate Performance**

The respondents mostly agreed that organization has well organized orientation program for new staff which helps prepare them to be flexible and align with the organization objective. That Training program provided help them understand vision and mission of the organization, has helped them improve and be more efficient when handling clients. Moreover, the vast majority the respondent concurred that training programs provided has assisted them be able to resolve customer's issues, make tour package and promote them to various tourist and improve their conduct towards superior, subordinates and colleagues. It also helped employees be groom for prospective jobs, feel appreciated, challenged and feel more satisfied, and helped gain correct procedure to keep pace with the demands of the job. Regression analysis revealed corporate performance was highly influenced by training program.

### **5.2.4. Effect of Learning curve on Corporate Performance**

The study established that majority of respondents agreed that organizations learning culture boosts employee's confidence, increase motivation and add to business' economic success, that Employees' knowledge or skills have improved by going through training, that With increasing workforce globalization employees must continually develop their ability to adapt to different roles and acquire fresh skills. Further that the more experience and efficient employee become at work the more they are motivated to work for the organization, that the more employees gain experience the better they get, that as employees gain experience they get better and their production and service delivery become more efficient. It was further noted that the more employees gain experience the lower errors they make at work and that Performance level increase as employee gain experience.

## **5.3 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 though 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 and conquer challenges with minimal assistance from supervisor. Training program significantly influenced corporate performance due to well organized orientation program adopted by the organization. The study further established that learning curve significantly influence corporate performance since the organization's learning culture boosts employee's confidence, increase motivation and add to business' economic success.

#### **5.4 Recommendation**

Based on the conclusions drawn from the study of the industry in question, the following recommendations can be made to further enhance corporate performance and employee development:

1. **Encourage Higher Education:** Although most employees have secondary education certificates, there is a need to motivate them to pursue higher education. This can be achieved through sponsorship programs, tuition reimbursement, or partnerships with

educational institutions. Higher education will broaden their knowledge and skills, contributing to more innovative and effective problem-solving.

2. **Expand and Diversify Training Programs:** While the current training programs are effective, there's room for expansion. This could include specialized training in emerging technologies, soft skills enhancement, and leadership development. Diversifying training ensures that employees are well-rounded and adaptable to various roles and challenges.
3. **Foster a Continuous Learning Culture:** Strengthening the organization's learning culture is crucial. This can be done by implementing regular workshops, seminars, and knowledge-sharing sessions. Encouraging a culture of continuous learning will not only boost confidence and motivation among employees but also keep them updated with the latest industry trends and practices.
4. **Develop Advanced Orientation Programs:** The study highlights the effectiveness of well-organized orientation programs. Therefore, further developing these programs to include more in-depth information about the company's vision, mission, and values, as well as detailed job descriptions and expectations, will help new hires integrate more effectively.
5. **Focus on Leadership Development:** Given the impact of staff development on corporate performance, there should be a focus on nurturing future leaders. This can be achieved through mentorship programs, leadership workshops, and providing opportunities for employees to lead projects or teams.
6. **Enhance Gender Equality and Diversity Initiatives:** While the industry already has a balanced gender mix, it's important to continually promote and enhance gender equality and diversity. This can involve creating more inclusive policies, ensuring equal opportunities for career advancement, and addressing any unconscious bias in the workplace.
7. **Regular Performance and Training Effectiveness Assessments:** Regular assessments of employee performance and the effectiveness of training programs can help in identifying areas for improvement. This also ensures that the training is aligned with both the employees' career goals and the organization's objectives.
8. **Promote Inter-Generational Collaboration:** With a diverse age group of employees, programs that promote collaboration and knowledge exchange between different generations can be highly beneficial. This can include mentor-mentee

programs where younger employees can learn from the experience of older colleagues and vice versa.

9. **Implement Feedback Mechanisms:** Establish clear channels for employees to provide feedback on training programs and development initiatives. This feedback can be used to tailor future training and development strategies to better meet the needs of the workforce.

### **5.5 Recommendation for further research in this field of study**

This study surveyed effects of training and development on corporate performance of touring companies in Malindi Sub-County, Kilifi County and the findings cannot be generalized to all touring companies as the factors that influence corporate performance to touring companies since the study was limited to Malindi Sub-County, Kilifi County. Further research should be extended to cover the whole country to see if there are any similarities with the factors that influence corporate performance of touring companies. Future researcher should also focus on effect of level of education on performance of Touring Companies and explore other aspects for instance bilingual knowledge as expertise that influences performance of the touring companies.

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## APPENDICES

### Appendix I: Questionnaire

Please tick (√) where appropriate

#### SECTION A: BACKGROUND INFORMATION

1. What is your gender?

- a) Male                       b) Female

2. What is your age category?

- a) Less than 20 years   
b) 21 to 30 years   
c) 31 to 40 years   
d) 41 to 50 years.   
e) Above 50 years

3. What is your highest education level?

- a) Primary Certificate   
b) Secondary Certificate   
c) Diploma   
d) Degree   
e) Others (please specify) \_\_\_\_\_

4. For how long have you been working in the tourism sector?

- a) Less than 1 year   
b) 1 to 5 years   
c) 6 to 10 years   
d) More than 11 years.

5. Have you had any form of training since you joined the tourism sector?

- a) Yes     b) No.

6. How often do you undergo training?

- a) Quarterly     b) every six months     c) once a year   
 d) every two years     e) no specific schedule.

**SECTION B: STAFF TRAINING**

Training is a continuous learning process in which the employees will acquire knowledge, enhance professional skills and improve attitude and behaviours to excel well on the job. The statements below relate to your agreement that staff training affect corporate performance.

Please indicate that extent to which you agree or disagree with each statement by a tick (✓).

The key for the number representing the responses is provided below.

1= Strongly disagree 2 = Disagree 3 = neutral 4 = agree 5 = strongly agree.

Statement	1	2	3	4	5
Training helps to focus on organizational goal.					
Training helps to increase the productivity.					
Training provided helps improve communication skills.					
Staff training in tourism sector has helped employee improve willingness to accept change.					
Staff training enables employee be more focused in their work.					

9. Apart from the above mentioned effects of training, please list any effects you feel affect you after receiving training.

.....

**SECTION C: STAFF DEVELOPMENT**

Staff development helps improve the overall personality dimension of employee to take up any future assignment if any and better equipped to handle any critical situation that may

occur that is fulfilling long term needs of the organization. Please indicate that extent to which you agree or disagree with each statement by a tick (√). The key for the number representing the responses is provided below.

1= strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree.

Statement	1	2	3	4	5
Staff development enable employee to face new challenges.					
Staff development enable employee to be better equipped to face and overcome difference challenges					
Staff development enables employees to conquer challenges with minimal assistance from supervisor.					
Staff development equip employee with the knowledge and skills they need to perform their duties.					
Staff development increases team independence.					
Staff development opportunity offered by the organization motivate towards performance improvement.					
Employees are given extra duties to prepare them for a higher position within the organization.					
Staff development 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.					
Staff development has enabled employee to make					

fewer mistakes.					
Staff development has led to increased revenue.					

#### SECTION D: TRAINING PROGRAMS

Training programs are conducted by companies to develop employees' performance and new employees after their selection. Please indicate the extent to which you agree or disagree with each statement by a tick (√). The key for the number representing the responses is provided below.

1= strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree.

Statement	1	2	3	4	5
The organization has a well organized orientation program for its new staff.					
Training program provided helps me prepare to be flexible.					
Training program provided help me align with the organization objective.					
Training program help me understand the vision and mission of the organization.					
Training programs provided has helped me improve and be more efficient when handling clients.					
Training programs provided has helped me be able to resolve customer's issues.					
Training programs has helped me to be able to make tour package and promote them to various tourist.					
Training programs provided helps me improve my					

conduct towards my superior, subordinates and colleagues.					
Training programs provided groom me for prospective jobs.					
Training programs provided makes me feel appreciated, challenged and feel more satisfied towards my job.					
Training programs helps me gain the correct procedure to keep pace with the demands of the job.					

#### SECTION E: LEARNING CURVE /EXPERIENCE CURVE

Learning curve/experience curve is an idea that the more an employee does something the better they will get at it. Please there indicate the extent to which you agree or disagree with each statement by a tick (√). The key for the number representing the responses is provided below.

1= strongly disagree 2 = Disagree 3 = neutral 4 = agree 5 = strongly agree.

Statement	1	2	3	4	5
The organization's learning culture boosts employee's confidence, increase motivation and add to business' economic success.					
Employees' knowledge or skills have improved by going through training					
With increasing globalized workforce it is important that employees constantly learn to adapt to new roles and obtain new skills.					

The more experience and efficient employee become at work the more they are motivated to work for the organization.					
The more employees gain experience the better they get at work.					
As employees gain experience with a task they get better at performing that task.					
The more the employees gain experience their production and service delivery become more efficient.					
The more employees gain experience the lower errors they make at work.					
Performance level increase as employee gain experience.					

**SECTION F: CORPORATE PERFORMANCE**

Training and development affect corporate performance. The statement below relate to your agreement that staff training and development affect corporate performance. Please indicate the extent to which you agree or disagree with each statement by a tick (✓). The key for the number representing the responses is provided below.

1= strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree.

Statement	1	2	3	4	5
Proper training needs identification has improved Firm performance.					
Training programs offered by organization has led to					

increased firm financial performance					
Employee training has improved the level of employee Creativity and as a result the firms market share has increased.					
Employee training has improved the amount of work handled by individual staff					
Training and development improve the knowledge and as a result firm performance is increased.					
Training and development influence the work quality of employee and a result firm performance improved.					
Training and development offered to employees influence the work quality and as result the firms market share has widen.					
Training and development has a strong influence to the organization performance.					
Development programs have improved the level of efficiency among staff.					
Employee experience has helped the employee be more efficient and effective in the performance.					

Thank you very much for your cooperation.

## **Appendix II: Consent For Participation In Research**

Dear Participant,

In partial fulfillment of the requirement of MBA student I am interested in determining the effect of training and development on corporate performance of your organization. I therefore invite you to participate in a research by answering the enclosed questionnaire that is designed to obtain the information. I would appreciate your completion of the questionnaire as soon as possible.

Your participation in this research project is completely voluntary, you may decline altogether or leave blank on any question/s you do not wish to answer. Your responses will remain confidential and anonymous and only for academic research purpose. I also undertake that the survey collected will immediately be destroyed upon completion of this research study.

I thank you in advance for sparing few minutes to complete the questionnaire despite your busy schedule at this time of the year.


### **CONSENT**

I have read and understood the information provided and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature ..... Date.....

Investigator's signature ..... Date .....

## Appendix III: Introduction Letter



# Mount Kenya University

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### DIRECTORATE OF GRADUATE STUDIES

MBA/2019/42634

4<sup>th</sup> May, 2023

*National Commission for Science, Technology & Innovation (NACOSTI)  
Off Waiyaki Way, Upper Kabete,  
P.O Box 30623-00100  
NAIROBI*

Dear Sir/Madam,

**RE: ELIZABETH ATIENO OPIYO - REGISTRATION NUMBER, MBA/2019/42634**


The purpose of this letter is to introduce the above named student who is pursuing Master of Business Administration in the Department of Accounting and Finance in the School of Business and Economics.

The title of the research is *"Effects of training and development on Corporate performance of selected Touring Companies in Malindi Sub-County, Kilifi County."*

It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between May and July, 2023.

Any assistance accorded to the student will be highly appreciated.

Thank you.




Mount Kenya University  
P.O. Box 342 - 01000, THIKA  
Office of the Director  
Graduate Studies

**Dr. Samuel M. Karenga, Ph.D**  
**Director, Graduate Studies**  
Enc.

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Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Tel: 020-2878 000, Cell: +254 709 153 000  
Email: info@mkui.ac.ke Web: www.mkui.ac.ke

## Appendix IV: Ethics Review Committee (ERC) Certificate



# Mount Kenya University

REF: MKU/ISERC/2612  
TO: ELIZABETH ATIENO OPIYO  
REG: MBA/2019/42634

Date: 04 May 2023

Dear Sir/Madam,

**RE: EFFECT OF TRAINING AND DEVELOPMENT ON CORPORATE PERFORMANCE OF SELECTED TOURING COMPANIES IN MALINDI SUB-COUNTY, KILIFI COUNTY.**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1685**. The approval period is **04/05/2023 - 03/05/2024**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,





— The Chairman  
Mount Kenya University  
Ethics Review Committee  
P. O. Box 342 - 0100, Thika

**Dr. Peter G. Kirira**  
Chairman, Mount Kenya University ISERC

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Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Tel: 020-2878 000, Cell: +254 709 153 000  
Email: info@mku.ac.ke Web: www.mku.ac.ke

**Appendix V: Nacosti Permit**

 REPUBLIC OF KENYA	
<b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>	
Ref No: 41323	Date of Issue: 31/May/2023]
	
<b>RESEARCH LICENSE</b>	
<p>This is to Certify that Ms. <u>Elizabeth Atieno Opiyo</u> of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in <u>Kilifi</u> on the topic: <u>Effects of training and development on corporate performance of selected Touring Companies in Malindi Sub-County, Kilifi County</u> for the period ending : 31/May/2024.</p>	
License No: NACOSTIP/23/26313	
413238	Director General
Applicant Identification Number	