R elevance of trainees’ expectations in managing training programs

Robert Ng’ang’a¹, Moses GicheruNjoroge², Pricilla Wanjiku Ndegwa³ and James S. Mutinda²

Department of Business Administration and Management¹, Kenya School of Government, Embu
P.O. Box 402-60100, Embu, Kenya.
Department of ICT², Kenya School of Government, Embu, P.O. Box 402-60100 Embu, Kenya.
Kenyatta University³, Nairobi, Kenya.

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A B S T R A C T

Training has become a common activity in modern enterprises since it enhance employees’ awareness levels and inculcates the essential skills, which are required for employees to improve the productivity and thereby enriching four important components of the business environment such as technology, quality improvement, product development and customer satisfaction. The purpose of this study was to assess the relevance of trainees’ expectations in managing training programs. Normally, the effectiveness of a training program is evaluated in terms of the responses given by the trainees who underwent the training. Training effectiveness can be enhanced if the training coordinator is able to establish trainees’ expectations in advance, so that he can model the program to be able to utilize appropriate training approaches that will ensure trainees’ expectations are met. The important core dimensions investigated were: the personality of trainees, benefits to be accrued, expectations from trainers, their role to ensure that the expectations of the training program are met and the challenges they are likely encounter during the training period. The study adopted a descriptive research design. This design helped to ascertain and describe the characteristics of the variables of interest. The population of the study was 198 trainees who were at the Kenya School of Government, Embu by the time this study was being undertaken. The study employed random sampling method to select 154 respondents. Out of these, 94 questionnaires were returned and therefore the response was 61. Data was collected by use of self-administered questionnaires. Responses for closed ended items were analyzed using SPSS while responses for open ended items were compressed into various dimensions using factor analysis. The findings revealed in the present investigation there is a high correlation (Pearson correlation coefficient of 0.9) between trainees’ characteristics and their expectations.

Key words: Training, training program, business environment, employees, trainees and training coordinator, training approach.

Introduction

Organizations today constantly wrestle with revolutionary trends: accelerating product and technological changes, global competition, deregulation, demographic changes, and at the same time, they must strive to implement trends towards a service and information age society (Kane 2000). Rapid environmental change, globalization, innovations to provide competitive products and services, changing customer and investor demands have become the main competing factors for modern organizations. To compete effectively, firms have been compelled to constantly improve their performance by reducing costs, enhancing quality, and differentiating their products and services (Armstrong 2010). Literature reviewed indicates that
organizations use training programs, at great financial costs, to provide employees with new information and skills necessary to perform their jobs (Quinones, 1997; Towler and Dipboye, 2001). Consequently, organizational psychologists have considered features that characterize effective training programs, such as the design of the training, the transfer environment, and characteristics of the trainee (Salas & Cannon-Bowers, 2001).

Given the importance and potential impact of training on organizations and the costs associated with the development and implementation of training, it is important that both researchers and practitioners have a better understanding of the relationship among design of the training, the transfer environment, and characteristics of the trainee because they ultimately affect trainees' expectations and the effectiveness of the training program. Trainees' expectations can be understood through collection of feedback from the trainees themselves. This form of training evaluation has been used to find the effectiveness of the program in terms of analyzing training inputs of a training program. It is also used help the evaluators to decide about supplementary programs, if needed. The ultimate aim of any training program is to fulfill its objectives after intervention leading to learning experience that seeks a relatively permanent change in individuals hence improving their ability to perform on the job (Decenzo and Robbins, 2002). To achieve the goal of the study the researchers formulated the following four specific objectives; to investigate how trainees' characteristics affect training expectations, to establish the benefits that the trainees expect to accrue from the training program, to find out what trainees expect from the trainers and to determine the challenges that trainees anticipate during the training period.

A rea of Study

This study was conducted at the Kenya School of Government; Embu. This is a premier Training, Research and Consultancy Institute in Public Service. It draws its mandate from The Kenya School of Government Act which became effective on July 1st, 2012. The Act also established five other institutions under KSoG: eLDi, Baringo, Matuga, Mombasa and Nairobi. The overall objective of the KSoG Embu is to be an effective and sustainable institution that provides relevant training opportunities to Kenyans and ultimately enhances the capacities of public officers and key decision makers in including those in the private and the civil society sectors. Specifically, It is mandated to develop, organize and conduct professional and other training programs in management, administration, finance, accounting, information communication technology, research and consultancy, rural develop and social studies for the staff of government ministries, local authorities, state corporations, co-operative societies, non-governmental organizations and members of the public who require such training. There were 198 trainees who were at the Kenya School of Government, Embu by the time this study was being undertaken.

Statement of the Problem

Recent advances in technology and rapid changes in the world have placed increasingly stringent demands on the human operator in many organizational systems. The need for improved and more varied skill levels, coupled with current fiscal constraints, requires that modern employee training systems impart the complicated, higher-order skills required to operate modern work equipment systems. Furthermore, this must be accomplished in effective and efficient manner. Therefore, the modern training challenge demands and optimization of training resources- a return on investment that results in an uncompromisingly high level performance at the lowest possible cost, and in the shortest time. One of the pre-condition to achieve this is to establish trainees' expectations before the training program is implemented. Past research into training system design has most often concentrated on a relatively small set of variables, such as training method, content, media and equipment. While these variables are important, training effectiveness is a complex phenomenon. There are numerous factors which can influence training effectiveness independent of training quality. The study identified Trainees' expectations as another important consideration in the development of training programs. So much has been talked about these expectations yet there is lack of research to understand the expectations of trainees as they relate to various training delivery methods.

Research Objectives

The purpose of the present research was to advance understanding of effective training system design by investigating the relevance of trainees' expectations in managing training programs. The benefit of such work is that it can lead to generalizable training design guidelines that will increase the probability of effective training and training transfer. The specific objectives of the study were:

i. to investigate how trainees' characteristics affect training expectations.
ii. to establish the benefits that the trainees expects to accrue from the training program.
iii. to find out what trainees expects from the trainers.
iv. to determine the challenges that trainees anticipates during the training period.

Research Questions

It is from the above specific research objectives that the research questions of the study were formulated. These were;
i. How does trainees' characteristic affect training expectations?
ii. What benefits do trainees expect to accrue from the training program?
iii. What are the expectations of trainees from the trainers?
iv. What challenges are the trainees anticipating during the training period?

Literature Review

The constant pressure to maintain superiority in the marketplace prompts the need to constantly upgrade employee skills and knowledge and to improve positive work-related attitudes (Tannenbaum, 1997). The method most commonly used to attain these goals is training. In economic terms, organizations use training programs, at great financial costs (with estimates of billions spent annually for this purpose by firms), to provide employees with new information and skills necessary to perform their jobs. This is despite the notion held by many managers that training cures everything. To them, if performance is an issue, retraining is in order. If a person has poor work habits, training is the prescribed treatment. If they are chronically late, take long breaks, or otherwise break workplace rules, training is the only answer. In short, training or retraining has become the one-size-fits-all remedy for every work-related issue. However, from a staff point of view, this one-size-fit all approach to training may appear to be punishment, not self-improvement. The wrong approach or unrealistic expectations of training from either the employee or the manager can sabotage even the best training program. Hicks and Klimoski (1987) and Tannenbaum, et al. (1991), notes that unmet expectations about one's training may lead to low training transfer. Fulfillment of trainees expectation, therefore, is one of the main reactions often subject to investigation in training research, because satisfaction with one's learning experience is regarded as a measure of performance, and because this factor received more attention from training practitioners. Expectations must be realistic on both sides; the manager should not expect a perfect staffer after training, and the trainee should not expect an immediate promotion or added responsibility after a bit of training. If either side is disappointed, the expectation was most likely not realistic. So far, the discussion has focused on management expectations of training. Remember that expectations are a two way street. As the manager, you expect your staff to benefit from training so they are more likely to meet your performance expectations. As the trainee, you hope that learning what the manager expects will make you a more valuable employee.

It is important to define expectations in advance of training. Without them, staff will wonder why they are there and what will happen. They will be unable to physically or mentally prepare for the experience. In general, such things as timing, proper attire, training structure, breaks, and meals should be discussed. Subject matter or an agenda should be provided in advance. It is also important that attendees understand what will be required of them during the training; punctuality, participation, and a positive attitude. If there will be a test, let them understand what the purpose of testing is. At the end of the training, require something back from them. If a presentation or written summary is required, warn them in advance. It will focus their attention. Given the paramount importance and substantial cost of training, it is not surprising that both companies and researchers are interested in identifying the factors likely to affect training effectiveness. Among the factors that have been singled out as predictors of training outcomes are both individual characteristics goal orientation and motivation to learn (Towler and Dipboye, 2001). Motivation to learn refers to the intention to invest high levels of consistent effort in a particular training program. Studies suggest that acquisition is influenced by the motivation to learn (Mathieu & Martineau, 1997), but this contention has thus far received only limited empirical support, perhaps because motivation is not easily measurable.

On learning goal orientation Seijts, Latham, Tasa, and Latham (2004) and Seijts and Latham (2005), asserts that those driven by a learning goal orientation seek challenging tasks that provide them with the opportunity to acquire and master new skills and expand competencies. Hence, they can also be expected to devote more attention to training programs that enable them to develop their abilities. Individuals high on performance goal orientation seek to demonstrate competence and have a strong desire to impress others. Unlike those high on learning goal orientation, for which the learning process itself is the reward, people scoring high on performance goal orientation are rewarded by external recognition for the attainment of goals. This would lead one to expect the two goal orientation types to be inversely related to training effectiveness.
Work environment characteristics have also been found to influence the effectiveness of the learning process in training, and the extent to which the capabilities acquired in training are applied in the actual job setting. One of the primary environmental factors is the transfer of training climate, defined as the trainee’s perception of the degree to which there will be support for using on the job what has been acquired in training. Research clearly supports the proposition that a favorable transfer climate enhances training attainment and subsequent job performance (Tracey, Tannenbaum, and Kavangh, 1995; Tzineret al., 1991).

Theoretical Framework

According to a number of sources, the most recent movement in training revolves around practicality. “How will training affect my work group or my company?” rather than training for the sake of training. Training connects to the overall business strategy and individual performance. It should be designed to move staff forward by providing new skills, new processes, new procedures, and a better understanding of the organization. This fits well with what is known about adult learning theory and the need for it to be useful and applicable to the current situation. Adult Learning Theory suggests that adults are autonomous and self-directed and need to be actively involved in the learning process. The Adult Learners Model (Cross, 1981) suggests that adults have varying degrees of readiness and ability to learn. Cross (1981) also suggests that adult learners have a need for flexibility and enjoyment control over their learning. When trainees are engaged in the learning process, they become active participants rather than passive recipients, and active participation can increase learning and transfer of training (Knowles, Holton, & Swanson, 1998). However, one of the greatest challenges faced by HRD professionals is identifying instructional or delivery methods that enhance the adult learning process. Although new forms of instruction such as self-paced, online learning are emerging, the dominant form of instruction is still the traditional instructor-led classroom scenario. Though, a dominant form of giving instructions, lecture method is frequently maligned. As Korte (2006) pointed out, the method itself might not be an issue because the lecture can be useful in imparting information and knowledge to the learner.

However, the issue might lie in poor execution of this method. Davis and Davis (1998) suggest several ways to make lecture more effective for adult learners, such as increasing the learner’s attention and linking new information to prior knowledge. Adult Learning Theory recognizes that adults, unlike children, need to see the practical application of lessons in order to translate training into improved job performance. One foundation for the transition to active adult learning is found in the adult learning theory of Knowles (1950). In his studies of how adults learn. However, there are some similarities in the adult and child classroom, although adults generally have distinctly different motivations to engage in learning. The ALC models reflect these differences from traditional teacher-centered models of child and adolescent education. Instructors should be familiar with Knowles’ research as a foundation to develop effective lessons and delivering them in a manner best-suited to the learner. A dult learning theory is founded on the principles that effective training is:

- **Relevant** - to the experience or intended experience of the adult learner. Whereas children and adolescents will attempt to learn content isolated from its application, adults learn best when they see the relevance of the taught concept to their experience.
- **Engaged** - the adult learner retains knowledge and concepts more readily if they are engaged in the process of discovery and exploration rather than being the recipient of information.
- **Active** - the learning process should be active, and replicate as closely as possible the environment within which the skill or knowledge will be applied. Rather than memorizing code sections, adults would retain and apply knowledge more effectively if they worked to discover the content, and then were able to practice its application in a simulation or scenario.
- **Learner-centered** - The traditional classroom taught concepts and prepared students to pass tests and other measures of their progress. Unfortunately, the student’s retention of that knowledge was often nominal beyond the confines of the class. The emerging intent of police academy training is to produce the most effective outcomes possible; to see students apply classroom skills in a real-world setting. The focus on the learner acquiring knowledge, is a critical step in effective training.

Adults spend a considerable amount of time and energy exploring what the benefits are of them learning something and the costs of them not learning something before they are willing to invest time in learning it. It is seldom convincing for them to be told by someone (even the boss) that it would be good for them. Training should be based on valid needs of the intended audience. All information provided about the training, including lesson plans, should include reasons for learning. The benefits of learning should be clearly shown. Activities should be based around real work experiences. As trainers design training, they should incorporate as much “search and discovery” into the training as possible for experienced learners. Present training with
as many options for learning as possible. Lastly, learning activities should clearly demonstrate to the learner where he or she would benefit in their jobs. Quality training is built around the concept of nourishing those intrinsic motivators. Learning feeds on itself and suggests to the learner to become even more proficient in the job.

**Methodology**

The study adopted a descriptive research design. According to Mugenda and Mugenda (2008), descriptive research design is a process of collecting data in order to test the hypothesis or to answer research questions concerning the current status of the subjects under investigation. A descriptive research design determines and reports the way things are in terms of behaviour, attitudes and values among other characteristics (Gay 2004). This design therefore helped to this study to ascertain and describe the relevance of trainees’ expectations in managing training programs.

The population of the study was 198 trainees who were at the Kenya School of Government, Embu by the time this study was being undertaken. The study employed stratified random sampling method where 154 respondents were selected for the study. The Research Advisors (2006) recommended a sample size for a population of 200, a confidence level of 99%, and a margin of error (degree of accuracy) of 3.5% to be 154. Data was collected by use of self-administered questionnaire. Responses for closed ended items were analyzed using SPSS while responses for open ended items were compressed into various dimensions using factor analysis.

**Findings and Discussions**

**Response Rate**

Out of the 154 questionnaires distributed to the respondents 94 questionnaires were returned. This translated to 61% response rate and has slightly surpassed the minimum threshold response rate of 60% suggested by Johnson and Owens in their article in the American Association for Public Opinion Research. According to them the journal expects “at least a 60% response rate”. Out of these respondents, 57.4% were females while 42.6% were males suggesting an appropriate gender representation, thus the selection criteria used were gender sensitive (Annexure I). There was no course participant aged above 60 years, but all the other age ranges were represented. Two age ranges (i.e. 41-50 years and 51-60 years) had the highest representation with 30.9%. The age range of “up to 30 years” had the lowest representation at 12.8% while age range “31-40 years” had a representation of 25.5% (Annexure II). The respondents’ educational background also varied. Those whose academic qualifications were missing stood at 2.12% while those who had the highest academic qualification (degree) were at 8.51% “Certificate” qualification had the highest representation at 39.36% (Annexure III).

**Annexure I: Distribution of Total Respondents by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>%</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54</td>
<td>57.4</td>
<td>57.4</td>
<td>57.4</td>
</tr>
<tr>
<td>Male</td>
<td>40</td>
<td>42.6</td>
<td>42.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100.0</td>
<td>100.0</td>
<td>57.4</td>
</tr>
</tbody>
</table>

**Annexure II: Age Distribution**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Frequency</th>
<th>%</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upto30</td>
<td>12</td>
<td>12.8</td>
<td>12.8</td>
<td>12.8</td>
</tr>
<tr>
<td>31-40</td>
<td>24</td>
<td>25.5</td>
<td>25.5</td>
<td>38.3</td>
</tr>
<tr>
<td>41-50</td>
<td>29</td>
<td>30.9</td>
<td>30.9</td>
<td>69.1</td>
</tr>
<tr>
<td>51-60</td>
<td>29</td>
<td>30.9</td>
<td>30.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Annexure III: Academic Qualification**
Expectations at the end of Training Program

The researchers wanted to establish the final expectations of the trainees after the training program. The information gathered indicated that, 79.9% of the respondents expected to be promoted at the end of the training program while a negligible percentage of the trainees expected a salary increment. The findings are shown in figure 1.

Figure 1: Expectations at the end of Training Program

The findings suggest that management should inform the trainees about the purpose of each training program they undertake. Otherwise, they may end up conceiving different expectations from those of the management. Establishing the trainees' expectations at the beginning of the program is important to both the trainees and the trainer in that; participants feel better as their opinions were heard, participants get to know what they should expect from the training and the trainer gets to know which points to emphasize, which to leave out and which to add during the training. It is also important to note that managing trainee expectations from the training program can add to their overall satisfaction by the end of the training program.

Given the age of the trainees, there is an indication that there is a group (possibly that in the age range of 51-60 years) that had stagnated in their career path and therefore the high percentage of trainees expecting to be promoted at the end of the program. If this was not the case, the study will have recorded a maximum of 69.2% expecting to be promoted at the end of the program. Therefore, career development programs such as: career Planning, career enrichment and career transition should be offered at the right time during career of each employee. Additionally, Career Coaching Services to help employees on a one-on-one basis to create the professional and personal life you want should be offered at the right time.

Trainees’ Expectations from the Institute’s Trainers

The researchers wanted to find out the expectations the trainees had on the trainers. The study established that, 35.10% expected that the trainers to be supportive. That is by providing the participants with study materials, being ready to guide them and directing the participants incase of any problem during their program. 45.74% expected excellent presentation and clear expressions from the trainers in terms of content delivery, eloquent presentation and mastery of the content. Further 19% did not show any concern, thus they did not fill up the part. When delivering training material, a key competency for HRD professionals is to be able to convey instructional material clearly and concisely. One aspect of the trainer’s delivery that influences training outcomes is the expressiveness of the verbal presentation. Research examining the effects of trainer expressiveness on recall suggests that the more expressive the instructor, the more trainees remember (Towler and Dipboye, 2001; Brown et al., 2005). To realise these expectations, the trainers and institute management should be responsible in ensuring that:

i. The trainer understands the role and functions of training as a management strategy to help the organization achieve its mission, and knows how competency-based training can promote “best practice” throughout the service system.

ii. The trainer has skills sufficient to communicate effectively with staff that will comprise the trainer’s audience.

iii. The trainer understands his/her role as a member of the training development and delivery team, and knows how and when to collaborate with training managers and agency staff to assure that training addresses identified needs.

iv. The trainer can differentiate between training needs and other types of employee performance problems, and knows the training system’s proper role in addressing performance problems.

v. The trainer actively pursues self-development activities including professional reading, training events, and active involvement in professional training organizations, and

vi. The trainer seeks to develop and utilize skill in serving as performance consultant rather than simply deliverer of training.
The purpose of understanding the expectations of trainees on trainers is not just to familiarize one with various facets of the functions and responsibilities of a trainer and suggest how you can carry them out effectively but also to provide an opportunity to undertake an honest and sincere appraisal of trainer’s competence, attributes and values in the context of trainer's role as a professional (Agochiya 2009). This will help to identify areas in which one need to put in more efforts to realize the mission of becoming a more proficient trainer. On the basis of his experience, he may add new perspectives to the discussions.

Challenges Expected During The Training Program

The respondents were asked to state the challenges they expected while undertaking the training program. The findings revealed that the most common challenges are financial, health related, understanding of the content, family and work related challenges. The findings are as shown in table 1.

Table 1 Challenges Expected During The Training Program

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>%</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>6</td>
<td>6.4</td>
<td>6.4</td>
<td>6.4</td>
</tr>
<tr>
<td>Financial</td>
<td>35</td>
<td>37.5</td>
<td>37.5</td>
<td>43.6</td>
</tr>
<tr>
<td>Family related</td>
<td>5</td>
<td>5.3</td>
<td>5.3</td>
<td>48.9</td>
</tr>
<tr>
<td>Health</td>
<td>3</td>
<td>3.1</td>
<td>3.1</td>
<td>52.1</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>6.4</td>
<td>6.4</td>
<td>58.5</td>
</tr>
<tr>
<td>Understanding the training</td>
<td>28</td>
<td>29.8</td>
<td>29.8</td>
<td>88.3</td>
</tr>
<tr>
<td>content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work related</td>
<td>11</td>
<td>11.7</td>
<td>11.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

From table 1, the research established that the major challenges that the respondents expected were mainly two. These were; financial challenges at 37.2% and understanding the training content at 29.8%. The challenge of understanding the training content must have been expected by the trainers since most of the trainees had a relatively humble academic background. This understanding might have helped the trainers to use a training method that would have enhanced trainees understanding of the training content. At the same time, the training might also know the technicalities involved when training employees with kind of education background and therefore design an appropriate training program for them. On the issue of financial challenges, the training manager should ensure appropriate sponsorship of trainees. In addition, a training allowance or a soft loan should also be considered to ensure that trainees manage their financial obligations during the time of their training. The institute can partly manage these challenges by organizing mentoring, coaching and counseling session for trainees. In some cases it referral programs where those who cannot grasp theoretical concept can be given an opportunity to apply them in the work station under the guidance of the supervisor. To manage health challenges the institute should have a dispensary where first aid is given to trainees who falls sick before they referred to a higher health institution. When asked to suggest some ways of mitigating the challenges expected, Trainees identified solutions as shown in figure 2.

Figure 2 Challenges Expected During The Training Program

Forty six of the respondents felt that they have the solutions with themselves. Some of the suggestions given included personal responsibility to get the solutions. The personal responsibility included managing work relationships, calling back at work to instruct in case there is any issue to be handled 37% felt that it's the responsibility of the institute to help them solve the challenges. The suggestions included, institute having a dispensary to handle any minor health problem, lecturers issuing handouts and the institution having a room near the classes where mothers can breast-feed their children from during breaks.

Relationship between trainees' characteristics and training expectations

From the research findings it was realised that there is a high correlation between trainees' characteristics (age and educational level) and training expectations. For instance the academic and expectation Pearson
correlation coefficient was very high (90% as shown in table 2.

**Table 2 Relationship between trainees’ characteristics and training expectations**

<table>
<thead>
<tr>
<th></th>
<th>academic correlations</th>
<th>general expectation after training</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic</td>
<td>Pearson Correlation</td>
<td>.606</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.056</td>
</tr>
<tr>
<td>N</td>
<td>.92</td>
<td>88</td>
</tr>
<tr>
<td>General</td>
<td>Pearson Correlation</td>
<td>.606</td>
</tr>
<tr>
<td>expectation</td>
<td>Sig. (2-tailed)</td>
<td>.056</td>
</tr>
<tr>
<td>after training</td>
<td>N</td>
<td>88</td>
</tr>
</tbody>
</table>

**Conclusion**

From the findings of the study, it can be concluded that trainees’ characteristics affect their expectations which in turn affect the success of the training program. At the same time, all the training stakeholders have a role to play to ensure successful implementation of training programs. Training managers should carry out a comprehensive Training Needs Assessment (TNA) to ensure that they identify the right trainees and right areas to train in. They also need to ensure that trainees are well facilitated materially and financially to ensure they pursue their training uninterrupted. The trainees should take personal responsibility to ensure they get the training as is expected of them. They should attend all the training sessions, cooperate with the trainers and anticipate applying skills and knowledge gained in their work. The school should nurture conducive training environment by ensuring they have the right trainers in terms of quality and quantity, right training materials and equipment as it offers supportive services such as counseling, mentoring and coaching.

**Recommendations**

From these conclusions, a number of possible courses of action are recommended.

i. Training managers should undergo TNA courses to ensure that they conduct it in the right way and ensure that the right trainees are selected the right mode of training is used. This will also reduce expectations gap among trainees’

ii. Owing to the high expectations of the trainees from the trainers, the trainers should be well trained on adult education. Trainers should be deliberately exposed to the corporate world so that they can understand its dynamism and how it can be applied in training scenarios.

**Acknowledgements**

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