

**PERCEIVED FACTORS INFLUENCING THE EFFECTIVENESS OF TRAINING
AT THE PUBLIC SERVICE COMMISSION**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
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DECLARATION

I, the undersigned, declare that this project is my original work and that it has not been presented in any other university or institution for academic credit.

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

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DEDICATION

This research project is devoted to my dear wife Khadija Ibrahim, our daughter Rumeysa Mohamed for their moral support, endurance, and understanding throughout the study period. Special dedication goes to my parents Mumina Ibrahim and Abdinoor Ali who have encouraged and inspired me in life.

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ABSTRACT

Training of employees is instrumental in achieving organizational objectives. For training to be effective, it requires to be aligned with the organization's strategic plan. Training is considered successful when employees are able to transfer acquired skills and knowledge to effectively perform assigned duties and responsibilities. Organizations have an obligation to train their employees continuously to ensure they have the right skills to match their organizational needs. Failure for an organization to invest in training makes it bound to fail; hence, organizations should focus on training effectiveness. The study's objective aimed at determining perceived factors influencing effectiveness of training at Public Service Commission. Census method was used and therefore all the 220 employees of Public Service Commission were included in the study. Primary and secondary sources were used by the researcher to collect data. The primary data was gathered using questionnaires while the secondary data was obtained from relevant journals, research reports, the internet, published textbooks and government publications. Data was collected using questionnaires, which were distributed to the identified respondents. Data capturing was done in Microsoft Excel. The data was then cleaned, coded, and entered into the computer using the Statistical Package for Social Sciences (SPSS Version No.20). To facilitate analysis of interrelationships among variables and explanation of the variables in terms of common underlying dimensions factor analysis was used. The key findings of the study revealed that the Public Service Commission employees are aware of the training policy in the organization and were of the view that upon the completion of their training, they share what they have learned with other employees. The study also revealed that training needs analysis is normally conducted prior to organizing training programmes at the Public Service Commission. It was also established that job rotation, which is a key component of training, is not always practiced in the organization. The study concluded that majority of the staff at the Public Service Commission had benefitted from training opportunities. However, the study recommends that employees in the organization should be included in the planning and organization of training programmes.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

(Armstrong, 2006), views human resources as the most valuable asset in any organization. Effective human resource capital and the quality of employees are considered as crucial precondition and key driver for an organization's development and sustainable success (EU Commission, 2009). Training should focus on activities, which equip serving and newly engaged employees skills needed to perform their jobs. For any organization to remain competitive in the global economy training and development of employees must be factored in. For effective utilization of human resource, employees must be trained adequately (Kraiger & Ford, 2007).

According to Goldstein and Ford (2002), training and development of employees in any organization is seen as a vehicle to achieving organization's set goals and objectives. Through development, employees are equipped with required abilities and skills, to enhance their performance and capabilities. Well-trained employees are likely to work more efficiently hence contribute to the achievement of the overall organizational goals well as desired business development. (Ellström, 2012) concludes that training is instrumental and necessary activity in an organization at all levels. Through training and development, employees are able to acquire required skills, knowledge, and capabilities, which in turn increase their levels of competence. Further employee attitude towards work and the organizational needs is also enhanced through training.

Training is a key responsibility at all management levels in an organization. Joint effort from employees and management is required for effective training to take place. Managerial support is a main pillar for effective training. Nevertheless, (Noe, 2011) observes that management only probably invest in training when it is a practical solution, which results to significant improvement in performance and delivery of set objectives and goals. (Noe, 2011) further observes that most managers lack information about the available training for them and evidence of training benefits to their organizations. Thus, it is one of the reasons why training has been neglected in most organization and receives inadequate funding.

This study is anchored on human capital theory. The theory bases human behavior on the in the perspective of personal interest operating in an open free market which is considered to be competitive. Behaviors out of this model are treated as misrepresentations hence excluded. Fred (2010) argues advantages of professional training are inadequate to persons who have gained from training. The emphasis on individual interest overlaps those of the team and individual belongs to as advanced by this theory. Block (2010) underscores the facts that high steam held by individuals may in a large extent affect the essence of group undertakings.

(Ngure, 2013), views training as the most cost-effective intervention in the development of human resource competencies in an organization. At the Public Service Commission, development of employees through training has made the organization to achieve its mandate. To ensure that training is effective, the process should be systematic, aligned to

the principles of results based management and guided by national values and principles of governance and as well as those of Public Service.

The Government of Kenya is committed through a policy to developing effective training and the requisite competencies for all public servants and nurturing the right leadership based on the national values and principles of governance, leadership and integrity as enshrined in the Constitution (Public Service Commission Act, 2012 (Act No. 4 of 2010) . The Policy further seeks to integrate the values and principles as outlined in the constitution of Kenya, 2010 with other public service management systems and practices through capacity building, training and development at all levels of government.

1.1.1 Concept of Perception

Mullins (2010) describes perception as the procedure of identifying, organizing, and deducing information to make sense around us. Bratton (2010) describes the concept of perception as active and multifaceted system in which persons identify information from the surrounding environment, deduce, and interpret it so that a meaning is assigned. Olson (2012) argues that the key aspect of the concept of perception in an organization translate to how employees view and relate with others.. Oslo further notes that perception signifies how an employee is inspired in an organization. To achieve the desired impression, organizations often introduce their staff in ways to training opportunities, which will shape their attitude in order to enhance performance.

Employees' attitudes and attributions play a role in contribution delivery of quality services in an organization (Learner, 1986).

Olson (2012) observes that attribution explains how people act and react when they interact with others. For him accurate perception makes employees in an organization to interpret their encounters at the workplace effectively to enable them make informed decisions and perform tasks effectively. Negative view by employees in an organization may bring about shortfalls, which may affect an organization's performance. (Folkes, 2008) observes that through understanding how people perceive the running of an organization can make leaders gain support in their actions by employees. Accordingly, he observes that an employee's social perception of fellow workers may influence inspiration and therefore performance. Folks further advises that leaders should be able to identify employee's perceptions in order to influence them in the desired way.

1.1.2 Concept of Training

(Learner, 1986) describes training as process where an experienced person and a trainee interact successfully and hence information and skills are transferred from the trainer to the trainee. The trainee can therefore accomplish assigned duties as expected. The training process need to be focused and evaluated alongside the duties and activities performed by the individual. Goldstein and Ford (2009), are of the opinion that training should be geared towards improvement of individual, team, and organizational effectiveness. Training equips employees with sufficient knowledge and skills that promote their capabilities to perform effectively.

Dressler (2013) observes that training is a well thought set of activities geared towards imparting of desired competencies to enhance an organization performance. Edralin (2004) points out that employee training should reflect the activities that equip employees with the needed skills to enhance their performance.

(Zahra, Iram & Naeem, 2014), advice that for optimum performance organizations should focus on equipping employees with relevant skills. Further Noe, Hollenbeck, Gerhart, and Wright (2011) argue that, the ultimate goal of training should enable staff to apply and use their skills in performance of the assigned duties. The purpose of training is to develop the human resource in an organization. (Noe, 2010). In addition, he argues that training should not be aimed at newly appointed employees but also for the serving ones. Noe further observes that training plays an important role in human resource development (HRD) which helps employees to adjust and familiarize to rapidly varying working setup. Hence, training activities should be implemented for the purposes of replacement preparation, career development objectives, or promotion.

(Dressler, 2010) observes that there are several training methods available, which may be considered by organizations. The choice of a particular method should be dictated by the training needs and objectives. Training techniques can take the form of On-the-job training (OJT) which takes place during the actual performance of a job. This kind of training enables employees to gain required skills, knowledge, and competencies to perform assigned duties. The mostly used type of providing OJT is coaching i.e. the understudy method, job rotation, and special assignment. Through coaching employees

are able to acquire and learn new tasks. Coaching is usually done by an experienced supervisor or qualified workers who have already mastered the skill. The trainees may also learn the task by observing their supervisor as they perform a particular task. Job rotation requires employees to rotate their roles with each other in order to gain experience in a new job or position. Employees have chance to experience wide range of jobs. The Special assignments involve one of practical OJT that are usually used for delivering the firsthand experience on actual problems solving to the lower-level managers in the organization (Dressler, 2013). OJT is of great importance to both employees and the companies they serve. The method for instant is cost effective to the organization because mostly it is facilitated as in-house activity. OJT does not require complex training as it motivates trainees when they learn by carrying out the job and they are able to receive immediate feedbacks from their supervisors.

On the other hand, training offered out of the organization premises demand employee to trained to be away from their workstations and focus on the training objectives. Zahra et al, (2014) argues that currently training offered outside the job environment is gaining popularity due to availability of training facilities and enough time to concentrate on the training objectives. This particular training method is considered beneficial to trainee as they can engage in group discussion and brain storming hence encouraging their participation in training process.

1.1.3 Factors Influencing Effectiveness of Training

Lin and Shariff (2008) define training effectiveness as a measure of matching between the set objectives and achievement. Punia and Kant (2013) are of the opinion that training

should be measured by its ability to meet the desired goals and objectives designed for. Noe et al., (2010) supports the view that effective training should be designed with the aim of imparting skills and behaviors, which help an organization, achieve set objectives. Thus, training is effective and successful when it links to the organizational strategy. Lin and Shariff (2008) note that, training is an important aspect in sharpening skills of employee has to deliver on assigned task. Training is a tool that can be used to induct new staff in order to fill their position effectively and fit in the organization.

Fischer (2011) is for the opinion that well planned training program can benefit both the employee and organization. Through training employees are able to understand policies of an organization and ultimately its strategy. Haslinda and Mahyuddin (2009), argue that training is highly influenced by the strategic planning process of any organization.

Factors that influence effectiveness of training can be classified into management-related factors, including financial constraint, failure in strategic planning, high cost, motivation problems among employees and lack of managerial support (Omar et al., 2009). Birdi (2011) is for the opinion that lack of managerial support negatively affects effectiveness of training. Fischer (2011) notes that open-mindedness is an important aspect in for success of any training program. He further notes that employee attitude can affect the outcome of a training program. Driskell (2011) concludes that the manner in which training is offered, content of the training and the ability of the trainee ability would influence the training outcomes. Haslinda and Mahyuddin (2009), established that failure of the management to support training initiatives may negatively impact on the

success of training in the organization. Effectiveness of training is also affected by individual-related factors on part of the trainees. Individual characteristics including motivation, attitudes, behaviors and self-efficacy are associated with effectiveness of training. Noe and Wilk (1993) observed that attitudes and motivation among employees to learn play a crucial role in achieving training success. Similarly, Tai (2006) see training motivation as a mediator strongly influencing training performance. Noe et al., (2011) is of the opinion that employees' are likely to resist training opportunities if they do not attach any benefits, which could be gained from the activity. The perception of benefits is a factor that has a significant effect on employees' willingness to attend training and development activities (Noe and Wilk, 1993).

1.1.4 Public Service Commission

The Public Service Commission was first set up in 1954 and subsequently enshrined in the independence Constitution in 1964 as an independent state organ. It is the oldest constitutional Commission and its mandate has expanded over the years. Currently, the Commission is established under Article 233 of the Constitution of Kenya 2010. It consists of a Chairperson, Vice Chairperson and Seven other members appointed by the President with approval of the National Assembly. The Commission's mandated is outlined under Article 234, further in article 254 the Commission is mandated to report to the President and Parliament on the extent to which the Values and Principles in Article 10 and 232 are complied with in the Public Service and the discharge of the Commission's Mandate. This introduces a new accountability framework on the discharge of the Commission's Mandate.

The Commission is served by a secretariat headed by the Chief Executive Officer. The Secretariat is comprised of five directorates, namely; Corporate Services, Recruitment and Selection, Human Resource Management and Development, Compliance and Quality Assurance and Establishment and Management Consultancy Services. Article 233 (5) empowers the Commission to appoint the Secretary/ Chief Executive Officer and Article 252 (1) (c) empowers the Commission to recruit other necessary staff.(Constitution of Kenya 2010).

1.2 Research Problem

Lin and (Shariff, 2008) point out that effective training is designed with the aim of imparting skills and behaviors, which help an organization, achieve its goals. Thus training is considered to be effective and successful if it links to the organizational needs and its outcomes meet the organization's target. For training to be effective it should be aligned to the goals and objectives of the organization. Effectiveness of training and development benefits both the individual and the organization through sharing of ideas and dissemination of good practices resulting in efficient and effective performance (Saleemi 2009). Luong (2015), investigated factors influence effectiveness of training in micro and small enterprises, results showed that the training system was still poor and being neglected. The study found out that micro and small enterprises did not receive the adequate investment and efforts from the employer and company's managers. The training likely did not satisfy the needs of its target audience. The level of training effectiveness of in micro and small enterprises was not high. Thus, company and employees were not fully beneficial from training. Wognum (2014) did a

study on assessment of the effectiveness of training on improving skills and competencies on enhancing capabilities of civil servant. The study found that quite a number of civil servants had been accorded relevant training opportunities, but this had not achieved the desired results.

As a result of the new constitution it is important to realize that the public service is mandated to provision quality services to all Kenyans. The challenge in this regard remains, the quality of services availed to Kenyans, and the timeliness in which they are delivered (The Public Service Commission Strategic Plan 2013-2018).

Studies in the past have shown that effective training can enhance employees' performance. Luong (2015) supports this view by observing that effective training encourage performance. Therefore, employees should be adequately trained to boost their morale and therefore improve performance. Ngure (2013) studied on training of civil servant course on senior management. The study concluded that staff perceptions of course was negative as viewed it only as requirement for promotion. Those who attended the course merely wanted to meet the requirement as provided in scheme of service.

According to the Public Service Commission Strategic Plan (2013-2018), the Commission is aware to the fact in order to deliver quality services to its customer, which include; Ministries, State Departments, and Government Agencies, there will be need for elaborate training programs among civil servants. The Commission has undertaken a number of initiatives aimed at motivating and developing its staff to enhance performance. These include improvement of working environment, automation of various

activities, introduction of Performance contracting, outsourcing none core function training and development opportunities. Training of employees at the Commission is meant to boost service delivery and achievement of the Commission's goals. However, despite elaborate training programs being undertaken in the Commission, there still exist many training gaps as evidenced by employee performance appraisal reports. From the studies done little has been done on perceived factors influencing the effectiveness of training at the Public Service Commission, therefore this study aimed at addressing this research gap through answering the question: what are the perceived factors influencing the effectiveness of training at the Public Service Commission?

1.3 Research Objective

The objective of this study was to determine perceived factors influencing the effectiveness of training at the Public Service Commission.

1.4 Value of the Study

The study findings will benefit the Public Service Commission management to focus on aspects that enhance training effectiveness and there by equip the employees with the desired skills which will drive the organization to achieve its goals and objectives.

To the policy makers, the findings will be critical in introducing performance management policy on effectiveness of training to improve service delivery and provision. The findings of the study will a long enhancing quality service delivery not only in the Public Service Commission but entire civil service. Further the findings from

this study will assist in formulation of policies that may enhance training effectiveness in the Kenya's civil service.

The outcome of this study will add value to the area of the research as researchers may borrow from the findings of this study and may even conduct further study by varying various variable used in the study. The study will contribute to the existing literature in the field of effectiveness of training at the Public Service Commission. It will also act as a stimulus for further research to refine and extend the present study especially in Kenya.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews the relevant literature on perceived factors influencing effectiveness of training as discussed by scholars, earlier studies, authors, and journals. The chapter also provides the theories underpinning the area of the study.

2.2 Theoretical Foundation of the Study

This section explores the various theories that inform the study regarding perceived factors influencing effectiveness of training. The study is embedded on the human capital theory. Jacob Mincers (1958) developed the human capital theory. The theory highlights how training influences performance and capabilities of employees by creating positive attitude towards work. Formal training is considered as an investment in human capital, which has been considered by the proponents of the theory as more important than that of physical capital. Training leads to greater economic outputs, however (Block, 2010), argues that it is not easy to prove validity of the theory since it has many contradictions. The theory emphasizes the importance of training and education, as the major factors to remain relevant and competitive in the new global economy.

Human capital theory has been censured on its shortcomings. A critique on shortcomings of the theory was advanced by neo-classical economics. The revitalization of economic sociology, specifically as championed by Fred (2010), pursues to question the basic expectations inspiring the methodology of neo-classical economics. Fred assertions are

supported by two basic ideas. The principal idea is that the economy is logically viewed to be detached from jurisdiction of the social order. Economists are well informed that the economy is subjective to politics and beliefs held by the society; however, this is viewed as exogenous factors, which can be securely considered as one improves on a framework that emphasizes purely on economic factors. The notion that people respond reasonably to maximize utilities is the second key foundation. Economic sociology is of the opinion that the people and beliefs cannot be subjectively split off from the economy hence challenging the first assumption.

Individual beliefs play a crucial role in determining the preferences of persons in various ways. Such beliefs to influence and determine economic contractual transactions. The second assumption revealed by Block (2010), in relation to human capital theory, may be subjected to disapproval on a range of issues. The modern human capital theory bases economic self-interest and people's behavior on the individuals working in free open markets hence intense competition. Other sorts of individual thinking are not considered in the theory and are regarded as simply falsehoods of the model.

The theory is relevant to the study as it focuses on any activity that may enhance employee productivity at the workplace. As usual, round-the-clock training is regarded as the principal example. For staff, investment in human capital comprises both direct and indirect expenses, as reflected in foregone earnings (Block, 2010).

2.2.1 Effectiveness of Training

Noe (2010) observes that training programmes that are effective have significant impact on the participants with regards to learning which lead to attitude change and gaining of fresh skills and knowledge. These aspects of training are deemed as the pillars of a public service which lead to effective and efficient delivery system . Training effectiveness reflects the degree to which training is able to meet desired goals and objectives. For training to be effective it should therefore be designed with the aim of changing attitudes and imparting skills and behaviors which help an organization achieve its goals. Thus training is considered to be effective and successful when it is able to link the organizational needs and its desired outcomes to fulfill the organization's target.

Driskell (2011) notes that organizations are increasingly becoming aware that effectiveness of training is a certain approach of enhancing skills, rising productivity, increasing value of the job, and establishing employees reliability and trust. Driskell (2011) further argues that, training is increasingly becoming an obvious activity given the changing work environment and rapidly advancements in technology, further necessitating the need for training and development of human resource to meet the emerging challenges. Effectiveness of training ensures that workers gain the understanding and abilities they require to accomplish their task effectively. Such employees also acquire new skills to enable them assume new responsibilities, and adapt to changing work environment. Further training is crucial in enhancing customer satisfaction, increasing productivity, boosting employee morale, succession management planning, and business development leading to profitability.

Ellström, (2012) studied on how the working environment influences effectiveness of training. He found out that lack of managerial or other internal conditions in an organization could slow down the impact of training. If an organization faces both internal and external unfavorable environmental conditions, this could in turn affect negatively on the effectiveness of training. Driskell (2011) concludes that properly organized and managed training is greatly determined by the type of training program implemented, the particulars of the training content and the expertise on part of the trainer.

2.3 Factors Influencing Effectiveness of Training

This section explores the factors behind effectiveness of training. In many cases , there are many factors that influence the effectiveness of training and development in an organization.

2.3.1 Alignment of Training to Strategy

Boardman & Sundquist (2012) defines an organization's strategy as a plan that seeks to integrate goals, objectives, and policies with the actions meant to achieve them. Organization's strategy influences how physical capital, financial capital and human capital (employees) are utilized. A strategy directs organization's activities to achieve desired goals. Donaldson (2010) is of the opinion that a strategic approach that is aligned with training needs analysis ensures capabilities and abilities of workers lead to the achievement of set objectives and goals. He further notes that training can assist employees to develop the abilities and necessary skills required to perform assigned duties and responsibilities.

Donaldson (2010), points out that, to increase the value and return of training, managers ought to have aligned it with the organization's strategy. He further notes that, resources allocated to training in many organizations are limited and this fact makes it incumbent upon the Human Resource department to deliver training that is meets the needs of the organization. Boardman & Sundquist (2012) are of the view that, if training is well aligned with the organization's strategy, it is more likely to be allocated more resources by top management. For them, most organizations consider training as an administrative function and fail to align it with their strategic plans. In many occasions where training is factored in an organization's strategy, the factoring does not go beyond a forecasting function. Training in most cases is not aligned with organization's strategy because it is not factored at the strategic planning table. The irony with training being left of out of strategy planning is by design. Training is about equipping people with the requisite skills. The essence of training is strategic. When properly aligned to the organization's strategy, training contributes to the success of any organization.

According to Donaldson (2010), effectiveness of training is seen as an essential factor for the accomplishment of an organization's strategy. Training can serve as a means to develop employees. It is an effective tool of recruiting and retaining employees in an organization. A training strategy makes an organization gain a competitive advantage and hence steer it into the future. Everyone in an organization require being involved in the training planning. Alignment between organizational strategy and effectiveness of training is necessary to ensure organizational success (Boardman, & Sundquist, 2012). Boardman, & Sundquist (2012), argue that for training to complement organization's

strategy there is need to examine the extent to which training and human resource development are interrelated with the organization's strategy. The evaluation of training should be cautiously planned to use the four levels of training effectiveness, which include the following: reaction towards training, learning, behavior, and result derived from the training program. Organizations usually lay emphasis on the contribution of training activities to their strategy to identify priority areas to investment in training program. (Brinkerhoff, 2005).

2.3.2 Employee Individual Attitude towards Training

Tai (2010) found out that effectiveness of the training can be influence by employee's attitudes to a large extent. Employees with positive attitudes towards effectiveness of training are likely to appreciate training. Positive attitudes and behavior towards training and development may lead to a partnership between employees and organizations hence achievement of the organizational goals and objectives. The partnership includes involvement of workers in group work assignment and uninterrupted learning system. Pradhan and Pradhan (2012), in additions argue that staff involvement in policymaking, training programs and suggesting solutions bring about organizational trust.

Employees' mindset towards training could create barriers in effectiveness of training. They likely resist training if they do not see any benefits which could be attained from the activity .The perception of benefits is found as a factor that has a significant effect on employees attendance in training and development activities .It implies that employee engagement in training can be resulted from their understanding of training .The clear human resource development policies and strategy towards to learning might encourage

and motivate employees, such as: career structure, promotion, reward, incentive. Especially, the acknowledgment about the matching between training needs and career goals can be a source of employee's motivation. Likewise, the progressive comment delivery and support of supervisor and peer inspiration might foster the acquisition of necessary skills and abilities among worker (Tai,2010).

Furthermore, employees also tend to refuse to change and update their knowledge and skills due to the self-efficacy when they feel that the training is beyond their capacity hence poor effectiveness of training. The motivation of employee increases if they believe that they possess the needed skills for training and they can learn the training content. To decrease the resistance to change and to enhance the readiness characteristic of employees, the organization may provide several literacy trainings and access to basic learning skills before the actual training (Boardman &Sundquist, 2012). Besides, the effects of work environment, such as inadequate and insufficient resources, job information, materials, equipment and supplies, which are suggested by Pradhan and Pradhan (2012), as situational constraints influencing employees training motivation.

2.3.3 Type of Training Implemented

(Driskell, 2011) is for the opinion that suitable and appropriate methods of training are important, in determination of the success of training. The training methods are designed putting into consideration on the specific requirements of an organization. On-the-job training is particularly implemented when employees are trained to learn as they perform the actual job. This makes them to gain required skills, knowledge and competencies to perform a specific tasks within the workplace.

According to Dressler (2013), the most frequent and familiar types of providing training while performing the actual tasks include; the understudy method, coaching by supervisors, rotation from one job to another and assigning specific assignment relating to the skill area. understudying is a training technique in which trainees acquire and learn new tasks via the instructions and guides by experienced supervisor or qualified workers who master at this work. The trainees may also learn the task by observing their supervisor via this method. The second type is job rotation which means the employees rotate their roles with each other in order to gain experience in a new job or new position. This type is very beneficial for employees because it gives them chances to experience wide range of jobs. The Special assignments are one of practical On-the-job training that are usually used for delivering the firsthand experience on actual problems to the lower-level managers in the organization (Dessler, 2013).

Driskell (2011),views the On-the-job training method as cost effective for any organization as it is mostly facilitated as within the organization by internal resource. He further observes that, On-the-job training may not require intensive training and it is likely to motivate participants. Besides the benefits of On-the-job training, the method also presents some shortcomings (Driskell, 2011). The outcome of the training offered while performing the real job is largely depends on the person conducting the training. In the instance, the trainer is not a good communicator may bring about ineffective communication and hence failure to achieve the desired results. Besides supervisors who are meant to conduct the training may be busy and may not be willing to spend much

time to support the trainees. These shortcomings may affect negatively the effectiveness of training.

2.3.4 Managerial Support towards Training of Employees

Birdi (2011) argues that the leading elements that influence effectiveness of training is top management support on training initiatives. Managers should focus to nature an enabling environment for learning. Further, they should encourage training initiatives. Failure of management support may result to lack of funds allocated for the training function. For training effectiveness, managers should aspire to accord the required support to training activities. Training programme success largely is depended on training facilitation and the trainer's experience. Pradhan and Pradhan (2012), established that some factors including goodwill by the top management, fellow workers, personal perceptions towards training, job-related aspects and also the shortcomings of the training programs may contribute negatively or positively to the effectiveness of training.

In determining the role of managers and supervisors in regard to training, Ellström (2012), synthesizes the meaning of management support for subordinates learning at work from the previous studies. She mentions the similarities in the dimensions and themes of management (i.e. the encouragement of risk taking and knowledge sharing, feedback provision, promote learning climate and role models for learning) Birdi (2011). Moreover, is of the views that in each step of training process, there is the participation of managers. For instance: they take an active role to determine the training needs. The needs are defined by managers in top, middle and lower position

respectively within various levels of the organizations including top management middle level management and lower level. By observing employees, manager recognizes and discovers the defects or the required skills which employees lack to perform the tasks.

2.3.5 Alignment of Training to Individual Jobs

Folkes (2008) is for the opinion that the modern organizational setting necessitates compensation of workers to be commensurate with the dynamic jobs in an economical and efficiency way. Training is required when there is a performance gap. The disparity on current performance and expectations of performance level underpins a training gap.

(Tai, 2010), concluded that for effective training to take place a comprehensive needs analysis has to be conducted. It does not help the organization in any way to train individuals who do not require skills upgrading. Identification of gaps in performance translate that there is a deficiency in a certain skill. Boardman and Sundquist (2012) further advanced the opinion that to effectively identify training needs, there is need to carry out a training needs analysis factoring tasks performed by the individuals as this provides specification of the main duties and skill level required.

(Tai 2010) advised that to facilitate development of desired knowledge, skills, and competencies for effective performance of assigned duties, there is need for effective training programs. He further argues that in order to equip employees to do their job as required, organizations should consider providing training so as optimize their potential. Alignment of specific jobs to the employee influences determination of job areas that

require training. The attributes of each task, level of complexity, importance are further analyzed to determine if training is needed.

Folkes (2008) concludes that effective training programs encourage employees to be equipped with the desired skills and competencies to match new technological advancement. Training further enables employees to gain full command on the competencies and skills required to perform a particular task and void skill deficiencies. Well-aligned training programs to individual jobs not only benefit employees in terms of development but also help an organization to effectively utilize the human capital. Further, the organization is likely to gain competitive advantage. Therefore, it is imperative that organizations should aspire to plan for training programs to enhance skills, competencies, and abilities of their employees. This in turn will translate to competitive advantage and quality service delivery.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter focuses on highlights of the research design, data collection methods and concludes with analysis of data and presentation methods applied in the study.

3.2 Research Design

Descriptive research design was used in this study. The descriptive design was used to enable the researcher to describe the characteristics of the variables of interest. The study aimed at determining the perceived factors that influence effectiveness of training at the Public Service Commission. The descriptive design is the best suited to this study as it sought to depict the participants in an accurate way (Mugenda & Mugenda, 2003).

3.3 Population of the Study

(Sekaran, 2005) observes that Population of a study should be chosen very carefully. Population denotes the complete cluster of people, occasions, or things of interest that a researcher wishes to investigate. Census refers to the examination of every unit, everyone or everything, in a population. Census is also referred as a comprehensive enumeration, which means an entire count. The study used census method hence all the 220 employees of Public Service Commission were included in the study.

3.4 Data Collection

A structured questionnaire was used in collecting Primary data and was administered to all 220 employees of Public Service Commission. The use of a structured questionnaire ensures for uniformity of responses to questions (Cooper & Schindler, 2006). The questionnaire was divided into two sections; Section A dealt with demographic information and Section B, focused on factors influencing effectiveness of training. The questionnaires were distributed through email, drop and pick later method to the employees was also used to distribute the questionnaires to the respondents.

3.5 Data Analysis

Statistical Package for Social Sciences (SPSS) version No. 20 was used to analyse the generated quantitative. Data on section A was analysed by use of descriptive statistics, which included; frequencies, percentages, mean scores and standard deviation. While factor analysis was used to analyse data on section B. Factor analysis refers to a statistical method used to explain inconsistencies among perceived, correlated variables in relation to a hypothetically lower number of disregarded variables (Bartholomew et al 2008). The data was cleaned, edited, scrutinized and coded before carrying out the actual analysis of the data. These procedures are essential to make sure that data collected is scientifically organised in a way that enables analysis (Mugenda & Mugenda, 2003). The results were presented by means of frequency tables, graphs and pie charts as well.

Factor analysis was used to analyze interrelationships among variables to explain the variables in relation to the common basic scope. (Bartholomew, Knott, & Moustaki, 2011) describes factor analysis as a numerical method that seeks to define discrepancies amongst apparent, unified variables referring to the hypothetically lesser number of unnoticed variables or factors. For them factor analysis endeavors to put interrelated variables close under more general, fundamental variables. Further, precisely, the ultimate aim of factor analysis aims at reducing the dimensionality of the initial space and to avail an explanation to the new space, extended over by the reduced number of new areas.

These are meant to emphasize the earlier ones; or to describe discrepancy of the witnessed variables concerning the fundamental dormant factors. (Bartholomew, Knott, & Moustaki, 2011), advance the view that factor analysis produces a perfect assessment of the data. It has also the potential of adopting the output in succeeding analysis .The procedure encompasses establishing a way of reducing the material confined in the initial variables into a smaller set of implicit variables (called factors) with a slightest loss of information and data. Factor analysis operates on the concept that quantifiable and visible variables can be summarized to less suppressed variables that a portion a mutual variance and which may not be seen.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This section presents the analysis, interpretation, and presentation of data in reference to the study objective which sought to establish perceived factors influencing effectiveness of training at the Public Service Commission. The data collected was analyzed and the findings were tabulated, presented in percentages, descriptive statistics which included pie charts, line, and bar graphs for section A and factor analysis for section B. The section is further segregated appropriately into various subsections that are significant to the subjects under study.

4.2.1 Response Rate

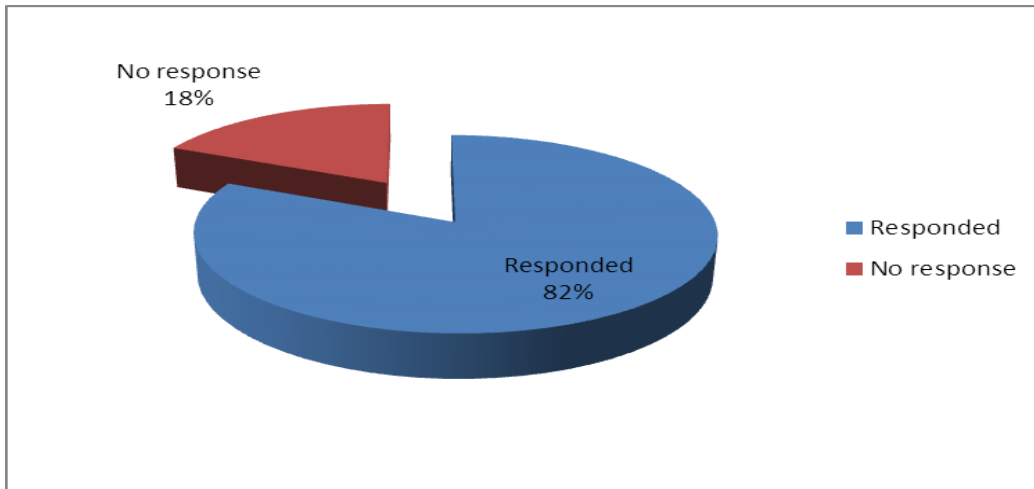
Two hundred and twenty (220) questionnaires were circulated and administered to the employees of the Public Service Commission, 180 questionnaires were returned giving an average response rate of 82% for all the respondents as presented in Table 4.2. The response was as follows:

Table 4.1: Response Rate

Response	Frequency	Percentage (%)
Responded	180	82
No response	40	18
Total	220	100

Source: Research data (2016)

Figure 4.1: Response Rate



Source: Research data (2016)

4.2.2 General Information

The study aimed at establishing the description of the respondents. Their general characteristics were captured in a bid to establish if they were well suited for the study. This captured the general characteristics of the respondents' gender, level of education and length of continuous service.

4.2.3 Gender

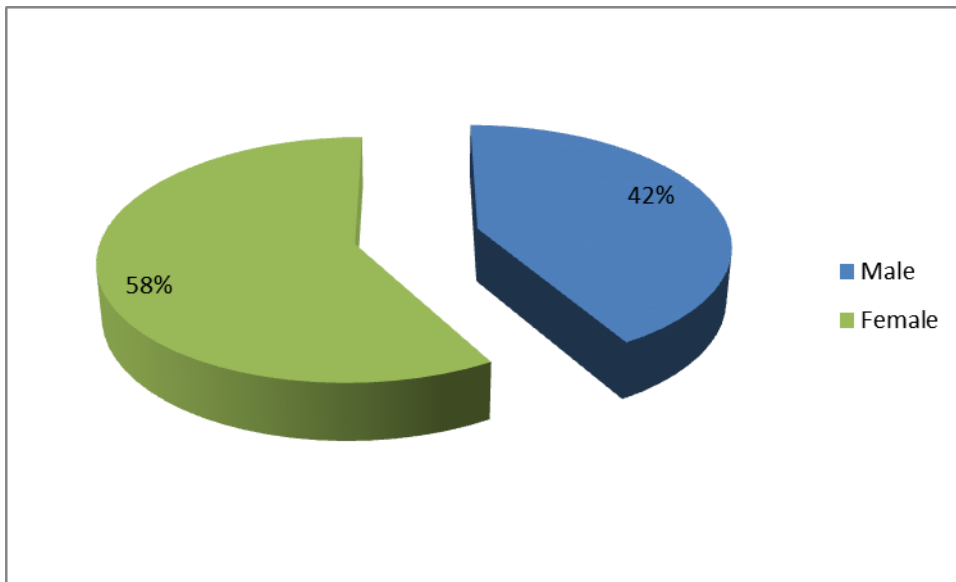
On gender, the response was as follows:

Table 4.2: Gender

Gender	Frequency	Percent
Male	75	41.7
Female	105	58.3
Total	180	100.0

Source: Research data (2016)

Figure 4.2: Gender



Source: Research data (2016)

On gender, 41.7% of those who filled the questionnaires were males while 58.3% were females. This points out that the female respondents were than compared to their male counterparts. The findings indicate that there is no significant variation of responses on gender basis and that the Public Service Commission has adhered to constitutional requirement of two thirds gender rule.

4.2.4 Level of Education

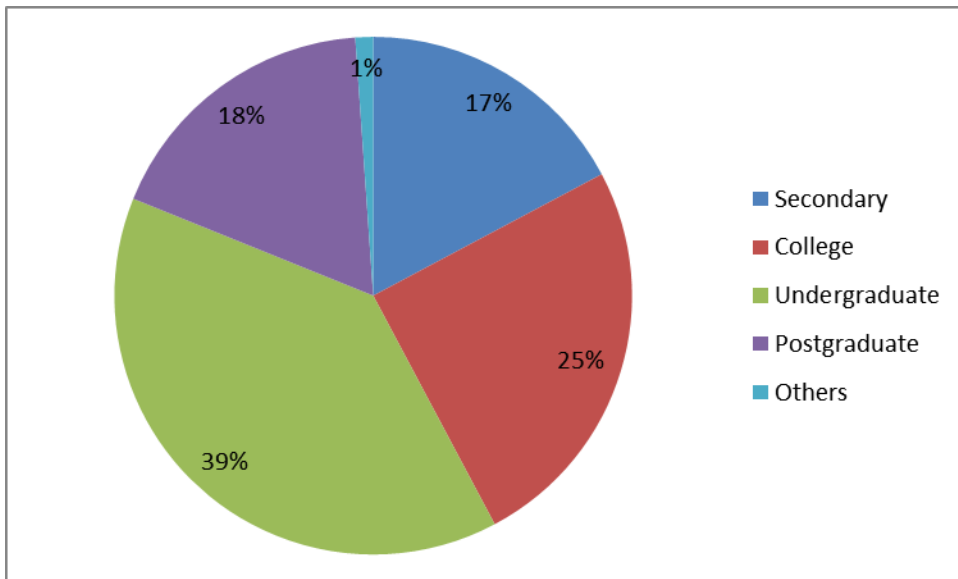
The education level attained was considered as factor that would influence the study findings. The study established that the majority of the respondent had at least attained an undergraduate degree as indicated below.

Table 4.3: Highest Level of Education

Level of Education	Frequency	Percent
Secondary	31	17.2
College	45	25.0
Undergraduate	70	38.9
Postgraduate	32	17.8
Others	2	1.1
Total	180	100.0

Source: Research data (2016)

Figure 4.3: Highest level of Education



Source: Research data (2016)

On the education levels, 17.2% of employees had acquired secondary education, 25.0% had attained at least college education, 38.9% were with undergraduate level of education, 17.8% had postgraduate education and 1.1% had other levels of education. This indicates that majority of respondents had university education. This means that the

majority of staff have at least attained a first degree which implies that they are able to understand the concept of effectiveness of employee training.

4.2.5 Period of Service

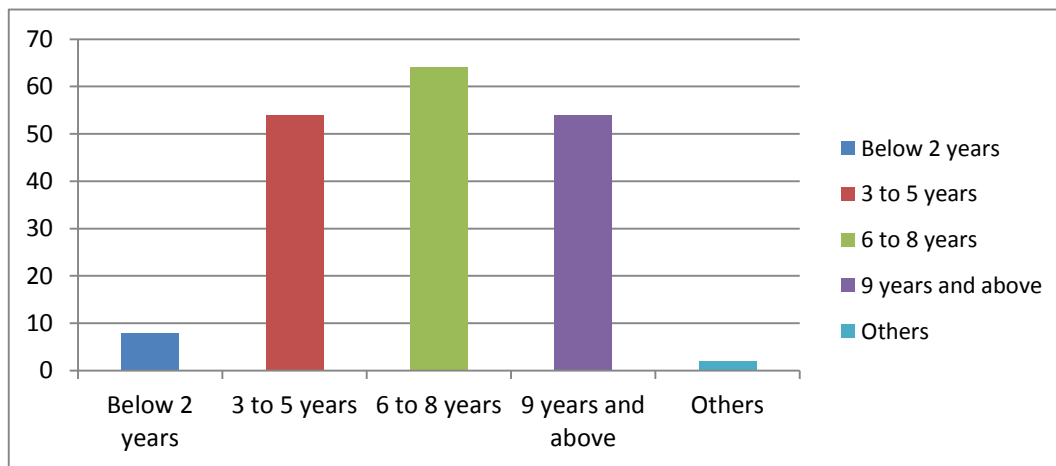
On the period of service of respondents, the findings were as follows:

Table 4.4: Period of Service

No. of years Served	Frequency	Percent
Below 2 years	8	4.4
3 to 5 years	54	30.0
6 to 8 years	64	35.6
9 years and above	54	30.0
Total	180	100.0

Source: Research data (2016)

Figure 4. 4: Period of Service



Source: Research data (2016)

On period of service, 4.4% of the respondents have served below 2 years, 30.0% have served 3 to 5 years, 35.6% have served 6 to 8 years while 30.0% have served 9 years and above. The majority of respondents have served 6 to 8 years. The respondents working duration at the organization confirms that the respondents are knowledgeable with the organization's operations and as such, their responses were relevant to the study.

4.3 Factors Influencing Effectiveness of Training

The study aimed at determining perceived factors influencing the effectiveness of training at the Public Service Commission. This section therefore deals with perceived factors influencing the effectiveness of training at the organization.

4.3.1 Type of training implemented

The study sought to establish to what extent does the type of training implemented influence effectiveness of training in the Public Service Commission. A five point Likert scale was used to interpret the results, whereby 1 = strongly disagree, 2=disagree, 3=moderately agree, 4=agree, 5=strongly agree. The findings are presented in the Table below in ascending order of the mean.

Table 4.5: Type of Training Implemented

Statements	Mean	Std. Deviation
Job rotation is practiced in Public Service Commission	3.17	1.234
Type of training Implemented influences the success of training in Public Service Commission.	3.47	.994
The training methods are based on the specific needs of my organization	3.57	1.052
Using On-the-Job training, employees in my organization gain the required skills, knowledge and competencies to perform a specific job	3.65	1.054
Public Service Commission uses On-the-job training when employees are working	3.66	1.074
Coaching allows staffs to acquire and learn new skills in my organization	3.75	.950

Source: Research data (2016)

The analysis implies that Public Service Commission practices coaching which allows the staff to acquire and learn new skills as shown by a mean score of 3.75. The Public Service Commission uses On-the-job training when employees are working and this helps the employees to gain required skills, knowledge, and competencies to perform a specific job as shown by a mean of 3.65. The results also shows that the training methods used are based on the specific needs of the Public Service Commission. However, job rotation is not always practiced in the public service commission and the type of training does not necessarily influence the success of training at the public service commission as shown by respondents who moderately agreed with a mean of 3.17 and 3.47 respectively.

4.3.2 Employee individual attitude towards Training

The questionnaire sought to establish the respondent's extent of agreement with various statements on the extent to which employee individual attitude towards training influence effectiveness of training at the Public Service Commission. The level of agreement was indicated using a scale of 1-5 where(1 = strongly disagree,2=disagree,3=moderately agree,4=agree,5=strongly agree).The findings are presented in the Table below in ascending order of the means.

Table 4.6: Employee individual attitude towards Training

Statements	Mean	Std.Deviation
Employee engagement in training in Public Service Commission has resulted from their understanding of training	3.42	.948
Mindset towards training influences effectiveness of training in Public Service Commission	3.48	1.040
Perception of importance of training has a significant effect on employee's attendance in training in my organization	3.59	.928
In my organization employees embrace change and usually update their knowledge and skills as required	3.59	.984
Matching between training needs and career goals is a source of employee's motivation in my organization	3.82	1.030
In my organization employees are willing to undertake training activities that benefit them	4.01	.880

Source: Research data (2016)

The findings indicate most employees at the Public Service Commission agreed that they are willing to undertake training activities that benefit them as shown by a mean of 4.01.The analysis also shows that training needs are matched with career goals as well as

employees embrace change and usually update their knowledge and skills. Also the perception on the importance of training affects employee's attendance for the training as most respondents agreed with a mean of 3.82, 3.59 and 3.59 respectively. Nevertheless, the mindset towards training does not always influence the effectiveness of training at the Public Service Commission represented by a mean score of 3.48. Also the employees' engagement in the training to some extent has not resulted to their understanding of the training. This is indicated by most respondents moderately agreeing with a mean of 3.42.

4.3.3 Managerial Support towards Training of Employees

The study sought to establish whether managerial support influences effectiveness of training in the Public Service Commission. The responses on various statements were indicated using a scale of 1-5 where (1 = strongly disagree, 2=disagree, 3=moderately agree, 4=agree, 5=strongly agree). The findings are presented in the table below in ascending order of the means.

Table 4.7: Managerial Support towards Training of Employees

Statements	Mean	Std. Deviation
In my organization managers support effectiveness of training	3.47	1.056
My supervisor participates in each step of the training process	3.48	1.096
In my organization success of training programme depends on facilitation method	3.50	1.143
In my organization top managers participates in coaching, assisting and helping employees to learn and improve skills	3.54	1.077
Support from top management influences effectiveness of training programme in my organization	3.65	1.030
Knowledge sharing in my organization promotes learning climate and role modeling for learning	3.73	1.055

Source: Research data (2016)

The study findings above show that top managers in the Public Service Commission participates in coaching, assisting and helping employees to learn and improve skills and this influences effectiveness of training as shown by a mean of 3.54 and 3.65 respectively. The facilitation methods and knowledge sharing promotes and affects the success of the training as most respondents agreed with a mean of 3.50 and 3.73 respectively. However, at the Public Service Commission, top managers and supervisors do not always support or participate in each step of the training process as shown by a mean of 3.47 and 3.48 respectively.

4.3.4 Alignment of Training to Individual Jobs

On whether alignment of training to individual jobs influence effectiveness of training in the Public Service Commission the response was as follows: A scale of 1-5 where(1 = strongly disagree ,2=disagree ,3=moderately agree, 4=agree, 5=strongly agree) to respond to various statements. The findings are presented in the table below in ascending order of the means.

Table 4.8: Alignment of Training to Individual Jobs

Statements	Mean	Std. Deviation
In my organization training is tailored to individual jobs which is reflective of the actual work performed by individuals	3.47	1.085
In my organization employees are trained according to their assigned tasks	3.52	1.108
In my organization need based training is practiced to achieve organizational goals	3.61	1.061
In my organization employees receive training according to needs of their individual jobs	3.68	1.092
Alignment of tasks to the employee determines which skills require training in my organization	3.72	1.018
Training programs offer a chance to enhance abilities and competencies needed to perform tasks in my organization.	3.96	.929

Source: Research data (2016)

The analysis shows that need based trainings are practiced at the Public Service Commission to achieve the organization goals. The study further shows that Employees at the commission are assigned specific tasks and this helps in determining which skills requires training. This is represented above by most respondents strongly agreeing with a mean of 3.72. The study further shows that training programs at the Public Service Commission offers employees with a chance to enhance their abilities and competencies needed to perform their tasks effectively as shown by a mean of 3.96. However, the study shows that organization training is not tailored to individual jobs which in the end affects actual work performed. Also most individuals are not trained according to their assigned tasks. This is represented by most respondents moderately agreeing with a mean score of 3.47 and 3.52 respectively.

4.3.5 Alignment of Training to Strategy

Responding to various statements, the respondents were asked to indicate on a scale of 1-5 where (1 = strongly disagree, 2=disagree, 3=moderately agree, 4=agree, 5=strongly agree) to what extent does alignment of training to strategy influence effectiveness of training in Public Service Commission. The findings are presented in the table below in the order of ascending means.

Table 4.9: Alignment of Training to Strategy

Statements	Mean	Std. Deviation
Alignment of training to strategy motivates individuals effort and performance in my organization	3.72	1.029
Effectiveness of training helps in achieving success of my organization strategy	3.77	1.027
In my organization, for alignment of training to strategy to be achieved, well-defined training needs are established	3.79	.968
Strategic plan plays a key role in effectiveness of training in Public Service Commission	3.93	.909
Training is designed with the aim of teaching skills and behaviors which help the organization achieve its goals	4.08	.844
Training is effective and successful when it links to the organizational needs	4.21	.876

Source: Research data (2016)

The analysis results above shows that alignment of training to strategy motivates individuals effort and performance in the public service commission as shown by a mean of 3.72. Also effectiveness of training helps in achieving success of the Public service commission's strategy and this is shown by a mean of 3.77. The findings also shows that

Strategic plan plays a key role in achieving effective training in the Public Service Commission as shown by a strong agreement from the respondents with a mean of 3.93. The research also shows that training at the public service commission is designed with the aim of teaching skills, and behaviors that help the organization to achieve its goals. This is well represented by a mean of 4.08. Further the study established that training is effective and successful when it is linked to the organizational needs as most respondents agreed with a strong mean of 4.21.

4.3.6 Effectiveness of Training at the Public Service Commission

A scale of 1-5 where (1 = strongly disagree, 2=disagree, 3=moderately agree 4=agree, 5=strongly agree) was used to indicate the level of agreement with the following statements relating to effectiveness of training at the Public Service Commission. The findings are presented in the table below in the order of ascending means.

Table 4.10: Effectiveness of Training at the Public Service Commission

Statements	Mean	Std. Deviation
Employees returning from training are given adequate free time to reflect and plan improvements in the organization.	3.43	1.072
Training program objectives usually have a tight link with the organization's strategy	3.57	1.036
Employees sponsored for training go with a clear understanding of the skills and knowledge they are expected to acquire from the training.	3.64	1.026
Employees are sponsored for training programmes on the basis of carefully identified developmental needs.	3.64	2.448
Those who are sponsored for the training programmes take the training seriously.	3.74	1.066
Senior line managers are eager to help their juniors develop through training.	3.82	3.940

Source: Research data (2016)

The analysis shows that at the Public Service Commission, the training program objectives usually have a tight link with the organization's strategy and this is shown by a mean of 3.57. The study also shows that the staff accorded an opportunity for training attend such training with understanding of the need of training and skills expected to be acquired as shown by a mean of 3.64. The research further shows that employees are sponsored for training programs on the basis of carefully identified developmental needs and those who are sponsored for the training programs take the training seriously. This is indicated by a mean of 3.64 each. The analysis further shows that senior line managers are eager to help their juniors develop through training and this is strongly supported by a mean of 3.82. However, the results implies that employees returning from training are not given adequate free time to reflect and plan improvements in the organization and this is shown by a low mean of 3.43.

4.4 Discussion of Findings

The study sought to establish perceived factors influencing effectiveness of training at the Public Service Commission. The results indicate a direct relationship exists between employee perceptions and training effectiveness at the Public Service Commission. The findings do share some common themes with the literature review on the relationship between employee perception of training and effectiveness of training in the Public Service Commission. (Tai, 2010) found out that employees' mindset towards training could create barriers in effectiveness of training.

According to Dessler (2013), training increases the knowledge of employees because an employee cannot perform his duties effectively if he/she does not possess the necessary skills and capabilities required in line of the duty. Employees are able to perform well in assigned tasks when they have adequate skills.

Effectiveness of training is also influenced by individual-related factors concerning the target audience who receive the training. Individual characteristics i.e. motivation, attitudes, behaviors and self-efficacy are correlated to the effectiveness of training. Noe and Wilk (1993) suggested that attitudes and motivation to learn play a crucial role in achieving training success. Similarly, Tai (2006) points out that effective training can be a source of motivation as employees are likely to experienced job satisfaction and perform effectively when equipped with the requisite skills and knowledge. According to Noe et al., (2011) employees' are likely to resist training if they do not see any benefits, which could be achieved from the activity. The perception of benefits is a factor that has a significant effect on employees' attendance in training and development activities (Noe and Wilk, 1993).

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter focuses on the summary of findings, conclusion, and recommendations on perceived factors influencing the effectiveness of training at the Public Service Commission.

5.2 Summary of Findings

To date many studies have been carried out on factors influencing effectiveness of training but so far not much has been done in relation to perception of employee on effectiveness of training. This study therefore bridges the gap by examining the perceived factors influencing effectiveness of training.

The results show that the study was able to collect responses from the target population in the organization. The respondents' length of service at the organization is an indicator that the respondents are knowledgeable and well informed about the organization's operations and were therefore able to give relevant responses to the study. Majority of staff in the organization have at least attained undergraduate degree and above implying that they are able to understand the concept of effectiveness of training. The findings indicate that there were slightly more female respondents as compared to the males and this is an indicative of staff distribution by gender in the Public Service Commission.

The study also established that the Public Service Commission believes in training for optimum performance. The organization has invested in training of employees to improve performance. This is evidenced by response that majority of the employees had

attended training relevant to the duties they are performing. Further, the employees were of the view that upon completion of their training, they had a chance to discuss the training outcome with fellow employees and made use of the abilities acquired in their tasks. Quite a number of the employees had knowledge of presence of a strategic plan, which influences training programs in the organization. This implies that the training function is aligned to the organization's strategy.

Majority of the respondents agreed that on the job training is practiced at the Public Service Commission, however there is an indication that job rotation, which aims at exposing employees to gain experience in various positions, is not always practiced in the organization. The type of training implemented influences the success of training in the organization. The number of the employees who agreed that the training methods are based on the particular requirements of the organisation and through the application of On-the-Job training, employees in the organization gain required skills, knowledge, and competencies to perform a specific job.

The study established that employee engagement in planning of training in the Public Service Commission has positively influenced effectiveness of training at the organization further perception of importance of training translates essential effect on employee's attendance in training at the organization. The study established that managerial support is critical for effective training to take place. It was also established that employee attitude towards training influence the outcome and success of training.

The research established that effectiveness of training helps in achieving success of Public Service Commission's strategy and further the organization's Strategic plan plays a key role in effectiveness of training. The study established that training at the Public Service Commission is designed with the aim of enhancing skills and capabilities that are important for the organization to achieve its goals. Further, the study established that training is effective and successful when it is linked to the organizational needs and objectives and takes into consideration of the needs of employee individual needs.

5.3 Conclusion

After carrying out the research on the perceived factors influencing the effectiveness of training at the Public Service Commission, the researcher concluded that training of employees is a very important factor to both the organization and the employees. This is because training leads to staff commitment, builds competencies, enhances skills, and enables employees to cope with emerging new technologies. As a result of training, employees at the Public Service Commission are able to enhance work performance, meet the set targets and offer quality services by being creative and innovative and thus the organization benefits through improved services to its customers. For effective training to take place all stakeholders, including the management and staff should be involved in planning and implementation process. This will ensure that the employees and the management own the training process and this will to a great extent avoid perceptions that may negatively affect training outcome.

5.4 Recommendations for Policy and Practice

The Public Service Commission should focus on training its employees in order to improve their performance. Effective training will ensure quality of work, efficiency in operations, retention of employees and customer satisfaction. The study also recommends the management of the Public Service Commission to focus on acquisition of knowledge attitude change, and skills improvement among its workers to enhance service delivery hence customer satisfaction to improve their current job performance and contribute to the achievement of organizational objectives.

The policy makers at the Public Service Commission are recommended to consider introducing performance management policy on effectiveness of training to enhance work performance in the organization. Such policy should seek to include employees in the formulation of training programs.

5.5 Recommendations for Further Research

The study looked generally into the perceived factors influencing the effectiveness of training at the public Service Commission. Precise aspects of assessment of training impact in relation to investment should be studied. Another area that needs to be researched on is how clearly stated career growth path in the organization can influence effectiveness of training at the Public Service Commission.

5.6 Limitations of the Study

The researcher was confronted by certain drawbacks since the commission is a constitutional body, which deals with highly confidential documents, the staff and especially the management were reluctant to avail certain information and records. Being a busy organization, the respondents had no adequate time to fill in questionnaires. To address these, the researcher sought permission from the Chief Executive and Commission Secretary to collect data. Research participants were assured that their participation was to be treated by way of utmost secrecy as the research was to be carried out purely for academics purposes. The questionnaire was designed to have easily understood questions, which were not to take a lot of time for the respondents to fill.

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APPENDIX I: LETTER OF TRANSMITTAL

Mohamed Abdinoor Ali

June 30, 2016

To whom it may Concern

Dear Respondent,

RE: FILLING OF QUESTIONNAIRE

My name is Mohamed Abdinoor Ali and I am currently pursuing a Master's Degree in Business Administration at University of Nairobi. I have obtained permission from the University Management to carry out research as part of the requirements for the award of the degree. As part of my study, it requires me to administer a questionnaire designed to generate some insights and equally offer support to my research proposal on the study topic, "Perceived Factors Influencing the Effectiveness of Training at the Public Service Commission.

Participation in the study is voluntary. Whatever information provided will be treated with confidentiality and will not be used for any other purpose other than the objectives of this study.

Your assistance in providing the required information will be highly appreciated. Thank you.

Yours faithfully,

Mohamed Abdinoor Ali

APPENDIX II: QUESTIONNAIRE

Section: A: Demographic Information

1. Gender
 Male () female ()

2. Please indicate the highest level of education attained? (Tick as applicable)
 Secondary []
 College []
 Undergraduate []
 Post graduate []
 Others (specify)

3. Indicate your period of service at the Public Service Commission
 Below 2 years () 3 to 5 years ()
 6 to 8 years () 9 years and above ()

Section B: Factors Influencing Effectiveness of Training

To what extent does the type of training implemented influence effectiveness of training in Public Service Commission? Indicate your level of agreement with the following statements relating to Type of Training Implemented. Key: Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

Type of Training Implemented	1	2	3	4	5
Type of training implemented influences the success of training in Public Service Commission					
The training methods are based on the specific needs of my organization					
Public Service Commission uses On-the-job training when employees are working					

Using On-the-job training, employees in my organization gain the required skills, knowledge and competencies to perform a specific job					
Coaching allows staffs to acquire and learn new skills in my organization					
Job rotation is practiced in Public Service Commission					

To what extent does Employee Individual Attitude towards training influence effectiveness of training in Public Service Commission?

Indicate your level of agreement with the following statements relating to Employee Individual Attitude. Key: Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

Employee Individual Attitude Towards Training	1	2	3	4	5
Mindset towards training influences effectiveness of training in Public Service Commission					
In my organization employees are willing to undertake training activities that benefit them					
Perception of importance of training has a significant effect on employee's attendance in training in my organization					
Employee engagement in training in Public Service Commission has resulted from their understanding of training					
Matching between training needs and career goals is a source of employee's motivation in my organization					
In my organization employees embrace change and usually update their knowledge and skills as required					

To what extent does managerial support influence effectiveness of training in Public Service Commission?

Indicate your level of agreement with the following statements relating to managerial support. Key: Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

Managerial Support Towards Training of Employees	1	2	3	4	5
In my organization success of training programme depends on facilitation method					
In my organization managers support effectiveness of training					
Support from top management influences effectiveness of training programme in my organization					
Knowledge sharing in my organization promotes learning climate and role modeling for learning					
My supervisor participates in each step of the training process					
In my organization top managers participates in coaching, assisting and helping employees to learn and improve skills					

To what extent does alignment of training to individual jobs influence effectiveness of training in Public Service Commission? Indicate your level of agreement with the following statements relating to alignment of training to individual jobs. Key: Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

Alignment of Training to Individual Jobs	1	2	3	4	5
In my organization employees receive training according to needs of their individual jobs					

In my organization need based training is practiced to achieve organizational goals					
In my organization training is tailored to individual jobs which is reflective of the actual work performed by individuals					
In my organization employees are trained according to their assigned tasks					
Alignment of tasks to the employee determines which skills require training in my organization					
Training programs offer a chance to enhance abilities and competencies needed to perform tasks in my organization.					

To what extent does alignment of training to strategy influence effectiveness of training in Public Service Commission? Indicate your level of agreement with the following statements relating to alignment of training to strategy. Key: Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

Alignment of Training to Strategy	1	2	3	4	5
Training is effective and successful when it links to the organizational needs					
Training is designed with the aim of teaching skills and behaviors which help the organization achieve its goals					
Strategic plan plays a key role in effectiveness of training in Public Service Commission					
In my organization, for alignment of training to strategy to be achieved, well-defined training needs are established					
Effectiveness of training helps in achieving success of					

my organization strategy					
Alignment of training to strategy motivates individuals effort and performance in my organization					

Indicate your level of agreement with the following statements relating to effectiveness of training at the Public Service Commission. Key: Use a scale of 1-5, where (1= strongly disagree, 2= disagree, 3= moderately agree, 4= Agree and 5= strongly Agree)

Effectiveness of Training	1	2	3	4	5
Training program objectives usually have a tight link with the organization's strategy					
Employees are sponsored for training programmes on the basis of carefully identified developmental needs.					
Those who are sponsored for the training programmes take the training seriously.					
Employees sponsored for training go with a clear understanding of the skills and knowledge they are expected to acquire from the training.					
Employees returning from training are given adequate free time to reflect and plan improvements in the organization.					
Senior line managers are eager to help their juniors develop through training.					