

**THE INFLUENCE OF JOB TRAINING MANAGEMENT ON
EMPLOYEE PERFORMANCE IN KENYA: A CASE OF
MACHAKOS COUNTY GOVERNMENT**

BY

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**A Research Project Report Submitted in Partial Fulfilment of the
Requirements for the Award of Degree of Master of Project Planning
and Management of University of Nairobi**

2018

DECLARATION

Declaration by the candidate

This research project report is my original work and has not been presented for any other academic award in any college or higher institution of learning.

Sign

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This research project report has been submitted for examination with my approval as the University supervisor.

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DEDICATION

I dedicate this project report to my husband Nimrod Mbai and my children Kevin, Joy and Ivy.

ACKNOWLEDGEMENT

First, I take this opportunity to thank the Almighty God for the strength and peace of mind He gave me during the time I was developing the research project. I do also acknowledge sincerely my Supervisor Dr. Dorothy Kyalo for her tireless effort in guiding me to write this research project as well as the lecturers of University of Nairobi for their tireless efforts that assisted me to complete this project. I acknowledge my workmates especially the department of education, youth and social welfare and the entire Machakos county government staff for participating in the study. I also thank my family for their unconditional love and continued support, financially and spiritually throughout the course of project. I am grateful to my children for their patience and understating in the course of the study.

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ABBREVIATIONS

SKAC	Skill Knowledge Ability Competencies
SPSS	Statistical package for Social Scientist
SMART	Specific Measurable Achievable Realistic Timely
MBA	Masters Bachelor of Arts

ABSTRACT

The role of training entails ensuring that the organization has the people with the correct mix of skills, through providing appropriate learning opportunities and motivating people to learn, and thus enabling them to perform to the highest levels of quality and service. Those who sought for part-time programs were disengaged after their studies as management claimed their programs were not relevant to the job. The few ones who were remained had no promotion to match their added skills and competencies. This it is believed to have led to high labor turnover in the organization. The study was therefore assessed the role of training on the human resource of Machakos County and how this affects worker performance. The specific objective of the study was; Identify the major purposes of training and development in the county, ascertain the training and development policy, identify the training and development practices and processes and find out whether training and development schemes have positive effect on the performance of workers and productivity. The target population for this study was the staff of Machakos County. Simple random sampling and stratified sampling procedure was used. The simple random sampling was used to identify the schools for the study while stratified random sampling was used to identify individual respondents. The questionnaire method was used for gathering of primary data. The sources of data were both primary and secondary. The primary data was collected from the field by use of questionnaires and interviews schedule, while secondary data was from literature review of publications, Internet, journals, and textbooks. The data gathered was analyzed through descriptive statistics such as frequency tables; central tendency to present descriptive data. The findings indicated that county's nature of work depends mainly on high technological and sophisticated equipment. This makes continuous training and development of its human resource crucial and vital, taking into consideration the rapid technological advancement. Machakos County certainly had a well-established policy to invest in the training and development of employees, however the processes involved are not being duly followed. It also organizes training programs from time to time for its employees to update their knowledge and skills and to ensure that maximum efficiency exist in the county. Employees realized the need for change in attitude and want to develop themselves through formal education in order to be abreast with modern technological advances self-sponsored themselves to acquire these skills. It is an undeniable that in recent times many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's staff efficiency, skills and productivity. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Training is essential to the growth and economic well-being of a nation. This need for training pervades all levels of industry, for a national level where a country's wellbeing is enhanced by training, to each company productivity is improved and down to the individual whose skills are enhanced and as a result improve their position in the workplace. Training is one of the most pervasive methods for enhancing individual productivity and improving job performance in the work environment (Goldstein and Ford 2002; Gupta and Bostrom 2006).

Japanese production and management techniques had a large influence in the American workplace in the 1980s and 1990s. One element of this was the increased use of statistical control techniques and quality circles, which required more sophisticated on-the-job training for production workers. Firms such as the Victor Products Division of the Dana Corporation, the First Chicago Corporation, Nestle Foods Corp., and Motorola, Inc. provided basic training to low skilled and unskilled workers in computers and statistical process controls. In addition, these firms provided on-the-job training in basic skills, including reading and math. An increasing number of firms came to provide such training in basic skills in response to dramatic changes in production techniques, for which such skills were essential. At the same time, management training also shifted directions. U.S. firms placed increased emphasis on interaction with stockholders, customers, and suppliers. This required greater management knowledge of the details of their firm's products and production processes, knowledge gained through intensified on-the-job training. Training effectiveness must cause behavior change (i.e. skill transfer for job performance), thereby resulting in organizational performance (Goldstein and Ford 2002).

On-the-job training programs can be distinguished by the level of centralization at which they occur. Most on-the-job training in the United States is decentralized, occurring at or near the job itself. Centralized training departments generally play a more important role in larger firms, but even in these cases it is estimated that more than half of on-the-job training takes place at a decentralized level. The extent of decentralization depends also on the

generality of knowledge that the firm desires in an employee, and this depends on whether the employee is among the managerial, technical, marketing, or production occupations. The Japanese-influenced emphasis on quality control after the 1970s brought with it a greater emphasis on decentralized on-the-job training. Unlike the Japanese system, trainees in Germany generally do not become employees at the firms in which they received their training. That is, trainees are prepared for the job market at large, not the so-called internal labor market within the firm as in the Japanese system. This difference is a reflection of the lifetime employment system in Japan, in which firms benefit directly from investments made in entry-level on-the-job training. Germany and Japan both have lower employee turnover rates than in the United States, however. In this sense, U.S. firms run a higher risk in investing in ongoing on-the-job training for their workers, in that they are less able to secure returns from that training.

Training is a part of the human resource development, along with the other human resources activities, such as recruitment, selection and compensation. The role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance. In order to implement the right training methods, the training specialist should be aware of the pros and cons and effectiveness of each training method. Human Resources have played a significant role in the economic development in most developed countries such as United States of America, Britain and Japan among others. It can, therefore be concluded that a developing country like Kenya, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the development and training of her human resource. It is thus seen that in Kenya the government is taking adequate steps to ensure that people acquire the necessary knowledge and skills.

The provision of secondary and technical schools, vocational training institutes and colleges, professional and tertiary institutions, as well as the educational reforms currently taking place in the country, are all geared towards the acquisition of skills and knowledge to ensure effectiveness and efficiency in our workplaces. (Mike Ocquaye, 2004.)

With these efforts by the government, it has become necessary for organizations to provide long and systematic training and development programs for its employees. This is because every aspect and activity of an organization involves people. For instance, a manager in an organization will not be successful until he has subordinates beneath him who are well equipped with skills, talent and knowledge. To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies (SKAC) needed to work. As a result, many require extensive training to acquire the necessary SKAC to be able to make substantive contribution towards the organization's growth, (Barron and Hagerty 2001).

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform. (Barron and Hagerty 2001).

It goes without saying therefore that the training and development of employees is an issue that has to be faced by every organization. However, the amount, quality and quantity of training carried out vary enormously from organization to organization. According to Cole (2002:329), factors influencing the quantity and quality of training and development activities include; the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work. Many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. It is worth noting that Kenya has a huge public sector, employing the highest number of human resources with varied skills, and the county

governments have expanded this sector. The study will intend to investigate the impact of on the job training on employee performance at the Machakos County government. Any entity that wants to succeed, and to continue to succeed, has to maintain workforce consisting of people who are willing to learn and develop continuously.

1.2 Statement of the problem

Training activities and businesses objectives are related to each other as links. Effective training program helps organizations to achieve their objectives. General objectives of training activities are; orienting new employees to the organization and their job, helping employees perform their current jobs well, helping employees qualify for the future jobs, keeping employees informed of changes within the organization, providing opportunities for personal development (Drummond, 1989:165).

The decision about what approach to take to training depends on several factors that include the amount of funding available for training, specificity and complexity of the knowledge and skills needed, timeliness of training needed, and the capacity and motivation of the learner. To be effective, training method should; motivate the trainee to improve his or her performance, clearly demonstrate desired skills, provide an opportunity for active participation by the trainee, provide an opportunity to practice, provide timely feedback on the trainee's performance, provide some means for reinforcement while the trainee learns, be structured from simple to complex tasks, be adaptable to specific problems, encourage positive transfer from training to the job.

Role of training may be seen as, ensuring that the organization has the people with the correct mix of attributes, through providing appropriate learning opportunities and motivating people to learn, and thus enabling them to perform to the highest levels of quality and service, (Bentley, 1990:25). Training must be therefore managed as a frontline business activity. The investment in people, both in developing and maintaining the appropriate skills, becomes a vital part of the organization's strategy for the future. Like any investment, investment in training should produce an effective and measurable payback. Effective training enhances the knowledge, skills, attitudes and behavior of people and hence their performance.

In the absence of training and development of employees by county human resources, the employees sponsored themselves in furtherance of their education to obtain professional or higher level certificates. Employees who expressed the desire to pursue university education are not given any form of assistance like study leave with pay. Their applications for study leave were turned down with those who are persistent being advised to resign. Those who sought for part-time programs were disengaged after their studies as management claimed their programs were not relevant to the job. The few ones who were remained have no promotion to match their added skills and competencies. Thus it is led to high employee turnover in the county. The study will therefore assess the role of training on the human resource of Machakos county government and how this affects worker performance.

1.3 Objectives of the study

- i. To establish how training needs assessment influence performance of employees in Machakos County Government
- ii. To determine how methods of training influence performance of employees in Machakos County Government
- iii. To establish how training environment influence performance of employees in Machakos County Government
- iv. To assess how training evaluation influence performance of employees in Machakos County Government

1.4 Research questions

- i. How does training need assessment influence performance of employees in Machakos County Government?
- ii. How does methods of training influence performance of employees in Machakos County Government?
- iii. How does training environment influence performance of employees in Machakos County Government?
- iv. How does training evaluation influence performance of employees in Machakos County Government?

1.5 Justification of the study

Training and developing human capital is tremendously important in the effective management and maintenance of a skilled workforce. Training is one of the ways of improving organization's effectiveness. Training enhances individual productivity and improves their job performance in the work environment (Goldstein and Ford 2002; Gupta and Bostrom 2006). Training effectiveness must cause behavior change (i.e. skill transfer for job performance), thereby resulting in organizational performance (Goldstein and Ford 2002). In order to implement right training methods, organization should be aware of the training methods and their effectiveness. Training is widely understood as communication directed at a defined population for the purpose of developing skills, modifying behavior, and increasing competence.

1.6 Significance of the study

It is expected that the study will inform the Management of Machakos County government and other counties that to increase productivity, there is the need to have and retain well trained and motivated employees. It will also help develop and maintain a quality work life, which will provide an opportunity for employee's job satisfaction and self-actualization. Finally, it will aid leadership of the county to introduce modern schemes for training and development, to be able to meet the challenges of change in the future.

1.7 Scope of the Study

The study will be limited to only the impact that on job training has played in enhancing employee performance at Machakos County. Accordingly the analysis and conclusions will be based on the training and development practices developed by the County, identifying major purposes of training and development, the influence impacted on by on job training, training and development policies and practices adopted and effect of on job training on employee performance.

1.8 Limitations of the Study

Problems such as the swearing of an oath of secrecy and indifference on the part of interviewees and respondents was limitations to the study, some of the employees felt uncomfortable and other will simply not be bothered. The absence or inaccessibility of reliable records and reports on Machakos County activities within the past five years also limited the research investigation. The unwillingness of management to divulge strategic information in the name of confidentiality also limited the study.

1.9 Definition of Significant Terms

Human resource: the personnel of a business or organization, regarded as a significant asset in terms of skills and abilities.

Decentralization: the movement of departments of a large organization away from a single administrative center to other locations. In county, it is devolving activities.

Training: the action of teaching a person or animal a particular skill or type of behavior.

1.10 Organization of the Study

This study is organized into five distinctive chapters. These include; the introduction, the literature review, the methodology, analysis of findings and a conclusions chapter. In this study, training is essential to the growth and economic well-being of a nation. This need for training pervades all levels of industry, for a national level where a country's wellbeing is enhanced by training, to each company productivity is improved and down to the individual whose skills are enhanced and as a result improve their position in the workplace. Training is one of the most pervasive methods for enhancing individual productivity and improving job performance in the work environment.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the theory that supported the study. It presents the empirical and theoretical literature and identifies the knowledge gap that this study seeks to fill.

2.2 Employee Performance

The quality of employees and their development through training are major factors in determining long-term profitability and optimum performance of organizations. To hire and keep quality employees, it is good policy to invest in the development of their skills, knowledge and abilities so that individual and ultimately organizational productivity can increase. Traditionally, training is given to new employees only. This is a mistake as ongoing training for existing employees helps them adjust rapidly to changing job requirements. Organizations that are committed to quality invest in training and development of its employees (Evans and Lindsay 1999).

According to Evans and Lindsay (1999), Xerox Business Products and Systems invest over \$125 million in quality training. Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly. Training and development have become an essential responsibility of HRM departments in organizations particularly as employees require new skills, knowledge and abilities, which should not be cost-justified as most public sector organizations engage in.

Neo et al. (2000) bemoaned the lack of training and development by employers in the United States when they stated that statistics suggests that only 16% of United States employees have never received any training from their employers. Now organizations are beginning to realize the important role that training and development play in enhancing performance and increasing productivity, and ultimately stay in competition. They reiterated that as a result of this realization, General Electric, Texas Instruments and Federal Express have all made substantial investments in training. They now invest between 3% and 5% of their payroll in training.

In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bishop (1994) indicated that employer-provided training and development raises subjective productivity and performance measure by almost 16%. Again Black and Lynch (1996) citing Bartel (1989) stated that returns on training and development investments increase productivity by 16%.

2.2 Human Resource Management and Training

Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They add that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training and development.

It is the view of Beardwell and Holden (1993) that Human Resource Management concepts such as commitment to the company and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education. Such concepts require not only careful planning but a greater emphasis on employee development.

2.3 Training Needs Assessment and Employee Performance

The first step in managing training is to determine training needs and set objectives for these needs. According to G.A Cole (2002:339) if an organization has to justify its training expenditure, it must surely do so on the basis of organizational need. Organizations adopting a systematic approach to training and development will usually set about defining their need for training in accordance with a well-organized procedure. Such a procedure will entail looking at training needs from a number of different perspectives. These perspectives are; organizational, departmental or functional, job and employee.

Organizational need – the organizational analysis happens in a situation where effectiveness of the organization and its success in meeting its goals are analyzed to determine where deviation or differences exist. This makes it easy to know what program to be implemented.

According to Kaufman (1974:80), organization analysis looks at the variances between their success and failure to ascertain which ones training could help remedy. Functional need – at this level, training managers analyze the specific ability needs determined by job descriptions and job specifications of the jobs in the work area or work unit. The need can also be determined by observing the job performance of work groups and survey job holders, supervisors, and training committees. Any lapses in their efficiency and effectiveness help determine the training need. Individual need – Kaufman continues that employees' training needs could be measured by the individual performances of the employees. He stated that the effectiveness and efficiency is measured against the required standards through interviews, observations, attitude surveys, or objective records of their performance.

The researcher thinks that these three levels – organizational, functional and individual gaps between expected results and actual results can suggest training needs, for the researcher, active solicitation of suggestions from employees, supervisors, managers and training committees can also provide training needs ideas. The particular perspective chosen will depend on the circumstances. For example, if changes in the external environment of the organization are exerting pressures for change internally, then a corporate or organizational perspective needs to be taken. If, however, the issue is one of improving skills in a particular category of employees, then occupational or job group will provide the focus of efforts. Training need is any shortfall in employee performance, or potential performance which can be remedied by appropriate training.

There are many ways of overcoming deficiencies in human performance at work, and training is only one of them. It is important to recognize this fact since sometimes training staff are asked to meet needs which ought to be dealt with in some other way, such as improving pay, replacing machinery or simplifying procedures. Armstrong (1996:17) however, argues that training needs analysis should cover problems to be solved, as well as

future demands based on whether the organization must acquire new skills or knowledge or must improve existing competencies.

2.4 Training

Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies, **it's also** has specific goals of improving one's capability, capacity, productivity and performance.

2.4.1 Overview of Training

The verb "to train" is derived from the old French word *trainer*, meaning "to drag". Hence such English definitions may be found as; to drag along; to allure; to cause; to grow in the desired manner; to prepare for performance by instruction, practice exercise, etc. Training can be described as "providing the conditions in which people can learn effectively". To learn is "to gain knowledge, skill, ability" (King, 1968:125). In view of the sense knowledge refers to the information we acquire and place into memory, how it is organized into the structure of what we already know and to our understanding of how and when it is used. Thus knowledge can be seen as three distinct types; declarative, procedural and strategic (Kraiger and Salas, 1993:311).

One major area of the Human Resource Management function of particular relevance to the effective use of human resources is training and development. Few people these days would argue against the importance of training as a major influence on the success of an organization. Employees are a crucial, but expensive resource. In order to sustain economic growth and effective performance, it is important to optimize the contribution of employees to the aims and goals of the organizations. The importance of training as a central role of management has long been recognized by leading writers. For instance according to Drucker (1998), the one contribution a manager is uniquely expected to make is to give others vision and ability to perform.

The general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the workforce give

increasing emphasis to an environment of coaching and support. Training is necessary to ensure an adequate supply of staff that are technically and socially competent and capable of career development into specialist departments or management positions. There is therefore a continual need for the process of staff development, and training fulfils an important part of this process. Training should be viewed therefore as an integral part of the process of total quality management.

According Cole (2002:330), in his book *Personnel and Human Resource Management*, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992:235). Pheese (1971:130) defines training as the systematic process of altering the behavior and attitudes of employees in a direction to increase the achievement of organizational goals.

This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The Manpower Services commission of the United Kingdom, which was set up by the 1973 Employment and Training Act defined training as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. According to them, the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future of the organization. Most organizations have long recognized the importance of training to its development.

As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the

jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future.

According to Armstrong (1996:11), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. This was also affirmed by Sherman et al (1996:13). They expressly indicated that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training has not been successful. They further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked.

What they are saying is that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right. If the trainees do not learn anything then of what benefit will they be for the organization. If trainees return empty, with nothing to contribute, it can also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidate might have been selected for the training program.

McGhee et al (1996:54) wrote on the nature of learning and said learning is a term used to describe the process by which behavioral changes results from experience. They also said the fact that learning has occurred could only be inferred from a comparison of an individual's behavior prior to the experiences of specific kinds of task. This is not to say that there has been no learning if there is no overt behavioral change. Since training generally is intended to provide learning experiences that will help people perform more effectively in their jobs, organizational training should follow the learning principle. Training therefore can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals. A formal

training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, McGhee et al (1996:55)

2.4.2 Benefits of Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002) training can achieve:

- High morale - employees who receive training have increased confidence and motivation;
- Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided;
- Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and
- Help to improve the availability and quality of staff.

Derrick et al (2000:55) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development. Sherman et al (1996:16) argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective

level of job performance. According to Krietner (1995:8) in his book *The Good Manager's Guide*, no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources.

Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness. Casio (1989:256) puts it this way “The economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

2.4.3 Principles of Training

Since the object of training is to assist a learner acquire the behavior necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare. According to Bryn Leslie (1990:19), there are four main requirements for learning to take place. The first is **motivation**. The old saying that a horse can be led to the river but cannot be made to drink cannot be over emphasized as it contains an important lesson for the trainer. People learn if they accept the need for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited. Edwin Flippo (1976: 65), also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something which the trainee desires. This could be money, job promotion, recognition and so on.

The second requirement is **cue**. Through training the learner recognizes relevant cues and associates them with desired responses. The third one is **response**. Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent. (Bryn Leslie 1990:91). Finally, **feedback** – the information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning. Even though these learning principles are good, they fail to talk about practice where the learner actively participates in using the skills and knowledge acquired. Furthermore, it also fails to mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training.

2.5. The Training environment

Scores of Literature available on training (Cuming 1968, Italsey 1949, Dole 1985) indicate that traditionally, training in an organization involves systematic approach which generally follows a sequence of activities involving the establishment of a training policy, followed by training needs identification, training plans and programs design and implementation, evaluation and training feedback for further action.

2.5.1 Training Policies and Resources

Kenney et al (1992:3) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained.

They pointed out that training policies are necessary for the following reasons:

- To provide guidelines for those responsible for planning and implementing training;
- To ensure that a company's training resources are allocated to pre-determined requirements;
- To provide for equality of opportunity for training throughout the company; and
- To inform employees of training and development opportunities

As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Michael Armstrong in his book *A Handbook for Personnel Management Practice* (1996:55), training policies are

expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al (1992), but even further stated that training policy shows the proportion of turnover that should be allocated to training.

He again advocated that a training philosophy is imperative to indicate the degree of importance the organization attaches to training. This will if not eliminate entirely, reduce the laissez-faire approach to training. Notwithstanding the essence and the benefits of training, policies can prove to be a difficult task for Directors especially if they are doing so for the first time, and if they do not have the advice of a training officer with previous experience at the level.

2.5.2 Determining training objectives and training plan

After these analyses have been done, it is easier for the training objectives to be established and also to know what the learners must be able to do after the training program. According to McKenna and Beech (2002:110) in their book “Human Resource Management-A Concise Analysis”, it is stated that “It is important that a sound basis is established for other associated elements of Human Resource Management practice such as performance management (appraisal), reward management (motivation) combined with training and development”. What this means is that training and development itself cannot help in total employee development without the complement of employee appraisal and motivation.

One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved. Zaccarelli (1997) outlines the process of planning training as;

- **Develop a training plan**

Once attainable and measurable training objectives have been considered, a training plan can be developed. This planning tool provides a step-by-step written document for others to follow. A training plan can be either a complete training program or just one task. The training plan details the course content, resources required method of training, who should do the training and who should be trained.

- **Design a training lesson**

Once a training plan outlining general program requirements has been developed, the organization will need to concentrate on specific segments of that plan. This is done with the use of a training lesson. Generally, there is one training lesson for each training session. This means if ten sessions are planned, ten training lessons must be developed.

A training lesson serves the following purpose;

- It provides a content outline for the lesson
- It suggests activities/specific instructions which will help to make training easier
- It defines suggested time to be spent on each segment within the segment
- **Select the trainer(s)**

Who is going to train? Who is a good communicator and has the necessary knowledge/skill to train? What should the trainer do to get the trainees ready for the training? These are the questions to be addressed when selecting a trainer.

- **Prepare the trainer (s)**

Training is one of the most important things any organization does. As a result, the personnel responsible for training must be given adequate training themselves, as well as equip them with the necessary logistics. Remotely linked to this, trainees must also be concerned and prepared for the learning experience

2.5.3 Presenting the Training

- **Kinds of Training**

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below;

- **Refresher Training**

Here the employees are made to attend refresher courses at specific training institutions such as universities, colleges or polytechnics and the like, sponsored by the employer. This exposes the employee to modern trends in his field of business. That is, it involves updating skills to meet the job requirement of employees.

- **Orientation Training**

This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

- **Career or Development Training**

This type of training aims at preparing employees for the future. This enables employees to take up higher responsibilities.

- **iv. Job Training**

This involves teaching the employee now to perform the job for which he or she was hired or employed for. This is to help employees to acquire the necessary skills and experience for specific jobs.

- **Methods of Training**

The selection of method for training need to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job. Looking at the sophistication of the equipment and policies in the County, the on-the-job training would be very ideal. According to DeCauza et al, there are a variety of training approaches that managers can use and these include:

- **On-the-job Training**

This is the most widely used training method, as in comparison, on-the-job method of training is simple and less costly to operate. Observing this method critically, the training places the employee in actual work situations and makes them appear to be immediately productive. Here, there is a close collaboration between trainer and learner. There are three common methods that are used in on-the-job training and these are; learning by doing, mentoring and shadowing and job rotation.

Learning by doing: this is a very popular method of teaching new skills and methods to employees. Here the new employee observes a senior experienced worker and learns what to do. The advantage here is that this method is tried and tested and fits the requirements of the organization.

The disadvantages are that the senior worker is not usually trained in the skills and methods of training therefore it can be a process that may be time consuming as a new comer struggles to cope with the senior worker's explanations. Far more successful is to use a senior or experienced worker who has been trained in instruction or training method and whose teaching skills are coordinated with a developed program linked to off-the-job courses.

Mentoring: this is another version of the system whereby a senior or experienced employee, takes charge of the training and development of a new employee. This suggests a much closer association than master/apprentice and elements of a father/son relationship can exist whereby the mentor acts as an advisor and protector to the trainee.

Shadowing and job rotation: this usually aims to give trainee managers a feel for the organization by giving them the experience of working in different departments. Trainees must be encouraged to feel it is not time wasting and people in the various departments in which they are temporarily working must feel a commitment and involvement in the training if it is to work. Unfortunately, trainees are not usually welcomed and are seen by supervisors and workers in the department as obstacles to the daily routines. If well-structured and planned with the cooperation of all departmental supervisors, this method can be a worthwhile learning experience.

Job rotation is another version of training that became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. It is a management technique used to rotate incumbents from job to job or from department to department or from one plant to another in different geographical areas. The rotation is done on co-ordinate basis with a view to exposing the executives and trainees to new challenges and problems. It is also aimed at giving executives broad outlook and diversified skills.

If appropriately implemented this can be an excellent learning experience for workers and suitably fits with Human Resource Management concepts of team-work and empowerment

whereby people are encouraged to greater responsibility for their work and that of the team. On the negative side, there have been criticisms that not enough structured training is given to enable workers to do these jobs well. However, the researcher believes that on-the-job method of training has a setback.

A critical review of the method reveals that, although employees learn doing the job, their productivity tends to be low because they do not have the skills and knowledge needed to be effective and efficient. In an on-the-job training method, the emphasis is more on the acquisition of specific, local knowledge in a real situation. Unlike on-the-job method, off-the-job method emphasizes developing an understanding of general principles providing background knowledge and generating an awareness of comparative ideas and practices.

- **Vestibule Training**

This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job.

- **Behavior Modeling**

Here, some of the methods used in the assessment centers include business games, in-basket, simulation, problem-centered cases, and many others, to enable the trainee learn the behaviors appropriate for the job through role-playing. The use of behavior modeling is based on social theory, and it is in particular an effective method for interpersonal or social skills training. This method of training incorporates the use of videos to clearly demonstrate the way things ought to be done, what behaviors are to be avoided. Behavior modeling is often based on the demonstration of the right and effective way to behave and as a result, trainees are provided with facilities to practice this. Bryn (1990:17) puts it this way, that behavior modeling is where target behaviors are selected and videos on each of the behaviors produced, showing competent persons achieving success by following specific guidelines. Key points are displayed on screen and are backed by trainer-led discussions. Learning here is trainer enforced through role play.

- **Understudy Training**

An understudy is a person who is training to assume a position at a future date, the duties and responsibilities of the position currently occupied by the person him or her in understudying. An individual or group is assigned to assist a superior officer in the performance of his duties related to the position and at times left to grapple with the day-to-day problems which confront the superior in the performance of duty. They are allowed to solve them with or without the help of the superior. When the understudy shows promise of talent, he takes over when the superior is transferred, retired or is promoted to a higher position, Decauza et al (1996:70).

- **Case Study**

Here, trainees are given case studies of real or imagined events in an organization to study, analyze and give an opinion. After analyzing several cases under the guidance of instructors, the trainees are exposed to certain concepts, problems, techniques and experiences, which they will later face on the job. The object of this method is to help the trainees think logically and develop the ability to analyze alternative courses of action systematically and objectively.

- **Business Exercise**

In this type of training exercise, the work situation is stimulated and the trainees are presented with reports, correspondence and memoranda, as in a real work situation, to handle. Business exercise training helps employees to develop decision-making, time management, planning and communication skills. It also helps them to develop a “feel” for the work situation before they apart the real job.

- **Group Training**

Group training method includes group discussions, seminar and sensitivity training. Here, trainees having different or similar backgrounds and experiences meet to share ideas on specific topics decided by the trainer. If organized properly, it offers trainees from different backgrounds an opportunity to share valuable information and learn from each other’s experience. An example is the T-group which is an approach to human relations; the original emphasis is that it is a form of group therapy. The seminars have the benefit of encouraging participants whiles providing opportunities for trainees to learn from each other.

The T-group is however, leaderless, unstructured groups designed to encourage learning room experience and group dynamics, and also provide a forum for the giving and receiving of personal feedback.

2.6 Training Evaluation and employee performance

Upon checking the effectiveness of training, Kenney et al (1992:11) stated that the training program is reviewed during and after its completion by the training officer, the line manager, and if necessary, by the trainees themselves. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the training program and not just the achievement of its laid down objectives. Hamlin (1974) advocated that until control measures are taken to correct any deficiencies after the training, evaluation has not been completed and thereby ineffective. Evaluation is an integral feature of training, but it could be difficult because it is often hard to set measurable objectives.

2.6.1 Methods of Evaluation

There are several methods for evaluating training. Beardwell and Holden (1993) have cited some of these methods as follows;

- Questionnaires (feedback forms): this is a common way of eliciting trainee responses to courses and programs.
- Tests or examinations: these are common on formal courses, especially those that result in certification for instance a diploma in word processing skills. End-of-course tests can also be employed after non-certificate short courses to check the progress of trainees.
- Projects are initially seen as learning methods but they can also provide valuable information to instructor about the participants' understanding of subject matter.
- Structured exercises and case studies also provide opportunities to apply learned skills and techniques under the observation of tutors and evaluators.
- Interviews of trainees after the course or instruction period are another technique for gathering information directly from the learners. These can be formal or informal, individual or group, face-to-face or by telephone.

2.6.2 Human Resource Development Advantages

Nowadays the necessity for dedicated professionals has increased with the rising demands of business and the level of competency. It is significant to have professional knowledge on how to handle complicated situations. Career development schools make certain that people take advantage in the training given to them. The advantages are based on the quality, standardization and methodology applied. It assists in building confidence, promotion of personal development and is a focus for quality staff. Superiority is a major concern in any business and career development. It is not limited to the products but the performance of the professionals as well. Lack of quality affects standard of performance, however career development takes the chance to develop on the defects and bring quality products.

The review has so far revealed the importance and purpose of training in an organization, and how it contributes to productivity. The essence of training needs has also been explained. How and why training needs should be assessed was not overlooked. The fundamental bases for which personnel may be chosen or selected for training, the kinds of training methods are identified.

Training is seen as a key instrument in the implementation of Human Resource Management policies and practices, particularly those involving cultural change and the necessity of introducing new working practices. First of all the organization will need a training policy that specifies what training means to the organization, who qualifies for training, how training should be conducted and so on. The next step is to analyze the training needs of the organization in relation to the organization's strategy and equate it with the needs of the individuals within it. A variety of methods could be adopted to carry out a training needs analysis. Job analysis, interview with managers and supervisors and performance appraisal are few methods commonly used. Despite the available variety of methods, an organization has to be cautious when selecting training methods for its use. A careful use of training methods can be a very cost-effective investment.

2.7 Theoretical Framework

Theoretical Framework is based on learning and behavior change theory. These theories can be considered when planning training to help ensure training is effective and results in the desired behavior or competence and performance. Learning theories are conceptual framework that describe how students absorb, process, and retain knowledge during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained (Wikipedia). Behavioral psychology, is a theory of learning based on the idea that all behaviours are acquired through conditioning which interaction with the environment. Behaviorists believe that our responses to environmental stimuli shape our actions. Since projects are change agents, this study was guided by the theory of learning and behavior change theory. Kendra Chery (2018).

2.8 Conceptual Framework

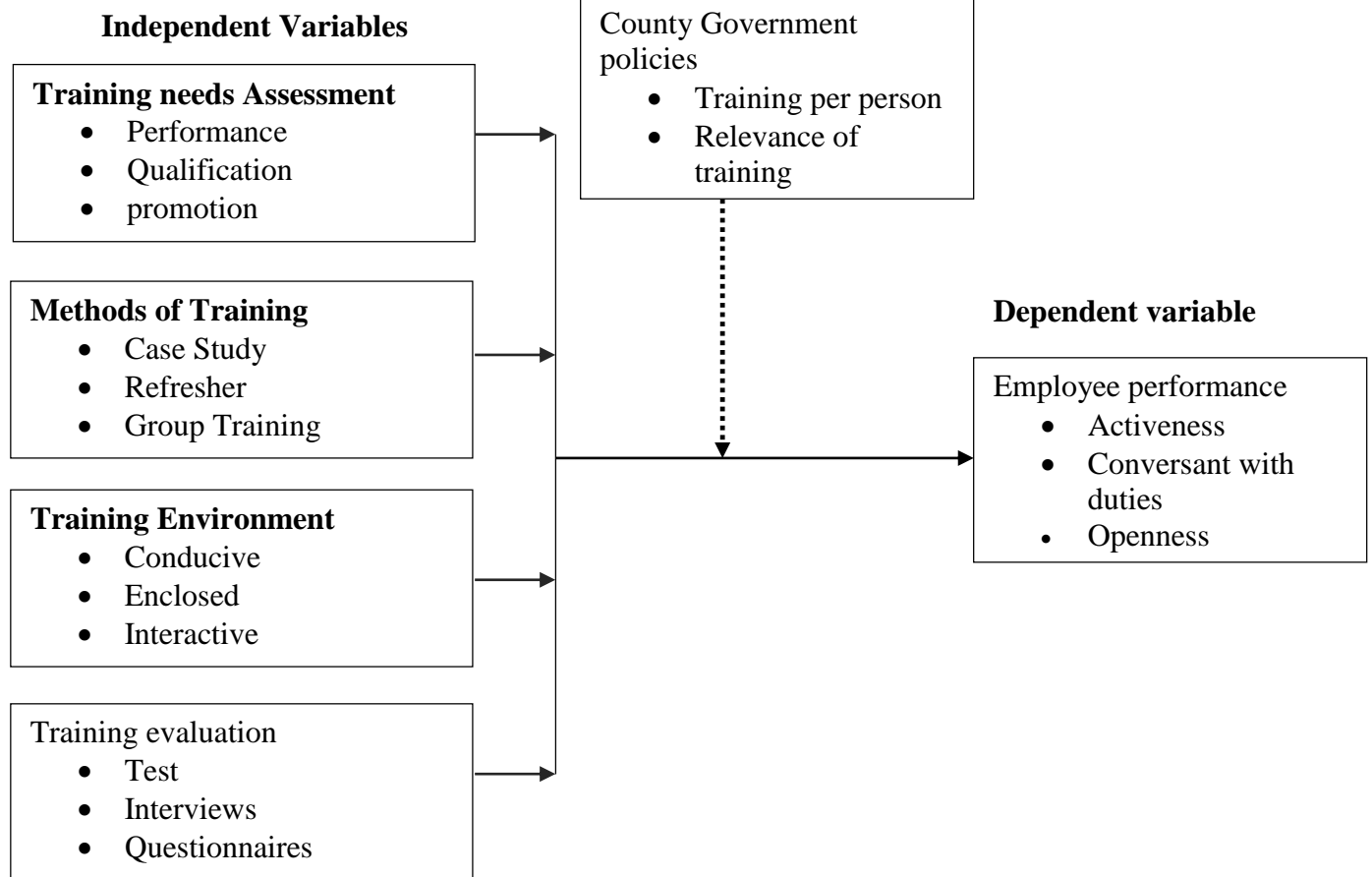


Figure 1: Conceptual Framework

The arrow shows how variable interact and affect each other. The independent variable is depicted to have a direct influence on the effect of training as far as performance is concern. This study assumes that no external factors (intervening) or internal factor (moderating) will affect the influence of independent variables or the dependent variables. The study conceptualizes that the presence (absent) of either of the independent variable will have an effect (increased or decrease) on performance in Machakos county government.

2.9 Research gaps in Employee Training and Performance

Training enhances individual productivity and improves their job performance in the work environment (Goldstein and Ford 2002; Gupta and Bostrom 2006). Training effectiveness causes behavior change thereby resulting in organizational performance (Goldstein and Ford 2002). In order to implement right training methods, organization should be aware of the training methods and their effectiveness. Training is widely understood as communication directed at a defined population for the purpose of developing skills, modifying behavior, and increasing competence. The current literature in the Machakos County Government reflects that the existent research is about how the organizational politics influence job performance. However, there is inadequate study conducted on the training needs in the county and impact of training. Therefore, this study seeks to fill the information gap about the role of training on the human resource of Machakos County Government and how this affects worker performance.

2.10 Summary of the literature review

The thematic focus is to facilitate the policy formulation and employee development programs that the Machakos County government has on the overall employee performance, in accordance with the objective of this study. The existing literature alludes to a need for better training focus. the chapter sets precedence of the areas the study will evaluate as illustrated in the conceptual framework and the gap to be solved.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with general overview of research design, area/scope of the study, the targeted population, sample and sampling procedures, instruments/tools used in data collection, how to administer the research tools and data analysis presentation.

3.2 Research Design

In this research survey research design was used to investigate the impact of on the job training on employee performance in Machakos County. Such issues are best investigated through a survey study approach. The designs enabled an in-depth analysis of the smaller samples to get an insight of the larger cases. The survey research design generally entailed intensive descriptive analysis. According, to Kothari. C.R, (2003) research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose, with economy procedure. The study adopted survey research design. Survey design is perceived to be authoritative by people in general and it is easily understood and can therefore result in valuable findings if correct procedures are followed (Peil, 1995).

3.3 Target population

The research was carried out research in Machakos County offices. The targeted population was from different departments and four were selected to participate, with target population of 300 staff members.

Table 3.1: Targeted population

UNITS	NUMBER OF STAFF
Depart of Public Service, Labor, ICT and Cooperative Development	100
Department of Transport, Roads, Public Works and Housing	80
Department of Trade, Economic Planning, Investment and Industrialization	70
Department of Decentralized Units, County Administration and Energy	50
TOTAL	300

Source: *Government of Machakos (2018)*

3.4 Sample Size

The researcher sampled out a manageable number of participants, which include 100 staff to take part in the study (that is 20 management and 80 subordinate staff). The total sample size was an estimate of an appropriate proportion of the target population. The sample size was determined using the sample size determination formula (Kothari 1999), where the population is finite. A sample size of 100 staff was used in conducting the study. Here the researcher employed purposive sampling technique so that each individual in the county got a chance of being generalized in the sample. The research was carried out with only 80 staff equivalent to the rule of the thumb (30%) of the total population for the staff of the selected departments in the county.

3.5 Sampling Procedure

Simple random sampling was appropriate because the entire population was relatively large, diverse and sparsely distributed, hence random sampling technique intended to achieve the desired objective. This technique was appropriate for the study as it is cost effective and efficient in administration. The sampling technique gave each element in the population an equal probability of being sampled.

Purposive sampling procedure was adopted since the target population was known. In this method, the researcher employed her judgment about who to include in sample frame. A prior knowledge and research skill was used in selecting the respondents to be sampled. The advantage of this method was the ease in which it was administered. Purposive sampling was ideal for this study as a multistage sampling procedure, because teachers in primary institutions are more informative and have similar characteristics i.e. their level of education. Therefore more homogeneous the members have different level of education, included as part of the sample. An interview schedule was used on key informants.

3.6. Data collection instruments

The study was mainly dependent on the primary and secondary data. Primary data was collected by use of structured questionnaires and interviews for the county employees, while secondary data was obtained from relevant Machakos county reports and records, the public office and library sources.

The face-to-face interviews are relatively faster and cheaper. The questionnaires were administered physically to the respondents. These two methods of data collection help to reach a wider base and are reliable. For instance, in interviews, it is easy to observe the non-verbal expressions which provides additional details such as feelings about the topic. The literature review as a secondary data source gives the study the supplementary data required to provide the basis for the qualitative data gathered from the interviews and other methods.

3.6.1 Primary Data

A closed ended questionnaire was used on individual staff of the County departments selected. The questionnaires were then modified to improve clarity and reduce length of interviews. Interview schedule was used with the management of the County which include managers, supervisors, trainers and human resource officers.

3.6.2 Secondary Data.

Secondary data was collected from the County offices records. Other sources of information include books, journals, previous theses, district development plans, statistical abstracts and unpublished sources of information relevant to the area under study.

3.7 Data analysis techniques

In order to ensure logical completeness and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were rectified. Once editing was done with, data was analyzed qualitatively and quantitatively. The qualitative data from interviews and secondary documents was analyzed using content analysis and logical analysis techniques.

Quantitative data analysis was done by the use of Microsoft office 2013- integrated package on a personal computer and the SPSS software. The technique for quantitative data analysis was the frequency distribution and percentages, which were used to determine the proportion of respondents choosing the various responses. This was done for each group of items relating to the research questions. The proportions showed the diverse views of employees on the various sub-issues.

Data collected from the questionnaires was coded according to the objectives of the study. Frequencies, percentages and graphs were used to enable the researcher to come up with clear data concerning responses. The data collected were presented by use of frequency tables, pie charts, percentages and graphs.

3.8 Ethical consideration

Research should be confidential, observe non-disclosure of sensitive information and be based on the informed consent of adults. This research observed the following ethics: voluntary participation; observed confidentiality; and respect for respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the research study and its discussion.

4.2 Questionnaires response rate

The study used questionnaires as tools for data collection. A total of 100 questionnaires were sent out and 80 were returned translating to 30% return rate. The response rate was good when compared to the recommended response rates to verify consistency of measurements required for analysis (Kothari, 1999).

4.3 Socio-Demographic Characteristics of the Respondents

This section presents the defining features of the respondents that participated in the study. These elements include the age groups, gender, education level, the job group, the job position and work experience in terms of the years they have been working at the County.

4.3.1 Age of Respondents

From the study the age distribution of respondents was varied as summarized in Table 2. The data obtained from the questionnaire reveals that 30 respondents between 36-45 years representing 37.5% formed the majority with 20 respondents each between the ages of 18-25 representing 25% and 26-35 representing 25% respectively. Five respondents aged between 46-55 representing 6.25% and between 56-59 representing 6.25%.

Table 4.1: Age of Respondents

Age(Years)	Frequency	Percent%
18-25 years	20	25
26-35 years	20	25
36-45 years	30	37.5
46-55 years	5	6.25
56-59 years	5	6.25
Total	80	100

4.3.2 Gender of Respondents

Table below present's data on gender of respondents. The figure shows that the male respondents formed majority of the target population with a total of 50 representing 62.5%, while 30 respondents representing 37.5% were females.

Table 4.2: Gender of Respondents

Gender	Percentage %
Male	62
Female	38
Total	100

4.3.3 Educational Background

It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of training may be most appropriate. Table 3 presents the data of educational background of respondents:

Table 4.3: Educational Background of respondents

Educational level	Frequency	Percent%
Secondary	15	18.75
Certificate	15	18.75
Diploma	20	25.0
Higher diploma	18	22.5
Degree	6	7.5
Masters	6	7.5
Total	80	100

From Table 4.3 it is can be seen that respondents hold a range of educational qualifications from secondary to Masters Level. Most of the employees constituting majority of the total respondents have no professional qualification. Twenty of the respondents are diploma holders. 15 out of the 80 respondents are high School graduates and another 15 having the certificate qualifications. 18 of the respondents are higher diploma holders with the degree holders representing only 15%. This suggests that people of different educational qualifications are present in the county.

This implies that different levels of job training planned and systematic may be required to improve their quality.

4.3.4 Job Position of Respondents

The Machakos County has over the years developed its own organizational structure that flows onto various job positions that require various kinds of consistent, planned and systematic training to enhance their skills, attitudes, knowledge and competencies for improved worker performance.

Table 4.4: Job Position of Respondents

Position	Frequency	Percent%
Human resource Development	18	22.5
Secretaries	10	12.5
Accounts officers/clerks	10	12.5
ICT officers	5	6.25
Staffing	6	7.5
Drivers	6	7.5
Human resource management/supervisors	25	31.25
Total	80	100

Table 4.4 gives the various positions of employees who responded to the questionnaire. Human resource management and development formed the majority of the employees each representing 18(22.5%) and 25 (31.25%) respectively, Secretaries represented 12.5%, 10 Accounts clerks with 12.5% representation, 5 ICT officers representing 6.25%, 6 Staffing officer representing 7.5% and 6 drivers representing 7.5%. This analysis indicates that the Machakos County employs various kinds of job holders who combine their efforts towards the growth and attainment of organizational goals. The majority of the employees 43 (53.75%) were from human resource department.

4.3.5 Years of Service in the Machakos County

The study also sought to find out the years of service the respondents have rendered to the County organization.

The respondents have served in TSC from 1 to 4 and above years. This means the County has a blend of experienced and young professionals who require constant refresher training and development to update their skills and perform on the job.

4.4 Training of Employees and Performance

This will guide in showing the number of staff who have participated any training trained and their highest level of study

4.4.1 Participation in Training

The importance and relevance of training to organizational performance is well known. It is a well-known fact that develops skills, attitudes, and abilities. The study sought to know the proportion of respondents who have ever participated in any form of training program while at the county. The table below presents their responses:

Table 4.5: Participation in Training

Respondents	Frequency	Percentage
Yes	55	69
No	25	31
Total	80	100

Table 4.5 shows that almost 69% of respondents have ever participated in training in one form or the other. Interestingly, as much as 31% have not participated in any form of training in spite of the known dividends of training and even when the county has a clear training policy. This picture is the more interesting in view of the fact that the respondents have been in the service of the county from one to four years since inception of county governments in Kenya. Training benefits organizations in terms of improving morale of employees, lower costs of production, and facilitates change management among others. It is significant that out of eighty respondents, as many as 25 have not participated in any training.

4.4.2 Selection for Training

It has been established that training has been taking place at Machakos County, and particularly for our study period (2017-2018). It is also clear from the responses from figure 4 above that almost 69% of respondents have participated in training in one form or the other at the County. Literature tells us training is a planned and systematic flow of activities involving determining training purpose and policy, and following through by determining training and development needs, planning the training, implementing the training, and evaluating the training.

Selecting participants through a careful process of training needs identification is therefore the proper process of initiating training. Subsequently, respondents were asked a series of questions to determine the flow, planned and systematic nature of the training and development process at the County. The starting point was to know how respondents were selected for inclusion in the training programs they participated in. Table 4.6 summarizes the responses of the 80 respondents who ever participated in training;

Table 4.6 : Selection for Training

Selection Criteria	Frequency	Percent
Supervisor recommendation	6	7.5%
Employee request	1	1.25%
Performance appraisal	2	2.5%
New technology	6	7.5%
Don't know	38	47.5%
Others	2	2.5%
Not participated in training	25	31.25%
Total	80	100

The Table 4.6 indicates that majority of the respondents 47.5% do not know how they are selected for the training programs they participated in. Those who had not participated in training comprised of 31.25%. The supervisor recommendation comprised of 6 (7.5%), while performance appraisal and other selection criteria comprised of 2 (2.5%) and the least 1 (1.25%) were on employee request. When the Training Manager was asked about the criteria for selecting employees for training, his response indicates that participants are selected based on various criteria and he was not able to specify exactly how training needs are identified except to say that it depends on the circumstances.

4.4.3 Objectives of Training for Employees

In training practice, it is also good to have trainees know the objectives for each training program they participate in. The respondents were asked if they were always clear about

the objectives of each training program they participated in. The Table 4.7 captures the responses from the 55 respondents who have ever participated in training.

Table 4.7: Respondents Awareness of Training Objectives

Awareness of training objectives	Frequency	Percentage
Yes	4	5.0%
No	76	95%
Total	80	100

The employees who were aware of training objectives comprised of 4 (5%) and majority of them 76 (95%) were not aware. These courses can generally be classified as job training and refresher training.

4.4.4 Methods of Training for Employees

The selection of method for training has to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al (1996:70) explained that the most popular training and development method used by organizations can be classified as either on-the-job or off-the-job.

There are a variety of training approaches that managers can use and these include. Accordingly, the Training Managers were asked to identify the training types and methods used. Regarding the types of training, they indicated that the County engages in orientation training for new employee, refresher training for existing employees, job training, and career development training. Regarding training methods, they mentioned on the job training, mentoring and seminar as the methods of training. It was necessary to assess these methods from the point of view of the respondents. So the were asked a question regarding what training methods they had experienced.

On how the training plan, lessons, and trainers were determined, the Training Manager again indicated that it depended on the situation at hand. Training is a planned and systematic process that goes to develop employees and it is significant to note that the

training process at Machakos County seem to depend on contingency. When respondents were asked how easily accessible training is to them, majority, as shown in the Table 4.8 below believe training is not accessible.

Table 4.8: Accessibility of Training to Respondents

Accessibility of training to respondents	Frequency	Percentage
Yes	50	62.0%
No	30	38%
Total	80	100

4.4.5 Sponsorship for Further Studies for employees

It was also necessary for the study to assess Machakos County’s commitment to career development issues. Granting of sponsorships for further studies is one such opportunity to develop the capacity of staff to meet future challenges. Indeed, most of the respondents indicated that they have never been sponsored. In the absence of training and development, employees sponsored themselves in furtherance of their education to obtain professional or higher level certificates. Figure 5 indicates that even though majority of the respondents 44% were sponsored by County, yet quite a good number 56% were also sponsored themselves for further studies to acquire skills, knowledge and abilities.

Employees who expressed the desire to pursue university education were not given any form of assistance like study leave with pay. Their application for study leave was turned down with those who were persistent being advised to resign. Those who sought for part-time programs were disengaged after their studies as management claimed their programs were not relevant to the job. The few ones who were retained had no promotion to match their added skills and competencies.

What may happen under such circumstances is that employees desirous of developing their career through further studies but do not want to lose their jobs will resort to a hide and seek game (absenteeism) to enroll and complete study programs. Others may actually quit

their job which could lead to high labor turnover in the organization with its attendant disadvantages. Accordingly, employees were asked whether they have ever self-sponsored themselves to acquire skills, knowledge and abilities.

Table 4.9: Sponsorship for Further Studies

Respondents	Percentage
Yes	44
No	56
Total	100

4.4.6 Career Progression Projections for Employees

Regarding whether respondents are aware of the existence of any career development projections for them, all respondents (100%) indicated that they are not aware of the existence of any such development program. Views sampled from a cross section of the employees through the questionnaire to know whether employees are even aware of the existence of a training policy also indicated that a large majority (69%) seem not to be aware of the existence of the policy. The views are presented in the Table below

Table 4.10: Career Progression Projections for Employees

Respondents	Percentage
Yes	31
No	69
Total	100

Table 4.10 Employee Awareness of Existence of Training Policy at Machakos County

The training policy gives the general direction, provides guidelines and informs employees of training and development opportunities available. Employees certainly cannot take advantage of the opportunities offered by a policy whose existence they are not even aware of. Figure 4.6 indicates therefore is that employees at the County are not able to take advantage of training opportunities contained in the training policy.

4.5 Training and Development Practices and Methods at Machakos County

The training practices and methods of County were therefore assessed using responses from questionnaires administered to the sample of employees, and interview granted by the Training Manager of Machakos County.

4.5.1 Training and Development Projections for Employees

Respondents were also asked whether they are aware of the existence of any employee training and development projections for them. All respondents said they were not aware of any such projections. These responses are in accord with the Training Manager's assertions that the County is yet to fully develop career progression, and training and development projections for employees. For an organization that has been engaged in training for the past five (5) years, these omissions are significant because they have far reaching consequences for worker performance and productivity as far as the training and development component is concerned.

4.5.2 Assessment of the Nature of Training at the County

From the foregoing discussions, is clear that training in the County has not been following the known and standard training practices and methods. Indeed, when respondents were asked if in their opinion they consider training and development activities at County as planned and systematic comprising of 4 (5%), unplanned and unsystematic 69 (86.25%), and those who were not sure being 7 (8.75%) as summarized in Table 4.11 below.

Table 4.11: Respondents opinion on planned and systematic nature of training and development activities at Machakos County

Nature of training	Frequency	Percentage
Planned and systematic	4	5.0%
Unplanned and unsystematic	69	86.25%
Not Sure	7	8.75%
Total	80	100.0

These responses, together with the hesitation of the Training Manager in providing answers to similar questions add up to the conclusion that training and development at the County indeed might be unplanned and unsystematic as hypothesized.

4.6. Motivation through Training

Training is a planned and systematic effort by which Managements of organizations aim at altering behavior, and encouraging employees in a direction that will achieve organizational goals. One of the key known benefits of training is the motivation it provides those who receive it. Indeed, according to Cole (2002), employees who receive training have increased confidence and motivation. That is, training can achieve high morale for an organization. Training is known to increase the availability and quality of staff. The study therefore sought the opinion of the respondents whether they feel motivated and satisfied with the training and how it is applied at the County. The Table 4.12 illustrates the responses:

Table 4.12: Motivations through Training

Respondent	Percentage
Yes	75
No	25
Total	100

The Table 4.12 shows that an overwhelming majority of respondents (74.55%) don't feel motivated by the training activities of the Machakos County. This is significant because motivation generally seeks to boost employees' morale to work hard and thus increase productivity.

4.6.1 Employee Potential for Development through Training

Similarly, the respondents were asked, whether training offered you the opportunity to identify any potential you have for further development. The table 4.13 illustrates the responses:

Table 4.13: Employee Potential for Development through Training

Opportunity for personal development	Frequency	Percentage
Yes	3	3.75%
No	77	96.25%
Total	80	100%

In the opinion of the respondents, training has not offered any opportunity for personal development. As many as 77 (96.25%) out of 80 respondents said, No to the question. This may not be surprising because it has been established in the earlier discussions that training at the County is generally unplanned and unsystematic.

4.6.2 Training and employee performance for employees

Productivity relates to output per unit of input, for instance, output per labor hour. It is measured in terms of effectiveness and efficiency of an effort. The sources of productivity gains include (Schiller, 2002):

- 1) Higher skills – an increase in labor skills
- 2) More capital – an increase in the ratio of capital to labor
- 3) Improved management – better use of available resources in the production process
- 4) Technological advancement – the development and use of better capital equipment

It is difficult to isolate the various variables that contribute to productivity and measure their true effect and contribution to productivity. The focus of this study however, is the aspect of productivity which relates to employee training and development and the impact of such higher skills on the performance and productivity of the individual employees. This focus is founded on the basis that employees will not perform well at work no matter how

hard they try and regardless of how much they want to until they know what they are supposed to do and how they are supposed to do it (Zaccarelli, 1988).

Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient. Training is the means by which such skills, knowledge and attitudes are impacted to employees to enhance efficiency and effectiveness. In measuring the impact of training and development on worker performance and productivity, respondents were asked the key question. The responses were majority of the employees 62 (77.5%) were of the opinion that training does not affect employee performance, while 10 (12.5%) were as summarized in Table 4.14:

Table 4.14: Respondents opinion of training effect on employee performance

Nature of training	Frequency	Percentage
Yes	8	10.00%
No	62	77.50%
Not Sure	10	12.5%
Total	80	100%

4.7 Training impact on higher skills for employees

Table 4.14 illustrates clearly that as many as 62 out of 80 respondents do not link their performance to training. In addition to the 10 who are not sure of any link, it can be concluded that majority of the respondents do have the opinion that training had much effect on their performance. This is significant because the purpose of training at the County is to improve individual and organizational performance and if as many respondents think training does not impact their performance then, the whole process of training ought to be reviewed.

The respondents were further asked if the training and development activities in the organization have equipped them with higher skills for performance. The table 15 confirms the responses as contained in Table 4.15.

Table 4.15: Training Impact on Higher Skills

Nature of training	Frequency	Percentage
Equipped me with higher skills	8	10.00%
No impact on my higher skills	65	81.25%
Not sure	7	8.75%
Total	80	100%

Higher skills are a key component of any productivity equation and as many as 65 (81.25%) out of the 80 respondents do believe that training has nothing to do with their skills. This confirms the discussion on training impact on performance, because training affects productivity and performance through the higher skills it impacts to employees to enable them know their job better and perform it better. Clearly therefore, we can conclude that the objective that “Training and development activities at Machakos County have largely failed to positively impact worker performance and productivity” is largely supported.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings and a discussion of the findings to give recommendations about the result of the study. The chapter also gives the conclusion to this study.

5.2 Summary of the Findings

The study sought to establish the purpose of training in Machakos County. The purpose of training and development activities at the County is to achieve individual and organizational performance.

The fundamental purpose of training is to improve knowledge and skills and to change attitudes and behavior for the purpose of enhancing organizational effectiveness and performance. Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training at the County.

A critical examination of the training policy indicates that it contains all the essential elements of training and development. It outlined the objectives of the policy, spelt out the measures for training and development needs identification, methods of training implementation, types of training, and methods of training and development evaluation. The policy made provision for career development and links it to career progression in the organization. The policy has indeed provided a coherent structure for training that should help improve employee access to training in a very organized way that could help the County derive the benefits of training.

However, according to the Training Manager the processes involved in training are not duly followed because of the costs associated with it. Training at the County is not as planned and systematic as they would have wanted to have it. He indicated that budgetary provisions for training are always below expectation. He however was not ready to disclose the true figures for examination.

According to the Human resource Manager, the training given to employees at the County is to help improve the skills, knowledge, abilities and competencies. The ultimate objective however is to help improve both individual and organizational performance. Clearly, the purpose of training at the Machakos County is in line with the general purpose of training.

The interview with the Human Resource Managers did indicate that County has a training and development policy in place. The policy was thus obtained for analysis of the contents. Training policies are the expressions of the training philosophy of the organization (Armstrong, 1996) and training policies provide guidelines for training, and ensures a company's training resources are allocated to predetermined requirements (Kenney et al, 1972).

Data collected, presented and analyzed also indicated that the purpose of training and development activities at the County is to enhance the skill of employees and thereby achieve improved individual and organizational performance. Training policy exists at Machakos County and an examination of the contents of the policy indicates a clear structure for training and development which if implemented would improve access to training to all employees.

Data was then presented and analyzed regarding the actual training and development practices and methods. The results reveal that even though respondents have had not less than one year's service with the organization, only 55 out of the 80 have ever participated in training of any kind in the organization. 38 out of the 55 who have ever participated in training do not how they were selected for the training. 41 out of the 55 do not even usually know the objectives of the training.

The organization engages in job and refresher training and the training methods, plans, lessons, and trainers are selected as they situation demands. Training activities are largely not evaluated. Sponsorships for further studies (career development) is minimal and there is no career progression projection, nor training and development projections for individual employees. This led many of the respondents to conclude, and rightly so, that training in the County government is unplanned and unsystematic.

Finally, the study attempted to establish a relationship between training and development and individual performance. This relationship was examined in terms of training contribution to respondents; motivation, opportunity to identify potentials for further development, performance and attainment of higher skills for performance.

The findings are that many of the respondents do not feel motivated by the training offered, and indeed many have even never participated in training and development activities. It was also established that the respondents do not feel training has offered them opportunity to identify potentials for further development. Clearly also, an overwhelming majority of respondents do believe training have had no impact on their performance and further indicted that training indeed had had no impact on their job skills. All the facts go to support the objective that training and development activities have largely failed to positively impact on individual effectiveness and efficiency in the performance of their jobs.

The results also revealed that employees sponsored themselves to acquire new skills, knowledge and abilities through formal education programs. These employees are however not promoted or upgraded because most the time their programs are seen as being unapproved by management and therefore irrelevant to the county's work.

This was contrary to the objectives stated in the staff training policy that opportunities will be given to employees as necessary for more training and development program to improve their role and performance to their duties.

5.3 Conclusion

This study sought to investigate the impact of training and development on worker performance and productivity in organizations using Machakos County government as a case study and findings and recommendations provided. The County will need to take action to correct its training and development activities, and make sure the processes involved are duly followed.

The findings of this research indicated that the County's nature of work depends mainly on high technological and sophisticated equipment and skills. This makes continuous training and development of its human resource crucial and vital, taking into consideration the rapid technological advancement.

From the results of the study, it can be concluded that Machakos County certainly had a well-established policy to invest in the training and development of employees, however the processes involved are not being duly followed.

It also organizes training programs from time to time for its employees to update their knowledge and skills and to ensure that maximum efficiency exist in the County. Employees, who realized the need for change in attitude, want to develop themselves through formal education in order to be abreast with modern technological advances self-sponsored themselves to acquire these skills.

5.4 Recommendations

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's staff efficiency, skills and productivity. In order to reap the full benefits of a training initiative, the Machakos County should ensure that the following recommendations are instituted at the work place:

1. Identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR personnel. Everyone involved should agree exactly to what the trainees are lacking,

for instance what skill is needed, and what attitudes need to be changed toward work performance.

2. The needs identified should emanate from County's strategic plan, which also cover departmental/sectional/teams and individual plans. The County management should see learning, training and development as well as training's objectives, plan, implementation and evaluation as a continuous process for organizational development and survival.
3. Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timely) and unambiguous, and should develop individual, as well as, meet the needs of the County. Objectives should also include performance targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating through intrinsic and extrinsic rewards should be provided as this will lead to commitment and improved performance.
4. Performance appraisal information system should be used to assess employees performance and provide specific information to employees about their performance problems and ways they can improve their performance.
This assessment should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and develop action plans to improve performance of employees through training and development programs.
5. Training needs should be considered on the basis of overall company objectives. The goals of the company should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves and to their lives.
6. The County could develop its employees through formal education which will give employees the opportunity to attend short courses offered by consultants or an executive MBA and university programs which normally involve lectures by experts, business games and simulations, adventure learning and meetings with customers.
7. Most employee development occurs through job experiences. Development is most likely to occur when there is a mismatch between the employee's skills and past

experiences, and the skills required for the job. To be successful in their job, employees in the County must stretch their skills. There are several ways that job experiences can be used for employee development in the County and these include the expansion of current job description, job rotation, transfers and promotion to positions with greater challenge.

8. An interpersonal relationship is another way for employees to develop skills, increase knowledge about the organization and its clients by interacting with a more experienced member. Interpersonal relationships can develop as part of a planned effort to bring together successful senior employees of the County together with less experienced ones.

5.5 Suggestion for the research

The study focused on the influence of job training management on employee performance in Kenya. It also focus on assess to the role of training on the human resource of Machakos county government and how this affects worker performance.

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APPENDICES

Appendix I: Introduction Letter

MBITHUKA GRACE MWENDE

P.O BOX 30859-00100

NAIROBI

16th May, 2018

THE RESPONDENTS

Machakos County

Dear Sir/ Madam,

RE: REQUESTING TO CARRY OUT RESEARCH IN MACHAKOS COUNTY.

I am a post graduate student of University Nairobi pursuing a Master's Degree in Project planning and Management. As part of the requirement for the ground of this degree I am conducting a study on the "The Influence of Job Training Management on Employee Performance in Kenya: A Case of Machakos County Government"

I kindly request your cooperation and assistance in filling in the questionnaire. The information provided will be treated with confidentiality.

Thanks in advance

Yours faithfully,

Mbithuka Grace Mwende

L50/86544/2016

University of Nairobi

Appendix II: Interview Schedule For of Machakos County Staff

I am a student at University of Nairobi. Currently, am pursuing a master's degree course and am carrying out a research on "The effects of on the Job Training on Employee Performance in Machakos County". You have been chosen as one of the respondents in our research. Everything will be treated confidential. Please do not write your name (s) or your department anywhere in the questionnaire. The responses that you give will be used only for the purposes of the study.

Kindly give your responses truthfully.

Please respond by ticking your responses appropriately.

SECTION A BASIC DEMOGRAPHIC DATA

1. How old are you? (Years)

a) 18 – 25 ()

b) 26 – 35 ()

c) 36 – 45 ()

d) 46 – 55 ()

e) 56 – 59 ()

2. Gender;

a) Male ()

b) Female ()

3. Educational Background;

a) Ordinary Level ()

b) Advance Level ()

c) Higher National Diploma ()

d) First Degree ()

e) Master's Degree ()

f) Other (please specify) ()

SECTION B: INFORMATION ON TRAINING AND WORKER PERFORMANCE

4. What is your position in the County?

- a) Machine Operator ()
- b) Human resource Management
- c) Staffing ()
- d) Drivers ()
- e) ICT officer()
- f) Human Resource Development()
- g) Accounts/Audit()
- h) Secretary ()
- i) Procurement ()

5. How long have you been working with the County?

- a) 1 years ()
- b) 2 years ()
- c) 3 years ()
- d) 4 and above years ()

6. Are you aware of any training program in the County?

- a) Yes
- b) No

7. Have you had any form of training since you joined the County?

- a) Yes ()
- b) No ()

8. If you answered yes to question 6, how long ago?

- a) 1 – 6 months ()
- b) 7 – 12 months ()
- c) 1- 3 years ()
- d) Over 4 years ()
- e) Not applicable ()

9. If you have been with the County for at least two years, how many times have you had any form of training?

- a) Only once ()
- b) Twice ()
- c) Several times ()
- d) Never ()

10. How were you selected for training? Please specify.

.....
.....
.....

11. What were the objectives of the training?

- a) To help improve performance ()
- b) To acquire more skills ()
- c) Other please specify ()

12. What kind of training did you participate in? Please specify

.....
.....
.....

13. What methods were used for the facilitation?

- a) Seminar ()
- b) On-the-job training ()
- c) Understudy training ()
- d) Formal Lectures ()

14. How was the training evaluated? Please specify.

.....
.....

15. In your opinion, do you think training at the County is planned and systematic?

- a) Yes ()
- b) No ()
- c) Not sure ()

16. Are you motivated by and satisfied with the training program of the County?

a) Yes ()

b) No ()

17. In your opinion, do you think training has helped improve your performance since you joined the County?

a) Yes ()

b) No ()

18. Has training offered you the opportunity to identify any potential you have for further development?

a) Yes ()

b) No ()

19. Have you ever been sponsored for further studies or personal development program?

What kind of sponsorship please specify

a) Yes ()

b) No ()

20. Are you aware of any career development projections for you?

a) Yes ()

b) No ()

21. Are you aware of any training and development projections for you?

a) Yes ()

b) No ()

22. Have you ever self-sponsored yourself for further studies to acquire new skills, knowledge and abilities?

a) Yes ()

b) No ()

Appendix III – Interview Schedule for Management of Machakos County

I am a student at University of Nairobi. Currently, am pursuing a master’s degree course and am carrying out a research on “The effects of on the Job Training on Employee Performance in Machakos County". You have been chosen as one of the respondents in our research. Everything will be treated confidential. Please do not write your name (s) or your school anywhere in the questionnaire. The responses that you give will be used only for the purposes of the study.

Kindly give your responses truthfully.

Fill in the blank spaces and tick the appropriate check boxes.

Rank

Department

1. Has the County been involved in training and development for employees over the past 5 years (2014-2018)?

.....
.....
.....
.....

2. How long has the County been involved in training and development?

.....
.....
.....

3. What are the major purposes of training and what key internal and external influences impact on training?

.....
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.....
.....

4. Does the County have a training policy in place? Is the policy documented?

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.....

5. Briefly describe the training policy and procedures in the County.

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.....
.....
.....

6. Are the rank and file of the County aware of the training policy?

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.....
.....

7. How did training practice develop in the County?

.....
.....
.....

8. What principles of training apply at the workplace?

.....
.....
.....

9. The training process.

a) How are individual and organizational needs determined?

.....
.....