

**INFLUENCE OF EMPLOYEE TRAINING AND DEVELOPMENT
ON SERVICE DELIVERY IN THE REGISTRATION OF PERSONS
IN KENYA :A CASE OF UASIN GISHU COUNTY**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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ABSTRACT

The purpose of this study was to establish the influence of training and development of employees on service delivery in the Department of Registration of Persons' offices in Uasin Gishu County. The study adopted a survey and descriptive study research design which were therefore deemed appropriate for this study. The sample of the study consisted of 115 customers and 62 officers. The respondents were selected through simple random sampling technique. The main data collection instrument was questionnaire which was distributed to the respondents besides document analysis. The researcher conducted a pilot study on the instruments by distributing twenty (20) questionnaires to the respondents in the Uasin Gishu County, against which data obtained was analysed and interpreted to ascertain questionnaire validity and reliability status. Data was analysed using descriptive statistics both qualitatively and quantitatively. Cross tabulation was used in tabulating frequencies and occurrences of some variables when analysing qualitative data. The analysed data was presented and interpreted using simple frequency tables. The study was meant to achieve four objectives: to establish the level of employee training and development in the registration of persons office in Uasin Gishu County, to investigate the influence of training on service delivery in the registration of persons offices in Uasin Gishu County, to determine the influence of employee on customer satisfaction and to establish registration of persons clients' perception on service delivery. The major findings of the study were that the registration of persons offices were mainly engaged in registration of persons and issuance of Kenya National Identity Cards; that the level of trust in registration of persons office was low; that training was effective in enhancing customer satisfaction; that the most popular method of training employees was on the job training; major challenges facing the registration of persons offices was inadequate training of staff and poor funding. Finally, customer satisfaction was low. It was therefore concluded that the registration of person's offices service delivery to customers was not satisfying. Furthermore, the quality of training received by employees was poor. The study therefore, recommends that the organization be allocated more funds for training in order to equip employees with the necessary knowledge, skills, and competencies necessary to deliver delightful service to customers. This study is important in that it will assist policy makers in coming up with more effective training and development programs for employees to enhance customer satisfaction and loyalty.

LIST OF ABBREVIATIONS

T&D – Training and development

HRM – Human Resource Management

OTT – On – The Job training

CBT – Computer Based Training

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, scope and limitation of the study, theoretical framework and operational definition of the terms.

1.1 Background of the Study

According to the United Nations Development Program (1999), service delivery is a set of institutional arrangements adopted by the government to provide public goods and services to its citizens. It is the specific institutional arrangements that critically influence the performance of public service delivery. The impetus of such aspiration is anchored in the fact that when most of the public is satisfied with the government's services there is a high probability that the government will be re-elected. Nevertheless, most services do not meet the standards required. The World Bank (2006) study done in India reports that, all services are still largely being provided in a top-down manner through the state civil service, and that services continue to fail the rural poor. Even where services have explicitly been said to be quality, their ability to influence outcomes is limited because of the lack of financial and administrative control.

In most cases the central government brings out legislation, enforces it, hires staff, invests, produces and distributes services, either directly operating from the headquarters or through de-concentrated line agencies, assumes full responsibility, and is accountable not only for provisioning but also for delivering services. Due to the outcry from the public over poor services in the government offices, there has been a lot of interest in training and development in the public sector.

In Kenya most of the employees are appraised based on the training that they have received a matter that has seen many employees seek training. The government has also rolled out training schedule to all public servants. However the results of these

programs are yet to be measured in succinct terms to realize any impact to the service delivery.

Training and development increase the employee performance in any organization (Ahmad and Siraj-ud-din, 2009). Another researcher held that employee performance is an important factor and the building block which increases the performance of overall organization. Employee performance depends on many factors like job satisfaction, knowledge and management hence there is a relationship between training and performance (Amisano, 2010). This shows that employee performance is important for the performance of the organization and the training and development is beneficial for the employee to improve performance.

The ultimate aim of every training and development program is to add value to human resource. Any training and development program that would not add value is likely to be abandoned by any organization. Most organizations in the world have made training and development of their employees a continuous activity in order to improve their productivity.

According to Robert et al, (2004) training is the process of upgrading the knowledge, developing skills, bringing about attitude and behavioural changes, and improving the ability of the trainee to perform tasks effectively and efficiently in organisations. Similarly, Stewart (1996) combines the two concepts of training and development and gives an organisation function which has the outcome of ensuring that the contribution of individuals and groups in achieving the organisational objectives through the development of appropriate knowledge, skills and attitude of the employees. The contribution and improvement of organisation performance is primarily through development of people as individuals, workgroups and as members of the wider organisation.

Furthermore, training and development of employees is a systematic process that intends to ensure that the organisation has effective employees to meet the exigencies of its dynamic environment. This is inclusive of adding to the employee knowledge, skills and attitudes required by an individual to improve his performance in the

organisation. Although the use of management inventories, replacement charts, company tours for newly recruited graduates, job rotation programmes and endless series of formal courses have typified training and development as a mechanical process. It should be noted that organizations have begun to realize that it is not adequate to leave everything to chance and natural selection and trial and error hence, the proliferation of training and development in organisations (Robert et al, 2004).

According to Obisi (1996) the concepts, of training and development are used interchangeably. However, it can be differentiated from the other. Training is for specific job purpose while development goes beyond specifics development covers not only those activities which improve job performance, but also those which bring about growth of personality. In training, you use one stone to kill one bird while in development you use one stone to kill two birds (Mamoria, 1995).

According to Ohabunwa (1999) if organizations train their employees very well, managers and superiors would have the confidence to delegate authority to their subordinates but when subordinates are not properly trained, it would be difficult for authority to be delegated to them by their superiors. Much of the literature registers that training and development are key to performance of an organization as well as service delivery. However, the level of the influence is not elaborated vividly hence the current study is being undertaken to ascertain the impact of training and development on the delivery of services in public sector.

1.2 Statement of the Problem

Most governments are responsible for delivering basic goods and services to its local communities in faster, easier and more efficient manner. The government has introduced several initiatives and has developed partnership with difference actors to improve the better service delivery. Most of the government sectors are evaluated on performance basing on such aspects as public service delivery, transparency in decision making process and well managed offices. But, most of the members of the public are still facing numerous difficulties regarding the access to basic goods and services from government. Even though the government has a training and development policy, it

appears its implementation has not been properly carried out. An achievement in public services is far from realising public satisfaction level of public (World Bank, 2006).

Complaints have been registered from clients who have are dissatisfied due to the negative experience such as waiting for an Identity Card for one year or more or not being happy with the way that officers in the department handled their cases.

It is said that an educated and trained worker is frequently acknowledged as one of the most critical elements for an institution or organization becoming and remaining competitive (Ahmad and Siraj-ud-din, 2009). In order to achieve these results the government has embarked training and developing the employees in the public sector. It is hoped that the training will enhance service delivery to the people who direly need them. Nonetheless, training employees for service delivery remains an abstract effort since the impact is in most cases either never realized or witnessed in its minimal. The current study set out to unravel the influence of training on service delivery in the registration of person's offices in Uasin Gishu County.

1.3 Objectives of the Study

The study was guided by the following objectives:

1. To establish the level of employee training and development in the registration of persons office in Uasin Gishu County.
2. To investigate the influence of training on efficiency and service delivery in the registration of persons offices in Uasin Gishu County.
3. To establish the training of staff arrangements by the department.
4. To establish the level of motivation of workers in the service delivery.

Research Questions

The following were the research question that guided the study:

- i. What is the level of employee training and development in the registration of person's offices in Uasin Gishu County?

- ii. What is the influence of training on efficiency and service delivery in the registration of person's offices in Uasin Gishu County?
- iii. What arrangements have been made for staff training?
- iv. What is the level of motivation of workers in the delivery of service?

1.5 Limitations of the Study

The study used questionnaires. Some respondents did not complete answering the questions. The researcher appealed to the respondents individually for their utmost cooperation. The researcher cross-checked the details provided by the respondents with information from the interviews.

1.6 Delimitation of the study

Eight offices of the department of registration of persons in Uasin Gishu County were used in the study.

1.7 Significance of the Study

Service delivery is a very important aspect nowadays and so for organisations that desire to achieve their mandates, it is imperative that they adopt this management principle. The study was therefore of great benefit to the management of public since it will bring to light the situation of training and development. This study will be significant for providing an insight into how government can effectively streamline its training and development to improve revenue generation.

The study may also help improve training and career development practices by providing practical information about core training and development issues. The findings of this study will contribute and complement the already existing knowledge and literature on the role of training and human resource development particularly in the public services sector in Kenya. The study will also benefit academia because it would serve as a basis for further research into the subject matter especially in the training and development.

1.8 Research assumptions

For the purpose of this study it was assumed that employees training and development influenced behaviour and subsequently better services delivery to customers. Furthermore, it was assumed that organizations have the necessary resources to undertake employee training and development. Another assumption was that the target population would give truthful and reliable data and without fear.

1.9 Definition of significant terms

Development

Development is career oriented and aims at preparing people for higher responsibility in the future.

Training

Training is the process of upgrading the knowledge, developing skills, bringing about attitude and behavioural changes, and improving the ability of the trainee to perform tasks effectively and efficiently in organizations.

Training and Development

Training and Development is a systematic process that intends to ensure that the organisation has effective employees to meet their exigencies of its dynamic environment including adding to the employee's knowledge, skills and attitude required to improve his performance in the organisation.

Service Delivery

Service delivery is a set of institutional arrangements adopted by the government to provide public goods and services to its citizens.

1.10 Organization of the study

This study has been organized in the following way; the first chapter deals with the background to the study, statement of the problem, objectives, research questions, covers the literature review and the conceptual framework. Chapter three explains the

research methodology that was adopted in conducting the study. Chapter four presents data analysis and interpretation whereas, chapter five covers summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section consists of the concept of training and development, role of training and development methods of training employees in an organization, importance of training and development in job performance, effect of training on organizations employees and customer satisfaction

2.2 Literature related to the concept of customer satisfaction

According to the dictionary of business and management, (2003) customer satisfaction is the degree to which customer expectations of a product or service are met or exceeded. Corporate and individual customers may have widely differing reasons for purchasing a product or service and therefore, measurement of satisfaction will need to be able to measure such differences. More and more organizations are striving, not just for customer satisfaction but for customer delight, that extra bit of added value that may lead to increased customer value. This study will therefore seek to establish the level of customer satisfaction with the services offered by the registration of person's office.

2.3 Literature related to the Concept of Employee Training and Development

Training involves an expert working with learners to transfer to them certain areas of knowledge or skills to improve in their current jobs (McNamara, 2008). Development is a broad, on-going multi-faceted set of activities (training activities among them) to bring someone or an organization up to another threshold of performance, often to perform some job or new role in the future (McNamara, 2008). According to Asare-Bediako (2002) employees must be trained, and where possible developed to meet their own career needs and the need of the organization. Training is job or task-oriented. It aims at enabling individuals to perform better on the jobs they are currently doing. Development on the other hand, is career oriented rather than job-oriented. It aims at preparing people for higher responsibilities in the future (Asare-Bediako, 2002).

Organizations must therefore have the responsibility to develop and implement training and development systems and programmes that best help them to achieve their objectives.

Note et al. (2000) viewed training generally as a planned effort by a company to facilitate employees learning of the job-related competencies. These competencies include knowledge, skill, or behaviours that are critical for successful job performance. Whilst some human resource professionals consider training and development an after recruitment programme, Asare-Bediako (2002) believes that it must be incorporated into orientation programmes for newly recruited staff. According to him, the training and development (T&D) unit should explain to new employees what training and development means and what programmes and facilities are available to employees. At this stage, training and development explains internal training programmes available and how they could participate. T&D should emphasize the area of corporate culture. As the unit changed with facilitating change and maintaining the organization's culture, training and development should reinforce the importance of training and development through continuous efforts such as frequent reminders, meeting, etc.

According to Asare-Bediako (2002), development activities are designed to reinforce strength, overcome limitations, provide relevant, new competencies, and broaden outlook. Such development activities usually include formal courses, acting assignment, attachments, job rotation, and delegation. According to him, ideally, at the time of employing staff or just after employment, a career development plan should be prepared for the employee. This should clearly indicate personal profile of the staff, the educational qualification and training, work experience with dates, past training and time, major strengths, major limitations, progression projections and timings and training and development plan and timing.

2.4 Literature related to the Levels of Employee Training in the Public Service Sector

Formal training programmes are an effective way of directly transferring the organisational goals and values to a whole group of people simultaneously (Shen, 2006). Appropriate training can develop managers at all levels including the knowledge

and skills required to gain competency in order to manage change in organisation in any business environment (Stewart, 1996; John, 2000).) In multinational companies, training can provide an important impetus to achieve shared values and facilitates network building between headquarters and subsidiaries. Hellriegel et al,(2001)states that training of employees in organisation increases higher productivity through better job performance, more efficient use of human resources, goals and objectives more effectively met, reduced cost due to less labour turnover, reduced errors, reduced accidents and absenteeism, more capable, and mobile workforce and retention of the existing staff.

Similarly, Echard and Berge (2008) stated that effective training techniques can produce significant business results especially in customer service, product development, and capability in obtaining new skill set. This linkage of training to business strategy has given many businesses the needed competitive edge in today's global market. Echard and Berge, (2008) also provides that effective training and development improves the culture of quality in business, workforce, and ultimately the final product (Huang, 2001)...an educated and well trained workforce is considered to be essential to the maintenance of a business firm's competitive advantage in a global economy.

Human Resource Management (HRM) practices of training and development enhance employee skills, knowledge and ability which in turn enhance task performance of individual and in the long run increases the organisational productivity (Huselid 1995). However, Wood, (1999) argues that HRM practices are universal across organisations or whether the effectiveness of human resources management is contingent upon factors while (Asgarkhani, 2003) argues that the success of training is contingent upon the effectiveness of performance planning and measuring. The fact of the matter is that the three fundamental aspects surrounding this approach are process classification, selection of proposed methods, and delivery. We could go further and consider Shandratilek (1997) and Dessler (2005) who emphasized that the point that the availability of high quality employees, places the organisation in competitive advantage over others even within the same industry and that the inadequacy of expertise is a major constraint as such organisation take major concrete measures to organize training

programmes. The resultant effects of properly executed training programmes are reflected through the performance management process.

This is the integrated process employers use to make sure employees are moving towards organisational goals. Taking performance management to approach training means that the training effort must make sense in terms of what the company makes each employee to contribute to achieving the company's goals. Training does bear fruitful results not only to the organisation but also to the employees. Training is an opportunity for promotion and self-improvement, improved job satisfaction through better job performance, a chance to learn new things and there is greater ability to adapt and cope with changes (John et al, 2002). This is supported by (Bhalla, 2006) who argued that the objective of any organisation training program is to train their employees to meet the needs of the optimum profit potential. In addition, Hower (2008) pointed out that the purpose of training is to empower associates with the skills necessary to make decisions and accomplish their daily tasks and skills that help them give extraordinary service to customers. In the business of customer service, training is essential to the impact made on the customers. Customer service and problem resolution are trainable skills and will determine whether the customer impact is positive or negative. It also prepares employees for their next career move. This move may be in the organisations or in life in general.

Lynton and Pareek (2000) argue that to enhance individual motivation for training, the employees should be part and parcel of what it communicates to applicants through all its contacts with them. This would make applicants feel confident that the training foci are clear and shows perceptive concern for people taking part in the program. Furthermore, (Guerrero and Sire 2001) supported Lynton and Parreek's view but they explained motivation with regard to teachers. They found that systematic observations by a colleague of a candidate's behaviour in a session and sharing indications of his effectiveness with him subsequently greatly enhanced the candidate's motivation for training. Moreover, (Bushart and Fretwell, 1994) emphasizes that training employees leads to an increment in employees' satisfaction, updating of skills and an increased commitment to the organisation.

2.4.1 Literature related to the Analyses Training Goals

A training analysis is conducted ultimately to identify training goals, that is, what areas of knowledge or skills that training needs to accomplish with learners in order that learners can meet organizational goals (usually in terms of a performance standard). Usually this phase also includes identifying when training should occur and who should attend as learners. Ideally, criteria are established for the final evaluation of training to conclude if training goals were met or not, (Rajan 2003).

2.5 Literature related to Customer Satisfaction and Loyalty

The precise nature of the interaction between customer satisfaction and loyalty is notoriously elusive but satisfaction would appear to have a positive effect on service loyalty (Bloemer et al. 1999) has argued that satisfaction can be transformed into loyalty given appropriate cultivation. Loyalty, equally, can degrade to dissatisfaction in the face of repeated instances of unsatisfactory episodes (Oliva et al, 1992). As part of developing long-term relationships with customers, organizations are increasingly concerned with loyal customers who, it has been asserted, contribute to increased revenues (Reuchheld, 2003), make further purchases (Payne, 2000) and generate positive word-of-mouth (Gremler and Brown, 1999).

Advocacy or positive word-of-mouth has been positively associated with loyalty (Sividas and Baker-Prewitt, 2000) as well as a powerful influence on the behaviour of others (Gremler and Brown, 1999). In a seminal contribution to the loyalty literature, Dick and Basu (1994) conceptualize four different types of loyalty that depend upon the interaction between two components of relative attitude and intention to repurchase.

According to these writers, the loyalty of a consumer is determined by the strength of the relationship between attitude and behaviours so that true loyalty only ensues when levels of both relative attitude and intention to purchase are high. The remaining loyalty types are of no loyalty, where both relative attitudes is high but purchase behaviour, for some or reason, is low and spurious loyalty, which is largely based on behavioural measures.

2.6 Literature related to the Development

According to DeCenzo, 2006, employee development is more future oriented and more concerned with education than employee training, or assisting a person to become a better performer. Employee development focuses on an employee's personal growth.

Successful manager have analytical, human conceptual and specialized skills management development a variety of methods including lectures, role plays, case studies, coaching.

Evaluation is by looking at behaviour changes and managerial performance depends on knowledge of the organization objectives development of management incentives and evaluation of programs to appraise their effectiveness

2.7 Literature related to Effective Employee Training for Quality Job Performance

Implementation of formal training and development programmes offers several potential advantages to quality job performance in business organizations. For example, training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Finally, training can improve employees' efficiency and motivation, leading to gains in both productivity and job satisfaction. All of these benefits are likely to contribute directly to a business's fundamental financial health and vitality, (Ambler, 2006).

Effective training and development begins with the overall strategy and objectives of the small business. The entire training process should be planned in advance with specific company goals in mind. In developing a training strategy, it may be helpful to assess the company's customers and competitors, strengths and weaknesses, and any relevant industry or societal trends. The next step is to use this information to identify where training is needed by the organization as a whole or by individual employees. It may also be helpful to conduct an internal audit to find general areas that might benefit from training, or to complete a skills inventory to determine the types of skills

employees possess and the types they may need in the future. Each different job within the company should be broken down on a task-by-task basis in order to help determine the content of the training program, (Schwartz 2000).

2.8 Literature related to the Importance of training Employees in Organisation

(Sadler-smith et al, 2000) was of the view that there are many methods of training employees in organisation. The range of training methods used has been expanded by the application of technology in its “hard” (for example through computing technology) and” soft” (for example through instructional design) approaches (Sadler-smith et al, 2000).(Sims,1996) confers that training of employees is intended to increase expertise of trainees in particular areas. When thinking about training method(s) to use, it is useful to consider current level of expertise that trainees possess. Once you have decided to train employees and have identified training needs and goals, you have to design training program. (Dessler, 2005).The Training methods can be generally be categorized as either on the job or off the job. The training delivery options for either method can be sourced from either in-house or external sources or a combination of both (Coles, 2000)

2.8.1 Literature related to On the Job Training Methods

On-the-job training (OJT) is having a person to learn the job by actually doing it (Dessler, 2005: Sims, 2006) whereas (Tennanat et al, 2002) defines on the job training as a method where the learner develops skills in the real work environment by actually using the machinery and the materials during training. (Coles,2000) concludes that it is an effective method, because the learners apply their training in real-time rather than sitting in a classroom environment and forgetting what they have learned when they return to their work. However, off-the-job training provides opportunities to widen the boundaries of the teaching and can often be a useful initial step ahead of on-the-job training.

Van der Klink and Streumer, (2002) suggests that the frequent use of this type of training stems from three incentives, the favourable relationship between training costs and benefits, the responsibility to train just-in-time; and the expectation of positive

transfer of what was learned to the employees' work situation. However, Jacobs et al, (1995) investigated the costs and benefits of OJT. On the contrary the findings by Jacob indicate that OJT does not always result in favourable benefits. From the empirical data that are available, it is not possible to deduce whether OJT is an effective form of training, or what the factors that determine its effectiveness.

Job rotation means moving trainees from department to department to broaden the understanding of all activities of the business and to test their abilities (Dessler, 2005). Similarly, Matthews and Ueno, (2000) argued that job rotation is the transferring of executives from job to job and from plant to plant on a coordinated, planned basis to get an holistic view of the activities of the organisation. The benefits of job rotation are that it provides a variety of job experiences for those judged to have the potential for added responsibilities. It can therefore be seen that job rotation serves the purpose of breaking down departmental provincialism-the feeling that only my department is important and others 'problems are not worthy of my concern. Furthermore Job rotation injects new ideas into the different departments of the organisation (Matthews and Ueno, 2000). Lecture method involves trainers communicating through spoken word what they want the trainees to learn (Noe, 2005).

Class room lectures are used in many organisations to impart information to trainees. Classroom lectures are oral presentations covering particular topics and concepts. The advantages of lecture method is that it is quick and a simple way to provide knowledge to large groups, least expensive, less time consuming way to present a large amount of information effectively and in an organized manner and can be applied to large groups of trainees. Similarly lecture method has its own limitations like communication of learned capabilities is primarily one-way-from the trainer to the audience and Lecture method tends to lack participant involvement and feedback to gauge whether learners have understood or not.

In computer-based training (CBT), the trainee uses computer-based and or Digital Versatile Disc (DVD) systems to interactively increase the knowledge or skills (Dessler, 2005).Computer-based training services are where an employee learns by executing special training program son a computer relating to their occupation. CBT is especially effective for training people to use computer applications because CBT

program can be integrated with the applications as they learn. CBT can take a variety of forms: Some employers have formed software libraries containing copies of different tutorial programs that trainees can check out to work on at home. Other companies have staffed computer labs where employees can drop by to practice, with personal assistance available if needed. Still other organisations conduct online training, installing learning software on workstation computers, which allows employees to switch back and forth between job applications and training programs as their workload demands (Sims, 2006). CBT programs have practical advantages. Interactive technologies reduce learning time by an average of 50%. In addition its cost effective once designed and produced, and encourages instructional consistency, mastery of learning, increased retention, and increased trainee motivation (Sims, 2006).

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching.

2.8.2 Literature related to Off-The Job Training Methods

Classroom training approaches are conducted outside of the normal work setting. In this sense, a classroom can be any training space set away from the work site, such as the organisation cafeteria or meeting room (Sims, 2006). Conducting training away from the work setting has several advantages over on –the-job training. First, classroom setting permit the use of a training technique, such as DVD lecture, discussion, role playing simulation. Second the environment can be designed or controlled to minimize distractions and create a climate conducive for learners. Smith,(2000) suggests that this method develops learners who are inquisitive (have flexible thought processes, and are open to new ideas,),guide learners through the process of learning and applying effective oral and written communication skills, encourage learners to acquire the skills required to function in work environment.

Electronic learning (or e-Learning or eLearning) is a type of education where the medium of instruction is computer technology. No physical interaction may take place in some instances. E-learning is used interchangeably in a wide variety of contexts. In this scenario training is the action of teaching and training through instruction, observations, or processes focused on providing needed skills and knowledge to meet immediate business goals (Berge, 2008). Simulation is production of an event or an item. But true simulation has a specific goal in mind—"to mimic, or simulate, a real system so that we can explore it, perform experiments on it, and understand it before implementing it in the real world." Simulation makes imitated situations available to the learner to practice and hone necessary skills, rather than having them jump into the real experience-where a 'do-or-die' mentality can often make the individual nervous and unconfident. Simulation is a necessity when it is too costly or dangerous to train employees on the job (Dessler, 2005). Role playing had its origin in psychotherapy, but it has found wide use in industry for improving sales, leadership, and interviewing skills, as well as other skills., this was supported by (Dessler, 2005) when he wrote in his book that the aim of role playing is to create a realistic situation and then have the trainees assume the parts of specific person in that situation.

Who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors. In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments. They also must be aware of how adults learn and how best to communicate with adults. Small businesses need to develop their supervisors' training capabilities by sending them to courses on training methods. The investment will pay off in increased productivity, (Sims, 2006).

There are several ways to select training personnel for off-the-job training programs. Many small businesses use in-house personnel to develop formal training programs to be delivered to employees off line from their normal work activities, during company meetings or individually at prearranged training sessions. There are many outside training sources, including consultants, technical and vocational schools, continuing education programs, chambers of commerce and economic development groups. Selecting an outside source for training has advantages and disadvantages. The biggest advantage is that these organizations are well versed in training techniques, which is often not the case with in-house personnel, (Dessler, 2005).

The disadvantage of using outside training specialists is their limited knowledge of the company's product or service and customer needs. These trainers have a more general knowledge of customer satisfaction and needs. In many cases, the outside trainer can develop this knowledge quickly by immersing himself or herself in the company prior to training the employees. Another disadvantage of using outside trainers is the relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training. Whoever is selected to conduct the training, either outside or in-house trainers, it is important that the company's goals and values be carefully explained, (Berge, 2008).

2.9 Literature related to the Importance of Training and Development on Job Performance

Training is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. It offers the added advantage of networking and drawing from others' experiences therefore it is not uncommon to hear excuses regarding why someone has not received training, (Choo, 2007). Training in an organization can be mainly of two types; Internal and External training sessions. Internal training occurs when training is organized in-house by the Human resources department or training department using either a senior

staff or any talented staff in the particular department as a resource person. (Bowley 2007)

On the other hand, External training is normally arranged outside the firm and is mostly organized by training institutes or consultants. Whichever training, it is very essential for all staff and helps in building career positioning and preparing staff for greater challenges. (DeCenzo, 2003). While the applications of training and development are as various as the functions and skills required by an organization, several common training applications can be distinguished, including technical training, sales training, clerical training, computer training, communications training, organizational development, career development, supervisory development and management development, (Mondy et al 2002)

2.10 Literature related to the Effect of Training on Organization's Employees

Assessment of the employee's knowledge potential for education, vocational experience, position level, decision acceptance degree and responsibility, self-sufficiency at work, work culture, technology used at work, work difficulty level, motivation and worker's influence on reaching organization objectives is essential. Measurement of training includes a comprehensive measurement of training organization, expenditure, duration, process and delivery methods. The firms with sophisticated training system and strong management support are most successful at maximizing the effectiveness of their training (Huang 2001). The training and education can affect the organizational performance by two ways. The first is means of increase in knowledge and skills, which improves customer satisfaction. The second is the staff retention, which is underpinned by staff satisfaction. Each organization has an internal environment but also exists in an external environment. The internal environment is in terms of task, structure, technology, social and economic variables, while the external environment is in terms of the larger social, political, economic and cultural factors. To function effectively, organization has to achieve equilibrium with the environmental factors. In an organization, a change in environment is inevitable. The organization that does not change or keep pace with the changing environment suffers and tends to be defunct. Changes occur in almost all organizations due to:

Technological innovations, Competition, Advancement of communication and other information systems and updating of management techniques and industrial innovations.

The organization faces many challenges due to above changes; all these make the organization to be a learning organization. It has become an accepted fact that beside money, material and machines, the success of any organization depends on the quality of human resources. The training programmes are to promote organization needs and achieve organizational goals in a process. The goals of the organization are both qualitative and quantitative. Both these aspects have been concentrated on employees and supervisors level and the result of performance change due to training has been evaluated. The qualitative organization need attained by executives due to training results in effective planning and development. They do not participate in direct quantitative task. Organizational development programme has pre-determined objectives to sharpen the capabilities in various functions. The participants are able to improve their performance and achieve the organizational goals with respect to cost effectiveness cost reduction and quality appreciation, (Huang 2001).

2.11 Literature related to the Systematic Approach to Employee Training and Development

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyse what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization, (McNamara, 1997, 2008).

Effective training and development includes using sound principles of performance management and good, basic training techniques.

A systems approach ensures a comprehensive training process that remains focused on the needs of the organization. The process typically includes the phases:

Analyse the organization's needs and identify training goals which, when reached, will equip learners with knowledge and skills to meet the organization's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.

Design a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons.

Develop a training "package" of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.

Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.

Evaluate training, including before, during and after implementation of training.

In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design. Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process, (McNamara, 1997).

2.12 Literature related to Motivation and Achievement

Motivation is the conscious or unconscious driving force that arouses and directs action towards the achievement of a desired goal (Webster, 1984). LINS (2003) acknowledges that motivation of a worker is an essential element in service delivery. They bring out their best in their places of work so that society benefit from their services. Ngare

(2008) affirms that service delivery is a buzzword on economic, political, cultural and social development of a country. Therefore the unity of a country depends on the quality of her educational output.

Effectively if they are motivated to learn. The motivation to learn is thought to be those factors that energize and direct behavioural patterns organized around a learning goal(Rogers,1996)The disposition and commitment of the learner is one of the most critical factors affecting training effectiveness(Reynolds et al(2000)Under the right conditions a strong disposition to learn enhanced solid experience and positive attitude can lead to exceptional learning .

2.13 Literature related to the Role and Impact of Employee Training on Job Performance

2.13. 1 Literature related to Unemployment

Unlike data at the aggregate level, training at an individual level has a positive effect on unemployment. Individuals who received training in the previous two years have, on average, lower unemployment rates than those who did not receive training in the same period. (Noe, 20)

The view that, training may not necessarily be associated with overall lower unemployment rates, it can possibly be associated with a lower individual probability of unemployment which suggests that some displacement might be at work. Potential displacement effects can influence the risk and the extent to which gains enjoyed by individuals upgrading their skills and the employment prospects of other individuals who do not participate in training.

Therefore lifelong learning policies, if well targeted for specific groups, can be effective in improving the labour market performance of these groups, and can form part of a general strategy to reduce unemployment traps.

2.13.2 Literature related to the Impact on Wages

Across Europe, the impact of training on wages ranges from practically zero to an almost 5% increase in Portugal. Wage growth as a result of training is only clear in the case of 13 young or highly educated employees. Increases in income following training appear to be lower for women than for men.

An important question regarding potential wage growth is whether better skills gained through training are transferable across jobs and employers. Other studies confirm that wages are likely to increase after a job change, based on training record.

2.14 Research Gap

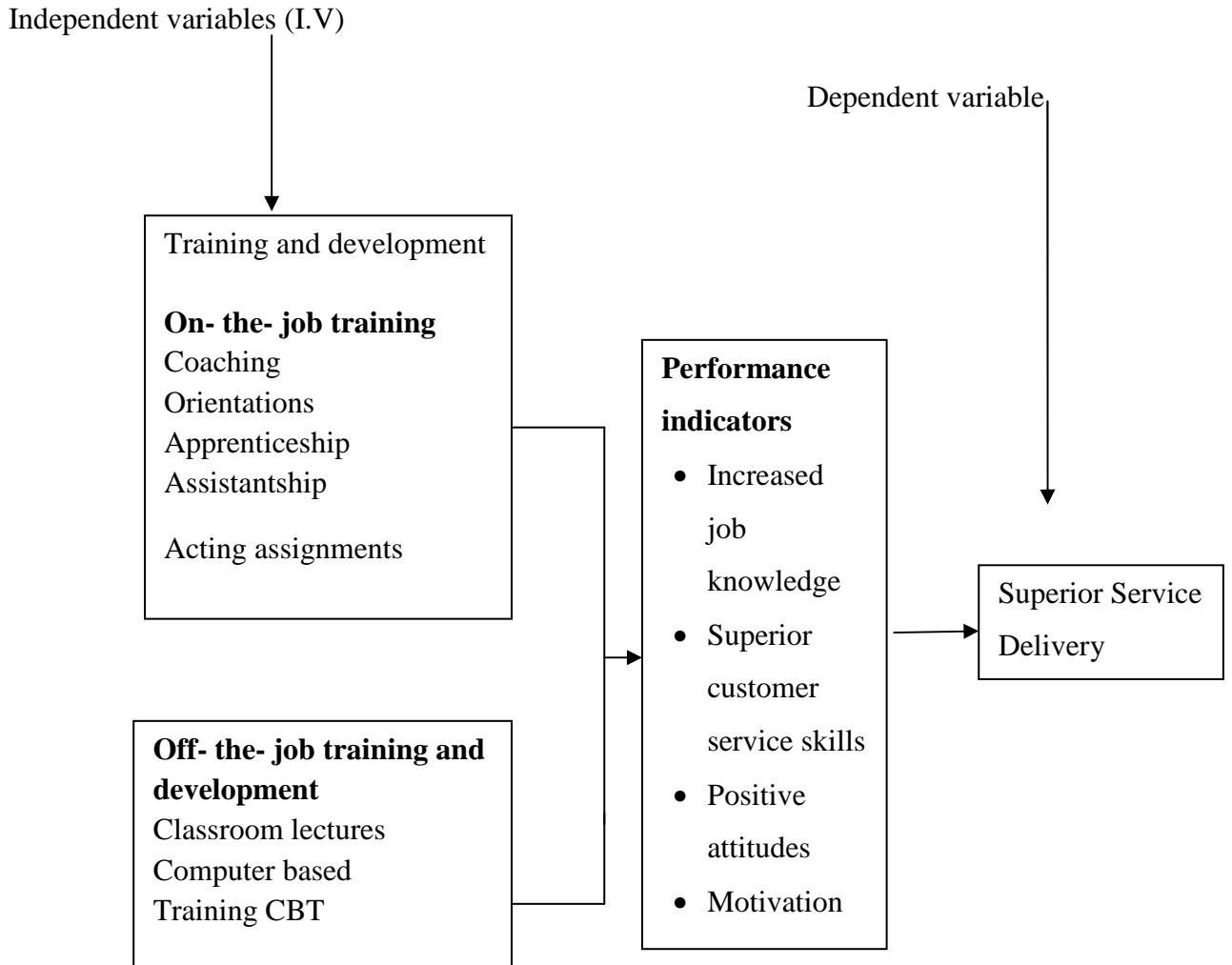
The literature review indicates that employee training and development are crucial in order to gain customer satisfaction in any organization. However, there are limitations to effectiveness of training and development in fulfilling this task. This research will be seeking to fill this gap by collecting data, analysing the data, reporting and interpreting the findings, drawing conclusions and making relevant recommendations.

2.15 Theoretical Framework of the Study

This study was guided by the Performance Management System Theory. The theory of a systems approach begins with systems thinking. According to Senge (1990), an organization is comprised of many parts. The organization is a whole and its various departments are subsystems within it. For example, an atom is a whole but its various components of neutrons, electrons and protons are subsystems dependent on each other for existence and function. The atom cannot exist without its components; the components cannot exist without each other.

According to Senge, systems theory is characterized by five principles - personal mastery, shared vision, mental models, team learning and employee identification. These principles are employee-oriented, meaning each is determined and shaped by employee performance, motivation and behaviour. Organizational management has to evaluate performance, job responsibilities and functions from a systems point of view. They cannot be measured independently, or in a corporate vacuum. An employee's performance in the marketing department is influenced by the actions and decisions of the finance department. In a registration department setup, the institution itself is a system with various subsystems such as departments which are dependent on each other for achievement of institutional goals. There are many factors that influence the implementation of the trainings provided however this theory enables the study to establish the challenges, understanding and perceptions of registration employees towards the proposed implementation of trainings provided in their areas of work to ensure quality in the service they provide.

2.16 Conceptual framework



Source: Author, 2013

The purpose of employee training is to produce behaviour changes in the employees that will lead to improved job performance in line with the needs of the organisation. In this study the training as the independent variable was conceptualised as on-the-job training, acting assignments, classroom lectures and computer based training (C.B.T). The training activities equip trainee employees with requisite knowledge, skills,

attitudes, motivation, confidence and quality culture which lead to superior public service delivery that delights customers.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the methodology and procedures that was followed when carrying out the study. The purpose of this section is to provide a description of the research area or setting, an outline of the study population, sample size and sampling techniques, data sources and instruments, data collection procedures and data analysis and presentation. Each of the sub-headings mentioned above is separately explained below.

3.2 Research Design

The study examined the effect of training and development on customer satisfaction in the registration of person's offices. Research design is a blue print which facilitates the smooth sailing of the various research operations, thereby making research as efficient as possible hence yielding maximum information with minimal expenditure of effort, time and money (Kothari, 2004). The current study adopted a descriptive survey design. It is therefore deemed appropriate for this study.

3.3 The Study Area

The study was carried out in the offices of registration of persons, Uasin Gishu County, Kenya. The area of the study was chosen on the account that there are a substantial people who draw the services from these public offices. The main economic activity of the residents in Uasin Gishu is agro-business. The population of this county is at 894,178 persons. The county has many youth who are making different pursuit in education evidenced by numerous tertiary colleges within the town. This population is need of services of the registration of person's offices.

3.4 Target Population

Mugenda and Mugenda (2003) define a population as a complete set of individuals, cases or objects with some common observable characteristics. The total target

population was 193 comprising of employees and clients 62 being employees and 131 customers.

3.5 Sample Size and Sampling Procedure

The choice of the sample size depends on the level of confidence one needs to have for the study. It also depends on the type of analysis one is going to take and the size of the total population from which that sample is to be drawn. The sample size using non-probability sampling determines the accuracy of the sample. The sample size in this study was 62 officers of the Department of Registration of Persons where all the officers were taken as respondents because of their small size and one hundred and fifteen (115) respondents in Registration of Persons' offices in Uasin Gishu. The researcher adopted the Mugenda and Mugenda (2003) formula that applies in research when the target population is less than 10,000 respondents. The sample size was calculated based on the target population of 330. The formula that was used are as follows;

$$n_f = \frac{n}{1 + \left(\frac{n}{N}\right)}$$

n_f =Desired sample size (when the population is less than 10,000)

n =Desired sample size (when the population is more than 10,000) in this case taken to be 384

N = estimate of the population

$$\text{Sample Size} = \frac{384}{1 + \frac{384}{330}}$$

$$= 115 \text{ customers}$$

3.5.1 The Data Collection Instruments

The data collection instruments are tools to collect information from the intended target population and sample size. The data collection instrument which was used in this

study was developed by the researcher. The study adopted the questionnaire and interview schedule in data collection. These are briefly discussed below.

3.5.2 Questionnaire

A total of 177 sets of questionnaires were issued to the respondents. A Questionnaire is the collection of items to which a respondent is expected to respond to in writing. The designed questions or items were distributed to the respondents. This method collects a lot of information over a short period of time. The method is suitable when the information needed can be easily described in writing and if time for data collection (Kerlinger, 2006) is limited. In this study, the respondents were allowed enough time of about 30 minutes, depending on the individual in question, to complete the copies of the questionnaire before returning them for analysis. The questionnaire consisted both structured and semi-structured items. Such instruments are effective when seeking respondents, besides other information. This allowed the respondents to give their own views. Likert scales was used hence make analyzing data a less complex procedure.

3.5.3 Data collection procedure

The researcher observed research protocol by first seeking permission from the head of section before collecting data. The researcher visited the offices of registration of persons from time to time within a span of one week to allow time for the respondents to fill in the questionnaires. The researcher ensured that the respondents were explained to the purpose of the visit. This was aimed at assuring the respondents of the confidentiality of any information they would give.

3.6 Validity and Reliability of Research Instruments

3.6.1 Validity of Research Instruments

Validity is the degree to which results obtained from analysis of the data actually represent the phenomenon under study (Best and Khan, 1993). It refers to the accuracy and meaningfulness of inferences, which are based on research results. This means there is agreement between value of measurements and its true value. Validity is

quantified by comparing measurements with values that are as close to the true values as possible. Poor validity degrades the precision of a single measurement, and it reduces the ability to characterize relationships between variables in descriptive studies. The researcher ensured the content validity of the questionnaire by seeking guidance of the supervisor and other research experts to ascertain that questionnaire items measure what they are supposed to measure.

Furthermore, in order to ascertain validity of the research instruments, the researcher conducted a pilot study on the instruments by distributing twenty (20) questionnaires to the respondents in the Uasin Gishu County, against which data obtained was analysed and interpreted to conform questionnaire validity status.

3.6.2 Reliability of the Research Instruments

Reliability is the measure of the degree to which research data yields consistent results after repeated trials. It is the degree of consistency that the research instruments or procedures demonstrate. The reliability was ascertained through test. Retest it was qualified by taking several measurements on the same subjects. Poor reliability degrades the precision of a single measurement and reduces the ability to track changes in measurement in a study (Mislevy, 2004). The reliability of data collection instruments was determined from the pilot study where the researcher administered the research instruments to the Uasin Gishu County. The researcher administered questionnaires to the same respondents twice after a period of two weeks. The Cronbach's coefficient alpha will be applied on the results obtained to determine how items correlate among them in the same instrument. Cronbach's coefficient Alpha was applied on the data obtained to determine how items correlated them in the same instrument. Cronbach's coefficient Alpha of more than 0.7 indicated there is a strong relationship between variables under investigation since confirmation of instruments reliability. Items that were found not able to generate consistent data were replaced with those highly reliable.

3.7 Data Analysis and presentation

The data was analysed, using descriptive statistics. Frequency tables, bar graphs and percentages were used to present the data. . Cross tabulation was used to ensure effective computation of frequencies which was based on data from interviews and observations.

3.8 Ethical Considerations

Kombo and Tromp (2006), consider it necessary that researchers whose subjects are people or animals must consider the conduct of their research, and give attention to the ethical issues associated with carrying out such study. Since this study dealt with people as respondents, the researcher assured the respondents of confidentiality. Furthermore the researcher considered the fact that participation in research was voluntary and hence the researcher took time and explained to the respondents the importance of the study in order for the respondents to participate in the study by giving information relevant for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter deals with data presentation, analysis and interpretation in line with the variables and objectives of the study as detailed below. Data was analysed using descriptive statistics and presented in frequency tables for easy interpretation.

4.1 Instrument Return Rate

Out of the 115 questionnaires administered on the customers, a total of 83 were returned duly filled while those administered to 62 employees led to a 100% return rate. The gender, education level and the respondents' working experience. It then delves into the questions as to how training and development in the organisation impacted on the service delivery and satisfaction in the organisation.

4.2.1 Respondents Demographic Information: Gender

The researcher determined the gender of the respondents in order to avoid bias during the study. Gender distribution also displayed the gender disparities in the organisation. Descriptive information from the analysis showed the following information as per the table 4.1 below.

Table 4.1 Gender of the customer respondents

Response	Frequency	Percentage (%)
Male	47	56.63
Female	36	43.37
Total	83	100

Source: Author, 2013

Table 4.2: Gender of the Employees

Response	Frequency	Percentage
Male	40	64.52
Female	22	35.48
Total	62	100

4.2.2 Demographic Information on Level of Education

The employees' level of education was also sought as it is believed to determine the ability of the respondents (employees) to provide reliable information in respect to the study. Highly educated employees are believed to be in a better position to provide more informed responses as compared to those with a lower level of education. Only questionnaire for employees contained this construct because of the perceived link between education level and information or knowhow on the subject matter of the study. Data on this aspect are shown in table 4.3 below:

Table 4.3: Respondents Demographic Information: Level of Education of employees.

Response	Frequency	Percentage (%)
Diploma	30	48.39
Degree	8	12.90
Masters	4	6.45
Other	20	32.26
Total	62	100

Source: Author, 2013

Data on the respondents' level of education as shown in table 4.2 shows that majority of the employees working in the registration of persons' office in the region have a diploma level of education as their highest level of education. This comprised 30 (48.39%) of the respondents who took part in the study. A total of 8 (12.90%) had a bachelor's degree level of education as their highest education level attained, 4 (6.45%) held that their highest level of education was a masters level of education. A total of 20 (32.26%) of the respondents cited the "others" category as their highest level of education, this level comprised mostly of certificate level of education holders. This implies that the organisation staff/ employees are generally educated hence the information provided by them can be relied upon since they understand the relationship between the variables under study. The masters and degree holders comprised of the managers and the supervisors owing to the fact that most of the duties taking place in this office are of clerical nature.

4.3 EMPLOYMENT, TRAINING AND DEVELOPMENT IN RESPECT TO SERVICE DELIVERY

4.3 Services offered by the organisation to its customers

It was important to establish the nature of services offered by the organisation to its customers since this determined the level of service delivery .This data is shown in table 4.4.

Table 4.4: Services offered by the organisation to its customers

Response	Frequency	Percentage (%)
Issuing of ID cards to citizens over 18 years of age	65	78.31
Replacing of lost ID card	9	10.84
Keeping and maintaining records of registration	7	8.44
Generating monthly returns to relevant stakeholders	2	2.41
Total	83	100

Source: Author, 2013

It is evident from the data in table 4.3 that the key activities taking place in the organisation is majorly registration of persons and issuing of national identity cards. Out of the total respondents, 65 (78.31%) said that the main service given to customer in the organisation is the issuing of identity cards to citizens above the age of 18 years, replacement of lost ID s attracted a total of 9 (10.84%) respondents, keeping and maintaining registration records attracted a response rate of 7 (8.44. %) of the total respondents who took part in the study, yet another 2 (2.41%) held the view that Generating monthly returns to relevant stakeholders. From the study findings therefore, it can be seen that the major activities taking place in the registration of persons department is the issuing of ID cards to persons under 18 years, replacing lost IDS and keeping and maintaining registration records.

4.3.1 Level of motivation of worker in delivery of service in the organisation

The study went further to establish the level of motivation of the workers in delivery of service in the registration of persons department. This was deemed necessary in establishing areas of dissatisfaction which training can be used to address. Analysis data on this question is shown in the table 4.5 below:

Table 4.5: Level of motivation of workers in the delivery of service

Level of trust	Frequency	Percentage (%)
High	5	8.07
Moderate	46	74.19
Low	11	17.74
Total	83	100

Source: Author, 2013

Data from the table above denotes that the level of motivation of workers in delivery of service trust in was moderate. A total of 46 (74.19%) cited moderate as their response

on this aspect, 11 (17.74%) held the opinion that the level of motivation was low and another 5 (8.07%) felt that the level of motivation of workers on the organisation services was high.

This finding clearly shows that the level of workers motivation in the registration of persons department was not satisfactory due to the fact that majority of the respondents either cited moderate or low level of motivation and constitute the bulk of employees who took part in the study. Basing on the summary of the study findings, it can be concluded that the organisation has a lot to do in restoring customer confidence in their services and this can be restored through proper training of the staff on ways of offering quality service to the customers hence building their confidence levels.

4.4 Training of staff arrangements by the department in enhancing service delivery

The study further sought to find out the arrangements by the department of the various training and development methods adopted in the organisation in empowering employees to offer better service delivery. This was seen vital in establishing what training and development method contributed to customer service delivery. Data was analysed descriptively from the employees' questionnaires. Data is shown in the table below:

Table 4.6: Training arrangements by the department in enhancing service delivery

Response	Frequency	Percentage (%)
Pre-Service	12	19.36
In-service	50	79.03
Not sure	1	1.61
Total	62	100

Source: Author, 2013

The information provided in table 4.5 indicates that the training arrangements adopted by the organisation are indeed effective in enhancing service delivery. This is because, out of the 62 employees who returned their questionnaires dully filled, a total of 35 (56.45%) held that the arrangement of training and development were effective, 13 (20.97%) believed that the training and development arrangements were moderately effective, 12 (19.36%) said that the training and development arrangements were indeed very effective in enhancing customer service by the employees. However, those who felt that the methods were not effective at all and those who were not sure were 1 (1.61%) and 1(1.61%) respectively.

The findings hereby show that the training arrangements if well implemented would yield adequate effectiveness and improve the level of service delivery in the organisation. It can be concluded that the more effective a training arrangement is, the more empowered the employees are in addressing customer needs and hence the better the organisation is placed as far as service delivery is concerned.

4.5 Level of Employee training and development in the registration of persons.

When asked the level of training offered by the department, the findings are expressed in the following table 4.7.

Table 4.7 the level of employee training and development

Response	Frequency	Percentage (%)
High	38	61.29
Moderate	12	19.34
Low	7	11.30
Very Low	5	8.07
Total	62	100

Source: Survey Data, 2013

From the table 4.6 above, it can be seen that majority of the respondents 50(70.03%) of the respondents strongly agreed to the fact that there is sufficient arrangement in the form of in-service training 12 (19.36%) pre-service 1 (1.61%) of the respondents were not sure if any arrangements had been made..

Basing on the study findings on the issues on the level of trainings and development ,it is clear that the department has prioritized the issue of training in order to boost the level of customer confidence in registration of persons staff and their level of service delivery.

It is worth concluding from this finding that high levels of training leads to effective service delivery. Customers’ satisfaction depended on their level of confidence on the organisational employees and the organisation should strive and create an environment conducive to this aspect if it is to gain competitive advantage. This can only be possible if the employees are made aware of their duties towards the customer through systematic training and development programmes.

4.6 Methods used to train and develop employees in the organisation

The researcher found it important to find out the main methods used to train and develop employees in the organisation. This is because the method used determined the level of competence provided to the employees and the appropriateness to the needs of the organisation. Data obtained are shown as per the table 4.8 below.

Table 4.8: Methods used to train and develop employees in the organisation

Response	Frequency	Percentage (%)
On the job training	40	64.52
Vocational training	3	4.84
Classroom training	7	11.29
Short courses	8	12.90
Not sure	4	6.45
Total	62	100

Source: Author, 2013

Data in table 4.7 shows clearly that the most commonly employed method of training is the on the job training, this attracted a response rate of 40 (64.52%) of the total respondents involved in the study who filled the questionnaires. 8 (12.90%) of the employees held the opinion that they made use of short courses in their training, 7 (11.29%) said that they made use of class room training, 4 (6.45%) were not sure of the method adopted while another 3 (4.84%) cited vocational training method of training.

These findings imply therefore that the organisation cherishes the use of on the job training programmes; this can be attributed to the fact that it is cheap and the transfer of learning is instant. This can also be due to the fact that the nature of work which takes place requires more of hands on training which is not found in other methods except on the job training method.

Based on this finding, it can be concluded that the most effective method of training is the on the job training programmes. Employees are able to demonstrate using the actual equipment used while working and thus saves time and cost of external training initiatives.

4.7 Service Delivery and Customer Satisfaction

The study further sought to establish how training influenced service delivery and factors that made customers satisfied. This is because not only do service quality satisfy the customers, there are many other aspects which needed to be regulated. The data obtained from the analysis of the questionnaires and interview schedules are as shown in the table 4.9 below:

Table 4.9 Factors that make customers feel satisfied

Response	Frequency	Percentage (%)
Product quality	17	20.48
Service quality	51	61.45
Departmental image	15	18.07
Total	83	100

Source: Author, 2013

It is evident from the data in table 4.8 above that service quality is the key factor that makes customers feel satisfied, this attracted a response rate of 51 (61.45%), product quality attracted 17 (20.48%) while departmental image was cited by 15 (18.07%) of the total respondents who took part in the study.

This therefore implies that improving service quality can guarantee and organisation constant customers due to the fact that customers are satisfied with the quality services offered, it can be concluded that service quality delivery can only be enhanced if the employees are trained on matters relating to their service to customers and ensuring that a positive transfer of learning takes place. No matter how good the product is or how good the department might be, without quality service delivery, it will be all in vain trying to get loyal customers.

4.8 Challenges facing training and development in the organisation

In trying to appreciate the role of training in quality service delivery, challenges are bound to happen hampering the process of training. The researcher hereby tried to establish the challenges facing the organisation in its quest to offer training and development programmes. These facts are seen as per the data in table 4.10 below:

Table 4.10: Challenges facing training and development in the organisation

Challenge	Frequency	Percentage (%)
Inadequate funding	55	66.27
Insufficient time allocated to training	16	19.28
Lack of training needs assessment	5	6.02
Unwillingness of the staff to be trained	4	4.82
Unfair means of selecting trainees	2	2.41
Poor training approaches	1	1.20
Total	83	100

Source: Author, 2013

Data from the table above indicates that the major challenge impeding on the ability of the department of registrations of persons to train its staff is inadequate funding

allocated to the department. Majority of the employees, 55 (66.27%) held this opinion, 16 (19.28%) opined that insufficient time allocated to training hampered its successful delivery since the time cannot allow for the adequate coverage of the areas planned to be addressed by the training, lack of training needs assessment affected training success in the sense that training offered haphazardly will not address the real training needs of the department /organisation, this attracted a response rate of 5 (6.02%) of the total respondents. The least among the challenges is poor training approaches attracting 1 (1.20%) of the total respondents population.

It can be concluded that for training to be successful, adequate funds should be allocated to the relevant bodies so as to facilitate a smooth implementation of the programme and thus address the human resource needs of the organisation. Furthermore, training will only be effective if the organisation carries out a training needs assessment to separate the problems facing the organisation from the problems which require training.

4.9 Overcoming the challenges to training

When asked as to how the challenges facing training can be addressed, the respondents held the following views as per the table below:

Table 4.11: showing ways of overcoming challenges to training

Overcoming challenges	%	F
Allocating adequate funds	66	55
Allocating adequate time	19	16
Training needs assessment	11	9
Staff motivation	4	3
Total	100	83

From the table above, allocating adequate funds will serve to address the challenges facing training and development programmes in the organisation, 66% of the

respondents cited this strategy, 19% held that sufficient time allocation will go along way in addressing the challenges, training needs assessment attracted a response rate of 11% while staff motivation to attend the training was felt by 4% of the respondents as the best strategy of addressing these challenges. Adequate time and funding allocates to the training served to address the challenges facing training of employees in the organisation.

4.10 The extent to which training and development enhance service delivery

The study finally sought to assess the extent to which training and development would enhance service delivery. The findings are shown below:

Table 4.12: Extent to which training and development would influence efficiency service delivery

Extent to which training development would influence efficiency service delivery	Frequency	Percentage (%)
Very large extent	54	87.10
Large extent	5	8.07
Moderate extent	1	1.61
Less extent	1	1.61
To no extent	1	1.61
Total	62	100

Source: Author, 2013

From the table above, it can be inferred that training influenced efficiency in service delivery to a very large extent. This is so owing to the response rate whereby, out of the 62 employees who responded to this question, a total of 54 (87.10%) held this view. 5 (8.07%) said that training enhanced efficiency service delivery to a large extent. It can

be inferred from the findings that training and development enhanced efficiency in service delivery to a very large extent.

4.11 Analysis information from the interview schedules

The researcher also conducted some interview schedules on senior officers within the organisation. The study sought to know the length of time the registration of persons department has existed in the area, the services provided to customers by the department, the strategies to maintain customer satisfaction, the number of customers received every year, the employees in the department, challenges faced in the area and ways of improving service delivery. The findings are as follows:

On the question as to how long the registration of persons department has existed in the area, it was established that most respondents held the view that it was there since independence but still some said that in the specific district, it has been there for at least five years. It was difficult to establish however the exact number of years the exercise has been due to the mixed opinions from respondents. The interviews conducted revealed that the main services provided to customers in the department was issuing of ID cards.

On the strategies adopted to enhance service delivery, interview schedules revealed that good public relations was key among other strategies, this was followed by timely service delivery. On the challenges faced in the department, it was established that negative publicity, applicants failing to produce the required documents.

4.12 Summary of the Findings

This chapter entailed the analysis of data from the questionnaire items from the field. Data obtained from the analysis was presented in frequency tables and charts for ease of interpretation. The chapter information formed a basis for chapter five of the study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the summary of the research findings, makes conclusions based on the findings and finally gives recommendations for future decisions and also provides a suggestion on areas in which future researchers can carry out research on.

5.1 Summary of the study

The purpose of this study was to investigate the influence of employee training and development on service delivery in the registration of persons department in Uasin Gishu County. In order to determine these; questionnaires were administered to the respondents which constituted of the customers to the registration of persons and registration of person's staff.

General information of the respondents

Respondents' Gender

Basing on the research data analysis information on the gender of the respondents, the findings hereby shows that there is gender balance in the organisation though there is a slight disparity in gender with male employees making up the bulk of the employees. This can partly be attributed to the nature of the work done in the registration offices department and partly due to the fact that female employees didn't take part fully in the study.

Respondents' Level of education

The researches findings on the respondents' level of education shows that majority of the employees working in the registration of persons' office in the region have a diploma level of education as their highest level of education and above. This implies that the organisation staff/ employees are generally educated hence the information provided by them can be relied upon since they understood the relationship between the variables under study. The masters and degree holders comprised of managers and

supervisors owing to the fact that most of the duties taking place in this office are of clerical nature.

5.2 Level of training among registration of person's officers

It is evident from the research findings that the staff have received On-the job, and Off the job training and limited development for senior staff in the form of seminars, pre-service and inservice. The level of training and development is thus prioritized by the department. This is intended to boost the level of customer confidence in the registration of persons.

5.3 Extent to which training and development enhance efficiency in service delivery.

The findings on the objectives above indicate that training and development enhance efficiency in service delivery and subsequently customer satisfaction besides promoting employee morale to great extent. These findings therefore show that training and development are vital activities in enhancing efficiency in service delivery hence the need to promote and sustain training and development as functions of a progressive organisation.

5.4 Level of motivation of workers in service delivery

This finding on this objective shows that the level of workers motivation in service delivery in the registration of persons department was not satisfactory due to the fact that majority of the respondents either cited moderate or low level of motivation and constitute the bulk of employees who took part in the study.

5.5 Training and development of staff arrangements by the department in enhancing service delivery

The findings show that the training arrangements are a desired entity in progressive organisations as it enhances staff ability to effectively and efficiently implement

organisational policies and goals to realise desired targets of the organisation. This. Yield adequate effectiveness and improve the level of service delivery in the organisation, the relationship between the level of confidence between the registration of persons and customers' satisfaction.

5.6 Conclusions

It can be concluded basing on the summary of the study findings on the level of service delivery that the organisation has a lot to do in restoring customer trust in their service delivery and this can be restored through proper training of the staff on ways of offering quality service to the customers hence building their loyalty. Lack of confidence can be attributed to the poor service delivery occasioned by the inadequacy of training given to the employees.

It can be concluded that the more effective a training method is, the more empowered the employees are in addressing customer needs and hence the better the organisation is placed as far as service delivery is concerned.

It is worth concluding from this finding that customers' confidence in the organisation depended on their quality of service offered by the organisational employees and the organisation should strive and create an environment conducive to this aspect if it is to gain competitive advantage. This can only be possible if the employees are made aware of their duties towards the customer through systematic training and development programmes.

Based on the research findings, it can be concluded that the most effective method of training is the on the job training programmes. Employees are able to demonstrate using the actual equipment used while working and thus saves time and cost of external training initiatives.

From the summary of the research findings, it can be concluded that for training to be successful, adequate funds should be allocated to the relevant bodies so as to facilitate a smooth implementation of the programme and thus address the human resource needs of the organisation. Furthermore, training will only be effective if the organisation carries out a training needs assessment to separate the problems facing the organisation

from the problems which require training. They must do needs assessment to ascertain the gap to fill through training.

It can be concluded therefore that as much as the organisation/ department invests money on public relations activities and marketing, it will be a mission in futility if the employees are not well conversant with the processes of dealing with their customers, they can only be conversant if they are taken through a thorough training and development programme.

5.7 Recommendations

Following the foregoing of the findings and the conclusions of this study, the researcher recommends the following measures to be taken to improve the training in the organisation:

1. To enhance the training opportunity for registration of persons officers and the effectiveness of the training, all organisations should, prior to any training conduct a thorough training needs assessment to ascertain the gaps that needs to be filled through training.
2. Adequate funding should be allocated to training and development of staff to make it effective.
3. Employees should be informed of the objectives of the study in order for them to own the whole initiative.
4. A clear training policy should be put in place and implemented so as to govern the operation of the training programmes in the public sector organisations.

5.10 Suggestions for further study

Owing to the limited time available for this research, the researcher makes the following suggestion for further study.

A study should be conducted on “The influence role of training needs assessment on the training effectiveness in public sector organisations in Kenya”.s

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APPENDICES

APPENDIX 1: COVER LETTER

Vivian Chirchir

P.Box 23

Eldoret.

Dear Respondent,

I am an master of arts student undertaking a research with the university of Nairobi. This questionnaire is designed to gather information on 'Impact of Training and development on service delivery in the public registration of persons offices in Uasin-Gishu County. The information in this questionnaire/interview schedule will be treated with confidentiality and will only be used for the purpose of this research. Your contribution in facilitating the same will be highly appreciated.

Thank you in advance,

Sincerely yours,

Vivian Chepkosgei Chirchir

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

5. How would you rate the level of employee training ?(Tick below)

High

Moderate

Low

Very low

6. (a).How would you rate the effectiveness of the various methods of training and development used in empowering employees to serve the customers better?

Very effective

Effective

Moderately effective

Not effective at all

Not sure

(b).Do Registration of persons staff require after training and development?

Yes

No

(b)What do you consider to be the importance of staff training and development?

Explain briefly.

- Moderately disagree
- Strongly disagree

SECTION D: CUSTOMER SATISFACTION

11. Which of the following factors make customers feel satisfied?

- a) Product quality
- b) Service quality
- c) Retailer image

12. Do you agree with the following statement: The quality of service delivery at the registration of persons has maintained influenced a high level of customer satisfaction

- Strongly agree
- Moderately agree
- Neither agree nor disagree
- Moderately disagree
- Moderately disagree

SECTION E: CHALLENGES FACING TRAINING AND DEVELOPMENT

13. What challenges to staff training and development programmes face?

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14. How can these challenges be overcome?

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.....
.....

15. To what extent does training and development enhance service delivery

Very large extent

Great extent

Slight extent

**APPENDIX III: RESEARCH QUESTIONNAIRE FOR CLIENTS AT THE
REGISTRATION OF PERSONS OFFICES**

1. How long have you used the services of registration of person's development?

Less than 10 years more than 10 years

2. Have you been disappointed with our services?

If Yes, what caused you're the
disappointment?.....

If No, Explain what you feel about our service delivery

.....

3. State the extent to which you agree/disagree concerning quality of services provided by our department. Indicate using a tick the level of agreement. Provided..

Strongly Agree, Agree and Disagree (Tick Where Applicable)

Registration of persons

	Services	5	4	3	2	1
i)	Customer services	SA	A	D	N	SD
ii)	Charges					
iii)	Attitude of staff					
iv)	Speed of service					
v)	Office environment					

4.Suggest areas that registration of persons office service delivery require improvemen.....

APPENDIX IV: INTERVIEW SCHEDULE FOR SENIOR OFFICERS

The following are the questions that will guide the interview on effects of employee training and development on customer satisfaction at the Registration of Person’s offices in Uasin Gishu County

1. How long has the Registration of Persons Department been in this area?
2. What services the department offer clients?
3. What strategies do you use to maintain efficient service deliver?

4. How many customers do you receive annually?
5. How many retail customers are served in a day?
6. How many employees do you have?
7. What challenges do you face as department in this area?
8. Suggest methods that you can use to improve on service delivery