

**THE EFFECTS OF TRAINING ON PUBLIC RELATIONS AND  
CUSTOMER CARE ON PERFORMANCE LEVELS IN SELECTED  
PUBLIC INSTITUTIONS IN KENYA TRAINED AT KENYA SCHOOL  
OF GOVERNMENT**

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**DECLARATION**

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

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## **DEDICATION**

To my family particularly my children Joshua Sere, Stephen Tele and Joy Marasimio for their patience, endurance, inspiration and unshakable support to me in spite the many challenges that stood in the way during my period of study through the MPA programme.

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To God be all the glory.

## **ABSTRACT**

A large number of members of the public visit various government ministries, departments and public institutions on daily basis for various services. Many of them have various issues which they hope would be sorted out in these public institutions. The frontline staff members are the ones members of the public first come into contact with during such visits. They are the ones who give directions to the offices where various issues would be attended to

The proposed study was to investigate and determine effects of training on public relations and customer care on performance levels and service delivery of staff of selected public institutions of Kenya trained at the Kenya school of Government. Data was collected by use of questionnaires administered to the training participants from eleven selected public institutions. Questionnaires were also administered to supervisors of the participants and members of the public who visited these institutions for various services. The questionnaires had questions to facilitate collection of both quantitative and qualitative data from the respondents. The researcher also interviewed some of the respondents to clarify their responses. Data from the respondents was coded and analyzed using Statistical Package for Social Science. Descriptive statistics (tables, percentages and frequencies) was used to analyze the data obtained. The results of the data analysis was presented in frequency tables, percentages and pie charts. Both quantitative and qualitative analysis was used to describe and summarise data.

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## CHAPTER ONE

### 1.0 BACKGROUND TO THE STUDY

Public Relation (PR) is the art of developing a favorable image to the public through ones action in the manner in which they either talk to them or treat them.

The free online dictionary defines public relation as the practice of creating, promoting or maintaining goodwill and a favorable image among the public towards an institution or public body. It is the art of science of establishing and promoting a favorable relationship with the public. They are actions of a Corporation, Individual, Government etc., in promoting goodwill with the public. It is the planned and sustained effort to establish and maintain goodwill and mutual understanding between an organization and its public (Black, 1995).

Public relation is a management function that helps achieve organizational objectives, define philosophy and facilitate organizational change, practitioners communicate with all relevant internal and external publics to develop positive relationship and to create consistency between organizational goals and societal expectations. Public relation practitioners develop, execute and evaluate organizational programs that promote the exchange of influence and understanding among organizational constituent parts and public (Baskin et.al 1997).

Public relation is the creation, distribution and dissemination of messaging and communicating for the purpose of promoting and fostering positive awareness, associations, imaginary, perception of a person, place or thing among a particular target audience to effect a desired behavior (Cohen, 2014). She adds that it is a management function that establishes and maintains two-way mutual relationship and communication between an organization and its public and stake holders (i.e. those who have a stake such as employees, shareholders etc.) that often determine their success or failure.

Customer care is the provision of service to customers before, during and after a purchase. In broader terms it refers to systems in the business place that will maximize customer satisfaction with the business. Customer care is vital to any business because if the customers are satisfied and happy, profits and sales figures also increase (Ketler, 2014). Customer care is simply the holistic service that one offers to their customer while they are under their roof or custody.



Customer care is also defined as the clients' perceptions of how well you supply those goods and services (Lab Space, 2014) It involves putting systems in place to maximize your customers' satisfaction with your business. It should be a prime consideration for every business since sales and profitability depends on keeping your customer happy. For receptionists, sales staff and other employees in customer facing roles, customer care should be a core element of their job description and training and a core criterion when you're recruiting (Info Entrepreneurs, 2009).

Training is the process of bringing a person to an agreed standard of efficiency by practice and instruction. It is an organized activity aimed at impacting information and or instructions to improve on her recipient's performance or to help him or her attain a required level of knowledge or skill (Collins English Dictionary). It is the process of bringing a person to an agreed standard of proficiency by practice and instruction. It improves the acquisition and development of new or already established skills so as to increase efficiency in the performance of particular tasks. It mostly involves structured repetitive routines that ensure one to progress their skills and knowledge. It is the formal and systematic modification of behaviors through learning which occurs as results of education, instruction, development and planned experience (Free Online Dictionary).

The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource; the people it employees. Training means investing in people to enable them to perform better and to empower them to make the best use of their natural abilities. The particular objectives of training are to develop the skills and competences of employees and improve their performance. It helps people to grow within the organization in order that, as far as possible, its future needs for human resources can be met from within. It reduces the learning time for employees starting in new jobs on appointment, transfer or promotion and ensure that they become fully competent as quickly and economically as possible (Armstrong, 1977).

Effective training can minimize learning costs. It improves individual team and corporate performance in terms of output, quantity, speed and overall productivity. It improves operational flexibility by extending the range of skills possessed by employees (multi-skilling). It attracts high- quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills thus enabling them to obtain more jobs satisfaction to gain higher rewards and progress within the

organization.(Armstrong, 1977) .It increases the commitment of employees by encouraging them to identify with the mission and objectives of the organization. It helps to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations. It helps to develop a positive culture in the organization, one for example that is oriented towards performance improvement. It provides higher levels of service to customers (Armstrong, 1977).

Training is defined as any attempt to improve employee performance on a currently held job or one related to it. This usually means changes in specific knowledge, skills, attitude or behaviors (Bernadin, 2003) To be effective, training should involve a learning experience, be a planned organizational activity, and be designed in response to identified needs. Ideally, training also should be designed to meet the goals of the organization while simultaneously meeting the goals of individual employees. (Bernadine, 2003).

In the short term, training provides a source or for the individual to achieve competence in technical and technological aspects, in performance tasks and in improving skills. To be effective these learning activities must be integrated and applied at all organization levels in continuous development programmes (Betts, 2000).

Training is linked to employees' performance and retention. In addition, employees will not reach their potential and higher levels of productivity will not be achieved unless they are adequately trained. A poorly trained work force will eventually lead to poor performance and results in costly mistakes. Overall, training impacts organizational competitiveness, revenue and performance. Unfortunately, when the economy slows or when profits decline many organizations first seek cuts in their training budgets (Wilkes, 2006).

It is essential for employers to maintain the training necessary to compete. The costs of training can be reduced and controlled through the development of a comprehensive training plan. Additionally, the costs can, further be reduced by training employees in house with the use of internal trainers (Wilkes, 2006).

Training means giving new or current employees the skills they need to perform their jobs. This might means showing a new web designer the intricacies of your site, a new sales person how to sell your firms product or a new supervisor how complete the firm weekly payroll sheets. It might involve simply having the current job holder explain the job to the new hire, or a multi-week training process including classrooms or internet classes (Dessler and Vorkkey, 2011).

In any case training is a hall mark of goal management and a task that managers ignore at their peril. Having high potential employees doesn't guarantee they will succeed. Instead they must know what you want them to do and how you want them to do it .if they will improvise or do nothing useful at all( Desslers and Vorkkey, 2011.)

Public relations and Customer Care course at the Kenya School of Government (KSG)has a preamble which states that the course focuses on an Organization's reputation and it's perception by its public as these are vital for it's successful performance and service delivery(Kenya School of Government,2012).The course is designed for those responsible in shaping organizations image and public perception or those looking to develop their understanding of the basic principles of public relations (Kenya School of Government, 2012).

An employee's performance is a process whereby management evaluates and provides feedback on employee job performance, including steps to improve or redirect activities as needed. Appraisals are also important to help staff members improve their performance and as an avenue by which they can be rewarded or recognized for job well done (Myers, 2001)

In Kenya, all employees of public institutions, in various departments, are appraised annually on the basis of their performance contracts. Therefore even those employees in public relations and customer care undergo a similar appraisal (Kenya Government Performance Guidelines, 2004).

## **1.1 THE RESEARCH PROBLEM**

Public Relations and customer care services play an important role in service delivery. It plays a crucial role in promoting and fostering the relationships between organizations and their customers (Baker,2002).In the recent past a number of public institutions have recognized that their image and perception to the public is anchored on the level of performance of their staff in public relations and customer care. (Kenya School of Government, 2012).This has prompted a number of them to take the initiative to ensure that their staff acquires knowledge and skills in Public relations and Customer care. In this initiative, they have approached the Kenya School of Government to impart this knowledge and skills to their employees. The target group has mainly been those in marketing and customer care service, public relation, frontline managers and those that regularly interact with members of the public. (Kenya School of Government, 2012).At the end of their training, the trainees is expected to be able to discuss the role of public relation in corporate

performance. They are expected to identify the publics that interact with their organization. They are expected to be able to discuss the importance of providing quality service to the organization's publics. They are expected to be able to describe the required standards and apply public relation skills when interacting with the publics (Kenya School of Government, 2012).

The problem this research investigates is what are the effects training staff on Public relations and customer care in selected public institutions in relation to their levels of service delivery to the public in Kenya? Does the training on public relation and customer care improve the way the staff professionally relate to the public and the way they offer services to the members of the public visiting their offices?

### **1.1.1 RESEARCH QUESTIONS**

1. What is the relationship between training on public relation and customer care to service delivery in the public institutions in Kenya?
2. What is the effect of training staff on public relations and customer care in relation to their to their performance levels to the public in public institutions in Kenya?
3. How does training of staff on Public relations and customer care effect their level of service offered to the public institutions in Kenya?

### **1.1.2 RESEARCH OBJECTIVES**

1. To investigate the effects training of staff on Public relations and customer care on their level of service delivery to the public in public institutions in Kenya.
2. To investigate the relationship between training staff on Public relations and customer care staff to the levels at which they performance their services to the public in public institutions in Kenya.
3. To investigate the relationship between training on public relations and customer care staff to their job performance levels to the public in public institutions in Kenya.

### **1.1.3 JUSTIFICATION AND SIGNIFICANCE OF THE STUDY**

Public relations have been defined as an activity planned, deliberate communication directed towards target public with the purpose of achieving an 'understanding. Most definitions locate public relation practioners in the service of management in organizations (L, Etang, 1994).

The definition implies a close relationship with senior management in which the public relations practitioner counsels management with regard to the external perceptions of the organizations. The term 'public' in this context defines a homogenous group within a heterogeneous society which has something in common such as their involvement with or sensitivity to, a particular issue(L' Etang,1994).The role of public relation is to identify such groups and nature of the relationships the organization has with them.

The public relation practitioner must scan external and internal environments to determine the connection his or her organization makes and also determine ways of analyzing how the organization is perceived through these connections(L'Etang,1994).

Increased status and influence of public relations does imply increased responsibility because of the greater chance to influence and shape communications and indeed, policy (L'Etang, 1994).

Public relation is a means to achieve mutual adjustment between institutions and groups, establishing smoother relationships that benefit the public. It also defines the responsibility of management to serve the public interest. (L'Etang, 1994).

Members of the public visiting various ministries and public institutions first come into contact with Public relations and customer care staff. These contacts influence the kind of relations that are established between the institutions and the public (L'Etang, 2004).

A number of ministries and public institutions have in the recent past been sending their staff to the Kenya School of Government for training on Public relations and Customer care knowledge and skills. Many members of the public regularly visit this institution for various services. This appears to have been influenced by the government ministries, departments and institutions having identified a skill gap in their institutions in handling and serving this large number of the public. Having recognized the Kenya School of Government as the appropriate government institution with the relevant programme in terms of quality and affordability, various public institutions have been approaching the school to train their staff especially those that interact and serve the public (Kenya School of Government, 2012)

This study aims at investigating the relationship between training of Public relations and customer care staff in public institutions to the level of service delivery to members of the public. Secondly the study aims at investigating the relationship between training of staff on Public relations and customer care to their level of job performance to the public.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 INTRODUCTION**

This chapter reviews literature that relates to Public relations and customer care. It also reviews training of Public relation and customer staff in public institutions in relation to their service delivery levels to the public.

#### **2.1 PUBLIC RELATIONS**

Public relations ( PR) is a field concerned with maintaining a public image for business, non- profit organizations or high profile people, such as celebrities and politicians ( Baraza, 2004). Others define it as the practice of managing communication between an organization and its public. It provides an organizations' or individual, s exposure to their audiences using topics of public interest and new items that provides a third party endorsement and not direct payment (Baraza, 2004).

Public relations are used to build report with employees, customers, investors, voters or the general public. Almost any organization that has a stake on how it is portrayed in the public arena employs some level of public relations there are a number of public disciplines falling under the banner of corporate communication such as analyst relations , media relations, investors relations internal communications and labour relations (Baraza .2004) public relations serves a wide variety of institutions in society such as business , trade unions , government agencies , voluntary associations foundations , hospitals and educational and religious institutions , to achieve their goals these institutions must develop effective relations with many different audience or public such as employees, members , customers, local communities , shareholders and other institutions and with society at large (Hayes et al, 2007).

Public relations practitioners often keep three major persuasion objectives in mind when they are developing their strategies.

1. Main favorable opinion
2. Create opinion where none exists or where it is latent
3. Neutralize hostile opinion.

First, an organization should not neglect to take positive steps to keep its favorable publics on its side. That's one reason so much efforts in public relations is spent on improving employee and community relations.

Employees must maintain a good opinion of the organization if external public relations efforts are to succeed. Similarly, the community an organization is part of must also be favorable if the organization is to continue to do business successfully (Baskin et al, 1997).

Second, public relations practitioners often have the opportunity to create opinion where none exists. Many times stakeholders simply don't know about the issue; they must be persuaded to take action on. It might be as simple as making the community aware of new theatrical season tickets to the community theater. Communicating the shows moderate tickets prices and that the shows, are appropriate for the family may increase season ticket sales (Baskin et al, 1997).

Creating positive opinion could come in this case, because the audience, unaware of the upcoming season, had no opinion of it. Latent opinion might also be present. Perhaps it has been several years since some of the audience had been to the theater. Making them aware of the season may create the positive latent opinion about going to the community theater (Baskin et al, 1997).

Third, psychologist often suggest that when a segment of the audience holds a hostile opinion about organization the best a practitioner may be able to do is to neutralize that hostile opinion. If for example, a company wants to build a gas refinery on a rural site near a historical and recreational area, the residents may have strong hostile opinion about those plans (Baskin et al, 1997).

Beyond dispassionately dispensing information, public relation should be an active process of interpreting the organization to its public. This interpretation leads directly to a definition of public relation that stresses pursuant of public understanding and acceptance of the organization (Baskin et al, 1970). Thus far ,our attempts to define how public relation influence public opinion have dealt with informing , promoting ,understanding and interpreting , but affecting public opinion also implies conscious efforts to exert influence.

A public is a group of people who share a common problem on goal and recognize their common interest. A term often used by practitioner is to refine the concept of public to mean those with a vested interest or 'stake' in an organization or stakeholder .The cumulative

experience of public relations suggest that public opinion is an ornery beast, nearly impossible to push or prod. It will move however, if you understand its needs and cater for them (Baskin et al ,1997).

Some practitioners believe that rather than seeking to engineer, control or convince the public, public relations is a means of seeking common ground. It is the linking pin in a relationship that looks past short term goals and interest towards the kind of long term success that required positive public opinion (Baskin et al, 1997).Organizations does not exist in isolation public: public relations mean what the words simply imply. It is about the relationships organization has with various publics, both internal and external. The environment in which organization operates is dynamic. Society is changing: new issues and trends arise some of them very quickly. (Tench and Liz, 2006).

Furthermore, organizations are much more accountable to external public who wants to know what they stand for, how they conduct themselves and the impact they have on society and environment ( (Trench and Liz ,2006) .

Given the critical roles that public relations has in establishing and maintaining good will and mutual understanding between an organization and its public, it is clear that careful consideration has to be given to both external and internal context in which it operates. This will, of course vary between different organizations, depending on the nature of their business, their size their spare of operation and their culture. It is clear that organizations are not free – floating bodies unaffected by what is around them. They are affected by and in turn affect the environment in which they operate (Tench and Liz, 2006).

## **2.2. CUSTOMER CARE**

On the other hand, the customer is the foundation of the business and keeps it in existence. Over the years organizations have placed increasing emphasis on customers service as a means of gaining competitive advantage, as competition has become more global and more intense, many organization have realized that they cannot compete on price alone .It is in these market places that many companies have developed a strategy of providing superior customer care to differentiate their product and services (Cook, 1992).

Recent years have seen enormous pressure on service organization to improve their successful service. Organizations constantly strive for higher levels of customer service. Today’s consumers are increasingly sophisticated, educated, confident and informed. They



have high expectations of the service they want to receive. They know their rights and are more likely to make their opinions known if they feel that these have been violated (Cook, 1992).

What is emerging is a 'pull' scenario in which the customer is becoming empowered as customer begins to experience a better service their expectation rise. Furthermore, the service experienced is transferable in the mind of the customer. The customer makes conscious and unconscious comparison between different service experiences irrespective of say, the ministry, public institution or departments (Cook, 1992). A company or institution or department's ability to attract and retain customers therefore is a function not only of its product or product offering but also the way it services its existing customers and the reputations it creates within and without (Cook, 1992).

Most service organizations' customers bases consist of those people who use products or services on a more or less frequent basis. Some customers for example may only have a relationship once with the company at one extreme, at the other customers will use the organization products or service on a regular basis. On average it is estimated to cost five times as much to attract a new customer as it does to keep an old one (Cook, 1997).

Long term relationships with customers are more profitable because the cost of acquiring new customers can be high. Loyal customers tend to spend more and cost less to serve. Satisfied customers are likely to recommend ones products and services. Retaining existing customers prevents competitors from gaining market share. Advocates of company are more likely to pay premium prices to a supplier they know and trust. The relationship an organization creates with its existing customers determines the 'good will', customers feel towards the company or institution and hence the quality of its reputation. (Cook, 1997). Customer care is therefore the provision of services to customers during and after a visit or purchase whereas public relations is the creation, distribution and dissemination of messaging and communication for the purpose of fostering positive awareness.

## **2.3 TRAINING**

The above skills can effectively be enhanced through training. Halim and Mozahar Ali in their article entitled 'Training and Professional Development' assert that training is the process of acquiring specific skills to perform a job better (Jucious, 1963). It helps people to

become qualified and proficient in doing some jobs (Dahama, 1979). Usually an organization facilitates the employees learning through training so that their modified behavior contributes to the attainment of organizational goals and objectives (Halim and Mozahr, 2012).

Training presents a prime opportunity to expand the knowledge base of all employees but many employers find the development opportunities expensive. Employees also miss out on work time while attending training sessions which may delay the completion of projects. Despite the potential drawback, training and development provides both the company as a whole and the individual employees with benefits that make the costs and time a worthwhile investment.

Most employees have same weakness in their workplace skills. A training program allows them to strengthen those skills that each employees needs to improve. A development program brings all employees to a higher levels so they all have similar skills and knowledge (Frost, 2013). This helps to reduce any weak links within the company who rely heavily on others to complete basic work tasks. Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on team or work independently without constant help and supervision from others (Frost, 2013).

An employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employees confidence because she has a strong understanding of the industry and responsibilities of her job. This confidence may push her to perform even better and think of new ideas that help her excel. Continuous training also keeps your employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry (Frost, 2013).

Employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employees they are valued. The training creates a supportive work place. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction towards their jobs (Frost, 2013).

Training and development is an integral part of any organization. If it is not, then the amount of growth the company can attain will be much lower than its potential. Also it will have higher attrition rate as the employees feel stagnant and will look for greener pasture elsewhere. Although training can be costly and take up valuable working hours, they are essential keeping up to date with the trends and the technology and occasional refreshing courses will add a new life to both the employee and the organization (Suleiman, 2010).

Through training employees are learning either new things which are relevant to their job or they are learning how they can do their job more efficiently. Both ways it is beneficial to the employee as he is learning. And any mind that learns is alert and more receptive. Also, the employee will learn things that would help him save time and energy. This will in turn be beneficial to the organization (Suleiman, 2010).

Many times the amount of work that can be accomplished takes longer than required due to lack of knowledge or the amount of research required. If the teaching eliminates this and elevates the skills of the employees in the organization, the amount of time spent over such things would be lower and hence more things could be established in that time.

Also training helps employees to get to know other people in the same field, if training is outside is outside the organization or if the organization is huge. This will in turn pave the way for developing different perspectives and they may even be able to come up with ideas to do their jobs better. Moreover, it provides the opportunity to network. Through this the organization will gain benefit in terms of increased productivity, new business and reduction in cost (Suleiman, 2010).

If the employee is a front line staff, all the more trainings should be provided by the organization. This will empower the staff with the right skills and mind set. Also the trainings will help the employee be right on top of the job and deliver excellent service. For the organization, this would mean happy and satisfied customer. This you can read as repeat customers and referrals to friends and families. Hence, the amount of business you get through the excellent service by your employee as a result of the training the organization provides would be up. Training and development team should be a vital part of any organization in order to facilitate the growth of the organization. The benefits of training and

the costs savings associated with training out weight the infield cost incurred (Suleiman, 2010).

### **2.3.1 FUNCTIONS AND PURPOSES OF TRAINING**

The purpose of training employees is to equip them with the efficient skills on their job. They are trained on how to do their job faster and have an output that is high in quantity and quality (Training and Development, 2013).It improves the quality and development of someone by requiring them to change their attitude and behaviors and acquire knowledge and skills. (Training and Development, 2013).

Employees training are also called an occupational training or job training or vocational instructions for the employees. Training is the process of teaching employees the basic skills they need to perform their job or for developing additional skills (Job awareness, 2013).

The singular function of training is to produce change. It is the upgrading of a person's skills or the additional of a new skill, which in turn can bring about the desired change an agency is seeking .It is important to understand that training in and of itself cannot motivate a work force. However, it is an integral part of what is needed to accomplish the long goals of the agency (Human Resource Management Service, 2010).

### **2.3.2 IMPORTANCE AND BENEFITS OF TRAINING**

Effective Training can minimize learning costs. It improves individual, teams and corporate performance in terms of output, quality speed and overall productivity. It improves operational flexibility by extending the range of skills possessed by employees (multi-skilling).It attracts high quality employees by offering, an increase to their level of competence and enhancing their skills, thus enabling them obtain more job satisfaction to gain higher rewards and to progress within the organization. It increases the commitment of employees to encourage them to identify with the mission and objectives of the organization. It helps to manage change by increasing understanding of the reason for change and providing people with the knowledge and skills they need to adjust to new situations. It develops a positive culture in the organization, one for example that is oriented towards performance improvement and helps provide higher levels of service to customers (Armstrong, 2001).

Training enhances company profits. Training ups revenue in increased sales, increased referrals, new product ideas and improved customers satisfaction and retention. According to the American society for Training and Development, investment in employee training enhances a company's financial performance (Business & Workforce Development, 2012).

Training saves labor by reducing duplication of effort, time spent on problem solving and time spent on correcting mistakes.

Training saves money. A better skilled workforce means fewer machine breakdowns, lower maintenance cost, lower staff turnover, low recruitment cost, fewer bad debts, fewer customer support calls, fewer help desk calls, less need for supervision, reduced downtime and increased worker productivity(Business & Workforce Development, 2012).

Training improves a company's competitive edge. Any company has to recognize that not only is the human capital of their employees a major asset, it is also depreciating asset that needs continuing investment. Keeping worker skills up to date keeps a company in the running (Business & Workforce Development, 2012)

Training increases worker productivity. Just a 2 percent (2%) increase in productivity has been shown to net a 100 percent on investment in training (source. 'The 2001 Global Training and Certification, study' comp T.A and Prometric).It saves supervisory and administrative time and costs. The less time and money a manager has to spend on monitoring and guiding employees, the more time is freed up for more profitable activities.Training improves customer's satisfaction. Better quality work means better quality products and services, resulting in happier customers (Business & Workforce Development, 2012).

Training improves employee's satisfaction and retention. Many people assume that once employees are trained, they are more likely to leave the company for greener pastures, but actually the opposite is true: trained staffs are happier and more likely to stay put. Their self-esteem improves, which in turn improves their morale in the workforce and their loyalty to their employer.Not all the benefits of training are quantifiable; many are intangible, such as improved employee self-esteem and morale. (Business and workforce development, 2012).The trainee is supposed to finish the game with a feeling of appreciation for the complex interactions between organizational units and how decisions affect various departments and the organization as a whole (Campbell et al., 1970).

## **2.4 METHODS FOR ASSESSING EMPLOYEE PERFORMANCE**

The purpose of assessing employees performance is to obtain an estimate of how employees perform as a group, specifically a description of how the average employee performs and a description of how much variability in individual performance exist within the group. Four methods to measure different aspect of employee's performance have been used to arrive at estimate of how employees perform as a group (Scarpello and Ledvinka, 1988).

1. Performance measurement (work measurement). It is used to measure certain objective aspect of an individual employee's performance (e.g. number of unit produced).
2. Performance appraisal. It is used to assess aspect of an individual employee's productivity that is difficult to measure objectively.
3. Managerial estimation. It is used to assess the degree to which individual employees differ in their economic contributions to the organization
4. Human resource accounting. It is used to measure the economic contribution of the total workforce to the organization.

### **2.4.1 Performance Measurement**

It objectively counts the employee's work output. This method is limited to jobs for which there is some objectively observable output: sales figures can be observed for sales jobs; units of physical outputs can be counted for assembly jobs. Performance measurement can also be used with clerical jobs that have discrete output, such as the number of pages entered into a word processor and the number of orders processed. Because individual employees are measured, performance measurement allows the organization to determine not only the productivity of the total workforce but also the degree to which individual employees differ in productivity (Scarpello and Ledvinka, 1988).

### **2.4.2 Performance Appraisal**

Where objective counts of work output are impossible or where they are inadequate as an indicator of an employee's contribution, performance appraisal can be used. Performance appraisal is the most widely used method of criterion measurement for all jobs (Scarpello and Ledvinka, 1988).It is used to validate employment test, evaluate training program effectiveness and assess the result of employee assistance programs dealing with alcoholism and other forms of substance abuse.

The main difference between performance measurement and performance appraisal is that performance appraisal is based on the appraisers' subjective judgment (Scarpello and Ledvinka, 1988).

### **2.4.3 Managerial Estimation**

It is an alternative to work measurement and performance appraisal as a means of estimating individual differences in productivity. Managers are asked to estimate the extent to which individuals differs in their economic contributions to the organization (Scarpello and Ledvinka, 1988).

### **2.4.4 Human Resource Accounting**

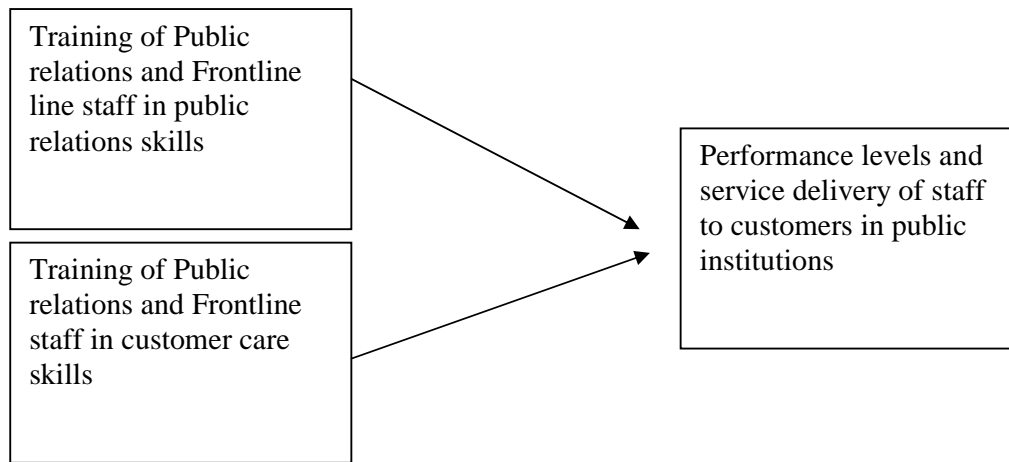
Human resource accounting is designed to measure the economic value of an organization's workforce. Unlike the proceeding method it does not assess individual differences in productivity. Instead it evaluates the organizations human resources as a group (Scarpello and Ledvinka, 1988).

## **2.5 CONCEPTUAL FRAMEWORK**

Conceptual framework is a theoretical structure of assumptions, principles and rules that hold together the idea comprising a broad concept (Business Dictionary).

It is a group of concepts that broadly defined and systematically organized to provide a focus, rationale and a tool for the integration and interpretation of information (The Free Dictionary).

## CONCEPTUAL FRAME WORK



Independent variables

Dependent variables

### 2.5.1 Operationalization of terms

#### **Public Relations Training**

Public relation is an independent variable. It is the art or skill of maintaining good will and favorable image among the public towards a public body or institution.

#### **Customer care training**

Customer care is an independent variable. It is the art or skill of the wholistic service that one offers to their customers while they are under their roof or custody.

#### **Performance level**

Performance level is a dependent variable. It is the level of service and customer care offered by staff to their customers while under their roof or custody.

Service delivery is a dependent variable. It is getting services as effectively and efficiently as possible; it implies the degree of excellence.



## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **INTRODUCTION**

This chapter focuses on research methodology used in this study in order to achieve the research objectives. It underlines the population of the study and why the study focuses on this particular population. It focuses on the sampling strategy and the data collection procedures. The chapter also focuses on data processing, analysis and presentations of the findings.

#### **3.1 RESEARCH DESIGN**

This study used both quantitative and qualitative methods to collect data collected from respondents. Data was obtained from primary sources obtained using three sets of questionnaires with different questions. The questionnaire were administered to three groups of respondents. The first group was made up the actual training participants from various ministries, departments and institutions. The second group was made up of participants' supervisors. The third group of respondents was made up of members of the public who visit the institutions regularly for various reasons. Questionnaires with structured questions were administered to target employees and their supervisors in selected public institutions with the guidance from the Human Resource Departments. The questionnaires were also administered to members of the public who were also customers of the institutions. The questionnaires had questions covering the period before the training and after the training to facilitate comparisons of the two periods. Questionnaires were issued to target groups with guidance from human resource personnel and picked later. Interviews were carried out on the selected target groups to obtain clarifications of the responses given. Both qualitative and quantitative responses were used to verify and clarify the findings from the data collected and analyzed in order to obtain accurate representation of the data. This was mainly to facilitate and enhance the accuracy of study carried out. A descriptive research design was used to analyze data obtained explain the data collected and clarify the findings in relations to the research objectives and research questions

### **3.2 SAMPLING STRATEGY**

The sampling strategy was purposive with a focus on selected public institutions whose staff had trained at the Kenya school of Government. Data from the Department of Training at the Kenya School of Government (KSG) was obtained to guide the researcher in identifying the actual training participants and public institutions they came from. It indicated that personnel from a total of 22 different government ministries, departments and institutions were trained in Public relations and customer care between the period of December 2012 and June 2013(Annex iv).

A survey was carried out using the actual training participants and their supervisors from 11 selected public institutions out the 22 ministries, department and institutions. The selected institutions were those located in Nairobi. This facilitated accessibility in terms of location, it minimized the cost of research and provided a good representation of the other public institutions located outside Nairobi.

The research focused on the participants who trained period from December 2012 to June 2013 which allowed duration of at least one year of job performance and service by the staff after their training in Kenya School of Government. This period was adequate for the participants' supervisors to have sufficient duration to observe, evaluate and appraise the level of service delivery as well as job performance of the targeted staff. It provided sufficient period for those trained to apply their acquired skill and knowledge in their work stations. This fact provided a basis to the researcher to come up with reliable findings of the effects of training in public relations and customer care to performance levels in the selected institutions in Kenya. It also enhanced the accuracy of the findings of the survey.

### **3.4 DATA COLLECTION PROCEDURE**

In this study data was collected using survey method. Questionnaires were distributed to various respondents from the selected institutions, who had undergone the above training , with guidance from human resource staff in their respective ministries, department and institutions. Questionnaire were administered to the supervisors of the respondents to facilitate comparison of the responses between them and the staff under them. Questionnaires were also be distributed to members of the public visiting the selected institutions in order, to

establish their appraisal of public relations and customer care staff. Face to face interviews were conducted to verify and clarify the correctness of the information obtained from the respondents.

The target group was made up of mainly marketing and customer service managers, public relations officers, frontline managers and officers, those manning customer care desks in their organizations. The responses from the three sets of questionnaires administered to the identified trained staff, their supervisors and members of the public, facilitated a comparison and enhanced accuracy of the findings from the target group.

### **3.5 DATA PROCESSING, ANALYSIS AND PRESENTATION**

Data was processed and analyzed using descriptive statistics. Response were be coded to facilitate basic statistical analysis. Standard statistical tools were be used to summarize the data in descriptive statistics (percentage and frequency). The Statistical Package for Social Science (SPSS) was used to analyze the data. Open – ended questions were coded by grouping responses according to recurring themes. Questionnaire responses were analyzed using frequency and percentage to show the number of respondents giving particular responses. The analysis was presented in tables and pie charts using frequency and percentages for ease of interpretations of the findings.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

This chapter presents the findings of the effects of training on public relations and customer care on performance levels in selected public institutions in Kenya trained at the Kenya school of government.

The chapter analysis responds to the following research questions.

1. What is the relationship between training of public relations and customer care staff to service delivery in the public institutions in Kenya?
2. What is the effect of training staff on public relations and customer care in relation to their job performance levels to the public in public institutions in Kenya?
3. How does training of staff on public relations and customer care affect their levels of service offered to the public in public institutions in Kenya?

#### 4.1.0 BIODATA OF THE EMPLOYEES OF SELECTED PUBLIC INSTITUTIONS WHO PARTICIPATED IN THE TRAINING.

##### 4.1.1 GENDER OF RESPONDENTS

The researchers sought to establish the gender of the participants in the training.

Table 4.1 Gender of the respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	3	20.0	20.0	20.0
female	12	80.0	80.0	100.0
Total	15	100.0	100.0	

Table 4.1 shows that from the percentage of the respondents, twelve were female representing 80% while the male comprised of 20% of the participants in the public relations and customer care training at the Kenya school of government.

**4.1.2 The Duration in which the respondents had worked in Public relations and customer care.**

The researcher sought to know the duration in which the respondents had worked in public relations and customer care departments/sections

**Table 4.2 The duration in which the respondents had worked in public relation and customer care section/department**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 TO 4	4	26.7	26.7	26.7
5 TO 8	4	26.7	26.7	53.3
9 TO 12	4	26.7	26.7	80.0
13 ABOVE	3	20.0	20.0	100.0
Total	15	100.0	100.0	

Table 4.2 indicates that 80% of the participants had worked for duration of between one to twelve years while only 20% had worked for a period above 12 years.

**4.1.3 Whether respondents had undergone job training on public relations and customer care at Kenya School of Government (KSG).**

The researchers sought to know the respondents who had undergone job training on public relations and customers care at KSG.

**Table 4.3 The respondents who underwent training on Public relation and customer care at KSG**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid YES	15	100.0	100.0	100.0

The findings shows 100% of the respondents had undergone job training on public relations and customer care at the Kenya school of Government ( KSG).

**4.1.4 Whether training on public relations and customer care at KSG helped the respondents to improve their performance of services to the public.**

**Table 4.4 Training of respondents on public relations and customer care at KSG**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	6	40.0	40.0	40.0
	STRONGLY AGREE	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

Table 4.4 shows that 60% of the respondents strongly agreed that training in public relations and customer care helped them to improve their performance of service to the public while the remaining 40% were also in agreement that the training helped them improve their performance service.

**4.1.5 Whether training on public relations and customer care at KSG improved their job performance levels to the public.**

**Table 4.5 Training on Public relations and customer care at KSG improved job performance level to the public.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	9	60.0	60.0	60.0
	STRONGLY AGREE	6	40.0	40.0	100.0
	Total	15	100.0	100.0	

Table 4.5 shows that 60% of the respondents agreed that training on public relations and customer care at KSG improved their job performance levels to the public while the remaining 40% were also in agreement of the suggestion.

**4.1.6 Whether training on public relations and customer care has made respondents improve in the way they serve members of the public.**

**Table 4.6 Training on public relations and customer care has made respondents improve the way they serve members of the public.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AGREE	4	26.7	26.7	26.7
	STRONGLY AGREE	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

Table 4.6 shows that 73% of the respondents strongly agreed that the above training improved their way of serving members of the public while the remaining 27% of the respondents agreed with the same idea.

**4.1.7 Whether training on public relations and customer care improved respondents' annual appraisal ratings in terms of service delivery to the public.**

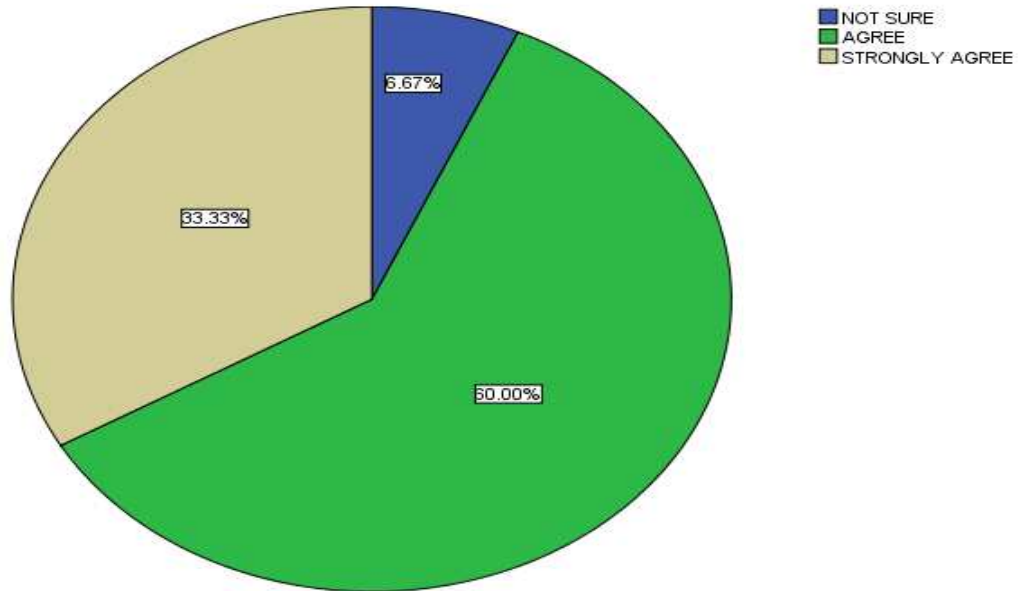
**Table 4.7 Training on public relations and customer care improved annual appraisal ratings in terms of service delivery to the public.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NOT SURE	1	6.7	6.7	6.7
	AGREE	9	60.0	60.0	66.7
	STRONGLY AGREE	5	33.3	33.3	100.0
	Total	15	100.0	100.0	

Table 4.7 shows that 60% of the respondents agreed that the training improved their annual appraisal ratings, 33% strongly agreed with the same suggestion while 6.7% were not sure.

**Figure 4.1 Training on public relations and customer care improved annual appraisal ratings in terms of service delivery to the public.**

**Training in Public Relations and customer care has improved my appraisal ratings in terms of service delivery to the public.**



**4.1.8 Whether training on public relations and customer care improved respondents ‘annual appraisal ratings in terms of job performance levels to their customers.**

**Table 4.8 Training on public relations and customer care at KSG improved respondents annual appraisal ratings in their job performance to the public.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid AGREE	7	46.7	46.7	46.7
STRONGLY AGREE	8	53.3	53.3	100.0
Total	15	100.0	100.0	

Table 4.8 shows that 53.3% strongly agreed that the training improved their annual appraisal ratings in terms of job performance levels to their customers while 46.7% agreed with the same suggestion.



**4.1.9 Whether on their experience, training on public relations and customer care improved the way the respondents professionally related with the public.**

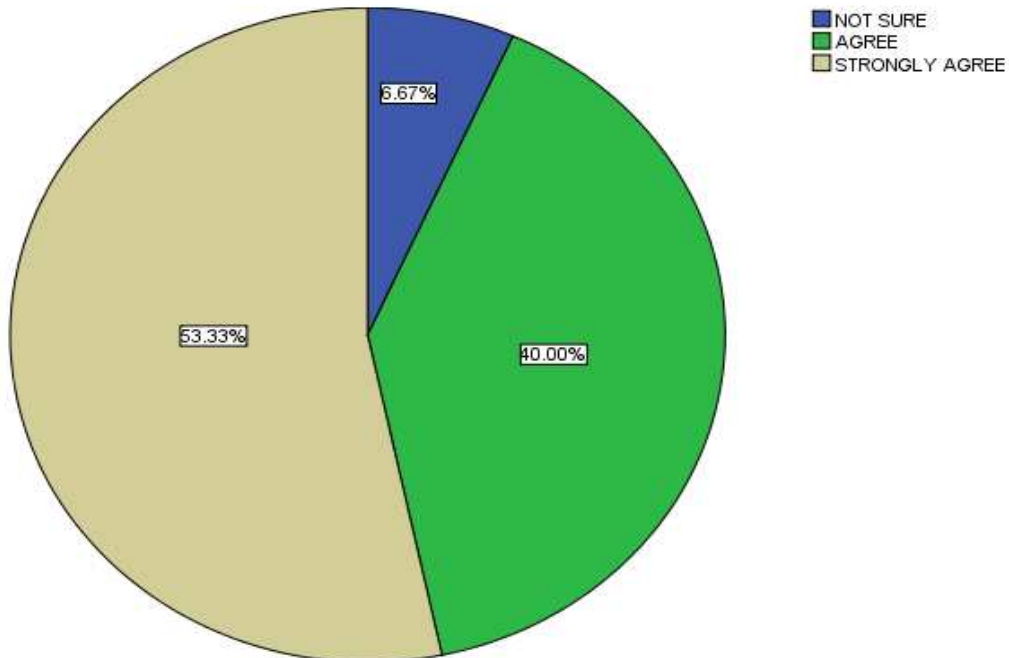
**Table 4.9 Training on public relations and customer care improved the way the respondents professionally related with the public.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SURE	1	6.7	6.7	6.7
AGREE	6	40.0	40.0	46.7
STRONGLY AGREE	8	53.3	53.3	100.0
Total	15	100.0	100.0	

Table 4.9 shows that 53.3 % of the respondents strongly agreed that training in public relations and customer care improved the way they professionally related with the public, 40% agreed with the above while 6.7 % were not sure.

**Figure 4.2 Training on public relations and customer care improved the way the respondents professionally related with the public**

**From my experience, training in Public Relations and customer care improves the way employees professionally relate to the public?**



**4.2.0 RESPONSES FROM THE SUPERVISORS OF THE EMPLOYEES FROM SELECTED PUBLIC INSTITUTIONS WHO PARTICIPATED IN THE PUBLIC RELATIONS AND CUSTOMER CARE TRAINING AT KENYA SCHOOL OF GOVERNMENT.**

**4.2.1 Whether training on public relations and customer care improved the level of performance of service offered by their staff to the public.**

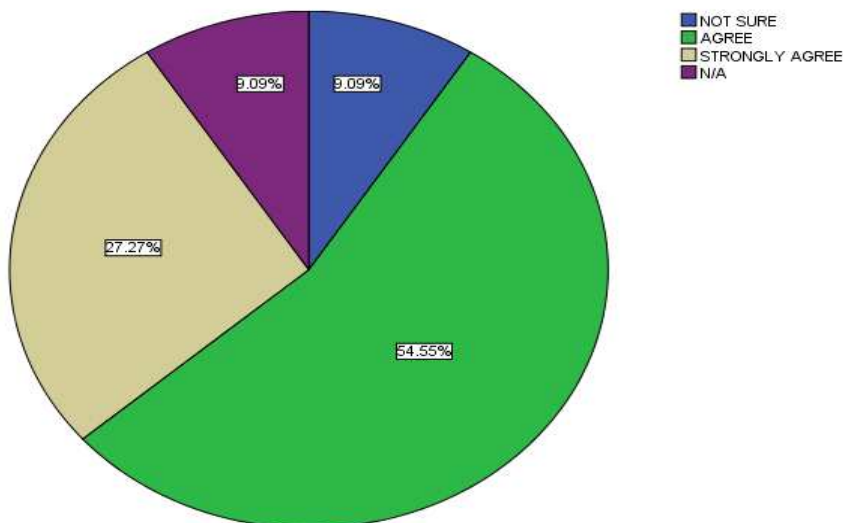
**Table 4.10 Training on public relations and customer improved the level of performance of service offered by staff to the public.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SURE	1	9.1	9.1	9.1
AGREE	4	36.4	36.4	45.5
STRONGLY AGREE	5	45.5	45.5	90.9
N/A	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Table 4.10 shows that 45.5% of the respondents strongly agreed that training on public relations and customer care improved their level of performance of service offered by staff to public, 36.4% agreed with the above and 9.1% were not sure.

**Figure 4.3 Training on public relations and customer care improved the level of performance of service offered**

**Training has improved the level of performance of service delivery by my staff in their job performance to the public?**



**4.2.2 Whether training improved the level of service delivery of the staff in their job to the public.**

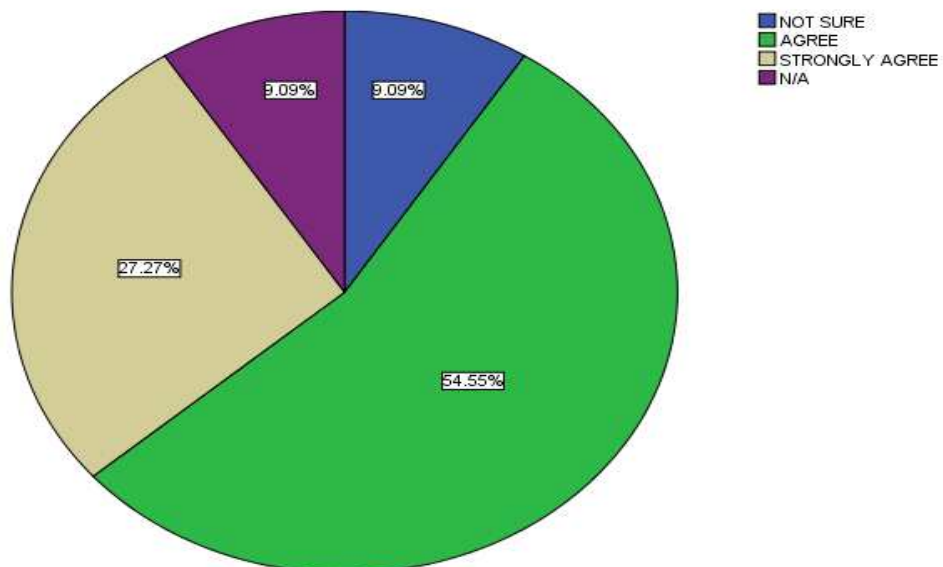
**Table 4.11 Training improved the level of service delivery of staff in their job to the public**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SURE	1	9.1	9.1	9.1
AGREE	6	54.5	54.5	63.6
STRONGLY AGREE	3	27.3	27.3	90.9
N/A	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Table 4.11 shows that 54.5% of the respondents agreed that training on public relations and customer care improved their level of service delivery in their job to the public, 27.3% strongly agreed with the above while 9.1% were not sure.

**Figure 4.4 Training improved the level of service delivery of staff in their job to the public.**

**Training has improved the level of performance of service delivery by my staff in their job performance to the public?**



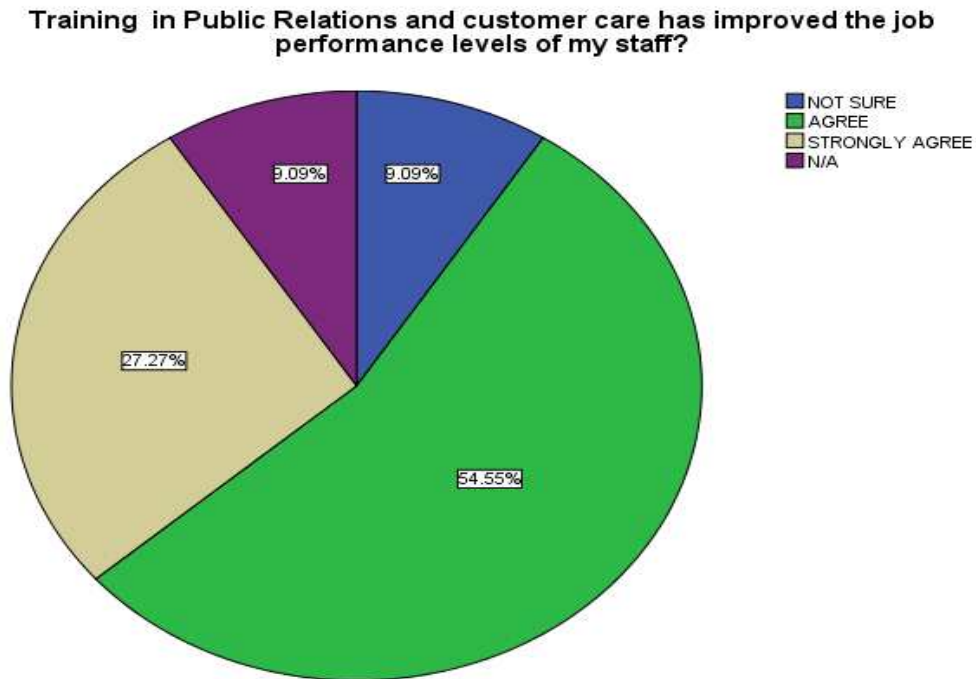
**4.2.3 Whether training on public relations and customer care improved job performance levels of the staff.**

**Table 4.12 Training on public relation and customer care improved job performance level of the staff.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SURE	1	9.1	9.1	9.1
AGREE	6	54.5	54.5	63.6
STRONGLY AGREE	3	27.3	27.3	90.9
N/A	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Table 4.12 shows that 54.5% of the respondents agreed that training on public relations and customer care improved their job performance level in public relations and customer care to the public, 27.3% strongly agreed while 9.1% of the respondents were not sure.

**Figure 4.5 Training on public relation and customer care improved job performance level of the staff.**



4.2.4 Whether training on public relations and customer care improved the way the staff professionally related with customers.

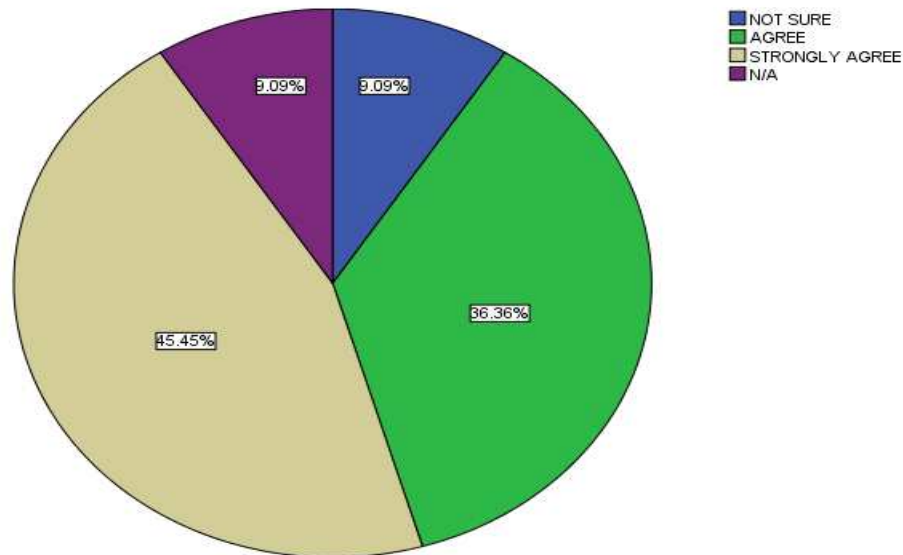
**Table 4.13 Training on public relations and customer care improved the way the staff professionally related with customers/public**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SURE	1	9.1	9.1	9.1
AGREE	4	36.4	36.4	45.5
STRONGLY AGREE	5	45.5	45.5	90.9
N/A	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Table 4.13 shows that 45.5 % strongly agreed that training on public relations and customer care improved the way staff professionally related with public, 36.4% agreed with the above while 9.3% were not sure.

**Figure 4.6 Training on public relations and customer care improved the way the staff professionally related to customers/public**

**Training in Public Relations and customer care has improved the way my staff professionally relate with our customers staff?**



**4.2.5 whether training on public relations and customer care improved annual appraisal levels of the staff in terms of service delivery to the public**

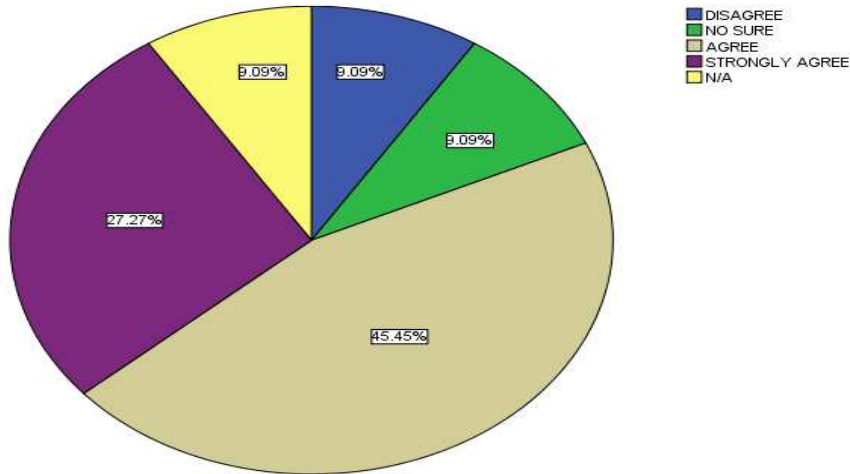
**Table 4.14 Training on public relation and customer care improved annual appraisal level of their staff in terms of service delivery to the public**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DISAGREE	1	9.1	9.1	9.1
NO SURE	1	9.1	9.1	18.2
AGREE	5	45.5	45.5	63.6
STRONGLY AGREE	3	27.3	27.3	90.9
N/A	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Table 4.14 shows that 45.5 % of the respondents agreed that public relations and customer care improved appraisal level of staff in terms of service delivery, 27.3 strongly agreed the above respondents 9.1 disagreed while 9.1% were not sure.

**Figure 4.6 Training on public relation customer care improved annual appraisal level of staff in terms of service delivery to the public**

**Training in Public Relations and customer care has improved appraisal levels of my staff in terms of service delivery to the public?**



**4.2.6 Whether training on public relations and customer care improved the appraisal levels of the staff in terms of job performance.**

**Table 4.15 Training on public relations and customer care improved appraisal level of staff in terms of job performance.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid DISAGREE	1	9.1	9.1	9.1
NOT SURE	1	9.1	9.1	18.2
AGREE	5	45.5	45.5	63.6
STRONGLY AGREE	3	27.3	27.3	90.9
N/A	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Table 4.15 shows that 45.5% of the respondents agreed that training on public relations and customer care improved the appraisal level of staff in terms of job performance, 27.3 % strongly agreed 9.1 % were not sure while 9.1% disagreed.

**4.2.7 Whether from experience, training on public relations and customer care improved job performance levels of employees to customers.**

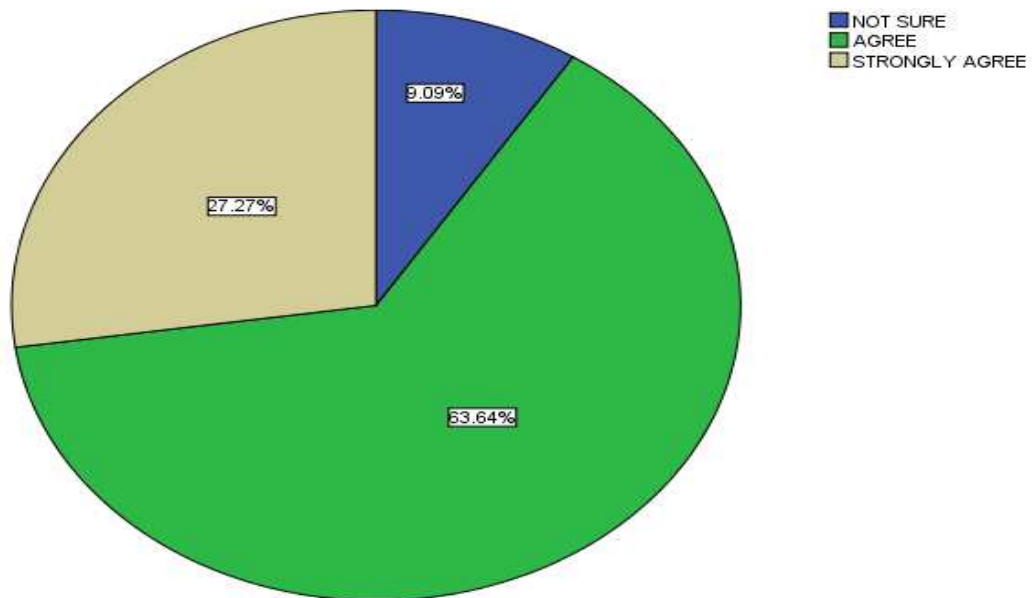
**Table 4.16 Training on public relation and customer care improved job performance levels of employees to customers/public.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NOT SURE	1	9.1	9.1	9.1
AGREE	7	63.6	63.6	72.7
STRONGLY AGREE	3	27.3	27.3	100.0
Total	11	100.0	100.0	

Table 4.16 shows that 63.6% agreed that on public relations and customer care improved job performance levels of employees to customer/public, 27.3% strongly agreed with the same while 9.1% were not sure.

**Figure 4.7 Training on public relation and customer care improved job performance levels of employees to customers /public**

**From my experience, training in Public Relations and customer care improves the job performance levels of employees to our customer?**





**4.3.0 RESPONSES FROM MEMBERS OF THE PUBLIC (EXTERNAL CUSTOMERS) AND INTERNAL CUSTOMERS.**

**4.3.1 whether before the staff were trained , the external customers were satisfied with the way public relations and customer care staff professionally related with them.**

**Table 4.17 Before staff were trained whether customers were satisfied with the way public relations and customer care staff professionally related with them**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	15	65.2	65.2	65.2
	YES	8	34.8	34.8	100.0
	Total	23	100.0	100.0	

Table 4.17 shows that 65.2% of the respondents were not satisfied with the way public relations and customer care professionally related with them before their training while 34.8% were.

**4.3.2. Whether before the staffs were trained, members of the public/customers were satisfied with the service offered to them by PR and CC staff.**

**Table 4.18 Before staff were trained whether customers were satisfied with the service offered to them by public relations and customer care staff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	11	47.8	47.8	47.8
	YES	12	52.2	52.2	100.0
	Total	23	100.0	100.0	

Table 4.18 shows 47.8 % of the respondents were not satisfied with the services offered to them by public relations and customer care staff before training while 52.2% were satisfied.

**4.3.3 Whether after the staffs were trained at KSG, they observed any improvement in the way public relations and customers care staff served them.**

**Table 4.19 After training at KSG there was improvement in the way public relations and customer care staff served public.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	6	26.1	26.1	26.1
	YES	17	73.9	73.9	100.0
	Total	23	100.0	100.0	

Table 4.19 shows that 73.9% of the respondents agreed that they observed improvement in the way public relations and customer care staff served the public after their training at KSG while 26.1% of the respondents were either indifferent or did not observe any improvement.

**4.3.4 Whether after the staffs were trained at Kenya school of government they observed any improvement in the way the public relations and customer care staff delivered services to them.**

**Table 4.20 after training at KSG there was improvement in the way public relations and customer care delivered services to the public.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	7	30.4	30.4	30.4
	YES	16	69.6	69.6	100.0
	Total	23	100.0	100.0	

Table 4.3.4 shows that 69.6% of the respondents agreed that they observed improvement in the staff in the way they delivered services to the public while 30.4% were either indifferent or did not agree.

**4.3.5 Whether performance of service offered by public relations and customer care staff was below their expectation prior to their training at KSG.**

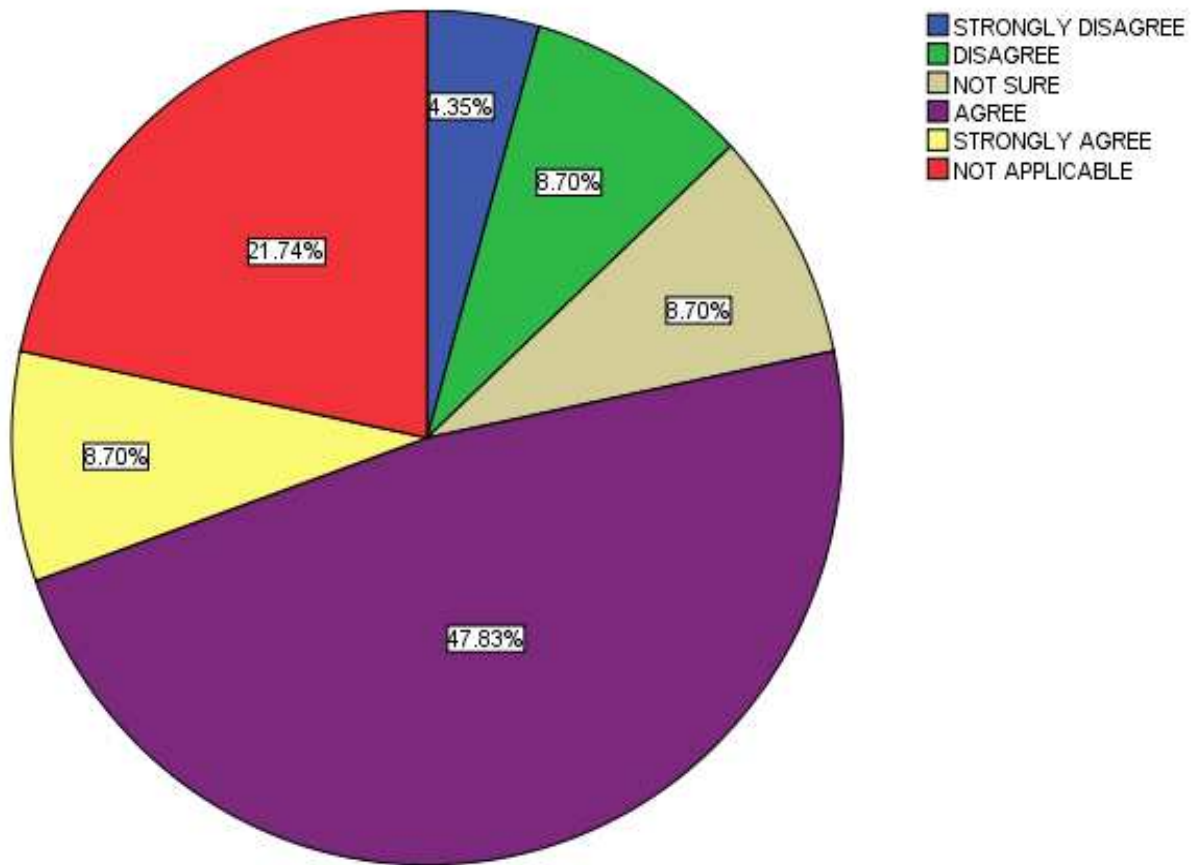
**Table 4.21 Performance of public relations and customer care was below expectation prior to training**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLY DISAGREE	1	4.3	4.3	4.3
DISAGREE	2	8.7	8.7	13.0
NOT SURE	2	8.7	8.7	21.7
AGREE	11	47.8	47.8	69.6
STRONGLY AGREE	2	8.7	8.7	78.3
NOT APPLICABLE	5	21.7	21.7	100.0
Total	23	100.0	100.0	

Table 4.21 shows that 47.8% of the respondents agreed that the performance of public relations and customer care staff job performance was below their expectations prior to their training, 8.7% strongly agreed with the above, 8.7% were not sure, 8.7 % did not agreed while 4.3% strongly disagreed.

**Figure 4.8 Performance of public relations and customer care was below expectation prior to training**

**Performance of service offered by Public relation and customer care staff was below my expectation prior to their training at KSG?**



**4.3.6 Whether performance of services to the public by public relations and customers care staff improved after their training at KSG.**

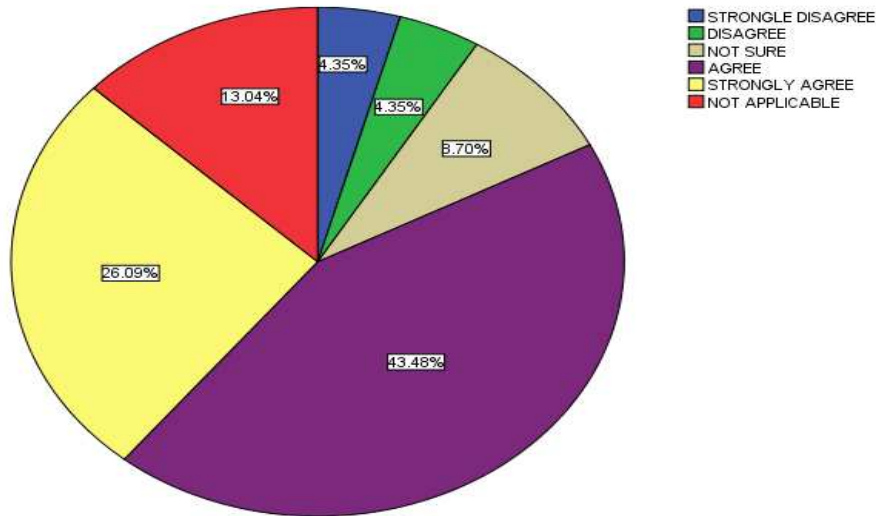
**Table 4.22 Performance of service to the public by public relations and customer care staff improved after training at KSG**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid STRONGLE DISAGREE	1	4.3	4.3	4.3
DISAGREE	1	4.3	4.3	8.7
NOT SURE	2	8.7	8.7	17.4
AGREE	10	43.5	43.5	60.9
STRONGLY AGREE	6	26.1	26.1	87.0
NOT APPLICABLE	3	13.0	13.0	100.0
Total	23	100.0	100.0	

Table 4.22 shows that 43.5% of the respondents agreed that the performance of public relations and customer care staff improved after their training at KSG, 26.1% strongly agreed the above, 8.7% were not sure 4.3 % disagreed while 4.3% strongly disagreed.

**Figure 4.9 Performance services to the public by public relations and customer care staff improved after training at KSG**

**Performance of services by Public Relations and customer care staff improved after their training at KSG**



**4.3.7 Whether the respondents and their supervisors recommended the training for staff in government ministries / departments / institutions on public relations and customer care.**

The running theme in the qualitative responses showed that 100% of the respondents highly recommended the training at the Kenya School of Government, not only for frontline staff but for all staff in all public ministries, departments and institutions. They recommended that the training should take a longer period than the two to four weeks it had been currently taking in the past. They recommended that frequent refresher training in public relations and customer care should be arranged for all public servants.

## **CHAPTER FIVE**

### **5.0 INTRODUCTION**

In this chapter the researcher presents a summary of the findings, a discussion of the findings and recommendations based on those findings. Suggestions of other related potential areas of study are also presented. The purpose of the study was to investigate the effects of training of staff on public relations and customer care to their level of service delivery to the public in selected public institutions in Kenya. It also purposed to investigate the relationship between training of staff in public relations and customer care to their job performance levels to the public in selected public institutions plus in Kenya. Below is a summary of the findings of the study.

### **5.1 SUMMARY AND DISCUSSION OF THE STUDY FINDINGS.**

#### **5.1.1 SIGNIFICANCE OF THE STUDY**

The results of the study based on the responses from employees of public institutions who participated in the training, showed the majority of the respondents immensely benefited from the public relations and customer care training at the Kenya school of government. They indicated that the training on public relations and customer care significantly improved their level of service delivery to the public. The results also showed that the training on public relations and customer at the significantly improved their job performance as well as their annual appraisal levels in relation to their service to the public. The study findings from the training participants were corroborated by the responses from members of public who were regular customers to the offices of the selected institutions manned by the employees. Apart from a few members of the public who appeared indifferent in their responses, the majority of those participated in the study indicated that they had observed positive improvement to service delivery from the trained employees. The responses from the trained employees indicated that they were in agreement that the training improved their level of job performance to the public. The supervisors of the trained staff from the selected public institutions corroborated the responses from their staff that the training on public relations and customer care carried out at the Kenya school of government improved in their job performance level to the public and service delivery to the public after the training. They also indicated that they observed an improvement in the level annual appraisals of the trained staff members.

### **5.1.2 TRAINING IN PUBLIC RELATIONS AND CUSTOMER CARE.**

The study findings showed that the training in public relation and customer care at the Kenya School of Government imparted crucial skills and knowledge to the participants which resulted in observable improved levels of service delivery to members of the public. The impartation of skills and knowledge to the participants resulted in observable improvement in their level of job performance to the public.

### **5.2. RECOMMENDATION**

From the study findings, the researchers made the following observations

- i) Trained of staff on public relations and customer care showed observable improvement in their service delivery to the public who also happened to be their customers.
- ii) Trained of staff in public institutions on public relations and customer care showed significant improvement in their level of job performance to the public.
- iii) Trained staff on public relations and customer attributed improvement in their annual appraisal ratings to the training.

On the basis of the above findings the researcher would recommended that staff in public institutions, most of whom serve members of the public be exposed to training in public relations and customer care skills and knowledge to improve their service delivery and job performance levels to the public.

### **5.3 SUGGESTIONS**

Based on the findings of the above study, the researcher wishes to make the following recommendations:-

- 1) The study was limited to a sample of selected public institutions. A similar study may be carried out on private institutions and organizations.
- 2) Further studies may be carried to investigate whether trained staff on public relations and customer care influenced the image of the public service to members of the public.

### **5.4 CONCLUSIONS**

This study was aimed at investigating the effects of training in public relations and customer care on service delivery and job performance levels staff from selected public institution strained at the Kenya School of Government. The study was carried out using data collected



from the training participants from public institutions, their supervisors as well as members of the public who are the major customers in these institutions.

From the findings, the researcher concluded that training of staff in public institutions on public and customer care positively influenced and improved their level of service delivery to the public. It positively influenced and improved their job performance levels to the public and their annual appraisal levels. The findings have been discussed and recommendations given in relation to training of staff in public relation and customer care which if implemented would lead to improved service delivery and job performance levels of staff in public institutions.