INFLUENCE OF IN-SERVICE TRAINING ON EMPLOYEE PERFORMANCE; A CASE OF JUDICIARY’S LOWER COURTS IN NAIROBI COUNTY, KENYA

BY

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2015
DECLARATION

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

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This research project report has been submitted for examination with my approval as University Supervisor

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DEDICATION

This project is dedicated to my mum, Jane Wayuwa, the driving force in my life and academic pursuit.
I would like to thank God, for through Him, all things are possible. I managed to conduct this research.

I express immense gratitude to Dr. Naomi Mwangi for her exemplary guidance, direction, constant encouragement and patience while I undertook this research. I am obliged to thank all the Course Lecturers for the valuable knowledge they imparted in me. Special thanks to Professor Gakuu who taught me Research Methods, without which this research would have been impossible to carry out. In addition, special thanks to all my classmates for their invaluable encouragement and team work during the study period.

Finally, I acknowledge my family members who have been there for me and have tolerated and accommodated my unavailability, while I pursued completion of this degree. Your strength and unwavering support inspire me.
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<tr>
<td>CJE</td>
<td>Continuous Judicial Education</td>
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<td>GOK</td>
<td>Government of Kenya</td>
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<td>HRD</td>
<td>Human Resource Development</td>
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<td>ISO</td>
<td>International Organization for Standardization</td>
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<td>JSC</td>
<td>Judicial Service Commission</td>
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<td>JTI</td>
<td>Judicial Training Institute</td>
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<td>OJT</td>
<td>On-Job Training</td>
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<td>PC</td>
<td>Performance Contracting</td>
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<td>RRI</td>
<td>Rapid Results Initiative</td>
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<td>SLDP</td>
<td>Strategic Leadership Development Programme</td>
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<td>SMC</td>
<td>Senior Management Course</td>
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<td>SOJA</td>
<td>State of the Judiciary Address</td>
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<td>SSD</td>
<td>Supervisory Skills Development</td>
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<td>TQM</td>
<td>Total Quality Management</td>
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ABSTRACT

Developing employee’s competences is critical for their performance. To enhance performance, in-service training plays a critical role in ensuring the employees remains effective, efficient and competitive. This study aimed at investigating the influence of in-service training on employee performance in the Judiciary’s lower courts in Nairobi, Kenya. Specifically, the study aimed at establishing whether Induction training, on-job training, off-job training and career development training influence employee performance. The study focused on the three courts in the county namely; Milimani, Kibera and Makadara. The study adopted a descriptive survey design using both qualitative and quantitative research paradigms. The target population was 203 employees of the Judiciary comprising of Head of Stations, Magistrates and paralegal staff. The total population of the magistrates and the head of stations was purposively sampled. The sample for paralegal staff was arrived at based on 30% representation (Borg & Gall, 2007). Data was collected using questionnaires and interview guides from a sample population of eighty five (85) employees. The questionnaire was administered to the magistrates and the paralegal staff while the interview guide was used to collect data from the head of stations. The split-half method was used to test reliability of the data collection instruments. The data was analyzed using quantitative and qualitative approaches with the help of SPSS. The findings were presented inform of tables comprising of percentages and frequencies as well as in narrative form. The study found out that most paralegal staff had not attended induction training while all magistrates had been inducted. 92.3 % of the respondents indicated that induction training has a positive effect on employee attitude and behavior and a positively affect performance. Hence it was concluded that Induction training influences employee performance. The study found out that most employees have undergone on-job training in form of job rotation, coaching and mentoring. On-job training was found to influence performance by increasing skill levels, productivity and affects customers satisfaction positively. 76.9% of the respondent indicated that on-job training influences employee performance. It was concluded that on-job training influences performance in the Judiciary. On off-job training, the study found out that the training transfers knowledge to actual job, increase interaction of employees, contribute to employee retention, boost morale and affect customer satisfaction positively. 87.7% indicated that off-job training enhances employee performance while 61.5% indicated that off-job training increases employee loyalty. Hence it was concluded that off-job training influences employee performance and increase their loyalty to the organization. The study found out that 50.8% of the employees have not undertaken career development training as they are mostly self-sponsored. Career development training led to enhanced responsibilities for employees and working skills, influence performance and positively affect customer satisfaction. The study recommended a review of the induction programme to target all new employees and old employees not inducted upon employment. The study also recommends a career development programme sponsored by the government offering courses that lead to upward mobility of employees.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In-service training allows employees to develop and enhance their skills. Survival of organizations world over requires that they create new knowledge and undergo continuous innovation in order to adapt to a rapidly changing technology and global competitiveness (Horwitz, 1999). Achieving organizational goals depends on the ability of the employees to perform their duties and adapt to changing environment. Abtahi (2009) affirms that improving education and human resources make employees more prepared and better equipped to do their specific tasks and take their newer and higher responsibilities in the organizations.

Employee performance is closely linked to in-service training. Employee performance relates to outcomes of job related activities undertaken by employees in the course of their duties. It is assessed periodically at regular intervals such as on an annual, semi-annual and quarterly basis in order to help employees identify suggested areas for improvement. Kearney and Berman (1999) assert that confronted with rising citizen discontent, and new technological challenges, public organizations are compelled to develop strategies for employee performance improvement. Employee performance is influenced by many factors such as management-subordinate relationship, the working conditions, reward system, employee team work and employee training. The quest for
employee performance is therefore not new; rather, it has existed since the scientific management movement.

Training and development increases the overall performance of the organization (Shepard, Jonet al2003). Jagero (2012) further states that employees who have taken trainings are more capable in performing different tasks. Swart et al (2005) also adds that bridging the performance gap involves implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. Wright & Geroy (2001) further confirm that employee competencies change through effective training programs. In-service training specifically coordinates the wishes, interests and future needs of the organization. It therefore has a significant relationship with the employee’s resultant performance. In-service training can be carried out in form of Induction, on-job training, off-job training or career development training.

Induction training helps new employee to settle quickly into their job to become efficient and productive (Foot and Hook, 2008). Mullins (2002) asserts that induction introduces a new member of staff to the culture and environment of the organization, its policies and practices and to other members of staff. However, Bailey (2002) keenly notes that most induction trainings are geared mainly to achieving the goals of the organization and normally tends to be full of formal legislative information. The author affirms that most employees absorb little and retain less during induction. Goyal (2007) compares the effects of a bad induction program to attrition. The author highlights that it leads to confusion, stress and de-motivation of employees. Despite the stated views, induction process plays a crucial role to create a favorable image of the organization for the new
employee and familiarize them with the culture, accepted practices and performance standards of the organization. This highlights the need to develop a well-structured induction training programme that benefits both the employees and the organization.

On-the-job training has a positive effect on employee’s job performance. Most employees join organizations with academic knowledge but with no knowledge and skills about the job. The employees therefore require specific training to face their workplace, learn new technologies to be more competitive. Salas et al (2001) further adds that training develops employee skills and increases the firms overall performance. Holzer (2007) argues that employers believe that productivity increases through advanced skills and training. Kraiger et al (2004) also notes that the training process is expensive as it requires more time and money and there is doubt if it has a positive relationship between training and organizational performance. For on-job training to be effective, they should be well planned, thorough and proper consistency between trainers. Organizations need to dedicate their efforts to on-job training to remain competitive in the technologically changing world.

Off-the job training is conducted at a site away from the work environment and enables employees’ full concentration on learning new skills, knowledge and behavior without distractions (Hansson, 2008). Webster, (2009) further adds that off- the job training can be short term or long term and is conducted by professionals in a particular field to impart knowledge to employees. Knowledge is imparted using methods such as lectures, simulations, seminars and workshops. Through off job training, employees transfer
knowledge gained during training to actual job, develop problem solving and decision making skills.

Career development training is designed to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions. This type of training is arranged departmentally for successful extension workers at all levels for their own continuing education and professional development. The training has the fundamental impact on efficiency, effectiveness, morale and profitability of an organization. Beardwellet al (2004) asserts that an employee interacts with the organization and its development through the individual’s career. The employees acquire information and resources that enable them plan a program of lifelong learning related to their career. High performing organizations on the other hand are vigilant on developing their employees. However, Armstrong (2006) points out that a needs analysis that is fully involving and inclusive of all employees must be carried out before any training is done.

Globally government agencies are at every level under relentless pressure to ensure that they have a knowledgeable and efficient workforce. If a government is to keep pace with changes they face of a globalized world with rapid growth and changing technology, training and educating their workforce is a critical mission. Ballot et al (2002) asserts that French and Swedish organizations have 82 % and 67 % return on investment on training respectively. In-service training has now surfaced as a strategy for sustaining and improving the effectiveness, efficiency and competitiveness of today’s public sector workers. Therefore, changing the systems and procedures of performing the work is an obvious mission which has been stressed frequently and requires more serious efforts. However, Alvani, (2011) notes that the lack of governments attention to in-service
training is because of their lack of knowledge about the brilliant results of this type of training.

Malaolu (2013) confirms that in Nigeria, in order to enhance productivity and overall performance, organizations have been embarking on training and capacity building for their employees. This is due to the recognition of the important role of training and manpower development in attainment of organizational goals. To enhance performance and become more competitive, organizations need to train their employees to be skilled, creative, innovative, and inventive. Employee training is therefore an important aspect of human resource practice that is closely linked to performance.

Dixon (1990) asserts that, training employees not only improves employee’s performance but also has positive effects to the organization as well as to the customers. On the other hand, those organizations which do not provide in-service training for their employees have suffered immensely in terms of service delivery. Aruna (2012) insists that such organizations are faced with decreasing performance levels of their employees. Studies have shown that low level of in-service training in the public sector affects performance levels.

In Kenya, Wamalwa & Balogun (1992) recommended training of civil servants in modern management practices to enable them cope with post-independence requirements for service delivery. The Government of Kenya has encouraged Ministries and Public Corporations to adopt and implement high performance work place strategies in the public service. GOK (2009) further recommends strategies such as the Rapid Results Initiative (RRI), Performance Contracting (PC), ISO Certification and Total Quality
Management (TQM) in order to enhance service delivery. The strategies are expected to impact positively on economic and social development agenda leading to greater customer satisfaction in public institutions.

Before the promulgation of the Constitution of Kenya 2010, the Kenyan Judiciary was faced with various institutional challenges which hampered its ability to perform effectively. Among the challenges were: lack of operational autonomy or independence, inadequate financial and human resources, weak administrative structures, corruption, ineffective complaints and disciplinary mechanisms, poor terms and conditions of service and complex technicalities. All these resulted in loss of public confidence in the Judiciary Shollei (2013). The current Constitution demands that justice must be done to all irrespective of status. The state organs are mandated to ensure access to justice for all persons and expeditious delivery. Judiciary (2012) acknowledges training and internal communication as critical strategies in its transformation framework. Training is viewed as an avenue to accentuate values and ethics into Judiciary’s implementation programme.

Judiciary (2012) further reveals some of the transformative strategies that the institution is engaged in to enhance service delivery. These include the payment procedure dumped Faini Chap Chap that allows traffic offenders to pay their fines through Mpesa, the case management system aimed at digitalizing the case files and a computerized complaint management system. The employees of the Judiciary therefore need to be ablest with the new technologies through in-service training.

Law is dynamic. In Kenya the dynamism of law is as a result of political, economic and social changes. For example, with the devolved government new laws have been
introduced. Judiciary (2012) therefore recommends training of judicial officers on all aspects of election petition management with technical assistance from the Ugandan Judiciary. The need for in-service training in Judiciary is now more than ever to fulfill the constitutional requirement and to improve employee’s performance. This will increase efficiency, customer satisfaction, productivity and skill levels.

1.2 Problem Statement

Developing employee’s competences is critical for their performance. Supervisors need to know their workers’ competences and abilities and be able to provide them with the modifications needed for their constant growth and development (Carlson, 2009). Nowadays, changes are more rapid, unusual and fundamental than ever before. Jafari et al (2009) further asserts that technological contacts along with competitive and cultural pressures have led to a whirlpool which can drown any organization. To survive and live in such situations, an organization needs to transform its processes through improvement in work procedures and processes.

Mutunga (2014) asserts that over the past three years, the Judicial Service Commission (JSC) has increased the number of judges threefold. Whereas there were only 47 judges and no legal researchers in Kenya in 2011, there are now 112 judges and 83 legal researchers. Further the Judicial Services Act (2011) determined that each of the 47 counties was have a High Court. However, the increase in staffing levels and infrastructural development has not been commensurate with training and development of the staff.
The JSC through the Judicial Training Institute (JTI) offers education and training to staff involved in the administration of justice. However, over the years the JTI has focused more on Judges and magistrates leaving behind the paralegal staff who constitute majority of the staff in Judiciary and who play critical role in delivery of justice. (Mutunga, 2014)

State of the Judiciary Address [SOJA], 2014) reveals that the total number of complaints received from the members of the public on the Judiciary stood at 2,095 for the last 2 years. Mutunga, (2014) further notes that despite all the reform initiatives the Judiciary is still in the grip of a huge case backlog, with some of the cases having been filed 24 years ago. It is evident that effectiveness and efficiency in the Judiciary is only achievable through a multi-dimensional approach. Lack of in-service training of its staff influences greatly the targeted outcomes.

The facts presented demonstrate that while reform initiatives have been carried out in the Judiciary, the institution has not focused its attention on staff development adequately. The year 2013/2014 budget allocation for the Judiciary stood at 16.1 billion. This was meant to facilitate reforms in the Judiciary. However, expansion of courts infrastructure has been prioritized more than staff development. GOK (2014) notes JSC should develop human resource and training policies so as to effectively manage the human resource function in Judiciary.

This study sought to investigate the influence of in-service training on employee performance, having demonstrated that improvement on physical structures and technology is not an adequate approach to realizing effectiveness and efficiency. In-
service training is defined by various variables. This study was focus majorly on the following variables of in-service training: employee induction, on-job training, off job training and career development as they influence performance in judiciary’s lower courts in Nairobi County, Kenya.

1.3 Purpose of Study
The purpose of study was to assess the influence of In-service training on employee performance in Judiciary’s lower courts in Nairobi County, Kenya.

1.4 Objective of the study
This study was guided by the following research objectives;

i) To assess the influence of induction training on employee performance at the Judiciary.

ii) To establish the influence of on-job training on employee performance at the Judiciary.

iii) To establish the influence of off-the job training on employee performance at the Judiciary.

iv) To determine to what extent career development training influences employee performance at the Judiciary.

1.5 Research Questions
The study was guided by the following research questions;

i) To what extent does induction training influence employee performance at the Judiciary?

ii) To what extent does on-job training influence employee performance at the Judiciary?

iii) To what extent does off-the job training influence employee performance at the Judiciary?

iv) To what extent does career development training influence employee performance at the Judiciary?
1.6 Significance of Study
The findings of the study may have significant benefits to Judiciary employees. The study may sensitize them on the importance of undertaking in-service training for skills improvement, job retention and remaining competitive. The study may assist Judiciary to focus on in-service training to fulfill the constitutional mandate of service delivery, achieve greater efficiency and productivity and guarantee customer satisfaction. The Judicial training institute may realize the need to offer career development training to its employees in support of Kenya School of Government which is the only institute that offers career development training to public servants. The study may therefore be an eye opener to the policy makers to allocate more funds for training to the Judiciary.

The study may also arouse new interest among scholars, development practitioners and students of research on improving performance of the Judiciary employees through training for expeditious delivery of justice. It is hoped that this study may contribute to the global knowledge on the influence of in-service training on performance of employees of the Judiciary. Finally, the findings of this research are expected to make valuable contribution to knowledge in the field of personnel training and development for the Judiciary in Kenya.

1.7 Limitations of the Study
The study focused on the Judiciary’s lower courts in Nairobi County namely; Milimani, Kibera and Makadara Law courts. A challenge the study tried to overcome was the willingness and availability of the respondents to participate in the study given the busy schedule of the courts. The researcher involved research assistants from the respective courts to ensure adequate collection of data and coverage of the area. The consent of the
respondents was sought and their confidentiality, a factor that increased the respondents’ willingness to participate in the study.

1.8 Delimitations of the Study
The study targeted magistrates, head of stations and the paralegal staff of the Judiciary. The study was geographically delimited to the Judiciary’s lower courts in Nairobi County namely; Milimani, Kibera and Makadara Law courts.

1.9 Definition of Key Terms

Career Development training: A set of classes or plan of study on particular subjects that are considered essential and necessary for upward movement or advancement made by people in a particular job. In the public service these courses include; the Strategic Leadership Development Programme (SLDP), Senior Management Course (SMC) and Supervisory Skills Development (SSD).

Employee performance: Is the timely, effective and efficient completion of mutually agreed tasks by the employee, as set out by the employer. It is also the record of outcomes achieved, for each job function, during a specified period of time.

Head of station: These are magistrates who carry out administrative functions in a court station. They play a supervisory role on other magistrates.

Induction training: Refers to the process of formal introduction of a new recruit to the employer, organization, organizational culture, his or her job, workmates and the interdependent structures that constitute the working environment of the institution. Its aim is to gain employee’s commitment, reduce anxiety, help him or her to understand the organization’s expectations and know what to expect from the job and the organization.
In-Service training: Refers to practical training that includes short courses and formalized long term programmes aimed at upgrading skills and qualifications of the employee in order to increase their efficiency in job performance.

Judicial Officers: This term refers to magistrates and Judges. They are involved directly in determination of cases in courts of law.

Lower Courts: They are courts established under Article 169 of the Constitution of Kenya. They include the magistrates’ courts, kadhis courts, court martial and any other local tribunal established by an Act of Parliament. The lower courts are also referred to as subordinate courts.

Off-job training: This is training either short or long term that is conducted at a site away from the work environment to enable employees concentrate on learning new skills, knowledge and behavior.

On-job training: Training provided to inexperienced employees during the initial stages of employment. This is usually delivered by a professional trainer or an experienced employee, and typically consists of "hands-on" training.

Paralegals: Refers to all the other employees of the Judiciary other than Judges and Magistrates. These employees include; Directors, human resource officers, ICT officers, Executive officers, court clerks, accountants and procurement officers among others.

1.10 Basic assumptions
The study assumed the respondents would be available to fill the questionnaire truthfully and in time.
1.11 Organization of Study
The study is organized in five chapters. The first chapter covers the introduction to the study, problem statement, the purpose of study, objectives of study, research questions, limitations, delimitation, and the significance of study. The second chapter covers the literature review on past studies that have been conducted as relating to the influence of in-service training to employee performance. The third chapter covers the research design, target population, sample size and sampling procedures, research instruments, validity and reliability of the research. It also covers data collection and data analysis procedures, the ethical considerations of the study and the operational definition of variables. Chapter four presents data analysis, presentation, discussions and interpretation of the findings. Finally, chapter five presents the summary of the findings, conclusions, recommendations and areas suggested for further research.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the influence of in-service training on employee performance. The sources of literature included: books, journals articles and published studies. The chapter is sub-divided into the following sections: employee performance in organizations, induction and employee performance, on-job training and employee performance, off-job training and employee performance, and career development training and employee performance. The chapter further provides a theoretical and a conceptual framework on the study.

2.2 Employee Performance in Organizations

Organizations invest in specific human resources in order to meet its objectives. Employees require continual re-assessment, evaluation and capacity building within the work context to sustain their performance at expected level or surpass organizational expectations. Employee performance is associated with quantity and quality of output, timeliness of output, attendance on the job, efficiency and effectiveness of the work completed (Mathis & Jackson 2009). It is the standard to which an employee does a job measured against pre-set standards of accuracy, completeness, cost and speed (Becker et al 2011).

High performing organizations rely on employees knowing their roles in different structures and work processes as well as their willingness to learn (Guest, 2006). The initial drive that employees have when recruited to work in an organization tend to wane
with time. Cronje (2011) says that for the employees to maintain the drive, they require to be revitalized through refresher training, expanded exposure to complementary roles and assignment to a different role due to the changing organization and personal effects.

For Dowling (2008) employees must be able to work with new technologies in changing environments. Improving the employee’s skills and knowledge contributes to producing quality goods and services leading to organizational success. The knowledge and skills acquired can be transferred to a variety of jobs. This means increasing worker involvement in training, whether on the Job or off the job. Birdiet al (2008) also supports the notion that employee involvement in training is positively related to actual and perceptions of organization’s success.

However, Guest (2006) is of the view that it’s important to focus on skills utilization. He further views no advantage on having highly competent, de motivated staff and under-utilized staff or highly motivated but incompetent workers or workers who are neither competent nor motivated.

Mardani (2009) observes that among the varieties of training, in-service training is one of most suitable and easily accessible that can be used to improve human work force and equip employees with the needed knowledge, attitudes and competences for development. However, Alvani (2011) notes that lack of authorities' attention to in-service training is because of their lack of knowledge about the brilliant results of this type of training.
Mshila (2012) conducted a study on the effects of in-service training on the performance of secondary school teachers in Kiambu West District. The purpose of study was to investigate the effects of in-service teacher training on the performance of secondary school teachers in Kiambu West District. The study sought to establish the contribution of in-service training to a teacher's self-development, its contribution in identifying a variety of tasks that a teacher can perform, and its effects on promotion of teachers. Descriptive survey design was adopted. The target population was all the 1150 teachers who had undergone in-service training course. A total of 125 respondents was selected out of which 120 responded by filling and returning the structured questionnaires. The schools were systematically selected as sample units. The findings of this study revealed that in-service training has several positive effects on the performance of secondary teachers in Kiambu District. The effects included the self-development of the teachers, gaining of new skills that enables them perform their tasks better and complete syllabuses in time. These effects were found to have a direct input towards better performance of teachers.

The current study differed from the reviewed study in that while the reviewed study investigated the effect of in-service training of teachers who had undergone in-service training, the current study investigated the influence of in-service training from a different system and context, that is, the judiciary’s lower courts, Nairobi, Kenya. The study involved samples from three categories of Judiciary employees in all the courts in Nairobi County
2.3 Induction training and Employee Performance

Induction process helps new employees to settle quickly into their job so that they soon become an efficient and productive employee (Foot and Hook, 2008). Induction process helps create a favorable image of the organization for the new employee. Mullins (2002) further states that induction involves introduction of a new member of staff to the culture and environment of the organization, its policies and practices and to other members of staff.

However, employee induction, which is one of the main ways of introducing employees to their organization is often the missing ingredient in most organizations. Effective orientation programmes is not only precursor to good performance but also help in retention of employees, reduces costs and enhances performance.

A study carried out in Nigeria by Odunayo (2014) sought to examine the knowledge of staffs on the meaning and benefits of induction, the main attitudes of workers towards induction to work and how induction programmes motivate staff to be committed to the organizational effectiveness. A descriptive research method was adopted using two hundred and seventy one (271) questionnaires and administered to academic and non-academic staff of Olabisi Onabanjo University in Nigeria. Data was analyzed using descriptive statistics. The study found out that induction significantly influences staff’s attitude and behavior towards organizational effectiveness. It also revealed that a well packaged induction programme was positively influence staff attitude. Finally the study recommended that induction programmes should be reviewed and continuously improved upon from time to time to earn employees loyalty and positive attitudes towards work.
Odunayo (2014) study compares with the study by Kebenei (2014) on effects of induction programs on employee job performance in Eldoret water and Sanitation Company. The study target population was all the 215 employees. The census techniques were used where questionnaires were administered and key informants interview conducted on purposively selected respondents. The study established that induction programs is effective in that it provides a new employee with information, paints a precise picture of departments, conveys employee expectations, relieves the new employees anxieties about the job, and inspires the new employee to have a good attitude towards the organization. According to this study, induction is conducted on the job by the immediate supervisors.

The current study is similar to the studies by Odunayo (2014) and Kebenei (2014) in that it seeks to establish the influence of in-service training on employee performance. It examined the influence of induction training on performance. The study however differed from the two studies as it utilized the descriptive research methods. Further the current study differed from the reviewed study in that it focused on employees’ performance in Judiciary’s lower courts in Nairobi County.

Saif (2014) carried out a study on the impact of effective induction on employee performance and satisfaction. The objective of the study was to find out how the effectiveness of employee orientation affects performance and satisfaction. The study adopted a survey design that used a random sampling technique where questionnaires were distributed. The results indicated that organizations needs quality orientation programmes for its employees for better performance and customer satisfaction. The
current study compares with the study by Saif (2014) in that it seeks to establish how induction influences employee performance in Judiciary. The reviewed studies clearly show that induction has a direct influence on employee performance. Induction aims to maximize effectiveness of new staff while allowing them to fit in the organization quickly thereby achieving both organizational and individual goals.

The organizations however need to establish induction policy, develop effective induction programs and courses. The line managers should take the main responsibility of induction training in conjunction with the Human Resource (HR). Organization should ensure active cooperation of managers and supervisors for effective induction training.

2.4 On-Job Training and Employee Performance

On-Job Training (OJT) takes place in a normal working situation, using the actual tools, equipment, documents or materials that trainees was use when fully trained. On-job training has a general reputation as most effective for vocational work. On-job training involves new or inexperienced employees who learn through observing peers or managers performing the job and trying to imitate their behavior. The training is ad hoc or regularly scheduled and is provided by the superior officer or the subject-matter specialists to the subordinate staff. This training is generally problem oriented and may include formal presentations, informal discussion, and opportunities to try out new skills and knowledge. During the learning period, the trainee is entitled to full remuneration. Some of the commonly used methods are: coaching; mentoring; job rotation and apprenticeship.
One of the manifestations of OJT is job rotation. In job rotation, the employee is assigned to different positions and possibly different departments for pre-arranged periods of time. The employee is evaluated based on the different work experiences. The evaluation determines the employee’s final job assignment. Another manifestation of OJT is coaching. In coaching, the trainee already possesses some level of skills and knowledge at a job. The trainer acts as a coach to facilitate and guide the learning. Mentoring is another form of OJT that is very similar to coaching in that it calls for a higher level of initial skill and job knowledge (Hansson, 2008). The mentor is generally a supervisor or manager rather than a co-worker. Desimone et al (1998) state that the intention of mentoring is to support the employee, help orient them to the job and work environment and prepare the employee for increasing responsibility.

Aidah (2013), in his study to evaluate the effects of in-service training on employee performance in the telecommunication industry in Uganda attempted to identify the training programs’ existing in the industry, the objective of the training offered, and the methods employed and finally the effects of training and development on employee performance. The study was based on three case studies of the biggest telecommunication companies operating in Uganda. A qualitative research approach of data collection was adopted using a questionnaire comprising of 18 questions distributed to 120 respondents. The results obtained indicate that in-service training have clear effects on the performance of employees with regard to their jobs. The study also showed a significant increase in productivity among the trained employees.
Jagero et al (2012) carried out a study to find out the relationship between on-the-job training and employee performance in DHL and FedEx courier companies in Tanzania. The study was to examine the existing On-the-job training programs and to assess employee’s performance in the courier companies. Correlation survey methodology was used and questionnaires were used as research instruments. The sample population of 150 employees was used and respondents randomly selected. 50% of the total number of employees in each company was taken. The study found that different programs of On-the-job training are conducted in DHL and FedEx. The training programs are conducted according to the general need of the company or due to the normal changes that take place in the company. The level of performance is measured against well set standards and generally the key performance indicators are used. The study also found out that performance to a big extent depends on the training employees received thus there is a positive relationship between on-job training and employee performance in the two companies. The study further recommended that governments should invest more in practical education through Vocational Educational Training Authority.

It is evident therefore, that on-job training influences employee performance. The reviewed studies had their focus on performance of organizations while this study focused on the Judiciary’s lower courts. The current study further differed from the revealed studies as it sought to establish the influence of On-job training on employee performance in the Judiciary’s lower courts in Nairobi County.

Ismail et al (2012) carried out a study to examine the impact of On-job training (OJT) on job performance in Islamabad. Database of 10 telecom companies was used where each
of the company was considered as a stratum. Out of 266 distributed questionnaires, a total of 138 questionnaires were returned. The study found out that training has both a positive and a significant effect on both wage growth and change in job performance scores of workers. The study also found out that employer-financed training is positively related to wage growth and job performance which shows the robustness of the relationship between training and worker productivity. OJT was found to increase the skill level of workers to become more productive thereby deserve higher demand in the market.

The current study differed from the reviewed study as it sought to assess the influence of in-service training on employee performance in Judiciary’s lower courts in Nairobi County.

2.5 Off- the job training and Employee Performance

Off-the job training is conducted at a site away from the work environment. Hansson (2008) says that study materials are supplied and there is full concentration on learning new skills, knowledge and behavior without distractions of ringing phones, instant messages, email notifications or other staff. Off- the job training can be short term or long term. Short term trainings include workshops, conferences and seminars. Long term staff training includes distance learning, case study, sabbaticals, master degree training and Ph.D programs (Webster, 2009).

Off-the job training enables employee to transfer knowledge gained during training to actual job, develop problem solving and decision making skills. Off job training is usually conducted by academicians and professionals in a particular field to impart knowledge on the employees. It can be used to train any number of employees and for
jobs that involve risks. Hansson (2008) asserts that off-the job training methods include lectures, conferences, workshops, seminars, sensitivity workshops and simulations exercises. Off-job training methods are quite expensive as they require a complete different set up away from the real workplace. However, the training method adopted depends on factors such as the purpose of training, training budget, number of trainees, level of trainees, nature of the job for which training has to be imparted and the time available.

Off-job training event may conclude with a ceremony or certification award conferred by an industry expert, making the training session a memorable occasion that leads to improved employee morale, satisfaction and loyalty. The effectiveness of the off-job training involves assessing the participants satisfaction, retention and on the job performance and impact on the organization.

Ankita (2012) however is of the view that off-job training programmes lead to long term success in organizations. The organization by aligning its programme objectives to strategic goals ensures employees make an impact on the organization. Operational metrics such as customer satisfaction and other key performance indicators should show organizational improvement. Off-the job training enables employees prove the return on investment showing how employees changed behavior enable organization achieve its strategic goals

Odinga (2010) carried out a study on staff development programs and job performance of lecturers of Moi University to determine the relationship between training and promotion of lecturers and job performance. A sample size of 152 lecturers was adopted. Simple
stratified random sampling was used to identify the lecturers and self-administered questionnaires were used to collect data. The study concluded that training is positively related with job performance. Training opportunities like short courses, seminars, conferences, postgraduate diploma, Master degree, Ph.D programs, which are within the context of individual control, tend to increase job performance of lecturers in Moi University. The study also revealed that a promotion, both academic and administrative, followed by a clear promotion criterion, is a contributing factor towards job performance of lecturers in Moi University.

While the reviewed study focused on a homogenous sample of employees in one university and the formal training undertaken, the current study focused on a heterogeneous sample and the various forms of in-service training carried out in Judiciary. The current study also revealed the influence of in-service training on employee performance in Judiciary’s lower courts in Nairobi County.

Off-the job training has been criticized in that it is formal, expensive and not directly in the context of the job. Trainees may also not be much motivated while undergoing the off-the job training. Off –the job training programs may not provide as much transfer to the actual job as on the job programs (Kirkpatrick et al, 2009).

**2.6 Career Development Training and Employee Performance**

Career development training is a type of in-service training designed to upgrade the knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions (Tadic, 2005). Career development training enables an employee to gain promotion to a job of higher significance and compensation. Lazeer (1998) asserts that
the upward movement of the employee in organization’s hierarchy exposes them to enhanced responsibility, rank and compensation package which translates to improved performance. Tadic (2005) also notes that career development is critical in self-actualization and contributes to the deepest level of working effectiveness, motivation and satisfaction. Career development can occur in early, middle and late stages of a worker.

Career development training boosts the employee’s knowledge and skills to perform effectively. Ombui (2012) is of the view that the responsibility for designing career development education however lies with the worker. He further asserts that organizations sometimes may set some criteria and provides opportunities for the staff by offering options for career development training. Therefore career affects actors in career development, an individual and the organization and creates relationships between them.

A study by Tharanganie (2013) to identify the influence of career commitment on motivation to learn and motivation to transfer as well as the relationship between motivation to learn and motivation to transfer, used a sample of 180 managers in MBA programs. Data collection was done through a self-administered questionnaire validated through a pilot study. The study results indicated that career commitment is neither a strong predictor of motivation to learn nor a predictor of motivation to transfer. The study however noted that motivation to learn is a significant predictor of motivation to transfer.

Ombui (2014) carried out a study to determine how training and development influence employee performance in research institutes in Kenya. The null hypothesis of the study was that training and development do not influence employee performance in research institutes in Nairobi, Kenya. The study adopted descriptive and correlation research
designs while the study population was drawn from all Government owned research institutes formed under the Science & Technology Act. The study revealed that there is a highly significant correlation between employee performance and training and development at 0.383 (P=0.000). The study recommended that research institutes initiate training and development programs which are relevant to their needs. The current study differed from Ombui (2014) in that it was be guided by four research questions to assess how the four different variables influence employee performance in Judiciary lower courts in Nairobi County.

2.7 Theoretical Framework

The study was guided by two theories; the Social Learning Theory by Bandura (1977) and the Theory of Performance Improvement by Gilbert (1978).

2.7.1 The Social Learning Theory

The Social Learning theory proposed by (Bandura, 1977) stresses on learning by imitation. The theory states that learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. The theory proposes that managers can learn to do things by watching others do them before trying to perform. This approach, which the proponent referred to as ‘sitting next to Nellie’ results in transfer of tacit skills from one learner to another. The theory further states that social and interpersonal skills can be learnt by imitation.

Social Learning theory is criticized in that there is a danger in imitation that results in people learning inefficient ways of working or fails to take on board some of the tacit skills used by experienced managers. Social learning theory has sometimes been seen as a
bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. Lave et al (1991) adds that the social approach to learning is through participation in everyday activities. They argued that managers learn through participation in everyday activities and that learning occurs through practice in work situations informally and incidentally.

Fox (1997) supports the social learning theory by stating that the key elements of situated learning include people who perform work and belong to a community of practice since it is within a community that learning occurs. Communities of practice have apprenticeship systems (formal and informal) where novices learn by assisting more experienced members. Managers learn through their work and participation in practice. Learning is contextual and in relationship with other people.

Social learning theory has been applied in the context of behavior modification (Bandura, 1969). The theory is also the theoretical foundation for the technique of behavior modeling which is widely used in training programs. The social learning theory is based on the principle that individuals are more likely to adopt a modeled behavior if the model is similar to the observer and has admired status and the behavior has functional value.

Social Learning theory is applicable in this study. In-service training involves acquisition of skills, knowledge and attitudes by the new or untrained employees from their superiors. In induction, the new employees imitate the culture of the organization and learn to fit in the environment of the organization by adapting its policies and practices. In On job training the new employees imitates the coach and the mentors in job performances.
2.7.2 Theory of Performance Improvement

The Theory of Performance Improvement propounded by (Gilbert, 1978) states that any Human Resource Development initiatives must be tied to the organization’s strategic objectives as a method for improving performance. It builds on the social learning theory. The theory is related to the work of Gilbert (1978) on human competence who noted that human competence is a function of worthy performance; that human competence is inversely proportional to the potential for improving performance; that for any accomplishment, a deficiency in performance always has, as its immediate cause, a deficiency in behavior and that human accomplishments can be viewed at several levels of the organization.

Supporting the above assertions, Rosenberg (1996) explains six performance factors that can be manipulated to enhance individual, group and organization performance. The performance factors include: consequences, incentives and rewards; data and information; the feedback and standards of performance; resources, tools and environmental support; individual capacity and the capabilities of an individual’s performance. Nadler et al (1992) proposed that high performance work system is the most important issue underlying this theory. They defined this as ‘an organizational architecture that brings together work, people, technology and information to optimize performance in terms of the effective responses to customer requirements and other environmental demands and opportunities.

This theory is relevant in this current study in that it links performance with outcomes. In this study employee performance was linked to performance indicators namely, customer
satisfaction, low labor turnover and less absenteeism. In service training improves human competencies thus influencing employee performance.

2.8 Conceptual Framework

The conceptual framework illustrates how variables in the study are conceptualized and related:

**Independent Variables**

- **Induction**
  - Cost effective material utilization
  - Change of attitude and

- **On job training**
  - Skill levels
  - Productivity
  - Nature of Training

- **Off job training**
  - Transfer of knowledge
  - Increased morale
  - Loyalty to organization

- **Career Development training**
  - Upward mobility
  - Enhanced responsibility
  - Increased knowledge

**Moderating Variables**

- **Job entry skills and competencies**
  - Level of education
  - Work experience

**Dependent Variable**

- **Employee performance**
  - Customer satisfaction
  - Low employee turnover
  - Less employee absenteeism

**Resource availability**

- Organizational sponsored
- Self-sponsored

**Intervening Variables**

Figure 1 Conceptual Framework

The conceptual framework of this study was based on the notion that, the employee performance which was the dependent variable depends on in-service training; the independent variable. Other independent variables under the in-service training are
induction, on-job training, off-job training and career development training. The study however conceptualized resource availability as an intervening variable in the study. This is because the employees may wish to undergo in-service training but the organization may lack financial resources to facilitate the training. The employees’ job entry skill and competences was conceptualized as a moderating variable in the study. This is because the entry skills determine the nature of in-service programme to develop for the employee and the performance indicators for the employees. In Judiciary for example, the entry skills and competencies for magistrates are different from those of paralegal staff due to the nature of work.

2.9 Summary and research gaps

Employee performance is influenced by a number of factors; one of them is in-service training. In-service training empowers individuals to be successful in their professions, develop professionalism, make adaptation to the changes in work environment possible as well as improve their required competencies. In service training is carried out in forms such as induction training, on-job training, off-job training or career development training. Induction training plays a key role to introduce staff to organization & other staff, lead to cost effective material utilization and contributes in changing staff attitudes and behavior towards the organization. On-the Job training increases the skill level of workers to be more productive and therefore gain higher demand in the market. On-job training is implemented through mentoring, coaching, job rotation and apprenticeship. Career development training enhances the employees upward mobility, compensation as well as enabling employee gain enhanced responsibility in the organization.
Employee performance is crucial in improvement of customer satisfaction, reducing labour turnover and absenteeism. Organizations therefore require high performing employees to remain competitive in the market and be up to date with ever changing technology. In-service training is the perfect ingredient in achieving employee performance.

Studies carried out by other researchers reveal a strong relationship between in-service and employee performance. Induction was found to maximize efficiency of new staff while On-Job training increased the skill levels. However, none of the reviewed studies was carried out in Judiciary. The current study focused on Judiciary’s lower courts in Nairobi County.

Most of the studies reviewed have addressed in-service training and performance in foreign countries with very few focusing on Kenya. None of the studies focused on the Kenya Judiciary especially the influence of In-service training on employee performance. The current study therefore focused on independent variables such as Induction training, on the job training, off the job training and career development training and how they influenced performance of employees in the Judiciary’s lower courts in Nairobi County.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in the study. The chapter describes the research design, target population, the sample size and sample selection, the research instruments used, reliability and validity of research instruments, procedures for data collection, techniques for data analysis and ethical considerations.

3.2 Research Design

Orodho (2005) defines research design as the scheme, outline or plan that is used to generate answers to research problems. The researcher used a descriptive survey design. This is the method of data collection through measurement of some items or through socialization from other people or documents (Orodho, 2004). Descriptive survey design are used in preliminary and exploratory studies as cited in (Orodho, 2004)to allow researchers gather information, summarize, present and interpret for the purpose of clarification. Descriptive survey design was appropriate for this study because it enabled the researcher gather information on a wide range of participants. Primary data was collected through questionnaires and interview schedules while secondary data was be collected from books, journals and internet sourcing.

3.3 Target Population

The target population is defined as all the members of the real or hypothetical set of people, events or objects to which the researcher studies (Kombo & Delno, 2006).
Mugenda and Mugenda (2003) affirm that target population is the population to which a researcher wants to generalize the result of the study. The target population for the study was male and female employees of the Judiciary’s lower courts in Nairobi County composed of magistrates, head of stations and paralegal staff. Paralegal staffs are all other staff in the judiciary who do not perform judicial function. They include court assistants, court administrators, accountants, ICT officers and human resource officers. The magistrates dispense justice. The heads of station are magistrates who serve both administrative and judicial function in a court station. Table 3.1 illustrates the target population.

**Table 3.1 Summary of the target population**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Kibera</th>
<th>Makadara</th>
<th>Milimani</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegal staff</td>
<td>45</td>
<td>48</td>
<td>75</td>
<td>168</td>
</tr>
<tr>
<td>Magistrates</td>
<td>9</td>
<td>8</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>Head of station</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>55</td>
<td>57</td>
<td>91</td>
<td>203</td>
</tr>
</tbody>
</table>

*Source: The Judiciary, Nairobi County, 2015*

### 3.4 Sample size and sample selection procedure

According to Mugenda and Mugenda (2003), a sample is a subject of a particular population selected for purpose of study to make conclusions about the population. Mugenda and Mugenda (2003) however stresses that if the population size is small, then it is advisable that the researcher does a complete census of the population. This position is supported by Gupta (2007) who says that if the researcher has enough resources and time he can choose to do a complete census of the study if the population is small. Gupta
also (2007) states that the advantage of census is that it does not have any bias that may occur due to sample size selection. Homogeneous sampling which is a method used to pick a small sample with similar characteristics to describe some particular subgroups in depth (Orodho, 2005) was be used to contact paralegal staff and magistrates. Since the population size of three (3) head of stations is small, the study carried out a census of all the head of stations in the three courts. Cluster sampling method was used to determine the sample size for the paralegals and the magistrates. The researcher adopted purposive sampling method for the head of stations as they were only three (3) in numbers.

Three (3) law courts in Nairobi County were purposively selected based on the fact that they are the only lower courts in Nairobi County. These are Milimani, Kibera and Makadara law courts.

The magistrates were purposively selected from the three courts. In total they were; Milimani (15), Kibera (9) and Makadara (8) totaling to thirty two (32). The whole population was selected given the size and the information they held relevant to the study.

The sample for paralegal staff was arrived at based on 30% representation (Borg & Gall, 2007). The sample was computed for each of the three courts that is Milimani, Kibera and Makadara. A total of fifty (50) paralegal staff was selected to participate in the study. The contribution of each of the selected beneficiaries was expected to inform the objectives of the study. Table 3.2 presents a summary of the sample size.
Table 3.2 Summary of the Sample Size

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegal staff</td>
<td>168</td>
<td>50 (30%)</td>
</tr>
<tr>
<td>Magistrates</td>
<td>32</td>
<td>32 (100%)</td>
</tr>
<tr>
<td>Head of station</td>
<td>3</td>
<td>3 (100%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>203</strong></td>
<td><strong>85</strong></td>
</tr>
</tbody>
</table>

Source: The Judiciary, Nairobi County, 2015

In this study, the sample was fifty (n=50) paralegal staff, thirty two (n=32) magistrates and three (n=3) head of stations. In total, there were eighty five (N=85) respondents.

3.5 Research Instruments

Data was gathered by use of questionnaires. A questionnaire is a group of questions which are deliberately designed and structured to gather information from respondents (Orodho, 2005). The questionnaire was preferred as it can gather data over a large sample. The researcher prepared structured and open ended questions for paralegal staff and magistrates. Interview schedules were administered to the head of stations.

The questionnaire was used to collect data from the magistrates and the paralegal staff respondents. The questionnaire enabled the researcher to reach a representative number of respondents with ease (Owens,2002).The questionnaire consisted of closed and open ended items that aimed at obtaining data from the respondents on the influence of in-service training on employee performance in Judiciary lower courts in Nairobi County. It captured the background information of the respondents and the research objectives.
Interview guide was used to collect data from the Head of stations in the lower courts. This method offered a high response quality and take advantage of interviewer presence. The method allowed an in-depth data collection and solicited for adequate information that proved crucial in assessing the influence of In-service training on employee performance. The interview guide was divided into two sections. The first section captured the background and the second section focused on the research objectives.

3.6 Validity of research instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the variables of the study (Mugenda & Mugenda, 1999). Validity of an instrument represents the degree to which a test measures what it is expected to measure (Borg & Gall, 1996). Validity refers to the accuracy and meaningfulness of inferences, which are based on the research results.

In this study, the research instruments content and face validity were validated by research project supervisor. Content validity measures the degree to which the question items reflect the specific areas covered (Mugenda & Mugenda, 2003).

3.7 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 1999). An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. The Split-half method was used to test reliability of the instruments.

Reliability was computed using Cronbach's alpha method with the help of Statistical Package for Social Sciences (SPSS). Reliability of 0.8 was obtained. If the obtained value
falls within the accepted levels from 0.5 and above, the questionnaire is held reliable (George & Mallery, 2003).

3.8 Data Collection Procedures

The researcher sought the permission from the (JSC). Once granted the researcher contacted the Judicial training Institute to inform them about the purpose of the intended study. Research assistants were trained on research issues including the ethical considerations. A reconnaissance visit was made to the units of observation to inform the respondents about the proposed study introduce research assistants and organized the respondents in readiness for data collection. The researcher assured the respondents of complete confidentiality and guarantee of no victimization based on the information supplied. Interview schedules were conducted for the Head of Stations for investigation to the research topic. Questionnaires were administered to the magistrates and the paralegal staff. The questionnaires were preferred by the researcher as it is possible to collect much data over a large number of respondents within a short time (Orodho, 2005).

3.9 Data Analysis Techniques

Data analysis was done based on research objectives and research questions. The analysis of data started with editing and inspecting of data pieces in order to identify mistakes, items that were wrongly responded to and the blank spaces left unfilled by the respondent. The researcher then created categories, themes and patterns of data coding for qualitative data. The quantitative data from the questionnaires was entered into the computer using Statistical Package for Social Science (SPSS) for descriptive analysis.
The data was analyzed using the two approaches, namely quantitative and qualitative. Quantitative approach was mainly descriptive, taking into account the frequencies and percentages in data presentation. Tables were used to summarize the data. The qualitative approach on the other hand was used to present qualitative data obtained using interview guide and the data was be presented in a narrative form.

3.10 Ethical considerations

The researcher exercised utmost caution while administering the questionnaires and the interview guide. Authorization was obtained from the Judicial Service Commission (JSC) prior to conducting the research. The researcher assured the respondents regarding confidentiality of the information obtained. The respondents were appreciated for finding time to answer the questionnaires and the interview.
3.11 Operational Definition of Variables

This section defines variables in terms of measurable indicators with associated measures, measuring scale and data analysis processes.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Variable</th>
<th>Indicator</th>
<th>Measurement</th>
<th>Measurement Scale</th>
<th>Data Collection (survey)</th>
<th>Data presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To assess the influence of induction on employee performance.</td>
<td><strong>Independent</strong> Induction</td>
<td>Commitment to organization - effective material utilization</td>
<td>-N0 of inducted employees</td>
<td>Nominal - Ordinal</td>
<td>-Interview Guide Questionnaire</td>
<td>-Computation of frequencies and percentages and qualitative statements</td>
</tr>
<tr>
<td>To establish the influence of on-job training on employee performance.</td>
<td>On-job training</td>
<td>-Increased skills levels -Increased productivity</td>
<td>Evidence of cases finalized</td>
<td>- Nominal - Ordinal</td>
<td>-Interview Guide Questionnaire</td>
<td>-Computation of frequencies and percentages and qualitative statements</td>
</tr>
<tr>
<td>To establish the influence of off- the job training on employee performance.</td>
<td>Off-job training</td>
<td>-Transfer of knowledge to actual job. -Morale boost</td>
<td>-Evidence of high productivity</td>
<td>- Nominal - Ordinal</td>
<td>-Interview Guide Questionnaire</td>
<td>-Computation of frequencies and percentages and qualitative statements</td>
</tr>
<tr>
<td>To establish the extent to which career progression training influences employee performance.</td>
<td>Career Development Training</td>
<td>-upward mobility -increase in knowledge and skills</td>
<td>-No of employees trained</td>
<td>- Nominal - Ordinal</td>
<td>-Interview Guide Questionnaire</td>
<td>-Computation of frequencies and percentages and qualitative statements</td>
</tr>
</tbody>
</table>
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.1 Introduction
This chapter presents data analysis, presentation, interpretation and discussion of findings on the influence of in service training on employee performance in Judiciary’s Lower Courts in Nairobi County. The data was analyzed with the help of the SPSS software. Results were presented in frequencies, percentages and summarized using tables. The chapter covers the questionnaire response rate, demographic characteristics of respondents, data analysis on key variables and discussions.

4.2 Questionnaire Response rate
Out of the eight five (85) questionnaires distributed, sixty five (65) were returned while all the three (3) interviews were conducted. This is 79.2 % and 100% response rate respectively for the questionnaires and interview guide. The reason for unreturned questionnaires was because of the nature of the respondents work which requires them to attend to court sessions most of the day. Some magistrates were attending an off- job training workshop therefore not able to return the questionnaires by the time of data analysis. The findings of the study based on the response rate of 80.0% are therefore valid for generalization to the entire target population of the study.
Table 4.1 Questionnaire Response Rate

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
<th>Actual Response</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magistrates and Paralegal Staff</td>
<td>82</td>
<td>65</td>
<td>79.2</td>
</tr>
<tr>
<td>Heads of Station</td>
<td>3</td>
<td>3</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>68</td>
<td>80.0</td>
</tr>
</tbody>
</table>

4.3 Demographic characteristics of the respondents

The study considered background information of the respondents to provide the demographic characteristics of the target population which form the foundation of any study (Gall et al, 2007). The demographic characteristics of the respondents sought are gender, cadre, age, highest professional qualification and duration in the Judiciary.

4.3.1 Gender of Respondents

The gender of the respondents was categorized into either male or female.

Table 4.2 Distribution of the respondents by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>30</td>
<td>46.2</td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
<td>53.8</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

Slightly over half of the respondents (53.8%) who participated in the study were female while (46.2%) were male.

4.3.2 Cadre of respondents

The respondents were categorized as magistrates or paralegal staff.

Table 4.3 Distribution of the respondents by cadre

<table>
<thead>
<tr>
<th>Gender</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magistrates</td>
<td>20</td>
<td>30.8</td>
</tr>
<tr>
<td>Paralegal staff</td>
<td>45</td>
<td>69.2</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>
Majority of the respondents (69.2%) who participated in the study were paralegals, (30.8%) were magistrates. This shows that majority of the employees are paralegals.

**4.3.3 Age of respondents**
The age bracket of the respondents was also studied as part of the background information and was categorized into: below 30 years, 31-40 years, 41-50 years and 51 years and above.

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 30</td>
<td>7</td>
<td>10.8</td>
</tr>
<tr>
<td>31-40</td>
<td>41</td>
<td>63.1</td>
</tr>
<tr>
<td>41-50</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td>51 and above</td>
<td>8</td>
<td>12.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In terms age, majority of the respondents (73.9%) were below 40 years. Almost an equal number (13.8%) and (12.3%) were between 41-50 years and 51 and above years respectively.

**4.3.4 Professional qualification of the respondents**
The professional qualification of respondents was studied and categorized as follows:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>7</td>
<td>10.8</td>
</tr>
<tr>
<td>Diploma</td>
<td>22</td>
<td>33.8</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>30</td>
<td>46.2</td>
</tr>
<tr>
<td>Master’s degree and above</td>
<td>6</td>
<td>9.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Majority of the respondents (46.2%) had a bachelor’s degree, (33.8 %) diploma, (10.8%) certificate. (9.2%) had a master’s degree and above.

4.3.5 Duration of respondents in the Organization
The duration of respondents in the organization was studied and categorized as follows:

Table 4.6 Duration of respondents in the organization

<table>
<thead>
<tr>
<th>Qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>12</td>
<td>18.5</td>
</tr>
<tr>
<td>6-10 years</td>
<td>22</td>
<td>33.8</td>
</tr>
<tr>
<td>11-15 years</td>
<td>20</td>
<td>30.8</td>
</tr>
<tr>
<td>16 years and above</td>
<td>11</td>
<td>16.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Slightly over half of the respondents (52.3%) had worked for 10 years and below while (47.7%) had been in the organization for 11 years and above.

4.3.6 Demographic Characteristics Head of Stations

Table 4.7 Head of stations Demographic Characteristics

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>3</td>
<td>33.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 30 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31-40 years</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>41-50 years</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>51 and above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Age Bracket</strong></td>
<td>3</td>
<td>33.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diploma/Higher Diploma</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>Masters degree</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Level of Education</strong></td>
<td>3</td>
<td>33.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration in organization</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5 years</td>
<td>1</td>
<td>33.3</td>
</tr>
<tr>
<td>6-10 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11-15 years</td>
<td>2</td>
<td>66.7</td>
</tr>
<tr>
<td>16 and above</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
One head of station was a female while the other two were male and all were aged between 30 and 50 years. All the Head of Stations had university level education. One of the Head of Station work experience was categorized between 0-5 years while the other two had 11-15 experience. This shows all head of stations are degree holders.

4.4 Influence of induction on employees performance

This study sought to assess the influence of induction training on employee performance at Judiciary. This section investigates whether the respondents had undergone induction training, extent which Induction training contributes to increased employee commitment and whether induction training has a positive effect on employee performance.

a) Attendance of induction training

The respondents were asked to indicate whether they underwent induction after joining judiciary.

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>49.2</td>
</tr>
<tr>
<td>No</td>
<td>33</td>
<td>50.8</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As indicated in the table, (49.2%) of the respondents had attended induction while (50.8%) had not attended induction training after joining Judiciary. This shows that induction training is not conducted on all employees in the Judiciary.

b) Induction training and employee commitment.

The respondents were further asked to indicate whether Induction training contributes to increased employee commitment to the Judiciary.
Table 4.9 Induction training and employee commitment.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>62</td>
<td>95.4</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the respondents (95.4%) indicated that induction training contributes to increased employee commitment while only (4.6%) stated that induction training does not increase employee commitment. This show that employees believe they can be more committed to the organization when inducted to the organisation.

c) Induction training and positive effect on employee performance.

The respondents were asked whether induction training has any positive effect on employee performance.

Table 4.10 Induction training and positive effect on employee performance

<table>
<thead>
<tr>
<th>Qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60</td>
<td>92.3</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Do not know</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

An overwhelming majority (92.3%) indicated induction training has a positive effect on employee’s performance in the Judiciary. However (1.5 %) were not sure, (3.1%) did not know while (3.1%) said sometimes there is positive effect on employee performance. The respondents indicated some positive effects of induction such as introduction to organization culture, employees and customers, organizational structure and the employee’s future tasks.
d) Influence of induction on employee performance.

The influence of induction on employee performance in an organization may have various indicators. The study sought to assess indicators such as employee turnover, cost reduction in work processes, employee attitude and behavior and employee orientation to organization and staff.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA F</th>
<th>%</th>
<th>A F</th>
<th>%</th>
<th>NS F</th>
<th>%</th>
<th>D F</th>
<th>%</th>
<th>SD F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proper induction reduces employee’s turnover.</td>
<td>18</td>
<td>F</td>
<td>11</td>
<td>6.9</td>
<td>18</td>
<td>27.7</td>
<td>13</td>
<td>20.0</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Induction training results in cost reduction in the work processes</td>
<td>19</td>
<td>29.2</td>
<td>21</td>
<td>32.3</td>
<td>15</td>
<td>23.1</td>
<td>7</td>
<td>10.8</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Induction has a positive effect on employees attitude and behaviour</td>
<td>34</td>
<td>52.3</td>
<td>28</td>
<td>43.1</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Induction introduces the employee to the organisation and other staff in the organisation.</td>
<td>45</td>
<td>69.2</td>
<td>16</td>
<td>24.6</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.5</td>
<td>2</td>
<td>3.1</td>
</tr>
</tbody>
</table>

Majority of the respondents (44.6%) either strongly agreed or agreed that proper induction reduces employee turnover while (26.2%) disagreed. However, (27.7%) were not sure whether induction training reduces employee turnover.

On whether induction training results in cost reduction in the work processes (61.5%) of the respondents either strongly agreed or agreed while (13.9%) disagreed or strongly disagreed to the statement. (23 %) were not sure whether induction training results in cost reduction in work processes.

An overwhelming majority of the respondents (95.4%) either strongly agreed or agreed that induction training has a positive effect on employee’s attitude and behaviour only
(3%) either disagreed or strongly disagreed. However (1.5%) were not sure whether induction training has a positive effect on employees attitude and behaviour.

(93.8%) of the respondents either strongly agreed or agreed that induction introduces the employee to the organisation and other staff in the organisation against (4.6%) respondents who either disagreed or strongly disagreed. Only (1.5%) were not sure whether induction introduces the employee to the organisation and other staff in the organisation.

The Head of Stations gave their views on the influence of induction on employee performance. When asked whether induction was provided to all employees, one them reported that:

All Judges and magistrates in employment since year 2012 have been inducted. Currently, the judges and magistrates go on induction before commencing work. The paralegals are not inducted on employment.

On whether induction provided was adequate two head of stations indicated it was inadequate and there is need to widen scope to include emerging issues and new legislations and policy guidelines. This shows that majority of the respondents understand the positive effect of induction but a significant number of employees do not understand the value of induction. The organization considers induction for Judges and magistrates more crucial than for the paralegals staff.

4.5 Influence of On-Job training on employee performance.

This study sought to establish the influence of on-job training on employee performance at the Judiciary. The information sought included whether respondents had undergone any On-Job training, the form of On-Job training they underwent, the extent to which
On-Job training contributed to increase in skill levels and whether it influenced their performance.

a) Attendance of On-Job training

The respondents were asked to indicate whether they attended On-Job training after joining judiciary.

Table 4.12 Attendance of On-Job training

<table>
<thead>
<tr>
<th>Qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>70.8</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
<td>29.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As indicated in the table, (70.8%) of the respondents had undergone On-Job training after joining Judiciary while (29.2%) had not undergone On-Job training.

b) Form of On-Job Training

The respondents were further asked to indicate the form of On-Job training they underwent.

Table 4.13 Form of On-Job Training

<table>
<thead>
<tr>
<th>Qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job rotation</td>
<td>28</td>
<td>43.1</td>
</tr>
<tr>
<td>Coaching</td>
<td>7</td>
<td>10.8</td>
</tr>
<tr>
<td>Mentoring</td>
<td>7</td>
<td>10.8</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Do not know</td>
<td>15</td>
<td>23.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100</td>
</tr>
</tbody>
</table>

On the form of On-Job training, (43.1%) stated job rotation while coaching and mentoring each had (10.8%) of the respondents. (7.7%) of the respondents stated they
had undergone apprenticeship while (23.1%) did not know the form of on-job training they had undergone. This show that coaching and mentoring are the most common forms of on-job training in the judiciary.

c) On-Job Training and increase of skill levels

The respondents were asked whether on-job training leads to increase in skill levels.

Table 4.14 On-Job Training and increase of skill levels

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>17</td>
<td>26.2</td>
</tr>
<tr>
<td>To a greater extent</td>
<td>33</td>
<td>50.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>6</td>
<td>9.2</td>
</tr>
<tr>
<td>Not sure</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td>Do not know</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

(26.2%) and (50.8%) indicated on-job training contribute to increase skill levels to some extent and to a greater extent respectively. (9.2%) indicated it does not contribute to increase in skill levels while 3.1% were not sure and 7.7% did not know.

d) Extent of Influence of On-job training on employee performance.

The respondents were asked to indicate the extent to which On-Job training influences employee performance.
Nearly half of the respondents (49.2%) indicated On-job training influence performance to a greater extent while (27.7%) indicated to some extent. Only (10.8%) indicated that On-Job training does not at all influence employee performance while (7.7%) did not know whether there is any influence on performance.

**Table 4.15 Extent of Influence of On-job training on employee performance**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>18</td>
<td>27.7</td>
</tr>
<tr>
<td>To a greater extent</td>
<td>32</td>
<td>49.2</td>
</tr>
<tr>
<td>Not at all</td>
<td>7</td>
<td>10.8</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Do not know</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The influence of on-job training on employee performance at Judiciary was assessed using indicators such as employee’s working skills, productivity at work, wage increment and positive effect on customer satisfaction. The respondents were requested to indicate whether they agreed with various statements regarding the influence of On-Job training on employee performance.
Table 4.16 Influence of On-Job Training on employee performance.

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>NS</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Job Training enhances employee’s working skills</td>
<td>37</td>
<td>56.9</td>
<td>23</td>
<td>35.4</td>
<td>2</td>
<td>3.1</td>
<td>2</td>
<td>3.1</td>
<td>1</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>On-Job Training increases employee’s productivity at work</td>
<td>36</td>
<td>55.4</td>
<td>23</td>
<td>35.4</td>
<td>2</td>
<td>3.1</td>
<td>2</td>
<td>3.1</td>
<td>2</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>On-job training contributes to wage increment for the employee</td>
<td>4</td>
<td>6.2</td>
<td>8</td>
<td>12.3</td>
<td>19</td>
<td>29.2</td>
<td>28</td>
<td>28</td>
<td>4</td>
<td>6.2</td>
<td></td>
</tr>
<tr>
<td>On-job training has a positive effect on customer satisfaction</td>
<td>28</td>
<td>43.1</td>
<td>22</td>
<td>33.8</td>
<td>8</td>
<td>12.3</td>
<td>3</td>
<td>4.6</td>
<td>2</td>
<td>3.1</td>
<td></td>
</tr>
</tbody>
</table>

92.3% and 90.8% of the respondent indicated that on-job training enhances employee working skill and increases productivity respectively by either strongly agreeing or agreeing. Only 4.6% and 6.2% did not agree that on job training enhances employee working skill and increases productivity respectively by either strongly disagreeing or disagreeing to the statement.

On whether On-job training contributes to wage increment for the employee only 12.3% strongly agreed, 6.2% agreed, 34.2% disagreed and 29.2% were not sure. 43.1% and 33.8% strongly agreed and agreed respectively to the statement that On-job training has a positive effect on customer satisfaction while 12.3% were not sure. This shows that while on-job training increases skills of employees it does not necessary lead to wage increment for the employee.

The Head of Stations reported that On–job training enhances the skills of employees resulting in efficiency and high productivity. On-job training also offers an avenue to put skills learnt in classroom into practical experience.
4.6 Influence of Off-Job training on employee performance.

This study sought to establish the influence of off- the job training on employee performance at Judiciary. The information sought included whether respondents had undergone any Off-job training, the duration of the training, the extent to which Off-Job training contributed to transfer of knowledge to the actual job, extent to which it influenced employee performance and whether Off-Job training makes employees more loyal to the Judiciary.

a) Attendance of Off-Job Training

The respondents were asked to indicate whether they underwent Off-Job Training after joining judiciary.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>58.5</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>41.5</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

58.5% stated they had undergone off-job training after joining the Judiciary while 41.5% had not undergone the training.

b) Off-job training and transfer of knowledge

The respondents were asked to state the extent to which off-job training led to transfer of knowledge to actual job.
Table 4.18 Off-job training and transfer of knowledge

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>17</td>
<td>26.2</td>
</tr>
<tr>
<td>To a greater extent</td>
<td>22</td>
<td>33.8</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Do not know</td>
<td>10</td>
<td>15.4</td>
</tr>
<tr>
<td>Missing</td>
<td>11</td>
<td>16.9</td>
</tr>
</tbody>
</table>

Total | 65 | 100.0

Majority of the respondents (60.0%) indicated that off-job training led to transfer of knowledge to actual job to some extent or to a greater extent. A dismal number of the respondents (6.2%) indicated off-job training does not at all lead to transfer of knowledge to actual job while (16.9 %) did not attempt to respond to the statement. This shows that over half of the employees understand through off-job training knowledge on performance of actual job is increased.

c) Off-job training influence on employee performance

The respondents were asked to indicate to which extent off-job training influence employee performance.

Table 4.19 Extent of influence of Off-job training on employee performance

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>13</td>
<td>20.0</td>
</tr>
<tr>
<td>To a greater extent</td>
<td>28</td>
<td>43.1</td>
</tr>
<tr>
<td>Not at all</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Not sure</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td>Do not know</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>3.1</td>
</tr>
</tbody>
</table>

Total | 65 | 100.0
Majority of the respondents (63.1%) indicated that off-job training influence employee performance either to some extent or to a greater extent while (6.2%) refuted the statement.

d) Off-Job training and employee loyalty.

The respondents were asked to indicate whether Off-Job training makes employees more loyal to the Judiciary.

Table 4.20 Off-Job training and employee loyalty

<table>
<thead>
<tr>
<th>Qualification</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40</td>
<td>61.5</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>32.3</td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the respondents (61.5%) indicated that Off-Job training makes employees more loyal to the judiciary while (32.3%) refuted the statement. (6.2%) of respondents did not respond to the statement. This shows that employees of the Judiciary are likely to be more loyal to the organization when they undergo off-job training.

e) Influence of off-Job Training on employee performance.

The influence of off-job training on employee performance at Judiciary was assessed using indicators such as employee’s performance at work, their interaction, employee retention the effect on customer satisfaction. The respondents were requested to indicate whether they agreed with various statements regarding the influence of off-Job training on employee performance.
An overwhelming majority (87.7%) strongly agreed or agreed that Off-Job Training enhances employee performance at work while a minimal number (12.3 %) did not agree. When asked whether Off-Job Training increases employee’s interaction at work, most respondents (72.3%) agreed while (24.6%) did not agree.

Slightly over half (53.9 %) of the respondents indicated that Off-job training contributes to employee retention as compared with 44.6% who did not affirm to the statement. On whether off-job training has positive effect on customer satisfaction, (69.2%) of the respondents agreed while (27.7%) did not agree.

The Head of Stations indicated that off-job training boost morale of employee as they learn new skills. The new skills learnt are sometimes passed on to other employees who did not attend the off-job training. However the transfer of knowledge learnt to actual job depend on individual employee’s passion.

### Table 4.21 Influence of off-Job Training on employee performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA F</th>
<th>SA %</th>
<th>A F</th>
<th>A %</th>
<th>NS F</th>
<th>NS %</th>
<th>D F</th>
<th>D %</th>
<th>SD F</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-Job Training enhances employee’s performance at work.</td>
<td>29</td>
<td>44.6</td>
<td>28</td>
<td>43.1</td>
<td>6</td>
<td>9.2</td>
<td>2</td>
<td>3.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Off-Job Training increases employee’s interaction at work.</td>
<td>22</td>
<td>33.8</td>
<td>25</td>
<td>38.5</td>
<td>13</td>
<td>20.0</td>
<td>3</td>
<td>4.6</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Off-job training contributes to employee retention.</td>
<td>20</td>
<td>30.8</td>
<td>15</td>
<td>23.1</td>
<td>20</td>
<td>30.8</td>
<td>8</td>
<td>12.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Off-job training contributes to positive effect on customer satisfaction.</td>
<td>26</td>
<td>40.0</td>
<td>19</td>
<td>29.2</td>
<td>12</td>
<td>18.5</td>
<td>6</td>
<td>9.2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
4.7 Influence of career development training on employee performance.
This study finally sought to establish to what extent career development training influence employee performance at Judiciary. The information sought included whether respondents had undergone any career development training, how it is sponsored, whether career development training has any effect on customer satisfaction, and extent to which career development training affects employee productivity.

a) Attendance of career development training.

The respondents were asked to indicate whether they had undergone career development training after joining Judiciary

<table>
<thead>
<tr>
<th>Table 4.22 Attendance of career development training</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

49.2% of the respondents indicated they had undergone career development training while slightly over half (50.8) indicated they had not undergone any career development training since joining judiciary.

b) Extent of influence of career development training on employee performance.

The respondents were asked to indicate extent which career development training influences employee performance in Judiciary.
Table 4.23 Extent of influence of career development training on employee performance.

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>To some extent</td>
<td>19</td>
<td>29.2</td>
</tr>
<tr>
<td>To a greater extent</td>
<td>41</td>
<td>63.1</td>
</tr>
<tr>
<td>Not sure</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Do not know</td>
<td>2</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the respondents (92.3%) indicated career development training influences employee performance either to some extent or to a greater extent.

c) Sponsorship of career development training.

The respondents were further asked to indicate extent which career development training influences employee performance in Judiciary.

Table 4.24 Sponsorship of career development training

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Donor sponsored</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Government/don or</td>
<td>9</td>
<td>13.8</td>
</tr>
<tr>
<td>Self-sponsored</td>
<td>37</td>
<td>56.9</td>
</tr>
<tr>
<td>Not sure</td>
<td>14</td>
<td>21.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Over half the respondents (56.9) indicated that career development training were self-sponsored, (13.8 %) government or donor, (6.2%) government, (1.5) donor sponsored while (21.5%) were not sure. This explains the reason why over half of the respondents have not undergone career development training.
d) Career development training and customer satisfaction

The respondents were further asked to indicate extent which career development training influences employee performance in Judiciary.

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>51</td>
<td>78.5</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>7.7</td>
</tr>
<tr>
<td>not sure</td>
<td>4</td>
<td>6.2</td>
</tr>
<tr>
<td>Do not know</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>4.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority respondents (78.5%) indicated that career development training has a positive effect on customer satisfaction while (7.7%) said it had no positive effect. (6.2%) were not sure.

e) Career development training and employee performance.

The influence of career development training off-job training on employee performance at Judiciary was assessed using indicators such as employee’s upward mobility, increase in wage, enhanced responsibilities and enhanced working skills.
Table 4.26  Career development training and employee performance

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA F</th>
<th>SA %</th>
<th>A F</th>
<th>A %</th>
<th>NS F</th>
<th>NS %</th>
<th>D F</th>
<th>D %</th>
<th>SD F</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career development training leads to employee upward mobility in the</td>
<td>26</td>
<td>40.0</td>
<td>21</td>
<td>32.3</td>
<td>6</td>
<td>9.2</td>
<td>9</td>
<td>13.8</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Judiciary.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career development training results in increase in wage of the</td>
<td>13</td>
<td>20.0</td>
<td>15</td>
<td>23.1</td>
<td>18</td>
<td>27.7</td>
<td>15</td>
<td>23.1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>employee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career development training results in enhanced responsibilities to the</td>
<td>20</td>
<td>30.8</td>
<td>29</td>
<td>44.6</td>
<td>9</td>
<td>13.8</td>
<td>1</td>
<td>1.5</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>employee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career development training enhances employee’s working skills</td>
<td>28</td>
<td>43.1</td>
<td>28</td>
<td>43.1</td>
<td>5</td>
<td>7.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Majority of the respondents (72.3%) strongly agreed or agreed that career development training lead to employee’s upward mobility while a minimal number (13.8 %) did not agree. When asked whether career development training results in wage increment, (43.1%) respondents strongly agreed or agreed while (23.1%) disagreed. However (27.7%) were not sure. (75.5%) of the respondents indicated that career development training results in enhanced responsibilities to the employee while only (3%) disagreed and (13.8%) were not sure. Majority of the respondents (86.2%) indicated they strongly agreed or agreed that career development training enhances employee’s working skills while only (7.7%) were not sure.

Through the interviews the views of the head of stations on Career development were recorded. They indicated that the trainings are self sponsored although the Chief Justice offers scholarships to Judges and Magistrates per year. Workshops, seminars and exchange programmes are tailor-made according to the needs of the employee. On whether career development training leads to employee performance, one Head of station stated:
Efficiency and productivity is achieved. Sometimes employees exit the organization when they sponsor themselves and are not promoted within reasonable period.

Additionally, the Head of Stations explained that the employees’ level of education and experience influences the in-service training in that employees undergo different type of training especially the professional courses.

This shows that majority of the employee’s value career development training. The employees undertake the training with expectation of upward mobility and wage increment. However, the organisation does not meet the expectation of the employees.

4.8 Discussion of the findings

The purpose of this study was to investigate the influence of In-service training on employee performance in Judiciary’s lower courts in Nairobi County, Kenya, from which the findings indicate that In-service training has an influence on employee performance in Judiciary’s lower courts in Nairobi County.

This study found induction training to be a critical element of in-service training that influences employee performance. (95.4%) and (93.8%) of the respondents respectively indicated that induction training has a positive effect on employee’s attitude and behaviour and introduces the employee to the organisation. The findings align to a study by Mullins, (2002) that found out that induction training introduces new employees to the culture and environment of the organization, its policies and practices and to other members of staff. Foot and Hook (2008) further observe that induction training helps new employee to settle quickly into their job to become efficient and productive. This is as per the findings of this study whereby the respondents indicated that induction has a
positive effect on employees attitude and behaviour and introduces the employee to the organisation. Over half of the respondent (50.8%) had not undergone any induction. However all magistrates and judges had gone through induction.

The study established job rotation, coaching and mentoring as the most common forms of on-job training conducted in the Judiciary. It also established that on-job training contributes to increase in skill levels, customer satisfaction and employee performance. These findings align with the findings of Jagero et al (2012) on the relationship between on-job training and employee performance courier companies in Tanzania. However, the study also established that on-job training does not necessarily lead to wage increment in the Judiciary.

The study sought to establish influence of Off-job training on employee performance. The study found out that off-job training leads to transfer of knowledge to actual job of employees. The findings align to Hansson (2008) on the positive role of off-job training on employees. However not all employee have undergone an off-job training.

Ankita (2012) also articulates that off-job training lead to long term success in organizations. This is per the findings of this study whereby majority of the respondents indicated that off-job training contributes to increase employee loyalty, contributes to customer satisfaction and enhance employee interaction. This study established that off-job training does not necessary lead to employee retention.

Career development training was found to contribute to enhancement of employees working skills and responsibility, upward mobility and customer satisfaction. This aligns to (Tadic, 2005) who affirms that career development training contributes to upgrade the
knowledge, skills, and ability of employees to help them assume greater responsibility in higher positions. However, the study noted that less than half (49.2%) of the respondents had attended career development trainings due to limited government and donor support. Majority of the respondents had sponsored themselves for the training. The study also established that Chief Justice offers annual scholarships to magistrates and judges.

This study has established that the level of education and experience of employees influences the type of in-service training they undergo. Some training is based on the professional background of the employee.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the findings, conclusions and recommendations based on the area of study which was the influence of In-service training on employee performance in Judiciary’s lower courts in Nairobi County, Kenya.

5.2 Summary of findings
The purpose of the study was to assess the influence of In-service training on employee performance in Judiciary’s lower courts in Nairobi County, Kenya. This study was guided by the following research objectives: to assess the influence of induction training on employee performance at the Judiciary, to establish the influence of on-job training on employee performance at the Judiciary, to establish the influence of off-the job training on employee performance at the Judiciary and to determine to what extent career development training influence employee performance at the Judiciary.

The study employed a descriptive survey research design. In this study, the sample was fifty (n=50) paralegal staff, thirty two (n=32) magistrates and three (n=3) head of stations from three lower courts in Nairobi County. In total, there were eighty five (N=85) respondents.

Both simple random and purposive sampling procedures were used to arrive at the sample. Questionnaires were used to collect information from the magistrates and paralegals. Interview guide as a data collection tool was used for the head of stations.
The collected data was analysed using SPSS. Descriptive analysis was used in data analysis. Data from questionnaires were analysed quantitatively and presented in frequencies and percentages while data from the interview guide was analysed qualitatively and the findings were integrated within the quantitative data.

5.2.1 Influence of induction on employees performance

The study found out that most paralegal staff had not attended induction training while all magistrates and judges had been inducted. All respondents indicated induction training has a positive effect on employee attitude and behavior and a positively affect performance.

5.2.2 Influence of On-Job training on employee performance

The findings of the study were that most employees have undergone on-job training in form of job rotation, coaching and mentoring. These were found to influence performance by increasing skill levels, productivity and affects customers satisfaction positively.

5.2.3 Influence of Off-Job training on employee performance

Findings on off-job training were that training transfers knowledge to actual job, increase interaction of employees, contribute to employee retention, boost morale and affect customers satisfaction positively.

5.2.4 Influence of career development training on employee performance

The study found out that most employees have not undertaken career development trainings as they are mostly self-sponsored. The chief Justice issues few scholarships
annually to judges and magistrates only. Other findings reveal that career development training led to enhanced responsibilities for employees and working skills, influence performance to a great extent and positively affect customer satisfaction.

5.3 Conclusion of the study
Based on research findings and summary, the following conclusions were made on the influence of in-service training on employee performance.

Induction training has influenced the employee performance in the lower courts in Nairobi County. The trainings have focused more on judges and magistrates. There is need for an established induction programme targeting all cadres of employees upon employment.

Most employees have undergone on-job training in form of job rotation, coaching or mentoring. On-job training has resulted in increase in skills levels and productivity and created a positive effect on customer satisfaction. Off-job trainings are in form of workshops and seminars lasting a few days. Not all employees have undergone off-job training. The trainings have contributed to increase employee interaction and retention, boost morale and positively affect customer satisfaction.

Career development training has also been noted in the findings of this study as being a major influence on employee performance in judiciary lower courts. Career development training was found to affect customer satisfaction, enhance employee responsibility and working skills and generally influence performance to a great extent. Career development trainings are mostly self-sponsored. The study finding is that majority employees have not undergone career development training. The chief justice offers scholarships annually
to judges and magistrates. There is need to develop a strategy to support the employees undertake career development training. In conclusion all the various forms of in service training influenced employee performance in Judiciary’s lower courts in Nairobi County.

From the analysis, the following findings were made; most paralegal staff had not attended induction training while all magistrates and judges had been inducted; all respondents indicated induction training has a positive effect on employee attitude and behavior and a positively affect performance. The study also found out that most employees have undergone on-job training in form of job rotation, coaching and mentoring. These were found to influence performance by increasing skill levels, productivity and affects customers satisfaction positively. Findings on off-job training were that the training transfers knowledge to actual job, increase interaction of employees, contributes to employee retention, boost morale and affect customers satisfaction positively. Most employees have not undertaken career development trainings as they are mostly self-sponsored. The chief Justice issues few scholarships annually to judges and magistrates only. Other findings reveal that career development training led to enhanced responsibilities for employees and working skills, influence performance to a great extent and positively affect customer satisfaction.

5.4 Recommendations
The study recommends the following:

1. A review of the induction programme in the judiciary to target all new employees in the judiciary to mitigate against negative employee attitude and behavior that leads to poor performance of the courts and dissatisfied customers.
2. An induction programme for employees all employees irrespective of cadre including those not inducted on upon employment. The paralegals are more in touch with customers than the judges and magistrates.

3. A career development programme sponsored by the government offering courses that lead to upward mobility of employees.

4. The Chief justice annual scholarship to include the paralegal staff.

5. The Judiciary to initiates a tailor made in-service programmes aimed at developing particular skills and abilities of the employees and enhancing employee performance

### 5.5 Areas for Further Study

Based on the conclusions and findings of the study, the following areas were suggested for further research;

1. To investigate on the influence of Continuous Judicial Education (CJE) on performance of judicial officers in Nairobi County. The interest to carry out the study is triggered by rising numbers of Continuous Judicial Education workshops for magistrates and judges in the Judiciary.

2. The investigate the influence of parallel degree programmes by Judiciary employees on their performance.
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Kheyrollah Sarboland¹, Ebrahim Aghaie² (2012), Investigating the influence of in-service Training among employees of Universities of Bilesavar and Parsabad, International Research Journal of Applied and Basic Sciences, Science Explorer Publications 3 (S), 2695-2699,
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APPENDIX I
LETTER OF TRANSMITTAL

Mary Njoki Ngari
P.O BOX 30041, 00100
NAIROBI
Tel.No. 0725635481

1st July 2015

TO WHOM IT MAY CONCERN

RE: INFLUENCE OF IN-SERVICE TRAINING ON EMPLOYEE PERFORMANCE: CASE OF JUDICIARY LOWER COURTS IN NAIROBI COUNTY, KENYA

I am a student of Masters of Project Planning and Management in the University of Nairobi-school of Continuing and Distance Learning. I have completed course work in my studies. For the Research project, I intend to carry out a study on the influence of In-service training on employee performance in Judiciary’s Lower courts in Nairobi County, Kenya. The information which you provide me with was greatly assist me in completing my research study and provide helpful information to the institution targeted.

Thank you.

Yours faithfully,

Njoki Mary Ngari
L50/69671/2013
APPENDIX II
UNIVERSITY LETTER

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
NAIROBI EXTRA-MURAL CENTRE

Your Ref: 
Our Ref: 
Telephone: 318262 Ext. 120

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 30197
NAIROBI

6th August, 2015

REF: UON/CEES//NEMC/22/190

TO WHOM IT MAY CONCERN

RE: NJOKI MARY NGARI - REG NO- L50/69671/2013

This is to confirm that the above named is a student at the University of Nairobi, College of Education and External Studies, School of Continuing and Distance Education, Department of Extra-Mural Studies pursuing a Master of Arts in Project Planning and Management.

She is proceeding for research entitled “influence of in-service training on employee performance.” A Case of Judiciary’s Lower Courts in Nairobi County, Kenya.

Any assistance given to her will be appreciated.

CAREN AWILLY
CENTRE ORGANIZER
NAIROBI EXTRA MURAL CENTRE
APPENDIX III

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS. MARY NJOKI NGARI

of UNIVERSITY OF NAIROBI, 0-400

NAIROBI, has been permitted to conduct

research in NAIROBI COUNTY

on the topic: INFLUENCE OF IN SERVICE

TRAINING ON EMPLOYEE

PERFORMANCE: A CASE OF JUDICIARY'S

LOWER COURTS IN NAIROBI

COUNTY, KENYA

for the period ending:

12th November, 2016

Applicant's
Signature

Permit No.: NACOSTI/P/15/86077/8444
Date of Issue: 12th November, 2015
Fee Received: Ksh 1,000

[Signature]

National Commission for Science,
Technology & Innovation

Director General
APPENDIX IV

QUESTIONNAIRE FOR MAGISTRATES AND PARALEGALS STAFF

You are invited to participate in this research on the influence of In-service training on employee performance in Judiciary’s Lower Courts in Nairobi County. It is a component of a research project undertaken by Njoki M.N in partial fulfilment of the requirement for the Masters in Project Planning and Management. The information you provide is meant for academic purpose only. Thank you for your willingness to participate.

SECTION A - PERSONAL DETAILS

Please tick where appropriate. [✓]

Gender:  Male  Female

Age: (Yrs)

Below 30  31-40  41-50  51 and above

Terms of service:  Permanent  Contract  Temporary

Highest professional qualification

Certificate  Bachelor Degree
Diploma/Higher Diploma  Masters Degree & above

Management Level in your Organization

Lower  Middle  Senior  Top

Duration in the Organization

0-5 years  11-15 years  6-10 years  16 years and above
Please tick where appropriate. [✓]

Key

SECTION B

Influence of induction on employees performance

1. Did you undergo induction after joining judiciary?
   a) Yes [  ]
   b) No [  ]

2. To what extent does induction training contribute to cost effective material utilization?
   a) To some extent [  ]
   b) To a greater extent [  ]
   c) Not at all [  ]
   d) Not sure [  ]
   e) Do Not know [  ]

3. Do you think Induction training contributes to increased employee commitment to the Judiciary?
   a) Yes [  ]
   b) No [  ]

4. Do you think induction training has any positive effect on employees performance in the Judiciary?
   a) Yes [  ]
   b) No [  ]
   c) Not sure [  ]
   d) Do Not know [  ]
   e) Sometimes [  ]

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5. To what extent does induction training contribute to customer satisfaction and positive public perception of the Judiciary?

f) To some extent [ ]
g) To a greater extent [ ]
h) Not at all [ ]
i) Not sure [ ]
j) Do Not know [ ]

6. By use of a tick (✓) please indicate whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD), to the various statements regarding the influence of induction on employee performance.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Proper induction reduces employees turnover</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Induction training results in cost reduction in the work processes</td>
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<tr>
<td>3. Employee’s induction has a positive effect on employees attitude and behaviour</td>
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</tr>
<tr>
<td>4. Induction introduces the employee to the organisation and other staff in the organisation.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

SECTION C

Influence of on-job training on employee performance.

7. Have you undergone any On-job training since you joined the judiciary?
8. Which form of On-Job Training have you undergone?
   a) Job rotation [ ]
   b) Coaching [ ]
   c) Mentoring [ ]
   d) Apprenticeship [ ]
   e) Do Not know [ ]

9. To what extent has On-Job Training contributed to increase of your skill levels?
   a) To some extent [ ]
   b) To a greater extent [ ]
   c) Not at all [ ]
   d) Not sure [ ]
   e) Do Not know [ ]

10. To what extent has On-Job Training influenced your performance in the Judiciary?
    a) To some extent [ ]
    b) To a greater extent [ ]
    c) Not at all [ ]
    d) Not sure [ ]
    e) Do Not know [ ]

11. Do you think On-Job Training has contributed to your wage increment and demand in the labour market?
    a) Yes [ ]
    b) No [ ]
12. By use of a tick (✓) please indicate whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD), to the various statements regarding the influence of On-Job Training on employee performance.

<table>
<thead>
<tr>
<th></th>
<th>On-Job Training enhances employee’s working skills</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>On-Job Training increases employee’s productivity at work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>On-job training contributes to wage increment for the employee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>On-job training has a positive effect on customer satisfaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION D**

Influence of Off-Job training on employee performance.

13. Have you undergone any Off-job training since you joined the judiciary?

   c) Yes [ ]
   d) No [ ]

   Explain___________________________________________________________________________
   ________________________________________________________________________________

14. What duration of time did the off-job training take?

   a) Few days [ ]
   b) Over a week [ ]
   c) Over a month [ ]
   d) Over an year [ ]
   e) Do Not know [ ]
15. To what extent has Off-Job training contributed to transfer of knowledge to your actual job?

a) To some extent [ ]

b) To a greater extent [ ]

c) Not at all [ ]

d) Not sure [ ]

e) Do Not know [ ]

16. To what extent has Off-job training influenced your performance in the Judiciary?

a) To some extent [ ]

b) To a greater extent [ ]

c) Not at all [ ]

d) Not sure [ ]

e) Do Not know [ ]

17 Do you think Off-Job training makes employees more loyal to the Judiciary?

   c) Yes [ ]

   d) No [ ]

18. By use of a tick (✓) please indicate whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD), to the various statements regarding the influence of Off-job training on employee performance.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Off-Job Training enhances employee’s performance at work.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Off-Job Training increases employee’s interaction at work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Off-job training contributes to employee retention.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Off-job training has a positive effect on customer satisfaction.</td>
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<td></td>
</tr>
</tbody>
</table>
SECTION E

Influence of career development training on employee performance in the judiciary

19. Have you attended career development training since you joined Judiciary?
   a) Yes [ ]
   b) No [ ]

Explain_______________________________________________________________________
______________________________________________________________________________
________________________________________________________________________________

20. To what extent do you think career development training influences employee performance in Judiciary?
   a) To some extent [ ]
   b) To a greater extent [ ]
   c) Not at all [ ]
   d) Not sure [ ]
   e) Do Not know [ ]

21. How is career development training sponsored in the Judiciary?
   a) Government [ ]
   b) Donor sponsored [ ]
   c) Government/Donor [ ]
   d) Self Sponsored [ ]
   e) Not sure [ ]

22. Do you think career development training has any effect on customer satisfaction?
   a) Yes [ ]
   b) No [ ]
   c) Not sure [ ]
   d) Do Not know [ ]

23. To what extent do you think career development training affects employee productivity?
   a) To some extent [ ]
   b) To a greater extent [ ]
   c) Not at all [ ]
24. By use of a tick (\(\checkmark\)) please indicate whether you strongly agree (SA), agree (A), undecided (U), disagree (D) or strongly disagree (SD), to the various statements regarding the influence of career development training on employee performance.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Not Sure</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Career development training leads to employees upward mobility in the Judiciary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Career development training results in increase in wage of the employee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Career development training results in enhanced responsibilities to the employee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Career development training enhance employee’s working skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX V

INTERVIEW GUIDE FOR HEAD OF STATIONS

You are invited to participate in this research on the influence of In-service training on employee performance in Judiciary’s Lower Courts in Nairobi County. It is a component of a research project undertaken by Njoki M.N in partial fulfilment of the requirement for the Masters in Project Planning and Management. The information you provide is meant for academic purpose only. Thank you for your willingness to participate.

SECTION A: Background Information- Please tick where appropriate. [✓]

Gender:  Male ☐ Female ☐

Age:  (Yrs)

Below 30 ☐ 31-40 ☐ 41-50 ☐ 51 and above ☐

Terms of service:  Permanent ☐ Contract ☐ Temporary ☐

Highest professional qualification

Certificate ☐ Bachelor Degree ☐
Diploma/Higher Diploma ☐ Masters Degree & above ☐

Duration in the Organization

0-5 years ☐ 11-15 years ☐ 6-10 years ☐ 16 years and above ☐
SECTION B: Influence of In-service training on employee performance

1. Is induction training provided to all the employees of the Judiciary?

2. Is induction training provided adequate to influence employee performance in the Judiciary?

3. In What ways do you think On-Job-Training (OJT) helps in employee performance?

4. How does On-job training influence employee performance in Judiciary?

5. Please explain whether on–job training contributes to increased skill levels for employee performance.

6. What is the most common form of On-job training that is carried out in Judiciary?
   a) Job rotation [ ]
   b) Coaching [ ]
c) Mentoring [  ]

d) Apprenticeship [  ]
11. In what ways do you think career development training contributes to employee performance?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

12. Explain whether career development training lead to upward mobility of employees in the Judiciary?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

13. Explain whether the level of education and work experience of an employee affects the employee’s In-service training?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Thank you for your cooperation