

**PERCEIVED RELATIONSHIP BETWEEN TRAINING AND
EMPLOYEE PERFORMANCE AT THE NAIROBI CITY COUNTY
GOVERNMENT, KENYA**

MOKAYA LENA MORANGI

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE
OF MASTER OF BUSINESS ADMINISTRATION, SCHOOL OF
BUSINESS, UNIVERSITY OF NAIROBI**

NOVEMBER, 2016

DECLARATION

STUDENT'S DECLARATION:

This research project is my original work and has not been presented for examination in any other University.

SIGNATURE:..... DATE:

NAME: **MOKAYA LENA MORANGI**

REG. NO: **D61/64036/2013**

SUPERVISOR'S DECLARATION:

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

SIGNATURE:..... DATE:

SUPERVISOR: **MR. DUNCAN OCHORO**

LECTURER, DEPARTMENT OF BUSINESS ADMINISTRATION,

SCHOOL OF BUSINESS,

UNIVERSITY OF NAIROBI

ACKNOWLEDGEMENT

I would like to extend my gratitude to my supervisor Mr. Duncan Ochoro and my moderator Dr. Florence Muindi for their guidance that I so much needed throughout the development of this project. I wish to acknowledge the University of Nairobi for providing a platform of exciting and instructive study period and I feel privileged to have had the opportunity to carry out this study as demonstration of knowledge gained during the period studying for my master's degree. I am indebted to the Almighty God for all the blessings He showered on me and for being with me throughout the study.

My appreciation also goes to my loving family who are a constant source of motivation and for their never-ending support and encouragement through the whole process. My sincere appreciation to my sibling Valentine Kerubo Mokaya. You have been a pillar to me throughout the entire period.

DEDICATION

I dedicate this research project to my dear mother Margaret Gesare and daughters Jasmine and Stella – Marie Nyangwara.

ABBREVIATIONS AND ACRONYMS

NCCG: Nairobi City County Government

HR: Human Resource

HRM: Human Resource Management

HPWS: High Performance Work Systems

TABLE OF CONTENTS

DECLARATION.....	i
ACKNOWLEDGEMENT.....	ii
DEDICATION.....	iii
ABBREVIATIONS AND ACRONYMS.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study	1
1.1.1 Concept of Perception.....	2
1.1.2 Employee Training.....	3
1.1.3 Employee Performance	5
1.1.4 Nairobi City County Government.....	6
1.2 Research Problem	7
1.3 Research Objective	10
1.4 Value of the Study	10
CHAPTER TWO: LITERATURE REVIEW.....	11
2.1 Introduction.....	11
2.2 Theoretical Foundation of the Study.....	11
2.2.1 Resource Based Theory	11
2.2.2 Human Capital Theory.....	12

2.3 Employee Training Process	13
2.4 Employee Performance Measurements.....	15
2.5 Relationship between Training and Employee Performance.....	17
CHAPTER THREE: RESEARCH METHODOLOGY	20
3.1 Introduction.....	20
3.2 Research Design.....	20
3.3 Target Population.....	20
3.4 Sample Technique and Size	21
3.5 Data Collection	23
3.6 Data Analysis	23
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION	24
4.1 Introduction.....	24
4.2 Response Rate.....	24
4.3 Profile of the Employees.....	25
4.3.1 Gender Distribution	25
4.3.2 Age bracket of the Employees	26
4.3.3 Marital Status of Employees	27
4.3.4 Department of Work	27
4.3.5 Rank of the Employees	29
4.3.6 Educational Background.....	29
4.3.7 Duration of work in organization.....	30
4.3.8 Training in the Organization	31
4.4 Training and Employee Performance	33

4.4.1 Selection for Training	33
4.4.2 Training Offered	34
4.4.3 Methods of Facilitation for Training.....	35
4.4.4 Methods of Training	36
4.4.5 Rate Quality of Trainings.....	37
4.4.6 Relevance of Training.....	38
4.4.7 Training and Job Performance	39
4.4.8 Training and Motivation for Performance	39
4.4.9 Problems Faced in Training.....	42
4.4.10 Improving Training in Organization.....	43
4.4.11 Extent to which Traits and Skills influence training and employee performance	44
4.4.12 Level of satisfaction as an employee	45
4.4.13 Employee Training influence Performance	47
4.5 Inferential Analysis.....	49
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.51	
5.1 Introduction.....	51
5.2 Summary of Findings.....	51
5.3 Conclusion	52
5.4 Recommendations.....	53
5.5 Limitations of the Study.....	54
5.6 Suggestion for Further Studies.....	55

REFERENCES.....	56
APPENDICES	64
Appendix I: Letter of Introduction.....	64
Appendix II: Questionnaire for Employees	65

LIST OF TABLES

Table 3.1: Target Population.....	21
Table 3.2: Sample Population.....	22
Table 4.1: Response Rate.....	24
Table 4.2: Department Employees Work at NCCG.....	28
Table 4.3. Rank of the Employees	29
Table 4.4: Educational Background.....	30
Table 4.5: Selection for Training	33
Table 4.6: Traits and Skills influence training and employee performance	45
Table 4.7: Level of satisfaction as an employee	46
Table 4.8: Employee Training influence on Performance	48
Table 4.9: Correlation Analysis	50

LIST OF FIGURES

Figure 4.1: Gender Distribution.....	25
Figure 4.2: Age bracket of the Employees.....	26
Figure 4.3: Marital status of Employees.....	27
Figure 4.4. Duration of work in organization.....	31
Figure 4.5. Training in the Organization.....	32
Figure 4.6. Training Offered.....	34
Figure 4.7: Methods of Facilitation for Training.....	35
Figure 4.8: Methods of Training.....	36
Figure 4.9: Rate Quality of Trainings.....	37
Figure 4.10: Relevance of Training.....	38
Figure 4.11: Training and Job Performance.....	39
Figure 4.12: Training and Motivation for Performance.....	39

ABSTRACT

The main purpose of the study was to establish the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya. The study sought to address the relationship between training and employee performance and integrate it to the overall strategic and operational framework of the organization. The study used a descriptive research design to investigate the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya to carry out the study in response to the research objective. The target population of this study was the employees of the Nairobi City County Government. The target population was stratified into the 3 management levels: senior, middle, lower and general employees. The total number of the respondents was 1283; therefore the study employed Yamane (1967) formula for calculating sample size for small populations (< 10,000). The sample size of the study comprised 93 respondents. Data was collected through questionnaires administered to the employees working at the Nairobi City County Government. The research was quantitative in nature. Descriptive statistics technique was used to analyze the findings from the questionnaires. The descriptive statistics including measure of central tendency-mean scores; percentages, measure of variability- standard deviation and measure of relative frequencies were used to show the perceived relationship between training and employee performance. The results were presented in tables of frequency and percentage, charts and graphs. Inferential statistics made use of correlation coefficient to establish the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya. The study findings establishes that employees who are committed in their jobs, profession and careers want to know more about their company and industry and to learning those skills that will improve their performance. Training is important for the survival of any organization. There was a positive relationship between training and employee performance. Training generates benefits for the employee knowledge, skills, ability, competencies and behavior. The study recommends that individuals in an organization should be proactive and should seek to be more creative and innovative to contribute their quota through their profession and skill. Employers of labor and decision makers should endeavor to create enabling training environment and favorable training policies that will give every worker opportunity to attend training. Management should also take into consideration the training need of each worker and act as appropriate. Employee training should be done to upgrade the staff knowledge and skills constantly to enable them remain productive in the organization.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Understanding the relationship between training and employee performance and its profitability has remained a major perplex on numerous faculty experts. Though training is intended to generate within the domains of learning with regards to human and organization advancement, a great deal of training does not in any case meet expected best vehicles for realizing which thusly will add to quality and performance upgrades of individuals in their employment. Adequacy of training turns on the reason for the training and fruitful training endeavors is hallmarked by the advantages determined altogether by the student, the business and the occupation (Jiang et al, 2012).

This study is secured by the resource based theory and the human capital theory. The resource-based theory expresses that managed competitive advantage comes from the resources and capacities a firm controls that are significant, uncommon, defectively imitable and not substitutable. A resource-based way to deal with vital human resource administration concentrates on fulfilling the human capital necessities of the association. The human capital theory proposes that instruction raises the profitability of laborers by conferring helpful information and abilities, consequently raising specialists future wage by expanding their lifetime income. The human capital approach sees human capital as far as securing of specific abilities with a restricted mechanical application and in this manner as a method for generation and yield on the rate of give back the human capital possesses (Johnes, 1993).

Nairobi City County Government is one of the principle counties among the 47 counties in Kenya. NCCG hosts 1,283 employees according to the County Government Act 2012, department of human resource management. The human resource department provides leadership training and professional development programs for the employees as mandated by the County Government Act, 2012. However, there is inadequate employee appraisal and training offered is insufficient due to lack training programs in place (Mang'ale, 2013). Employee performance is far below the set standards and there was no improvement even after undergoing training which employees themselves choose (Githinji, 2014).

1.1.1 Concept of Perception

Massad, Hubbard and Newtonson (2012), characterize perception as the acknowledgment and translation of tangible data. Perception likewise incorporates how we react to the data. Perception is a procedure where tangible data is taken from the earth and uses that data keeping in mind the end goal to communicate with the earth. Perception permits us to take the tangible data in and make it into something significant. Moore (2013) characterizes perception as the procedure by which individuals make an interpretation of tactile impressions into a cognizant and bound together perspective of their general surroundings. In spite of the fact that essentially in light of fragmented and unsubstantiated (or problematic) data, perception is likened with reality for most down to earth purposes and aides human conduct. Perception alludes to the arrangement of procedures we use to understand distinctive boosts given on the planet. The perceptions are based on how elucidations of various sensations, which are tangible impressions, get

from the jolts in our general surroundings. Perception empowers us to explore through the world, and to settle on choices about everything from what to wear to how quick to flee (Gibson, 2014).

Robins (2007) demonstrates that positive perception by worker towards performance will support their confidence prompting to expanded efficiency, work fulfillment, lower turnover, diminish non-appearance and enhance nature of administration. Negative perception will have the inverse result and make lack of concern towards performance assessment, which will prompt to staff liking to keep up business as usual. The individual perception is vigorously impacted by individual qualities and individual translation of nature including how they see the directors and different associates.

Certain components impact the individual perceiver, for example, individual disposition, identity, thought processes, interests, past experience and desires. Individuals in organizations frequently judge administration relying upon the connections and lead of the administrator. The perception of a person, when he or she takes a gander at an objective and endeavors to translate what he or she sees is intensely affected by individual qualities of the individual perceiver. Individual attributes that influence perception incorporate a man's dispositions, identity, thought processes, interests, past encounters and desires.

1.1.2 Employee Training

Edmonds (2010) defines training as a valuable tool and an investment in the organization that helps to improve profitability, reduce costs and increase employee motivation,

commitment and effectiveness. In recent years, training is being influenced by the extent of global competition and technological development. The current trends of globalization and the dynamism that they engender in the labor market have given rise to unforeseen challenges and market demands that were previously not addressed in the current educational and vocational curricular, (Jiang, 2012).

As it is focused on people, the human behavior within the scope of their job and the organization should be the foundation of any training undertaking, (David & Guest, 2007). Training is associated with the performance of people in their job and performance 'gaps' imply that there is a shortfall somewhere in their knowledge and/or skills to undertake certain roles or tasks. Liebermann and Hoffmann (2008) contended that if the apparent useful importance of the training were to coordinate or surpass the trainee's desires, he/she would be fulfilled. Consequently, when down to earth importance coordinates or surpasses the trainee's desires, he/she will respond all the more decidedly. On the off chance that the training is less pertinent, the trainee will be less fulfilled or may demonstrate a negative response. Positive response with respect to the trainee improves learning. Wang and Wang, (2006) contend that a more reasonable method for assessing response is to get the learner's input on the enthusiasm for, consideration regarding and inspiration towards the learning object furthermore, if the training fulfills the adapting needs of the trainee and the response is sure, the other assessment levels like learning, exchange and results ought to demonstrate a more profitable yield. In the long haul, exchange can prompt to enhanced organizational and individual execution. Nikandrou et al., (2009) found that trainees' objectives and assumptions with respect to

training exchange to the work environment toward the start of the training had a huge effect. A man's objectives had the most unequivocal part in either exchanging or not exchanging the training to work. The effect of "inspiration to learn" and trainees' objectives was huge and the two related elements were essential for the training procedure.

1.1.3 Employee Performance

Brown (2008) characterizes performance as how well a man finishes undertakings furthermore the state of mind with which he/she finishes the errands. Bernadin et al (1995) are worried that performance ought to be characterized as the results of work since they give the most grounded linkage to the key objectives of the association, consumer loyalty and monetary commitments. This alludes to the yields/results and additionally expresses that performance is about taking the necessary steps and being about the outcomes accomplished. Performance could along these lines be viewed as conduct whereby the route in which associations, groups and people complete work. In a work contract, performance is thought to be the accomplishment of the representative responsibility that discharges the entertainer from all liabilities that is composed under the agreement. Proficiency and viability are the segments of performance paying little heed to intensity and efficiency, which is the most ideal method for preparing to expand performance of an individual (David and Guest, 2007).

Employee performance programs that impart requirement for qualities, culture and controlling standards are special to the association development. This culture must bolster

the accomplishment of the key goals keeping in mind the end goal to draw out the "best" of individuals. (Kirwan and Birchall, 2006).

1.1.4 Nairobi City County Government

Nairobi was made a municipality in 1935 by a Charter given by the Queen of Britain before the autonomy of Kenya in 1963. Nairobi City County Government (NCCG) was set up in 1952 and its capacity is to infer administrations to the inhabitants of Nairobi and keep up the city status of Nairobi. NCCG gets its lawful order from the County Government Act (2012) of the Laws of Kenya among different Acts of Parliament that contention its assorted center capacities and needs. The County is ordered to give and oversee fundamental social and physical foundation administrations to the inhabitants of Nairobi. These administrations incorporate essential training, wellbeing, water and sewerage, reject and waste accumulation, arranging and advancement control, urban open transport and fire administrations among others (County Government Act, 2012).

The pyramidal shape of Nairobi City County Government organizational chart reflects a hierarchy. Executives are at the top of the chart, middle management follows and lower-ranking employees are at the bottom. The pyramid organizational structure largely dictates to whom all employees report. The Nairobi City County Government is mandated to carry out the given functions: Recruitment, workplace safety, employee relations, compensation and benefits, compliance, training and development. For training and development, NCCG provides employees with the tools necessary for their success which, in many cases, means giving new employees extensive orientation training to help them transition into a new organizational culture. The HR department also provides

leadership training and professional development. Leadership training may be required to newly hired and promoted supervisors and managers on topics such as performance management and how to handle employee relations' matters at the departmental level.

Professional development opportunities are for employees looking for promotional opportunities or employees who want to achieve personal goals such as finishing their education. Programs such as tuition assistance and tuition reimbursement programs often are within the purview of the HR training and development area (County Government Act, 2012). There is inadequate employee appraisal and training offered is insufficient due to lack training programs in place (Mang'ale, 2013). Therefore, this is the foundation against which this research is based. Also the employee performance is far below the set standards and there was no improvement even after undergoing training which employees themselves choose (Githinji, 2014).

1.2 Research Problem

The relationship between training and employee execution ought to be coordinated into the general strategic and operational system of the association (Bernardin, 2010). They can't be separated, they are occasion based exercises and random to the standard elements of the business. There is a thorough estimation and assessment procedure to catch the training and employee execution. As indicated by Armstrong (2011), numerous companies now make utilization of training and improvement forms since they have turned out to be strategic and coordinated processes that convey supported accomplishment to associations by enhancing the execution of the general population who work in them and by building up the capacities to individual commitment and

groups. In order to ensure better organizational performance, employee performances are aligned towards the achievement of organizational goals, which in turn is aimed at creating a very strong link between business objectives and individual links.

The Department of Human Resource Management at the Nairobi City County Government need to effectively respond to the above dynamism. In recent years, the departments' training has been heavily influenced by the extent of global competition and technological development. Nairobi County Government is allocated a budget of billions of shillings each financial year to conduct its affairs. Among the allocation of the budget, is money that is set-aside for employee training at different levels in the organization. The trainings are meant to facilitate the employees and also motivate them in being productive and hence improve their performance.

Nairobi City County Government needs to formulate and implement on effective training policies, which ensure that their employees are trained on their specialties and therefore improve on employee performance and overall lead to the success of the organization. For any training to be carried out, an approval should be given by the departmental training committee concerned to make recommendations on the best foot forward for the organization. Having undergone devolution, a lot of changes happened at the County government and it was allocated more duties and responsibilities. The changes directly affect the employees and thus need to be handled very carefully. Woodward (1968), states that people tend to resist change due to competence fears. Most of them are concerned about the ability to cope with new demands or to acquire new skills. To curb

resistance, training comes in handy. It is therefore widely acknowledged that this transition requires training.

Several studies have been conducted about the training and employee performance. Githinji (2014) studied the effects of training on employee performance, a case study of United Support Office for the African Union Mission in Somalia and found out that training influences employee performance by positively influencing employee engagement to change process, innovation, better performance and enhance enthusiasm to work. Also that training enhances employee performance by positively influencing employee motivation level through employee recognition, alignment to organizational goals, positive leadership traits and motivation for work performance. Mang'ale (2013) critical review on employee performance contracting process in the Ministry of Local Government, established that the Ministry did not plan and budget effectively for its projects and programs leading to employees not being able to meet their performance targets. Muindi (2012) focused on employee perception on the effectiveness of performance management practices at Harambee Sacco Ltd and established that there is positive relationship between performance management practices and the employee perception about the effectiveness in the organization.

Although existing Literature strongly suggests a direct relationship between training and performance, there is little empirical support on the same especially in the county governments. This study will address this knowledge gap by focusing on training and employee performance in the Nairobi City County Governments influenced by its employees' demographic characteristics. Therefore, this study will attempt to analyze and

provide answers to the question; what is the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya?

1.3 Research Objective

To establish the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya

1.4 Value of the Study

The study will contribute to wider knowledge both in research and academics in the area of employee performance. It will also add to the existing knowledge and stimulate further research on different aspects of employee performance practices.

The Nairobi City County Government Management will become aware of the training needs for the Human Resource Management Department arising from this research. The research will help the management to design training policies and training programs to enable the County realize its human resource management objectives and therefore lead to improved performance to the organization.

The findings of the study will be significant to the organizations in their efforts to improve implementation of employee training and performance both in the civil service and NGOs. It will also assist organizations to come up with policies that recognize the employee performance is a driving force behind successful training and overall organization success. The study will also provide opportunity for further research through the conclusions and recommendations made on this study area. The literature provided by this study will add knowledge, research materials and it will expound on human resource and management theories

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter introduces the literature reviewed to provide a theoretical grounding for the study. It identifies the research issues that are being addressed. It also provides the underlying concepts and variables on the perceived relationship between training and employee performance.

2.2 Theoretical Foundation of the Study

This research is based on the Resources Based theory and Human Capital theory.

2.2.1 Resource Based Theory

The Resource-Based theory as contended by Barney (1991), states that supported competitive advantage comes from the assets and abilities a firm controls that are significant, uncommon, incompletely imitable and not substitutable. These assets and capacities can be seen as packs of unmistakable and impalpable resources, including a company's administration aptitudes, its hierarchical procedures and schedules, and the data and information it controls. An asset based way to deal with vital Human asset administration concentrates on fulfilling the human capital prerequisites of the association. Competitive advantage is acquired if an association can get and create HR that empower it to learn speedier and apply its adapting more viably than its opponents.

The human resource of an organization constitute a critical non-imitable resource which is accomplished by guaranteeing that the firm has higher quality individuals than its rivals, the novel scholarly capital controlled by the business is produced and sustained,

organizational learning is supported, organization particular qualities and a culture are maintained. The point of a resource-based approach is to enhance resource capacity in this manner accomplishing vital fit amongst resources and openings and acquiring included esteem from the compelling arrangement of resources. Resource-based theory stresses that interest in individuals increases the value of the firm. Resource-based procedure, as Barney (1991) demonstrates, can create key ability and deliver human resource advantage (Armstrong, 2009).

2.2.2 Human Capital Theory

The theory on Human Capital proposes that education raises the profitability of laborers by bestowing valuable learning and abilities, thus raising specialists' future pay by expanding their lifetime income. It proposes that consumption on preparing and education is exorbitant, and ought to be considered a speculation since it is attempted with a view to expanding personal salaries. The human capital approach sees Human capital in particular terms that is, the acquisition of a specific expertise with a restricted mechanical application and in this manner a method for production and one's yields depend somewhat on the rate of give back the human capital one possesses. In this manner, human capital is a method, into which additional venture yields additional yield. Human capital is substitutable, however not transferable like land, work, or altered capital (Becker, 1996). The term human capital is characterized by all human capacities intrinsic or gained. Human capital is characterized as the consolidated insight, abilities and skill that give the organization its particular character. The human components of the organization are those that are fit for learning, changing, enhancing and giving the

inventive push, which if legitimately roused, can guarantee the long-term survival of the organization. The concept of human capital is most helpfully seen as a spanning concept and gives a connection between Human Resource practices and business execution as far as resources as opposed to business forms. It is for sure the learning, aptitudes and capacities of people that make esteem, which is the reason the center must be on method for drawing in, holding, creating and keeping up the human capital they speak to.

The role of human capital as a potential wellspring of feasible upper hand has as of late been the center of considerable enthusiasm for the scholarly and mainstream press. The present terms, for example, scholarly capital, information work and specialists, and elite work frameworks (HPWS) all mirror another enthusiasm for "individuals" as a wellspring of upper hand, instead of a cost to be minimized. By extension, scholarly resources and the organizational frameworks that draw in, create, and hold them are rising as huge components in vital decision-production. A gifted and propelled workforce giving the speed and adaptability required by new market goals has expanded the vital significance of Human resource administration (HRM) issues when traditional wellsprings of upper hand (quality, innovation, economies of scale, and so forth.) have ended up simpler to emulate (Becker, 1996).

2.3 Employee Training Process

Cross and O'Driscoll (2005) noted three sorts of trainings as: On-the-employment Training by Peers or Group Training by Management, Live Instructor Lead Training by an Outside Professional and Electronic Instruction Video Based/Computer Assisted. Bassi, Benson and Cheney (2006) noticed that training is a standout amongst the most

gainful speculations an association can make. Regardless of what business or industry is in the means for a powerful training procedure are the same and might be adjusted anyplace.

As per Wheeler (2008) there are four fundamental training ventures for any training procedure to be viable and proficient. Step one is building up a necessities investigation; in this progression, it distinguishes exercises to legitimize a venture for training. The systems vital for the information gathering are studies, perceptions, meetings, and client remark cards. The second step is creating training projects and manuals of present place of employment portrayals and gauges and techniques. Sets of responsibilities ought to be clear and succinct and may serve as a noteworthy training instrument for the recognizable proof of rules. The third step is to convey the training program; once the trainers have been assigned, the training procedure must be chosen. One-on-one training, at work training, bunch training, classes, and workshops are the most prevalent strategies. Before displaying a training session, one needs to guarantee there is an intensive comprehension of a viable trainer. In conclusion, the fourth step is to assess the training program that will decide how compelling and gainful the training program has been. Strategies for assessment are pre-and post-studies of client remarks cards, the foundation of a cost/advantage investigation laying out the costs and returns, and an expansion in consumer loyalty and benefits. The purpose behind an assessment framework is straightforward. The assessment of training projects is point of fact the most vital stride in the training procedure. It is this progression that will demonstrate the adequacy of both the training and the trainer (Wheeler, 2008).

2.4 Employee Performance Measurements

Employee performance is a definitive word variable of interest for researchers concerned with the region of administration, market rivalry for customers, inputs, and capital that make authoritative performance essential to the survival and success of the advanced business. As a consequence, employee performance has gained a focal part as the key objective of advanced industrial movement. Advertising, operations, human resources (HR), and strategy are all at last judged by their commitment to authoritative performance. Assessing employee performance allows managers to assess the specific actions of the association where firms stand in connection to the opposition and how the association is developing and performing after some time (Robbins, 2009). It is necessary to measure achievements and progress against objectives, and organizations have along these lines to choose what measures should be used. A couple key measures possessed by more than one capacity are more powerful than a variety of measures (Armstrong, 2009). The key measures are probably going to incorporate those worried with financial performance such as sales, profits, return on capital utilized, monetary esteem included, earnings per share and value/earnings proportion.

Employee performance comprises the genuine yield or results of an organization as measured against its planned outputs or goals and objectives. Armstrong (2009) showed that performance measures are concurred when setting the organization objectives. Performance measures need to show that the required result basis for establishment of criticism that will be used by administration and employee for checking performance. Griffin, Neal and Parker (2007) defines three center performance measures dimensions

specifically capability, adaptively and proactively which they classified at three levels such as individual, group and organization.

Performance measurement is traditionally viewed as an element of the planning and control cycle that captures performance data, enables control feedback, influence work behavior and monitors strategy implementation (Slack Chamber Harrison, 1995). Performance measurement has now gone beyond input and process into other sensitive areas (Politt and Bouckaerr, 2004). For example customer satisfaction, reviewing consistencies and understanding value drivers etc. In recent years, many organizations have attempted to manage employee performance using balanced scorecard methodology. The Balanced Scorecard method by Kaplan & Norton (1996) as a framework for measuring employee performance is defined as a strategic approach and performance management system that enables organizations to translate a company's vision and strategy into action. The balanced scorecard complements financial measures of past performance with measures of the drivers of future performance. The objectives and evaluation view employee performance from four perspectives and performance is tracked and measured in multiple dimensions such as: financial performance, shareholder return, customer service, social responsibility-corporate citizenship, community outreach and employee stewardship. Performance measurement is the use of statistical evidence to determine progress towards specific defined organizational objectives.

2.5 Relationship between Training and Employee Performance

Scholars have studied the relationship between training and employee performance and established that there is a positive relationship between training and employee performance thus training impacts positively on employee performance by generating benefits to both the employees and the organization through the development of skills, knowledge, abilities, competencies and behavior. Philips, Jack and Stone (2002) established that training plays a significant role in the development of 28 organizations, enhancing performance as well as increasing productivity and ultimately putting organizations in the best position to face competition and stay on top.

Wehnam, Jagero and Nyauchi (2014) concentrated on the relationship between training and employee performance at Mutare City Council, Zimbabwe. The study set up that there was solid positive relationship between training and performance of employees. Correlational research outline was utilized as a part of this study, with an endeavor to portray and measure the level of relationship amongst performance and training. An aggregate of one hundred and thirty two (132) respondents (91 males and 41 females) were chosen from the employees (populace), purposive sampling technique and organized survey were utilized as a part of information gathering.

Kasau (2014) focused on the relationship between training and performance at Kenya Women Finance Trust Eastern Nyanza. The study found out that the three variables of training investigated were key in determining employee performance especially in service firms under which MFIs fall. The research confirmed that training has a big influence on performance with attitude, job satisfaction and service delivery equally getting the same

weight. Training to develop positive attitudes at work place, to increase efficiency and effectiveness in service delivery and improve job satisfaction of the employees.

Jagero, Komba and Mlingi (2012) concentrated on the relationship between at work training and employee performance in Courier organizations in Dar es Salaam, Tanzania. The targets of the exploration were to inspect the current at work training programs in the messenger organizations in Dar es Salaam and to survey employee performance in dispatch organizations in Dar es Salaam. Field discoveries demonstrated that diverse projects of at work training are directed in DHL and FedEx. Those training projects are fundamentally led by general need of the organization or because of the ordinary changes that do occur in the organization. The level of performance is measured against well-set standards and for the most part the Key Performance Indicators are utilized. In the meantime it was discovered that performance to a major degree relies on upon the training employees got. It might be, with assurance, expressed that there is a major relationship between at work training and employee performance in DHL and FedEx. At work training programs truly decidedly impact on employee performance.

Ngugi (2014) concentrated on the apparent relationship amongst training and improvement and employee performance in Geothermal Development Company. The target of the study was to discover the relationship amongst training and advancement and employee performance in Geothermal Development Company. This study embraced an elucidating overview outline in the examination of the targets. The key discoveries of the study were that Geothermal Development Company Employees know about the presence of a training and advancement arrangement in the association and were of the

view that upon the culmination of their training, they impart what they have figured out how to different employees. In any case, the staff did not concur with the training assessment as the outcome shows that the respondents differ that training assessment is agreed high need in the association. The ramification of the study was that training and improvement is essential in affecting employee performance.

Waithira (2014) concentrated on the apparent relationship between training and improvement practices and employee performance at Kenya Commercial Bank, Kenya. The discoveries of the study uncovered that the employees at Kenya Commercial bank saw training improvement as key in their performance. The projects arranged the bank employees to cooperate in groups, having given them precision in preparing their work and information in parts of value. Training additionally edified them on what is anticipated from them in their different divisions and this has not just aided in the end of employment errors yet has minimized dangers and in addition to guarantee congruity and consistency over the whole group. Training given after taking off of new items and administrations and other mechanical changes, for example, reception of new frameworks has likewise assisted the bank employees with dealing with the progressions better. The trainings additionally helped the employees to tie their own endeavors toward achievement of the whole association's central goal and vision and buckle down towards accomplishing this.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology the researcher adopted in the process of collecting data that addressed the study research questions. The methodology comprised of the research design, the target population, the sampling technique as well as sample size, the data collection method, data analysis method and ethical issues.

3.2 Research Design

The study used a descriptive research design to investigate the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya to carry out the study in response to the research objective. This research design was used because it is an efficient approach of collecting descriptive data regarding characteristics of a sample of a population, current practices, conditions or needs and is also concerned with finding 'what is'.

The researcher attempted to identify and explain variables that exist in a given situation to describe the relationship that exists between these variables to provide a picture of a particular phenomenon as recommended by Churchill & Iacobucci (2002).

3.3 Target Population

The target population of this study was the employees of the Nairobi City County Government. The target population was stratified into the 3 management levels: senior, middle, lower and general employees. According to the County Government Act 2012,

department of human resource management, there were 1,283 employees working in the Nairobi City County Government.

Table 3.1: Target Population

Category	Target population
Senior	110
Middle	262
Lower	386
General employees	525
Total	1283

Source: County Government Act, 2012

3.4 Sample Technique and Size

This study was based on simple random stratified sampling in the selection of a representative sample of the population since the target population was of heterogeneous nature; that is, consisted of different respondents who were senior, middle, lower and general employees in the Nairobi City County Government.

According to Cooper and Schindler (2003), when sub-populations vary considerably, it is advantageous to sample each sub-population (stratum) independently by stratifying/grouping members of the population into relatively homogeneous subgroups before sampling. The strata should be mutually exclusive; every element in the population must be assigned to only one stratum. The strata should also be collectively exhaustive; no population element can be excluded. Then random or systematic sampling

can be applied within each stratum, which improves the representativeness of the sample by reducing sampling error.

The total number of the respondents was 1283; therefore the study employed (Yamane, 1967) formula for calculating sample size for small populations (< 10,000).

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size, N is population size and e is level of precision or sampling error taken at 10%

$$n = \frac{1283}{1 + 1283(0.1)^2}$$

$$n = 93$$

The sample size of the study comprised 93 respondents.

Table 3.2: Sample Population

Category	Target population (N)	Sample population (n)
Senior	110	11
Middle	262	21
Lower	386	26
General employees	525	35
Total	1283	93

3.5 Data Collection

Data was collected through questionnaires administered to the employees working at the Nairobi City County Government. This method was used because there was need for more specific and detailed information in order to facilitate perceptions of different participants. The list would contain some precise questions and their alternatives or sub questions depending on the answer that was given to the main questions (Orodha, 2003).

3.6 Data Analysis

The research was quantitative in nature. Descriptive statistics technique was used to analyze the findings from the questionnaires. The descriptive statistics used include measure of central tendency-mean scores; percentages, measure of variability- standard deviation and measure of relative frequencies. They were used to show the perceived relationship between training and employee performance. The results were presented in tables of frequency and percentage, charts and graphs. Inferential statistics made use of correlation coefficient to establish the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter discusses the interpretation and presentation of the research findings drawn from the research instrument by way of data analysis. This chapter presents the analysis and findings of the study as set out in the research methodology. The research data was obtained through primary data by use of a questionnaire and secondary data obtained from the Nairobi City County Government human resource offices. The questions were set to attain the objective of the study, which was to establish the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya.

4.2 Response Rate

The study sample size comprised of 93 respondents who were handed out the questionnaires. Out of the 93 questionnaires handed out, 70 were returned answered and were used in the study. This represented a 75.3% response rate, which was considered satisfactory to make conclusions for the study. According to Bailey (2000) a response rate of 50% is adequate, while a response rate greater than 70% is very good. This implies that based on this assertion, the response rate in this case of 75.3% is very good.

Table 4.1: Response Rate

Category	Frequency	Percentage
Returned questionnaire	70	75.3%
Unreturned questionnaire	23	24.7%
Total	93	100%

Source: Research Data, 2016

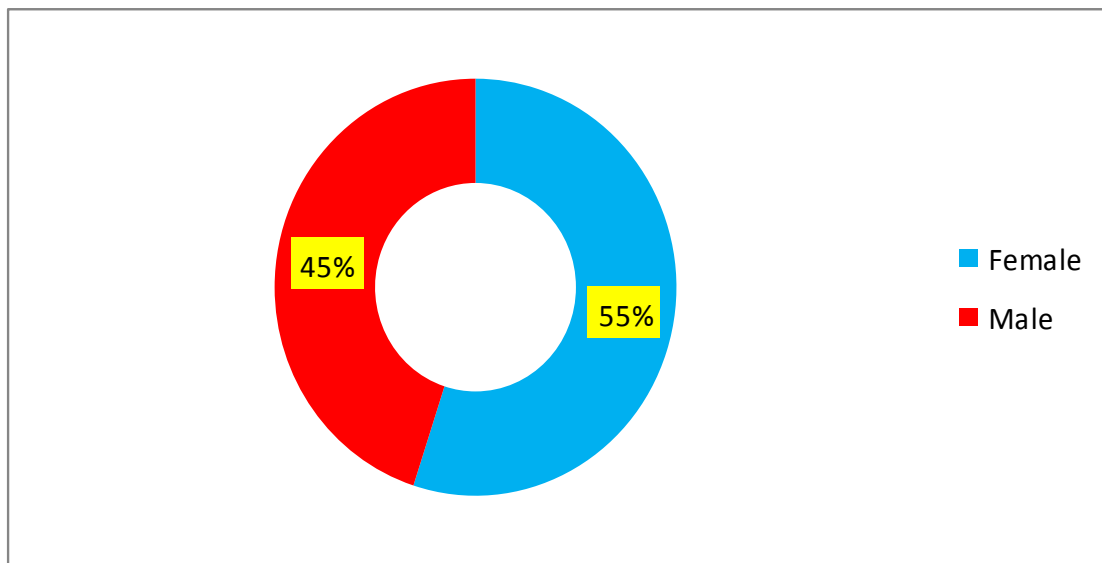
4.3 Profile of the Employees

The study sought to determine the gender of the respondents, age bracket, marital status, the department, rank, educational background, how long the respondents have served in the organization and to find out whether the employees had any form of training since they joined the organization.

4.3.1 Gender Distribution

The study sought to determine the gender distribution of the employees at Nairobi City County Government. The findings were presented in figure 4.1.

Figure 4.1: Gender Distribution



Source: Research Data, 2016

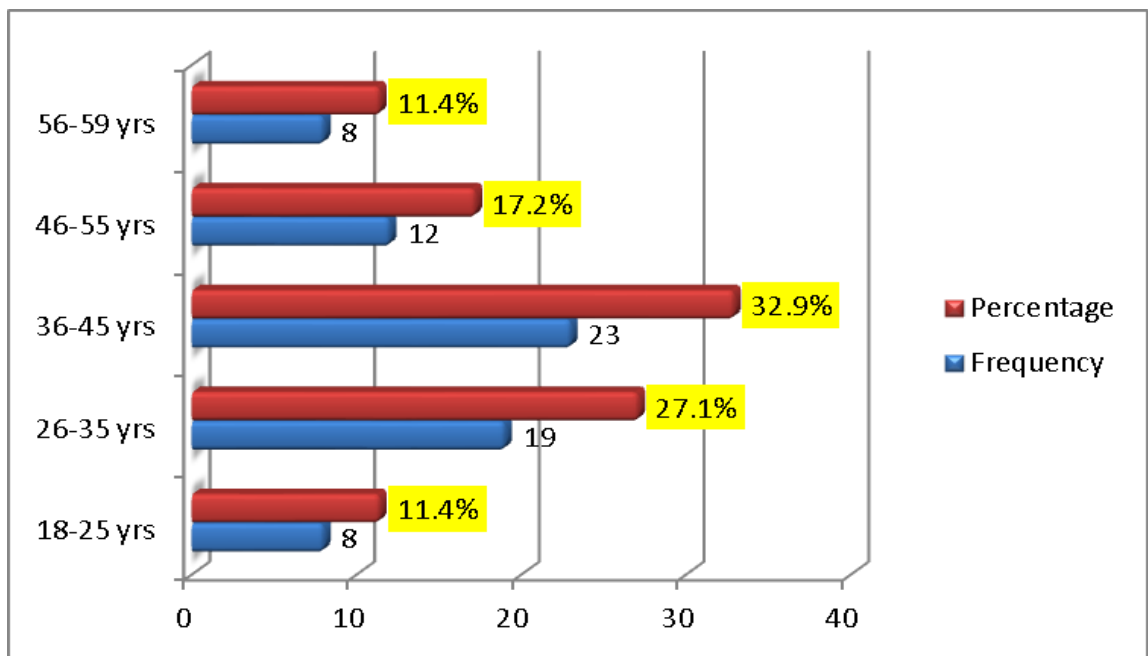
The findings in figure 4.1 reveal the gender distribution of the employees at the Nairobi City County Government. 55% of the respondents were female while 45% of the

respondents were male. The study revealed that there is gender parity in the organization where the female employees dominate.

4.3.2 Age bracket of the Employees

The study sought to determine the age bracket of the employees at Nairobi City County Government. The findings were presented in figure 4.2.

Figure 4.2: Age bracket of the Employees



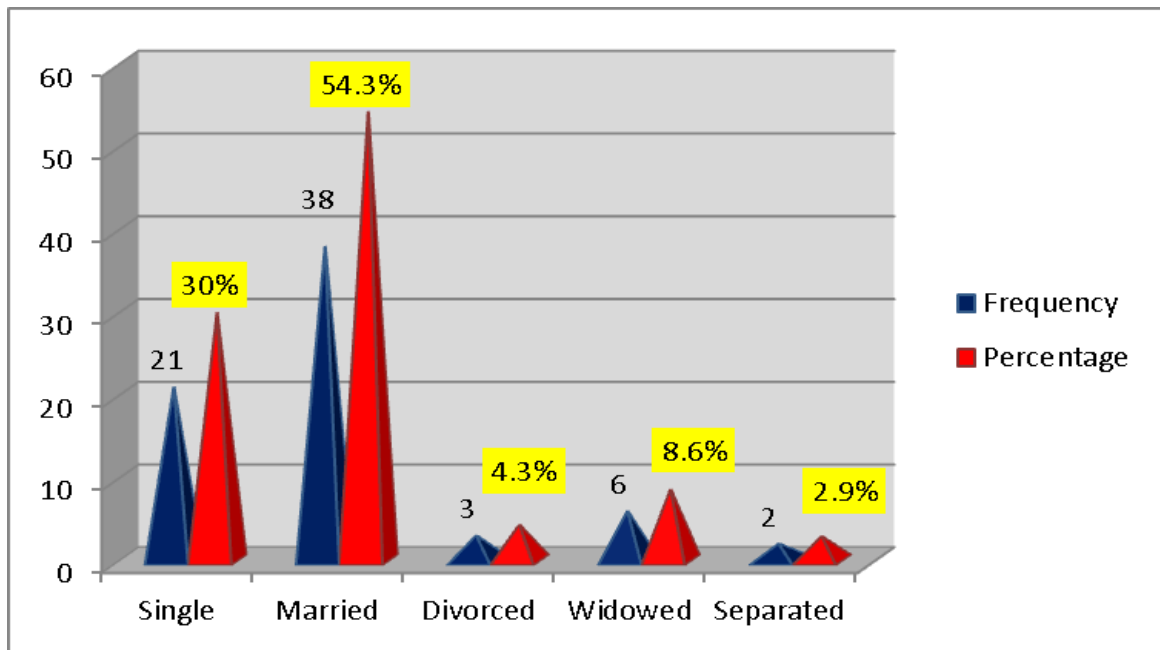
Source: Research Data, 2016

Figure 4.2 reveals the age bracket of the respondents. 32.9% indicated that they were aged between 36 to 45 years; 27.1% were aged between 26 to 35 years; 17.2% were aged between 46 to 55 years and 11.4% of the respondents were aged between 18 to 25 years.

4.3.3 Marital Status of Employees

The study sought to determine the marital status of the employees at Nairobi City County Government. The findings were presented in figure 4.3.

Figure 4.3: Marital status of Employees



Source: Research Data, 2016

Figure 4.3 reveals that 54.3% of the respondents were married while 30% were single. 8.6% of the respondents were widowed; 4.3% were divorced while 2.9% were separated.

4.3.4 Department of Work

The study sought to determine the departments in which the respondents work at Nairobi City County Government. The respondents indicated the departments they work in and the responses were tabulated in table 4.2.

Table 4.2: Department Employees Work at NCCG

Departments	Frequency	Percentage
Public health	5	7.1
City inspectorate	5	7.1
Environment	5	7.1
Town clerk's	5	7.1
City treasurer	5	7.1
City engineer	5	7.1
Education	5	7.1
City planning	5	7.1
Housing development	5	7.1
Human resource	5	7.1
Procurement	5	7.1
Legal services	5	7.1
Investigations and information analysis	5	7.1
Nairobi Water and Sewerage Company	5	7.1
Total	70	100.0

Source: Research Data, 2016

Table 4.2 summarizes the departments at the Nairobi City County Government in which the respondents were drawn from for this study. There are 14 departments at the NCCG

and from each department, the study obtained five respondents. The total respondents who filled in the questionnaires were 70.

4.3.5 Rank of the Employees

The study sought to determine the rank of the employees at Nairobi City County Government. The findings are shown in table 4.3 below

Table 4.3: Rank of the Employees

Rank	Frequency	Percentage
Senior	18	25.7
Middle	11	15.7
Lower	16	22.9
General employees	25	35.7
Total	70	100

Source: Research Data, 2016

Table 4.3 reveals the ranks of the employees at NCCG. 35.7% of the respondents indicated they are ranked as general employees; 25.7% indicated that they are in the rank of senior management; 22.7% indicated that they are in the rank of lower management while 15.7% indicated that they are in the rank of middle management.

4.3.6 Educational Background

The study sought to determine the educational background of the employees working at the Nairobi City County Government. The findings were tabulated in table 4.4.

Table 4.4: Educational Background

Education level	Frequency	Percentage
Primary	8	11.4
Secondary	16	22.9
Tertiary	46	65.7
Total	70	100.0

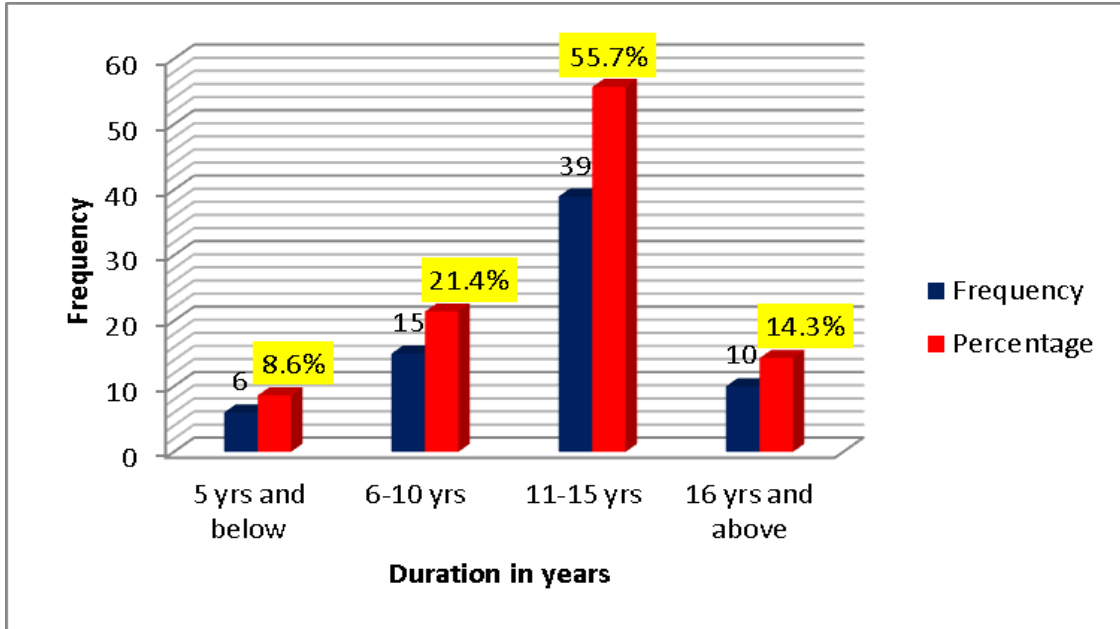
Source: Research Data, 2016

Table 4.4 reveals the educational background of the employees working at the NCCG. 65.7% of the respondents indicated that the employees had attained tertiary education. Tertiary level of education involves certificate, diploma, degree, masters and PhD. The respondents preferred to indicate their educational level as tertiary rather than specify their educational level for this study.

4.3.7 Duration of work in organization

The study sought to determine the duration the employees have worked for the organization. The findings were presented in figure 4.4.

Figure 4.4: Duration of work in organization



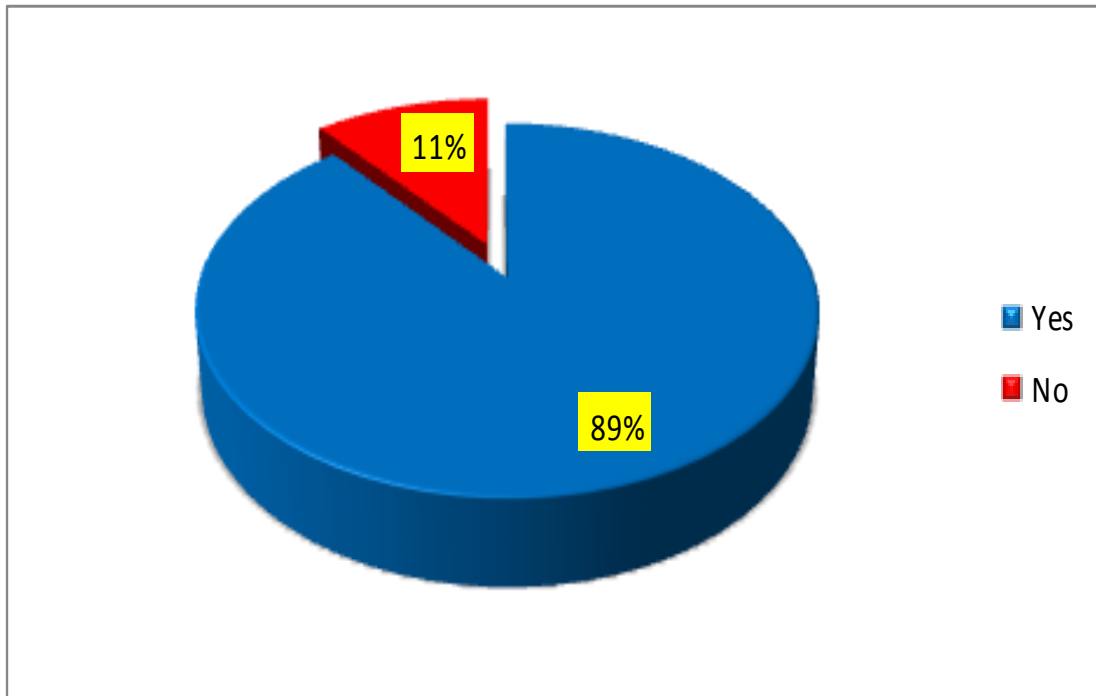
Source: Research Data, 2016

Figure 4.4 reveals that 55.7% of the respondents had served the organization for a duration of 11 to 15 years in the organization; 21.4% of the respondents had served the organization for a duration of 6 to 10 years in the organization; 14.3% of the respondents indicated that they had served the organization for a duration of 16 years and above while 8.6% of the respondents had served the organization for a duration of 5 years and below.

4.3.8 Training in the Organization

The study sought to determine whether the respondents had received any form of training when they joined the organization. The findings were presented in figure 4.5.

Figure 4.5: Training in the Organization



Source: Research Data, 2016

Figure 4.5 reveals that the majority of respondents had received some form of training when they joined the organization. This accounted for 89% of the respondents while 11% of the respondents indicated that they did not receive any form of training when they joined the organization. The training that the majority employees received when they joined NCCG was the induction training that illustrates to the new comers what their role is and the goals of the organization.

4.4 Training and Employee Performance

This section examines training and employee performance at the Nairobi City County Government. The study sought to examine the indicators of training and employee performance as indicated: selection for training, training offered, methods of facilitation for training, methods of training, rate quality of training, relevance of training, training and job performance, training and motivation for performance, problems faced in training, improving training in organization, traits and skills influence training and employee performance, level of satisfaction as an employee and employee training influence performance. The findings and discussions follow subsequently in the subsections.

4.4.1 Selection for Training

The study sought to determine how the employees are selected for training sessions. The respondents gave their response as tabulated in table 4.5

Table 4.5: Selection for Training

Indicators	Frequency	Percentage
On joining the company	11	15.7
Supervisors recommendation	8	11.4
Compulsory for all employees	28	40
Upon employee request	9	12.9
Performance appraisal	14	20
Do not know	-	-
Total	70	100

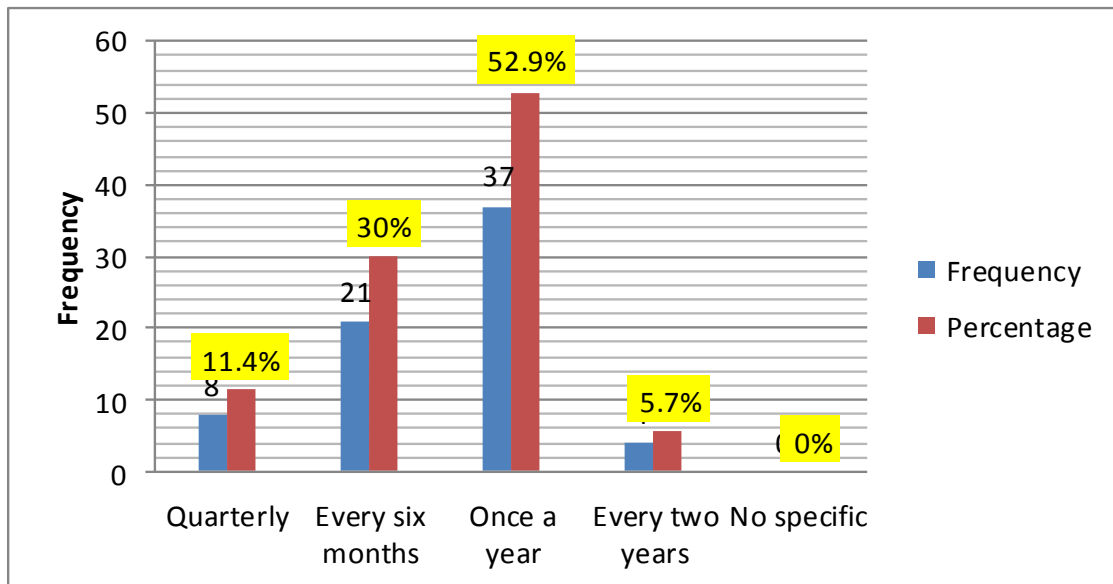
Source: Research Data, 2016

The study sought to determine how the employees are selected for training sessions. 40% of the respondents indicated that the selection for training is compulsory for all employees; 20% of the respondents indicated that the selection for training is done through performance appraisal; 15.7% of the respondents indicated that training is done for employees while joining the company; 12.9% of the respondents indicated that training is done for employees upon employee request while 11.4% of the respondents indicated that training is done for employees upon supervisors recommendations.

4.4.2 Training Offered

The study sought to determine how often the employees undergo training in the organization. The findings were presented in figure 4.6.

Figure 4.6: Training Offered



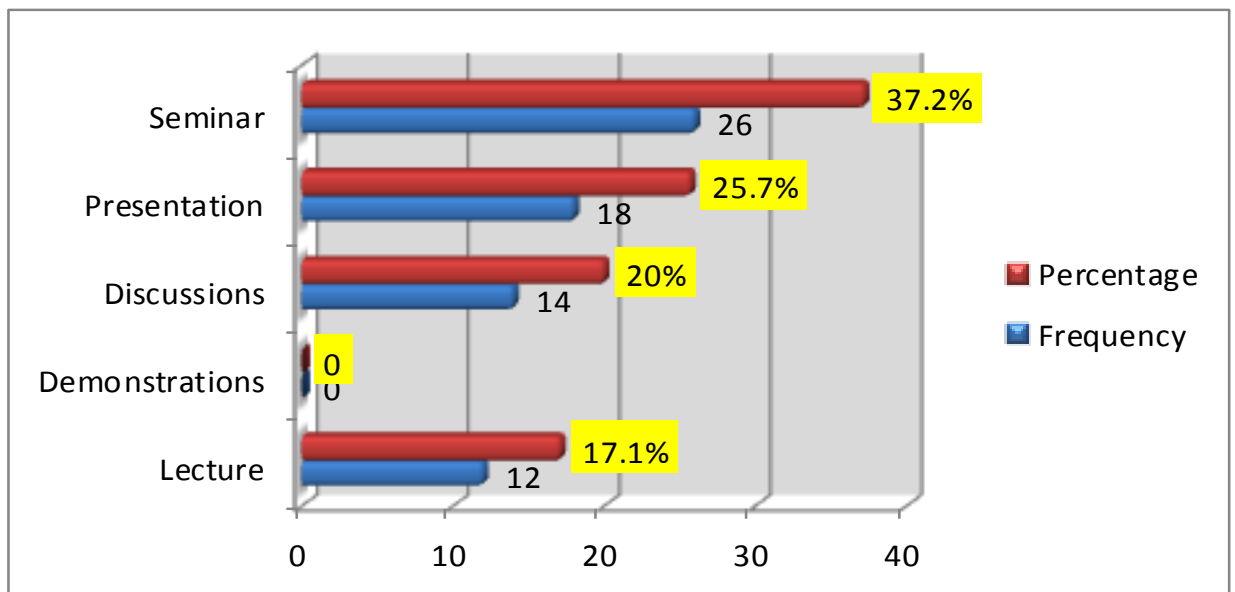
Source: Research Data, 2016

Figure 4.6 reveal the frequency of employees undergoing training in the organization. 52.9% of the respondents indicate that they conduct training in the organization once a year; 30% indicated that they are offered training every six months; 11.4% indicated that they are offered training quarterly in the organization while 5.7% indicated that they are offered training every two years. The respondents indicated the reason why the frequency of trainings varies in the organization. The respondents indicated that every department at the NCCG carries out their training on departmental level then there is training that is organized for the entire organization involving all the staff at NCCG.

4.4.3 Methods of Facilitation for Training

The study sought to determine the methods of facilitation of the training they have attended. Their response was presented in figure 4.7.

Figure 4.7: Methods of Facilitation for Training



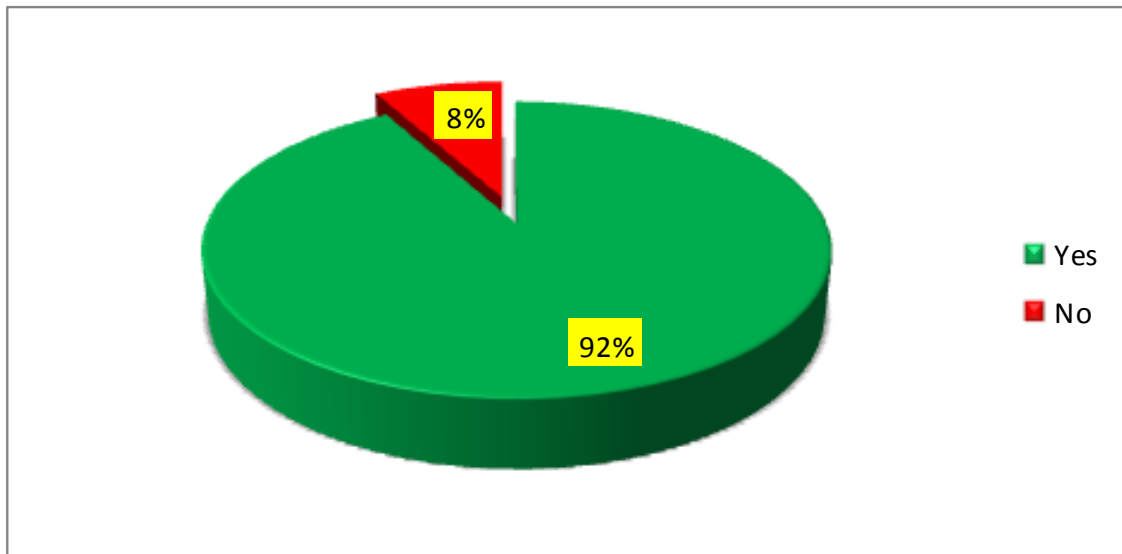
Source: Research Data, 2016

Figure 4.7 reveals the methods of facilitation of the training the employees have attended. 37.2% of the respondents indicated that seminars are the most effective method of facilitation the employees have attended. 25.7% of the respondents indicated presentation; 20% indicated discussions and 17.1% of the respondents indicated lectures.

4.4.4 Methods of Training

The study sought to determine whether the methods used during training have an impact on the skills. The findings were presented in figure 4.8.

Figure 4.8: Methods of Training



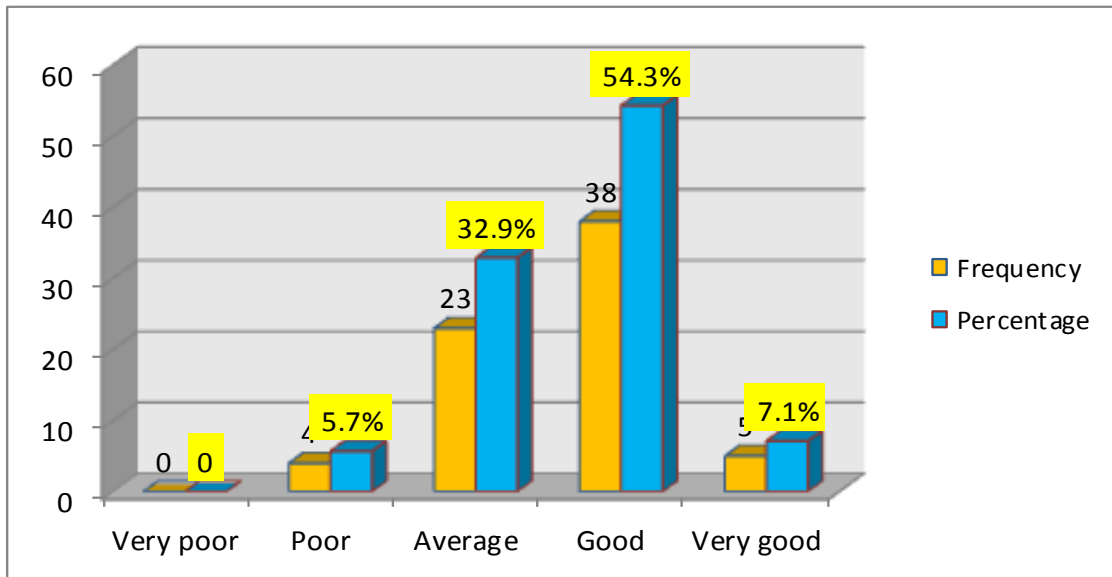
Source: Research Data, 2016

Figure 4.8 reveals the methods used during training have an impact on the skills. 92% of the respondents indicated that the methods used during training have an impact on the skills while 8% of the respondents contradict the majority by indicating the methods used during training have no impact on the skills.

4.4.5 Rate Quality of Trainings

The study sought to investigate how the employees at NCCG rate the quality of training programme(s) for which they have participated. The findings were presented in figure 4.9.

Figure 4.9: Rate Quality of Trainings



Source: Research Data, 2016

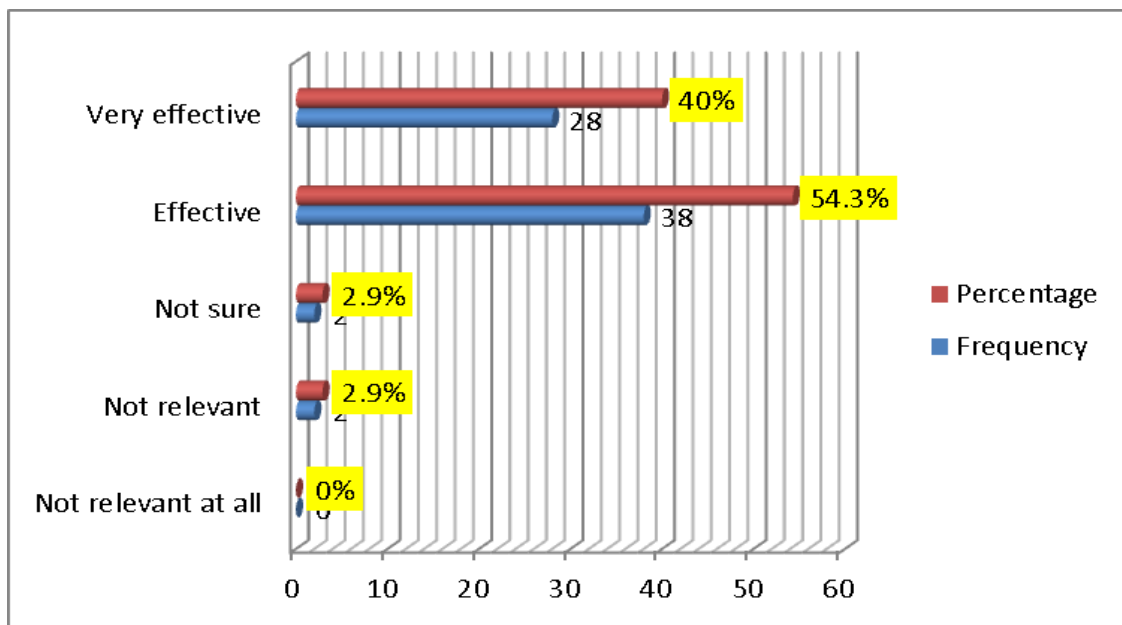
The findings in figure 4.9 reveal that 54.3% of the respondents indicated that employees at Nairobi City County Government rated the quality of training programme(s) for which they have participated was good. 32.9% of the respondents indicated that employees at Nairobi City County Government rated the quality of training programme(s) for which they have participated was average; 7.1% of the respondents indicated that employees at Nairobi City County Government rated the quality of training programme(s) for which they have participated was very good while 5.7% of the respondents indicated that

employees at Nairobi City County Government rated the quality of training programme(s) for which they have participated was poor.

4.4.6 Relevance of Training

The study sought to determine how relevant the training at the organization are to the employees work. The findings were presented in figure 4.10.

Figure 4.10: Relevance of Training



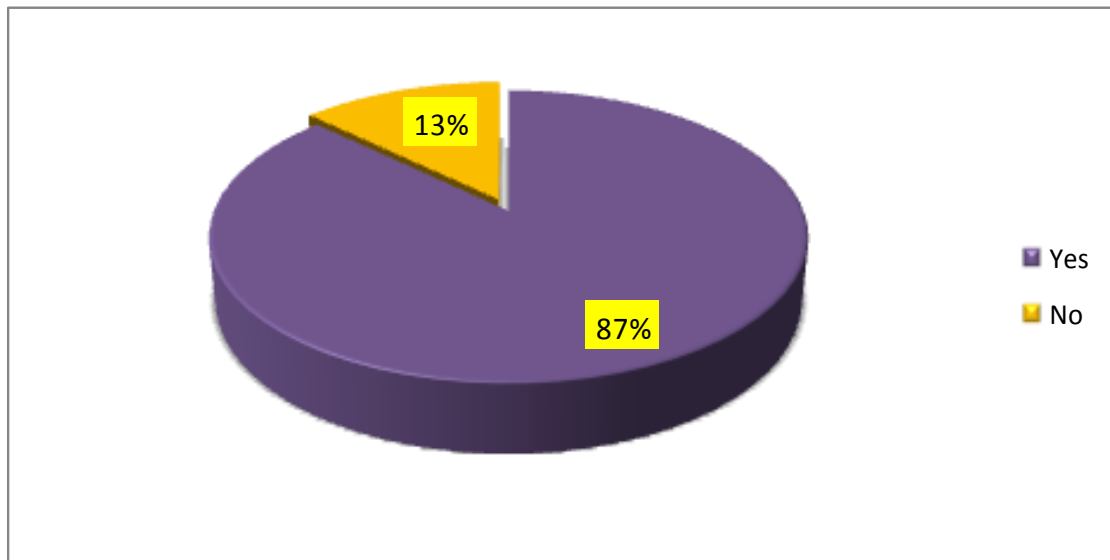
Source: Research Data, 2016

The findings in figure 4.10 reveal that 54.3% of the respondents indicated that the training at the organization to the employees work is effective and 40% indicated that the training at the organization to the employees work is very effective. The study concluded that the training at the Nairobi City County Government is relevant and effective to the employees work.

4.4.7 Training and Job Performance

The study sought to find out the opinion of the respondents on training, whether it has helped to improve their job performance. The findings were presented in figure 4.11.

Figure 4.11: Training and Job Performance



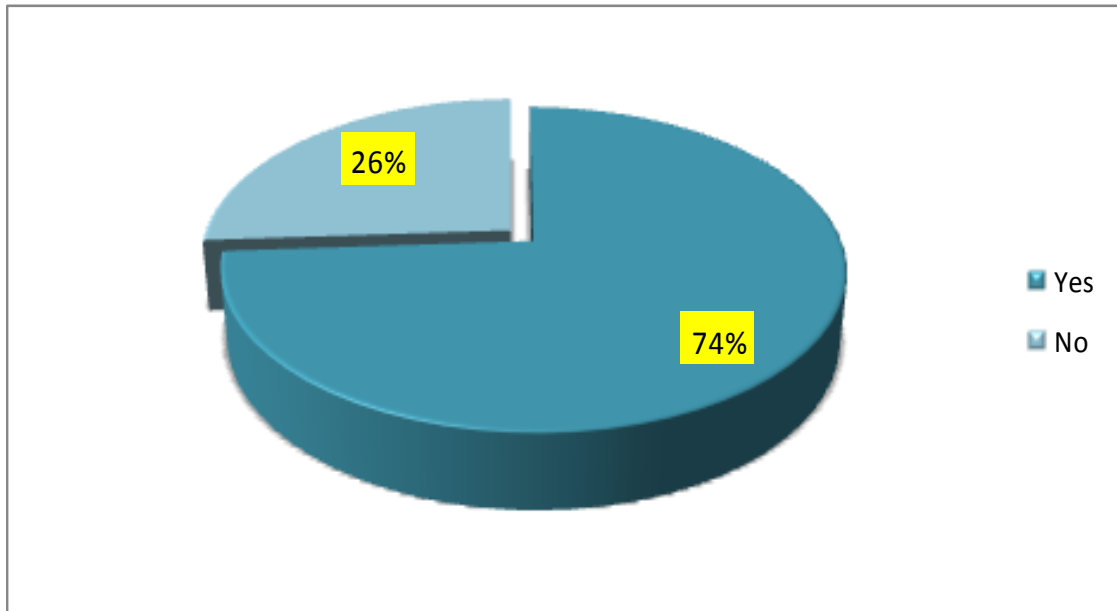
Source: Research Data, 2016

The findings in figure 4.11 reveal that training has helped to improve their job performance. This account for 87% of the respondents while 13% on the contrary indicated that training has not improved their job performance.

4.4.8 Training and Motivation for Performance

The study sought to determine whether the respondents would rather require further training for motivations towards performance improvement to enable them contribute to increased productivity. The findings were presented in figure 4.12

Figure 4.12: Training and Motivation for Performance



Source: Research Data, 2016

The findings in figure 4.12 reveal that 74% of the respondents would require further training for motivation towards performance improvement to enable them contribute to increased productivity while 26% of the respondents would not require further training for motivation towards performance improvement to enable them contribute to increased productivity.

The respondents who indicated that they would rather require further training for motivation towards performance improvement to enable them contribute to increased productivity, gave their reasons that depending on the type of work employees do, some may feel as though their day-to-day duties are far removed from the overall mission statement of the company. An employee may feel unimportant as an individual and that the job could be done by anyone. Training presents an opportunity to demonstrate each

employee's value and to show where their good work is of benefit to the company overall. Most people who have been in the workforce long enough have had the experience of integrating new systems or ways of doing things that actually impeded productivity. While all new processes present a learning curve and may temporarily make employees less efficient, the ultimate aim of training should be to improve workflow. Managers who keep open communication with employees will have a good sense of where workflow could be improved and how training can help with this.

Training can be a terrific opportunity for an employee whose manager has identified specific skills that can be enhanced. For example, an employee who is particularly good at written communication or with numbers might be given the opportunity to develop those skills further in training. The corollary to this is that employees should be offered training that is interesting and relevant to their work. Training that includes components in which employees work together to problem solve and develop solutions can strengthen bonds between employees more effectively than bonding exercises designed exclusively to promote team-building because the training has a bigger real world component to it. Employees can work on a common goal during training that will have a positive effect on their day-to-day work life, and they may return to their daily routine with a new appreciation for their colleagues' strengths and contributions.

Employers can demonstrate their commitment to employees and enhance employee motivation by showing that they care about employees' careers over the long term. This type of development can be approached by working with employees to map out their goals and work on training that can help them achieve these goals. This may range from

short-term training sessions during the workday to paying for an employee formal education such as masters' degrees in engineering or business. One key to using training effectively is good communication between employees and their managers. A manager who understands employee's frustrations, strengths and long-term goals can better assist in identifying the type of training that will motivate employees. Employees who have the opportunity to pursue training that teaches them skills that are useful at work in the short and the long term will be more engaged and have a greater sense of loyalty toward their employer.

4.4.9 Problems Faced in Training

The study sought to establish the problems that the employees at NCCG face with regard to training within the organization. The respondents indicated some of the challenges that are faced. These include: the challenge of getting time and resources, which are limited, scheduling -many managers are reluctant to let employees take much time away from their duties for training, rapid changes in technology, corporate initiatives and programs can make it difficult to adequately prepare training materials and deliver training before employees need information and new skills, age, gender, and professional status. Different cultures give different regard to age, gender, and professional qualification. High professional status - the higher the qualification of the trainer, the more will be the importance attached to the information. Language problem in training and development - language comprises of both spoken and unspoken means of communication. The best of the best training programs will fail if the trainer is not well versed in communicating trainees' language. Language is one of the most important ingredients of culture and

organizational barriers to learning. Typically, as organizations grow and mature they develop more rigid systems and processes and ways of thinking. This has an impact on the organizational learning. When problems arise in the company, the solutions that are proposed often turn out to be only short term. Individual barriers to learning like resistance to learning can occur within an organization if there is not sufficient buy in at an individual level. Learning and personal mastery is a question of individual choice and cannot be forced.

4.4.10 Improving Training in Organization

The study sought to determine the specific ways in which the employees think that training in the organization can be improved. The respondents indicated some of the ways that the organization uses to improve training in organization. These include: identifying the skills that employees need to carry out in their jobs by offering training needs assessments that focus on job tasks in skills training that need to be used by learners immediately upon returning to their work environments. Training that occurs way in advance of applying the skills fails, doing follow-up mini-sessions month or two after a training session, where participants can interact and talk about their experiences and challenges applying what was learned. Even an hour long mini-session can be hugely effective and participants really like this focus on application of learning; encouraging managers to attend the same training with junior employees and talk about the training back on the job. Managers often want to "fire and forget" when it comes to training, but if they are onsite from the beginning and actively coach, and/or remind staff to apply what they've learned, the training becomes much more effective. They should also encourage

and/or arrange for participants to teach or communicate what they learned. This is often a very cost effective way to train many people, but if participants know up-front that they will be training others, or even reporting back to their peers, they tend to learn more effectively and the act of communicating what they learned to others is a way to reinforce learning.

4.4.11 Extent to which Traits and Skills Influence Training and Employee Performance

The study sought to determine the extent to which traits and skills influence training and employee performance in the Nairobi City County Government.

According to the Likert scale, 5 point was assigned to the variable “very great extent”, 4 points to “great extent”, 3 points to “minimal extent”, 2 points to “very minimal extent” and 1 point to “no extent”. Using these point allocation as the variable values and absolute frequencies, weighted mean and standard deviation (to determine the response dispersion from the mean) were computed. Given that there were five variables and a range of 4 points from the lowest to the highest possible mean translating to a variable-by-variable range of 0.8, the following key was established:

- | | |
|------------------------|----------------|
| 5. Very great extent | - (4.21 – 5.0) |
| 4. Great extent | - (3.41 – 4.2) |
| 3. Minimal extent | - (2.61 – 3.4) |
| 2. Very minimal extent | - (1.81 – 2.6) |
| 1. No extent at all | - (1.0 – 1.8) |

Table 4.6: Traits and Skills influence training and employee performance

Indicators	NE	LE	ME	GE	VGE	Mean	Std. Dev.
Training and abilities	-	-	2	47	21	3.62	0.249
Improvement after training	-	-	6	38	26	3.49	0.324
Training and development	-	-	-	51	19	4.18	0.515

Source: Research data, 2016

The results from table 4.6 reveal the indicators of traits and skills that influence training and employee performance. The study reveals that training and abilities influence employee performance to a great extent with a mean of 3.62; it was also noted that improvement after training influence employee performance to a great extent with a mean of 3.49. The study revealed that training and development greatly influence employee performance to a great extent with a mean of 4.18. Training and development is a strong indicator of traits and skills that influence training and employee performance.

4.4.12 Level of Satisfaction as an Employee

The study sought to determine the extent to which employees are satisfied about training at the Nairobi City County Government.

According to the Likert scale, Not at all =1, minimal satisfied =2, moderately satisfied =3, Satisfied =4 and Very satisfied =5. Using these point allocation as the variable values and absolute frequencies, weighted mean and standard deviation (to determine the response dispersion from the mean) were computed. Given that there were five variables

and a range of 4 points from the lowest to the highest possible mean translating to a variable-by-variable range of 0.8, the following key was established:

1= Not at all	- (1.0-1.8)
2= minimal satisfied	- (1.81- 2.6)
3= moderately satisfied	- (2.61-3.4)
4= Satisfied	- (3.41-4.2)
5= very satisfied	- (4.21-5.0)

Table 4.7: Level of satisfaction as an employee

Indicators	1	2	3	4	5	Mean	Std. Dev.
Satisfied to work	-	-	10	45	15	3.84	0.254
Job satisfaction and performance	-	-	4	38	28	3.92	0.361
Better working conditions	-	-	2	46	22	3.86	0.385
Support and resources to meet performance targets	-	-	1	50	19	4.19	0.421

Source: Research Data, 2016

The findings in table 4.7 reveal the indicators of level of satisfaction as an employee at NCCG. The study reveals that the employees are satisfied to work to a great extent with a mean of 3.84. The respondents indicated that job satisfaction and performance influence the level of satisfaction as an employee to a great extent with a mean of 3.92. The respondents added that better working conditions influence the level of satisfaction as an

employee to a great extent with a mean of 3.86 and that support and resources to meet performance targets influence the level of satisfaction as an employee to a great extent with a mean of 4.19.

4.4.13 Employee Training Influence Performance

The study sought to determine the extent to which the employees agree that employee training influence performance at the Nairobi City County Government.

According to the Likert scale, strongly disagree = 1, disagree = 2, moderately agree = 3, Agree = 4 and strongly agree = 5. Using these point allocation as the variable values and absolute frequencies, weighted mean and standard deviation (to determine the response dispersion from the mean) were computed. Given that there were five variables and a range of 4 points from the lowest to the highest possible mean translating to a variable-by-variable range of 0.8, the following key was established:

1= strongly disagree	- (1.0-1.8)
2= disagree	- (1.81- 2.6)
3= moderately agree	- (2.61-3.4)
4= agree	- (3.41-4.2)
5= strongly agree	- (4.21-5.0)

Table 4.8: Employee Training Influence Performance

Indicators	SD	D	MA	A	SA	Mean	Std. Dev.
Employees receive adequate training and information to do their job well, therefore, no need to move to other organizations	-	12	4	23	31	4.25	0.246
Sufficient time and money is allocated for training, thus employees are indebted to remain in their stations	-	-	8	12	50	4.45	0.325
Training and development plans are developed and monitored for all employees which help to manage employee performance	-	-	-	34	36	4.34	0.341
The County releases employees from regular work to attend training and even sponsor them where possible, thus improving their performance	-	-	-	47	23	4.24	0.384

Source: Research Data, 2016

The results in table 4.8 reveal the indicators of employee training. The respondents strongly agreed that employees receive adequate training and information to do their job well, therefore, no need to move to other organizations with a mean of 4.25. The respondents strongly agreed that sufficient time and money is allocated for training, thus employees are indebted to remain in their stations with a mean of 4.45. The respondents

agreed that training and development plans are developed and monitored for all employees who help to manage employee performance with a mean of 4.34 and that the respondents agreed that the County releases employees from regular work to attend training and even sponsor them where possible, thus improving their performance with a mean of 4.24.

4.5 Inferential Analysis

Inferential analysis will make use of correlation coefficient to establish the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya.

The study sought to establish the relationship between training and employee performance. Pearson Correlation analysis was used to achieve this and at 99% and 95% confidence levels (Fisher, 2005). The correlation analysis enabled the testing of study's hypothesis that training has no significant impact on employee performance at the Nairobi City County Government, Kenya.

Table 4.9: Correlation Analysis

		Employee performance	Perception	Training
Employee performance	Pearson	1		
	Correlation Sig. (2-tailed)	.000		
Perception	Pearson	.782*	1	
	Correlation Sig. (2-tailed)	.049	.000	
Training	Pearson	.984**	-.058	1
	Correlation Sig. (2-tailed)	.000	.033	.000

*. Correlation is significant at the 0.05 level (2-tailed); **. Correlation is significant at the 0.01 level (2-tailed).

Results from table 4.9 above reveal that there is a significant positive relationship between employee performance and training ($r = .984^{**}$, $P\text{-value} < 0.01$). This implies that training influences employee performance at the Nairobi City County Government, Kenya. The findings also revealed a significant positive relationship between employee performance and perception ($r = .782^{**}$, $P\text{-value} < 0.01$). Thus, implying that perception influences employee performance at the Nairobi City County Government, Kenya. Finally, a negative correlation coefficient was established between training and perception ($R = -.058$, $p = .033$).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the key findings presented in chapter four, conclusions will be drawn based on the findings and recommendations there-to. This chapter will thus be structured into conclusion, recommendations and areas for further research.

5.2 Summary of Findings

The study addressed the perceived relationship between training and employee performance at the Nairobi City County Government, Kenya. The results of the findings indicated that training and development affects employee performance and organizational effectiveness, which implies that effort, must be made to ensure that employee skills and knowledge are fully utilized through adequate and timely training design and implementation. It was established from this study that there is a positive relationship between training and employee performance. Training generates benefits for the employee knowledge, skills, ability, competences and behavior (Benedicta, 2010).

From the findings the majority respondents indicated that training develops skills and competences to improve performance, it reduces learning time for employees starting new jobs on appointment, transfer or promotion and training helps to reconcile the gap between what should happen and what is happening to increase the level of performance. Nickels (2009), opined the effects of training on employee performance can often encourage growth within the worker and the organization itself. The majority respondents indicated that training plays an important role in the development of organizations,

improving performance and training helps people to grow within the organization in order to meet the future needs for employees.

The study established that for any organization to achieve a competitive advantage, each staff in every department must perform excellently. Training can be sold as key influence to improving the performance of individuals. The aim of training is to enable employees to match the organization's future needs at expert and management levels so as to achieve the organization's objectives.

Providing training experiences such as basic skills training, on-the-job experience, coaching, mentoring and management development can further influence employee development and hence, their performance. Training, when well done, will reflect in productivity, that is, productivity will increase, there will be reduction in accidents on the job and in the end profits of the organization would be maximized; the ultimate goal of every employer. Dessler (2003) and Mondy (2008) sums up how training influences corporate performance by arguing that developing human capital through continuing training may increase the productive output from each employee either through improvement in skill level or through improvement in morale and job satisfaction.

5.3 Conclusion

Employees who are committed in their jobs, profession and careers want to know more about their company and industry and to learning those skills that will improve their performance. Training is important for the survival of any organization. It is also imperative for effective performance of employees, enhancement of employees' ability to

adapt to the changing and challenging business environment and technology for better performance, increase employees knowledge to develop creative and problem solving skills. Training and development have an impact on the performance of employees with regards to their jobs.

The study concluded that there was a positive relationship between training and employee performance. Training generates benefits for the employee knowledge, skills, ability, competencies and behavior. The study also observed that training alters behavior of employees in a direction that will achieve organizational goals and help to reconcile the gap between what should happen and what is happening to increase the level of performance.

5.4 Recommendations

The study recommends that individuals in an organization should be more proactive and should seek to be more creative and innovative to contribute their quota through their profession and skill. Employers of labor and decision makers should endeavor to create enabling training environment and favorable training policies that will give every worker opportunity to attend relevant training. Management should also take into consideration the training need of each worker and act as appropriate.

Employee training should be done to upgrade the staff knowledge and skills constantly to enable them remain productive in the organization. It is therefore strongly recommended that all stakeholders, directors, senior managers, junior managers, supervisors and the employees should be involved in one way or the other in training as there is a positive

relationship of training and performance to enhance employee knowledge, skills, ability, competencies and behavior. This could also be done through support and involvement.

Managers should adopt a focused approach towards training and remain fully involved in making policy decisions for training. They must accept their responsibility in the area of training and also accountability to their reports for the training, being immediate employee-contacts. It also illustrates that the HR department cannot be devolved of the responsibility of training, rather it remains committed since deliberated and formal approach to training and development will contribute positively towards organizational performance. Training is necessitated due to rapid advances and changes in technology, developing core competencies, steering downsizing and reengineering and covering gaps in formal education which all being issues of immediate nature, fall in the managers' domain.

5.5 Limitations of the Study

The study involved collection of data from all the departments at the Nairobi City County, which are located in various locations within the County. This made collection of data a bit hard and some of the respondents were not very cooperative, some were not in offices most of the time so I had to make several trips to the County to collect the questionnaires.

5.6 Suggestion for Further Studies

The study looked at the perceived relationship between training and employee performance at the Nairobi County Government, Kenya. However, there are other dimensions of employee performance such as diversified and challenging work, compensation package, advancement opportunities, access to continuous learning opportunities for personal and professional growth, an inclusive workplace, work-life balance and ongoing recognition of contributions to the organization that need to be looked in to and how they affect the performance of the employee.

REFERENCE

- Alexandros G. S. & Bouris J. (2007). Employee perceived training effectiveness relationship to employee attitudes. *Journal of European Industrial Training* Vol. 32 No. 1, 2008 pp. 63-76
- Ameeq A. & Furqan H. (2013). Impact of Training on Employee's Development and Performance in Hotel Industry of Lahore, Pakistan. *Journal of Business Studies Quarterly* 2013, Volume 4, Number 4
- Armstrong, M. (2009). *Armstrong's Handbook of Human Resource Management Practice*. London: Kogan Page Limited.
- Armstrong, M. (2011). *A Handbook of Human Resource Management practice*. 9th Edition. London: Kogan Page.
- Ashar M., Ghafoor. M., Munir E. &Hafeez S. (2013). The Impact of Perceptions of Training on Employee Commitment and Turnover Intention: Evidence from Pakistan. *International Journal of Human Resource Studies* ISSN 2162-3058 2013, Vol. 3, No. 1
- Barney, J. (1991). "Firm Resources and Sustained Competitive Advantage" *Journal of Management*. Vol. 17, No. 1, 99-120.
- BassiL. J., Benson G., &Cheney S. (2006). "The Top Ten Trends," Training and Development: pp. 28-42.
- Becker B. & Gerhart B. (1996). The impact of Human Resource Management on Organizational Performance: Progress and Prospects, *Academy of Management Journal*, Vol 39, No. 4, 779- 807

- Bennet, R. (1997). *Organizational Behaviour*. 2nd Edition. Financial Times Management, London
- Bernardin, H. J. (2010). *Human Resource Management: an Experiential Approach*. New York: Mc- Graw-Hill Companies, Inc.
- Cameron, E. & Green, M. (2004). *Making sense of change management*, Kogan Page
- Chabra T.N. (2004). *Human Resource Management: Concepts and Issues*, DhanpatRai& Co., New Delhi
- Churchill, G.A.& Iacobucci, D., (2002). *Marketing Research: Methodological Foundations*. Southwestern, Thomas Learning.
- Cole, G.A. (2002). *Management Theory and Practice*. 5thEdition. Gosport, Ashford colourpress.
- Collins C. J., & Clark, K.D. (2005). Strategic Human Resource Practices, Top Management Team Social Networks, And Firm Performance: The Role Of Human Resource Practices In Creating Organizational Competitive Advantage, *Academy of Management Journal*, Vol. 46, No. 6, 740–751.
- County Governments Act (2012). Laws of Kenya: Revised Edition. The National Council for Law Reporting with the Authority of the Attorney General.
- Cross J. & O’Driscoll, T. (2005). “*Workflow Learning gets REAL*,” Training (February 2005): 30–35.
- Cummings, T.G. & Warley, C.G. (2005). *Organization Development and Change*, 8th Edition. Cincinnati, OH: South – Western College Publishing.
- Dasgupta A. (2014). *Business and Management in India*. Vikas Publishing House, New Delhi

- David E. & Guest, J. M. (2007). Human Resource Management and Corporate Performance in the UK. *British Journal of Industrial Relations*, 291-314.
- Delaney, J.T. & Huselid, M.A. (1996). “The impact of Human Resource Management practices perceptions of organizational performance”, *Academy of Management Journal*, Vol. 39 No. 4, pp. 949-69
- Dysvik A. & Kuvaas B. (2008). The relationship between perceived training opportunities, work motivation and employee outcomes. *International Journal of Training and Development* 12(3): 138 – 157
- Edmonds J., (2010). *How training in project management can help businesses to get back on track*. Industrial and Commercial Training, Vol. 42 (Iss: 6, pp.314 – 318)
- Elnaga A. & Imran A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management* www.iiste.org ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol.5, No.4, 2013
- Faris I. A., Mahmoud A. & Rosima B.A. (2014). *The Relationship between Training and Employee Performance: A Case of Jordanian Public Universities*. Vol 4, No 12.
- Fisher, R. A. (2005). *Frequency distribution of the values of the correlation coefficient in samples of an indefinitely large population*. *Biometrika*, 10, 507–521.
- Gibson, J. J. (2014). *The Ecological Approach to Visual Perception*. Lawrence Erlbaum Associates. ISBN 0-89859-959-8
- Githinji A., (2014). Effects of Training on Employee Performance: A Case Study of United Nations Support Office for the African Union Mission in Somalia. Unpublished MBA Project, United States International University.

- Ichniowski, C., Shaw, K. &Prennushi, G. (1997). “The effects of Human Resource Management practices on productivity: a study of steel finishing lines”, *American Economic Review*, Vol. 87 No. 3, pp. 291-313
- Jagero N., Komba H. V.&Mlingi M. N. (2012). Relationship between on the Job Training and Employee Performance in Courier Companies in Dar es Salaam, Tanzania. *International Journal of Humanities and Social Science* Vol. 2 No. 22
- Jiang K., Lepak D. Hu J., & Baer J. (2012). How Does Human Resource Management Influence Organizational Outcomes? A Meta-Analytic Investigation Of Mediating Mechanisms, *Academy of Management Journal*, 2012, Vol. 55, No. 6, 1264–1294.
- Kamoche, K. & Mueller, F. (1998). “Human Resource Management and the appropriation-learning perspective”, *Human Relations*, Vol. 51 No. 8, pp. 1033-60.
- Kaplan, R., & Norton, D. (1996). *Translating Strategy into Action: The Balanced Scorecard*. Harvard Business Press, Boston MA
- Kasau S. A. (2014). Relationship between Training and Performance: A Case Study of Kenya Women Finance Trust Eastern Nyanza Region, Kenya. *European Journal of Business and Social Sciences*, Vol. 3, No.1, pp 95-117
- Kerlinger, F. N. (1973). *Foundation of behavioral science*. New York: Holt, Rinehart and Winston.
- Kibera, F. & Warunge, C. (1998). *Fundamentals of Marketing; an African Perspective*, Kengen, *An unpublished MBA project*, University of Nairobi.
- Kinicki, A. & Kreitner, R. (2007). *Organizational Behavior*. McGraw-Hill, New York.

- Kirwan, C. & Birchall, D. (2006). Transfer of learning from management development programmes: testing the Holton model, *International Journal of Training and Development*, Vol. 10 No. 4, pp. 252-68.
- Kombo. K.D. & Tromp. L.A. (2006). *Proposal and Thesis Writing*. Don Bosco Printing Press, Kenya.
- Kotler, (2003). *Marketing Management*. 11th Edition, Thomson Press Ltd.
- Landy, F. W. (1985). *The psychology of work behavior*. 3rd Edition. Homewood, IL: Dorsey Press.
- Leonard-Barton, D. (1992). "The factory as a learning laboratory". *Sloan Management Review*, pp. 23-38.
- Liebermann, S. & Hoffmann, S. (2008). "The impact of practical relevance on training transfer: evidence from a service quality training program for German bank clerks", *International Journal of Training and Development*, Vol. 12 No. 2, pp. 74-86.
- Mang'ale S. (2013). Employee Perception of Performance Contracting Process in the Ministry of Local Government. *Unpublished MBA Project*, University of Nairobi.
- Massad, C. M., Hubbard, M., & Newton, D. (2012). Selective perception of events. *Journal of experimental Social Psychology*, 15, 513–532
- McKinsey C. (2006). Organizing for successful Change Management McKinsey Global Survey. *The McKinsey Quarterly*, July 2006.
- Moore, Brian C. J. (2013). "Audition". In Goldstein, E. Bruce. *Encyclopedia of Perception*. Sage. Pp. 136–137.

- Muindi D. (2012). Employees' Perception of the Effectiveness of Performance Management Practices at Harambee Sacco Ltd. Unpublished MBA Project, University of Nairobi
- Nassazi A. (2013). *Effects of Training on Employee Performance*. Vaasan Ammattikorkeakoulu, University of applied Sciences: International Business. Uganda
- Newstrom, J.W. (2007). *Organizational behavior; Human behavior at work*. New York. McGraw-Hill.
- Ng'ang'a, R., Weru, J. W., Iravo M. A. and Sakwa M. (2013). The Relationship between Training and Development on Performance of State Owned Corporations. *International Journal of Academic Research in Business and Social Sciences*. September 2013, Vol. 3, No. 9
- Nganga, J.N. (2004). Employee Perception of Strategy in Public Organizations. *Unpublished MBA project*. University of Nairobi Press.
- Ngugi M. N. (2014). Perceived Relationship between Training and Development and Employee Performance in Geothermal Development Company (GDC). Unpublished thesis. University of Nairobi.
- Nikandrou, I., Brinia, V. & Bereri, E. (2009). "Perspective on practice: trainee perceptions of training transfer: an empirical analysis", *Journal of European Industrial Training*, Vol. 33 No. 3, pp. 255-70.
- Njoroge, J.K. (2003). Customers Perception of Service Quality in a decentralized system in the case of the public utility sector in Kenya Power and Lighting Company Limited.

- Noe, R. (2008). *Employee Training and Development*. 4th Edition. McGraw-Hill, New York.
- Nzuve, S.N. (2007). *Elements of Organizational Behaviour*. Revised Edition, University of Nairobi Press, Nairobi.
- Ogula, P. A. (2005). *Research Methods*. CUEA Publications: Nairobi
- Orodho, A. J. (2003). *Essentials of Educational and Social Sciences Research Method*. Nairobi: Masola Publishers.
- Penrose, E. T. (1959). *The Theory of the Growth of the Firm*. New York: John Wiley.
- Pfeiffer, J. (1994). *Competitive Advantage through People*. Harvard Business School Press, Boston, MA
- Phillips, Jack J. & Stone, Ron Drew. (2002). *How to measure training results: a practical guide to tracking the six key indicators*. Publishers
- Plott C.E. & Humphrey J. (2006). "Preparing for 2020," Training and Development (November 2006): 46–49
- Pomerantz, James R. (2013): "Perception: Overview". In: Lynn Nadel (Ed.), Encyclopedia of Cognitive Science, Vol. 3, London: Nature Publishing Group, pp. 527–537
- Robbins S.P. (2009). *Organizational Behaviour*. Prentice Hall Inc. New Jersey
- Robbins, S., Bergman, R., Stagg, I & Coulter, M. (2000). *Management*. 2nd Edition. Prentice Hall, Thomson, United States
- Rolf L. & Udai P. (2000). *Training for organizational transformation*. Sage Publications, New Delhi.

- Salopek J. (2010). “*Digital Collaboration,*” *Training and Development* (June 2010): 38–43
- Schultz T.W. (1972). *Human Capital: Policy Issues and Research Opportunities*. National Bureau of Economic Research, New York:
- Waithira M.K. (2014). Perceived Relationship between Training and Development Practices and Employee Performance at Kenya Commercial Bank in Kenya. Unpublished Thesis, University of Nairobi
- Wang, G.G. & Wang, J. (2006). *HRD evaluation: emerging market barriers, and theory building*, *Advances in Developing Human Resource*. Vol. 7 No. 1, pp. 22-36.
- Wehnam P.D., Jagero N. & Nyauchi M.(2014). The Relationship between Training and Employee Performance: The Case of Mutare City Council, Zimbabwe. *International Journal of Human Resource Studies* ISSN 2162-3058 2014, Vol. 4, No. 4
- Wheeler L. (2008). “Change Every Day,” *Training* (October 2008): 51–53.

APPENDICES

Appendix I: Letter of Introduction



UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE: 09.05.2016

TO WHOM IT MAY CONCERN

The bearer of this letter Mokaya Kenneth Morang

Registration No. DEI/64036/2013

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.



PATRICK NYABUTO
SENIOR ADMINISTRATIVE ASSISTANT
SCHOOL OF BUSINESS

Appendix II: Questionnaire for Employees

Please answer all the questions by filling appropriately after carefully reading through them. The questions are seeking your opinion on the perceived relationship between training and employee performance at the Nairobi City County Government. All the answers you give will help in achieving the objectives of this study. Your answers will be treated with confidentiality and will only be used for the purpose of this study.

Section A: Profile of Respondents

1. Gender a) Female () b) Male ()

2. Age a) 18 – 25 () b) 26 – 35 () c) 36 – 45 () d) 46 – 55 ()
 e) 56 – 59 ()

3. Marital status a) Single () b) Married () c) Divorced () d) Widowed ()

 e) Separated ()

4. Department:

5. Rank:

6. Educational background:

7. How long have you worked for the organization?

a) 5 years and below [] b) 6- 10 Years [] c) 11 - 15 Years [] d) 16 years and above []

8. Have you had any form of training since you joined the organization?

- a) Yes () b) No ()

Section B: Training and Employee Performance

If “yes” to the question above, please continue with the questions below.

9. How were you selected for training?

- a) On joining the company b) Supervisors recommendation
c) Compulsory for all employees d) upon employee request
e) Performance appraisal f) Do not know

10. How often do you undergo training?

- a) Quarterly () b) Every six months ()
c) Once a year () d) Every two years ()
e) No specific schedule.....

11. What are the methods of facilitation at the training you have attended?

- a) Lecture [] b) Demonstrations [] c) Discussions []
d) Presentation[] e) Seminar []

12. Do the methods used during training have any impact on your skill?

a) Yes () b) No ()

13. How will you rate the quality of the training programme(s) for which you have participated?

a) Very poor () b) Poor () c) Average () d) Good () e) Very good ()

f) Excellent ()

14. How relevant were the trainings you received to your work?

a) Not relevant at all [] b) Not relevant [] c) Not sure [] d) Effective []

e) Very effective[]

15. In your opinion, do you think training has helped improve your job performance?

a) Yes [] b) No []

16. Would you require further training for motivation towards performance improvement to enable you contribute to increased productivity?

a) Yes() b) No ()

If “yes” to the question above, please provide reasons as to why below.

.....
.....

17. What problems do you face with regard to training within your organization?

.....

.....

18. Please specify any ways you think training in your organization can be improved.

.....

.....

19. Indicate the extent to which traits and skills influence training and employee performance in the Nairobi City County Government. Likert scale will be used in a scale of 1-5 as illustrated below:

No Extent =1, Low Extent =2, Moderate Extent =3, Great Extent =4 and Very Great Extent =5

Statements	NE	LE	ME	GE	VGE
Training and abilities					
Improvement after training					
Training and development					

20. Rate the level to which you are satisfied as an employee about training at the Nairobi City County Government on a Likert scale of 1-5 as illustrated below:

Not at all =1, minimal satisfied =2, moderately satisfied =3, Satisfied =4 and Very satisfied =5

Statements	1	2	3	4	5
Satisfied to work					
Job satisfaction and performance					
Better working conditions					
Support and resources to meet performance targets					

21. Rate the extent to which you agree with the given statements on employee training influence on performance. Likert scale will be used in a scale of 1-5 as illustrated below:

Strongly Disagree = 1, Disagree = 2, Moderately Agree = 3, Agree = 4 and Strongly Agree = 5

Statements	SD	D	MA	A	SA
Employees receive adequate training and information to do their job well, therefore, no need to move to other organizations					
Sufficient time and money is allocated for training, thus employees are indebted to remain in their stations					
Training and development plans are developed and monitored for all employees which help to manage employee performance					
The County releases employees from regular work to attend training and even sponsor them where possible, thus improving their performance					

Thank you for your response